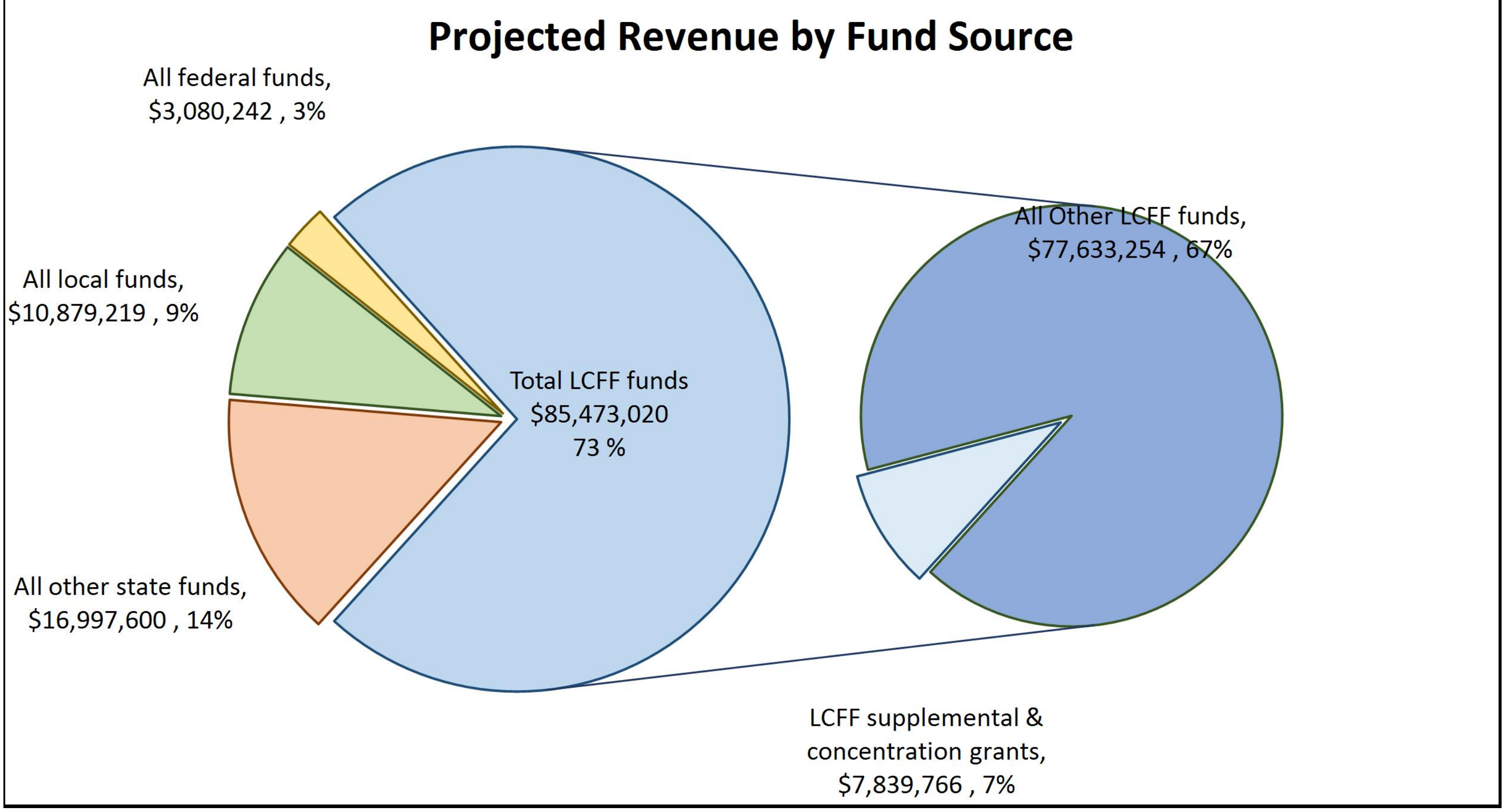
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cotati-Rohnert Park Unified School District
CDS Code: 49738820000000
School Year: 2026-27
LEA contact information:
Dr. Maitè Iturri
Superintendent
maite_Iturri@crpusd.org
707-792-4722

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

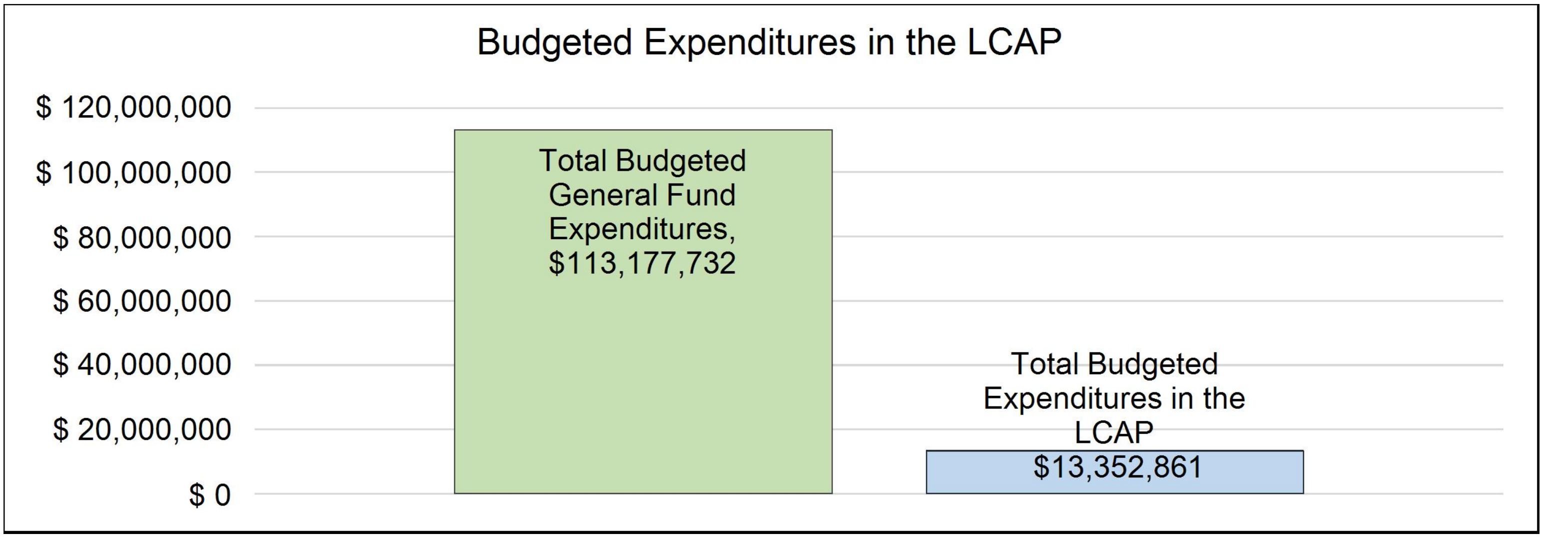


This chart shows the total general purpose revenue Cotati-Rohnert Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cotati-Rohnert Park Unified School District is $116,430,081, of which $85,473,020 is Local Control Funding Formula (LCFF), $16,997,600 is other state funds, $10,879,219 is local funds, and $3,080,242 is federal funds. Of the $85,473,020 in LCFF Funds, $7,839,766 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 Cotati-Rohnert Park 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: Cotati-Rohnert Park Unified School District plans to spend $113,177,732 for the 2026-27 school year. Of that amount, $13,352,861 is tied to actions/services in the LCAP and $99,824,871 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

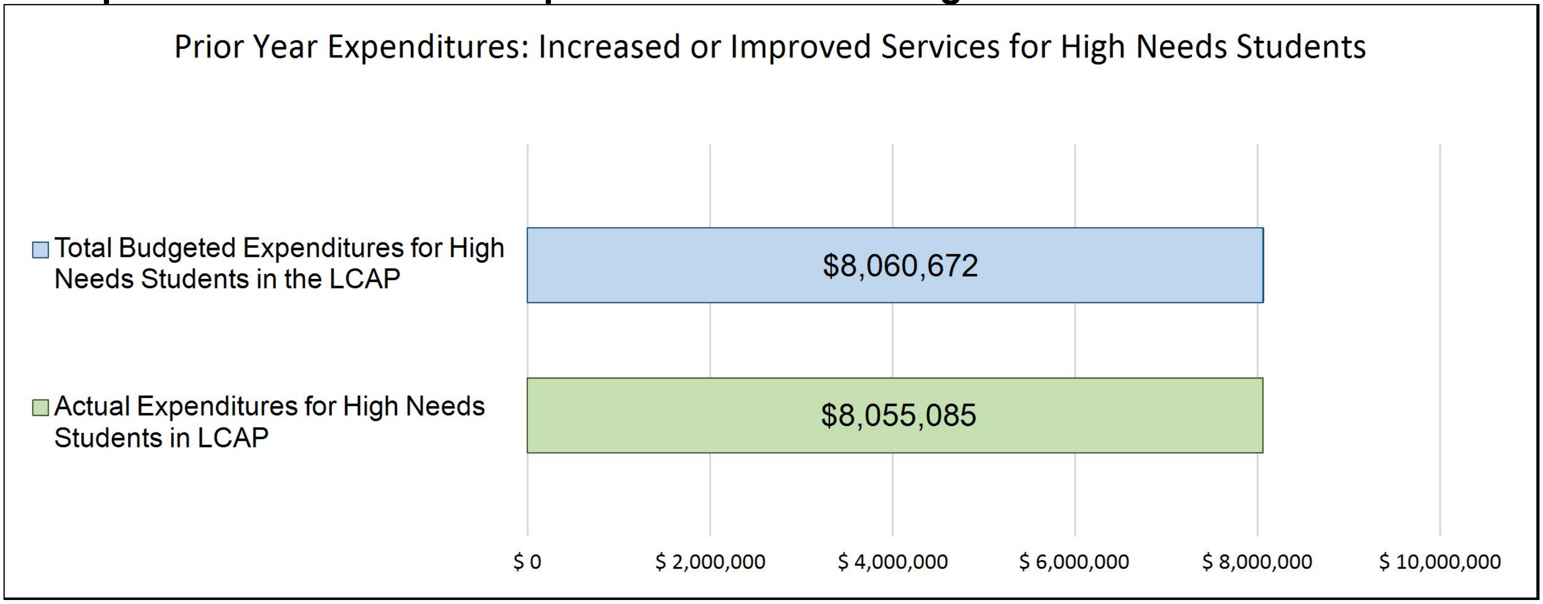
Home-to-School Transportation, Maintenance and Operations, Business Services, Special Education, Athletics, alt Ed, Independent Study Programs, Targeted Donations, Before and After School Programs.

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

In 2026-27, Cotati-Rohnert Park Unified School District is projecting it will receive $7,839,766 based on the enrollment of Foster Youth, English learner, and low-income students. Cotati-Rohnert Park Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cotati-Rohnert Park Unified School District plans to spend $8,060,672 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 Cotati-Rohnert Park 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 Cotati-Rohnert Park 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, Cotati-Rohnert Park Unified School District's LCAP budgeted $8,060,672 for planned actions to increase or improve services for high needs students. Cotati-Rohnert Park Unified School District actually spent $8,055,085 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $5,587 had the following impact on Cotati-Rohnert Park Unified School District’s ability to increase or improve services for high needs students:

Increased or Improved Services actuals resulted in a decrease of spending. This was the result of budgetary savings through improved purchasing practices and enhanced curriculum inventory control. By reducing unnecessary spending and better management of existing educational materials, the district freed up valuable resources to better serve unduplicated students (English Learners, foster youth, and socioeconomically disadvantaged pupils).

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
Cotati-Rohnert Park Unified School District	Dr. Maitè Iturri Superintendent	maite_Iturri@crpusd.org 707-792-4722

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.

The Cotati-Rohnert Park Unified School District (CRPUSD) serves approximately 6,460 students in Transitional Kindergarten through grade 12. The district operates seven elementary schools, two middle schools, one continuation high school, and two comprehensive high schools, serving students from Cotati, Rohnert Park, and neighboring communities. The student population reflects significant diversity: 48% Hispanic, 35% White, 7% identifying with two or more races, 4% Asian, 3% African American, 1% Filipino, 1% American Indian, and 1% Native Hawaiian or Pacific Islander. CRPUSD serves 1,025 Multilingual Learners representing 29 languages other than English, with Spanish as the primary language for 92% of these students. The district supports approximately 1,223 students with exceptional needs and reports 3,386 unduplicated pupils.

CRPUSD's vision is to be a district where all students are welcomed, valued, engaged, and excited about learning. Students graduate with excellence in critical thinking, a love of learning, and are prepared to move successfully in the world and life. Every staff member, working as a team, helps to create a community of continuous learning, equity, and opportunity for all. Grounded in this vision, the district is committed to ensuring that all students graduate prepared for postsecondary education, career pathways, and civic engagement.

Professional Learning Communities (PLCs) support continuous improvement by engaging educators in data analysis, instructional planning, and progress monitoring to strengthen student outcomes. CRPUSD implements Universal Design for Learning (UDL), Project-Based Learning (PBL), and Be Guided Language Acquisition Design (Be GLAD) instructional strategies to support access, engagement, and demonstration of learning across diverse student populations. The district has also strengthened a cohesive writing support framework to improve writing practices across grade levels through explicit instruction in structured writing routines, academic language development, and modeling of evidence-based composition strategies.

Ongoing monitoring of academic and social-emotional indicators informs targeted supports and services. In partnership with the Sonoma County Office of Education (SCOE), CRPUSD expanded professional learning and coaching focused on strengthening instructional strategies for Multilingual Learners. This work included collaborative planning, release time for grade-level teams to refine designated ELD instruction and grouping practices, and access to classroom-based coaching to support implementation and continuity. These efforts reflect CRPUSD’s continued commitment to instructional coherence and improved outcomes for all learners.

The Cotati-Rohnert Park Unified School District 2026–2027 LCAP serves as the district’s strategic plan. The 2024–2027 Local Control and Accountability Plan reflects CRPUSD’s focus on equity, access, and improved student outcomes, with specific goals, actions, and measurable objectives designed to address the needs of Multilingual Learners, students with exceptional needs, and unduplicated pupil groups.

For the 2026–2027 school year, El Camino High School qualifies for Equity Multiplier funding and will be addressed under Goal 5 of the 2026–2027 LCAP.

Reflections: Annual Performance

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

SUCCESSES based on 2025 CA Dashboard and Local Data
State indicators where Cotati- Rohnert Park Unified School District (CRPUSD) and/or one of the school’s received "green" or "blue" performance level on the 2025 Dashboard for "all students"

Cotati-Rohnert Park Unified School District: Green (District Placement)
El Camino High School Green: Suspension Rate
Evergreen School Green: Math and Suspension Rate
John Reed School Green: Suspension Rate
Marguerite Hahn Elementary Green: Science
Rancho Cotate High School Green: Suspension Rate
Richard Crane Elementary Green: Suspension Rate
Technology High School Blue: College and Career, Graduation Rate and Suspension Rate
Technology High School Green: ELA and Math
University Elementary La Fiesta Green: Math and Science

The following local indicators were at the "standard met" level:
Basic Conditions
Implementation the Academic Standards
Parent Involvement and Family Engagement
School Climate Survey

Access to Broad Course of Study

CHALLENGES based on 2025 CA Dashboard and Local Data:
Overall indicators where Cotati- Rohnert Park Unified School District and/or one of the school's received the lowest performance level ("red") on one or more state indicators on the 2025 Dashboard for "all students":
El Camino High School: College and Career Indicator, Pupil Achievement - Science Indicator
Evergreen Elementary: Chronic Absenteeism
John Reed School: Multilingual Language Learner Indicator, Chronic Absenteeism, Pupil Achievement - ELA Indicator, Pupil Achievement - Math Indicator
Marguerite Hahn Elementary: Multilingual Language Learner Indicator
Rancho Cotate High School: Pupil Achievement - Math Indicator
Technology Middle School: Chronic Absenteeism, Suspension Rate, Pupil Achievement - ELA Indicator, Multilingual Language Learner Indicator
University Elementary La Fiesta: Multilingual Language Learner Indicator

Student groups within Cotati- Rohnert Park Unified School District and/or one of the schools that received the lowest performance level ("red") on one or more state indicators on the 2025 Dashboard:
SUSPENSION RATE: (RED) - Long-Term Multilingual Language Learners (LTEL)
CHRONIC ABSENTEEISM: (RED) - Foster Youth, Homeless Students, Long-Term Multilingual Language Learners, Multilingual Learners, Hispanic, Socioeconomically Disadvantaged.
PUPIL ACHIEVEMENT- ELA INDICATOR: (RED) - Homeless Students, Long-Term English Learners, Multilingual Learners
PUPIL ACHIEVEMENT- MATH INDICATOR: (RED) - Multilingual Language Learners, Long-Term English Learners, Homeless Students, Students with Exceptional Needs
PUPIL ACHIEVEMENT - SCIENCE INDICATOR: (RED) - Long-Term English Learners
COLLEGE AND CAREER INDICATOR: (RED) - Students with Exceptional Needs

2026-2027 Required Actions for 2026-2027 LCAP Required Actions:

Differentiated Assistance 2025
Priority #4 Pupil Achievement: ELA and Math
Multilingual Language Learners Red (Very Low):
Actions explicitly aligned to address: 1.1, 1.2,1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 1.25, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11
Homeless
Actions explicitly aligned to address: 1.1, 1.2,1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 1.25, 2.12
Students With Exceptional Needs
Actions explicitly aligned to address: 1.1, 1.2,1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 1.25, 2.13
Long Term English Learners

Actions explicitly aligned to address:1.1, 1.2,1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 1.25, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11

Priority #5 Chronic Absenteeism:
Homeless Students
Actions explicitly aligned to address: 1.11, 1.14, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7,
Students With Exceptional Needs
Actions explicitly aligned to address: 1.11, 1.14, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
Long Term English Learners
Actions explicitly aligned to address: 1.11, 1.14, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.5
Multilingual Learners
Actions explicitly aligned to address: 1.11, 1.14, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7,4.1, 4.2, 4.3, 4.5

Priority #6 College and Career Indicator
Homeless Students
Actions explicitly aligned to address: 1.5, 1.1, 1.12, 1.17, 2.1, 2.12, 3.1, 3.5, 3.6
Students With Exceptional Needs
Actions explicitly aligned to address:1.5, 1.1, 1.12, 1.17, 2.1, 2.13, 3.1, 3.5, 3.6
Long Term English Learners
Actions explicitly aligned to address: 1.5, 1.1, 1.12, 1.17, 2.1, 3.1, 3.5, 3.6, 4.6
Multilingual Learners
Actions explicitly aligned to address: 1.5, 1.1, 1.12, 1.17, 2.1, 3.1, 3.5, 3.6, 4.6

Equity Multiplier Goal: Goal 5, Action 5.1

Learning Recovery Emergency Block Grant (LREBG) Actions:
All Learning Recovery Emergency Block Grant (LREBG) funds allocated to Cotati–Rohnert Park Unified School District have been fully expended during the 2025–2026 school year. As a result, there are no unexpended LREBG funds to be carried forward into the 2026–2027 LCAP.

If additional LREBG funds become available, the district would allocate those funds to support actions aligned with the allowable uses outlined by the California Department of Education. Based on the district's needs assessment and analysis of student outcome data, any future funds would be directed toward actions designed to support learning recovery, address identified academic and social-emotional needs, and accelerate progress for student groups identified through the district's data analysis. Any future LREBG-funded actions would be incorporated within the LCAP under the appropriate goals and actions and would demonstrate clear alignment between the allowable uses of LREBG funds, the district's identified areas of need for students and schools, and the strategies selected to support improved student outcomes.

*Multilingual Language Learners Assistants ($69K) – GOAL 4, ACTION 4.5: This allocation for Multilingual Language Learner Assistants under Action 4.5 is aligned with the allowable uses of LREBG funds by supporting accelerated learning and addressing identified gaps in student achievement. Specifically, these funds provide targeted, research-based instructional supports—including tutoring or other one-on-one or small group learning supports provided by certificated or classified staff—to address the academic and language development needs of Multilingual Language Learners. This action is intended to respond to identified areas of need by strengthening students' language acquisition and access to grade-level content, as reflected in needs assessment findings related to achievement disparities and language proficiency. *Summer Credit Recovery ($15K) – GOAL 1, ACTION 1.15: This allocation for Summer Credit Recovery under ACTION 1.15 aligns with the allowable uses of LREBG funds by expanding instructional learning time for the 2022–23 through 2027–28 school years. This includes providing summer school or intersessional instructional programs and implementing evidence-based strategies that increase access to instructional time and support services based on pupil learning needs. Specifically, these funds are used to provide structured credit recovery opportunities for credit-deficient pupils, increasing access to instruction needed to complete graduation or grade promotion requirements and to improve college eligibility. This initiative is designed to strengthen academic outcomes by offering additional time and targeted support, as identified in the needs assessment. This action is expected to address identified areas of need by focusing on students who are behind in credits, a key factor contributing to lower graduation rates and reduced postsecondary opportunities.
*Renaissance Programs ($154K) - Goal 1, Action 1.6, Action 1.7, Action 1.8 and Action 4.10: This allocation for the Renaissance Programs and Services, including but not limited to Nearpod, Freckle Math, Freckle ELA, Lailo and STAR Assessment, under Action 1.6, Action 1.7 and Action 1.8 which aligns with the allowable uses of LREBG funds by providing additional academic programs for pupils, including diagnostic, progress monitoring, and benchmark assessments of pupil learning. These funds support evidence-based learning recovery programs and materials designed to accelerate academic proficiency and English language development. Additionally, this allocation strengthens early intervention and literacy supports for pupils in preschool through grade 3, including access to instructional resources and tools that enhance foundational skill development. This initiative is intended to improve student outcomes by equipping educators with data-driven insights and targeted instructional supports, as identified in the needs assessment. This action is expected to address identified areas of need by advancing early literacy, monitoring student progress, and accelerating learning for students experiencing achievement gaps.
*Restorative Practices Administrator Academy ($3K) - Goal 2, Action 2.3: This allocation for the Restorative Practices Administrators Academy under Action 2.3 which aligns with the allowable uses of LREBG funds by integrating evidence-based pupil supports to address barriers to learning, along with staff training and capacity building. This includes professional learning focused on restorative practices that support student well-being, strengthen relationships, and address pupil trauma and social-emotional needs. Specifically, these funds are used to provide training for administrators to implement restorative approaches that foster inclusive school climates and improve student engagement. This initiative is intended to improve student outcomes by equipping leaders with strategies to address behavioral and social-emotional needs, as identified in the needs assessment. This action is expected to address identified areas of need by reducing exclusionary discipline practices, strengthening school connectedness, and decreasing chronic absenteeism through the use of evidence-based restorative practices.
*Restorative Practices and Positive Behavior Intervention Systems (PBIS) with Laura Mooiman ($20K) - Goal 2, Action 2.5: This allocation for Laura Mooiman Restorative Practices and PBIS in-person training and coaching under Action 2.5 aligns with the allowable uses of LREBG funds by integrating evidence-based pupil supports to address barriers to learning, along with staff training and development. This includes professional learning focused on Restorative Practices and PBIS to strengthen school climate, address pupil trauma, and support social-emotional development. Specifically, these funds are used to provide in-person training and coaching for staff to implement consistent, evidence-based behavioral and relational practices across school sites. This initiative is intended to improve student outcomes by building

staff capacity to support student engagement and well-being, as identified in the needs assessment. This action is expected to address identified areas of need by improving school climate, increasing student connectedness, and reducing chronic absenteeism through the implementation of restorative and PBIS-aligned practices.
*Social Emotional Learning Curriculum ($45K) - Goal 2, Action 2.4: This allocation for 100% of the district's social emotional learning curriculum, Everyday Speech, under Action 2.4 aligns with the allowable uses of LREBG funds by integrating evidence-based pupil supports that address barriers to learning, along with staff supports and training. This includes the provision of health, counseling, and mental health services, as well as programs designed to address pupil trauma and strengthen social-emotional development. Specifically, these funds support the implementation of evidence-based social-emotional learning resources and practices that promote student well-being, engagement, and connection to school. This initiative is intended to improve student outcomes by addressing non-academic barriers that impact learning, as identified in the needs assessment. This action is expected to address identified areas of need by supporting student mental health, increasing engagement, and reducing chronic absenteeism through targeted, evidence-based interventions.
*Attendance Recovery Grades 7–12 ($50K) - Goal 1, Action 1.3 and Action 1.16: This allocation for Attendance Recovery for Grades 7–12 under Action 1.3 and Action 1.16 aligns with the allowable uses of LREBG funds by increasing instructional learning time for the 2026–27 through 2027–28 school years. This includes implementing intersessional instructional programs and other evidence-based approaches that expand access to instructional time and services based on pupil learning needs. Specifically, these funds support structured and engaging expanded learning opportunities for pupils experiencing absences, strengthening their ability to remain on track for graduation and grade promotion. This initiative is intended to improve academic outcomes by providing additional instructional time and targeted supports, as identified in the needs assessment. This action is expected to address identified areas of need by prioritizing students with attendance challenges, recognizing that missed instructional time is a significant factor contributing to lower graduation rates and limited postsecondary opportunities.
*Student Support Advisors ($149K) - Goal 2, Action 2.14: This allocation for Student Support Advisors under Action 2.14 aligns with the allowable uses of LREBG funds by integrating evidence-based pupil supports to address barriers to learning, along with staff supports and coordinated services. This includes the provision of counseling, mental health supports, and connection to school and community-based resources to address pupil and family needs. Specifically, these funds are used to provide targeted support through Student Support Advisors who work directly with students to improve engagement, attendance, and overall well-being. This initiative is designed to improve student outcomes by addressing non-academic factors that impact learning, as identified in the needs assessment. This action is expected to address identified areas of need by reducing chronic absenteeism, increasing student connectedness, and ensuring students have access to appropriate supports that promote consistent school participation and academic success.
*ELD Professional Development for K–12 Staff ($55K) – GOAL 4, ACTION 4.1: This allocation for English Language Development (ELD) professional development under Action 4.1 aligns with the allowable uses of LREBG funds by providing professional development and coaching grounded in the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve. These funds support districtwide training and ongoing coaching for all K–12 staff to strengthen instructional practices that promote language acquisition and academic achievement for multilingual learners. Professional learning will focus on designated and integrated ELD, scaffolding strategies, and alignment to grade-level standards to ensure access to rigorous, standards-based instruction. This initiative is designed to build staff capacity, promote consistency across sites, and improve outcomes for multilingual learners, as identified through the district's needs assessment and analysis of student performance data.

*Multilingual Language Learners (MLLs), over 30 ELs enrolled in CRPUSD : 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 1.25, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14,
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11

*Long-Term English Learners (LTELs) over 15 LTELs enrolled in CRPUSD:
Actions explicitly aligned to address: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 1.25, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11

2026 Additional Actions Focused on Priority Student Groups:
Students with Exceptional Needs:
Actions explicitly aligned to address: 1.1, 1.2,1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 1.25, 2.13
Foster Youth:
Actions explicitly aligned to address: 1.1, 1.2,1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 1.25, 2.11, 2.12

2023 Required Actions
The schools within Cotati- Rohnert Park Unified School District that received the lowest performance level on one or more state indicators on the 2023 Dashboard (Reds from 2023) - See LCAP actions:
Technology Middle School for Suspension Rate:
Added Action 2.14 - Student Support Advisors: CRPUSD will fund full-time classified Student Support Advisor positions at all TK–8 school sites to implement Behavior Intervention Plans (BIPs) and facilitate social-emotional support groups that promote positive behavior and student well-being.

El Camino High for College Career Indicator:
Modified Action 1.4 – Professional Development: For the 2025–2026 school year, the District will implement a site-specific professional development model to better align with each school’s individual learning plan. This shift will support more differentiated, relevant, and targeted professional learning that meets the unique needs of staff and students at each site.
Thomas page Academy for Suspension Rate:
Added Action 2.14 - Student Support Advisors: CRPUSD will fund full-time classified Student Support Advisor positions at all TK–8 school sites to implement Behavior Intervention Plans (BIPs) and facilitate social-emotional support groups that promote positive behavior and student well-being.

The student groups within Cotati-Rohnert Park Unified School District that received the lowest performance level on one or more state indicators on the 2023 Dashboard (Reds from 2023) - Our district is addressing the identified needs of student groups within the LCAP based on this data in the following LCAP actions:
SUSPENSION RATE: African Americans; Foster Youth, Students with Exceptional Needs:
*Added Action 2.15 - Student Services Specialist II: CRPUSD will fund a Student Services Specialist to support PBIS and restorative practices, provide consistent behavioral support, and build positive relationships with families through regular, strengths-based communication that fosters a positive school climate and student success.

Continued Implementation of Action 2.8 - Mental & Behavioral Health: The district will maintain mental and behavioral health services for unduplicated students and plan for cost effective ways to expand services through community partnerships and use of assessments for referral to mental health service providers.
Continued Implementation of Action 2.10 - Team Success & CPI / Suspension & Expulsion Diversion:
a) The district will collaborate with mental health providers to provide outreach and parent education training to families of foster children for facilitating school success.
b)The district will contract with Team Success to provide substance abuse training and services at the secondary level.
c) CPI will provide suspension and expulsion diversion.

PUPIL ACHIEVEMENT- ELA INDICATOR: Multilingual Language Learners:
Implementation of Action 4.8 – Middle School Investigative Learning: Students at all middle schools will have access to STEM integration with a focus on integrating STEM into ELD curriculum to increase student language development.

PUPIL ACHIEVEMENT- MATH INDICATOR: Multilingual Language Learners:
Robust Implementation of Action 1.8 – Math Supports: The district will provide licenses for supplemental math programs that assist with individual learning to support student achievement.

College Career: Students with Exceptional Needs:
Modified Action 1.4 – Professional Development: For the 2025–2026 school year, the District will implement a site-specific professional development model to better align with each school’s individual learning plan. This shift will support more differentiated, relevant, and targeted professional learning that meets the unique needs of staff and students at each site.
Robust Implementation of Action 1.11 - College and Career Readiness:
a) The district will continue to offer exploratory pathways and career technical educational pathways at the secondary level.
b) The district will continue to investigate free online resources for career exploration. The district will continue with the middle school career fair. The district will explore ways to expand our partnerships with the trades, and career opportunities for students.
c) Individual learning plans will be developed in conjunction with a program such as Naviance for high school students with the intention of developing four and six-year plans for all high school students to ensure progress toward college and career readiness.

Any student group within a school within Cotati- Rohnert Park Unified School District that received the lowest performance level on one or more state indicators on the 2023 Dashboard (Reds from 2023)
John Reed School (JRS): (RED) SUSPENSION (WH); ELA (EL)
Added Action 2.14 - Student Support Advisors: CRPUSD will fund full-time classified Student Support Advisor positions at all TK–8 school sites to implement Behavior Intervention Plans (BIPs) and facilitate social-emotional support groups that promote positive behavior and student well-being.
Modified Action 1.4 – Professional Development: For the 2025–2026 school year, the District will implement a site-specific professional development model to better align with each school’s individual learning plan. This shift will support more differentiated, relevant, and targeted professional learning that meets the unique needs of staff and students at each site.

Marguerite Hahn Elementary (MHS) : (RED) SUSPENSION (SED);

Added Action 2.14 - Student Support Advisors: CRPUSD will fund full-time classified Student Support Advisor positions at all TK–8 school sites to implement Behavior Intervention Plans (BIPs) and facilitate social-emotional support groups that promote positive behavior and student well-being.

Monte Vista Elementary (MVS): (RED) ELA (SWEN);
Modified Action 1.4 – Professional Development: For the 2025–2026 school year, the District will implement a site-specific professional development model to better align with each school's individual learning plan. This shift will support more differentiated, relevant, and targeted professional learning that meets the unique needs of staff and students at each site.

Technology Middle School (TMS): (RED) Multi race suspension; SED suspension; WH suspension
Added Action 2.14 - Student Support Advisors: CRPUSD will fund full-time classified Student Support Advisor positions at all TK–8 school sites to implement Behavior Intervention Plans (BIPs) and facilitate social-emotional support groups that promote positive behavior and student well-being.

Richard Crane Elementary (RCE): SED ELA
Modified Action 1.4 – Professional Development: For the 2025–2026 school year, the District will implement a site-specific professional development model to better align with each school's individual learning plan. This shift will support more differentiated, relevant, and targeted professional learning that meets the unique needs of staff and students at each site.

EL Camino: HI college and career indicator; SED college career indicator
Robust Implementation of Action 1.11 - College and Career Readiness:
a) The district will continue to offer exploratory pathways and career technical educational pathways at the secondary level.
b) The district will continue to investigate free online resources for career exploration. The district will continue with the middle school career fair. The district will explore ways to expand our partnerships with the trades, and career opportunities for students.
c) Individual learning plans will be developed in conjunction with a program such as Naviance for high school students with the intention of developing four and six-year plans for all high school students to ensure progress toward college and career readiness.
Modified Action 1.4 – Professional Development: For the 2025–2026 school year, the District will implement a site-specific professional development model to better align with each school's individual learning plan. This shift will support more differentiated, relevant, and targeted professional learning that meets the unique needs of staff and students at each site.

Rancho Cotate High School (RCHS): AA suspension; SWEN, college and career indicator;
Robust Implementation of Action 1.11 - College and Career Readiness:
a) The district will continue to offer exploratory pathways and career technical educational pathways at the secondary level.
b) The district will continue to investigate free online resources for career exploration. The district will continue with the middle school career fair. The district will explore ways to expand our partnerships with the trades, and career opportunities for students.
c) Individual learning plans will be developed in conjunction with a program such as Naviance for high school students with the intention of developing four and six-year plans for all high school students to ensure progress toward college and career readiness.
*Added Action 2.15 - Student Services Specialist II: CRPUSD will fund a Student Services Specialist to support PBIS and restorative practices, provide consistent behavioral support, and build positive relationships with families through regular, strengths-based communication that fosters a positive school climate and student success.

Continued Implementation of Action 2.8 - Mental & Behavioral Health: The district will maintain mental and behavioral health services for unduplicated students and plan for cost effective ways to expand services through community partnerships and use of assessments for referral to mental health service providers.
Continued Implementation of Action 2.10 - Team Success & CPI / Suspension & Expulsion Diversion:
a) The district will collaborate with mental health providers to provide outreach and parent education training to families of foster children for facilitating school success.
b)The district will contract with Team Success to provide substance abuse training and services at the secondary level.
c) CPI will provide suspension and expulsion diversion.

Thomas Page Academy (TPA): MLL Math; HI suspension; SED suspension; SWEN suspension
Robust Implementation of Action 1.8 – Math Supports: The district will provide licenses for supplemental math programs that assist with individual learning to support student achievement.
Added Action 2.14 - Student Support Advisors: CRPUSD will fund full-time classified Student Support Advisor positions at all TK–8 school sites to implement Behavior Intervention Plans (BIPs) and facilitate social-emotional support groups that promote positive behavior and student well-being.
Continued Implementation of Action 2.8 - Mental & Behavioral Health: The district will maintain mental and behavioral health services for unduplicated students and plan for cost effective ways to expand services through community partnerships and use of assessments for referral to mental health service providers.
Continued Implementation of Action 2.10 - Team Success & CPI / Suspension & Expulsion Diversion:
a) The district will collaborate with mental health providers to provide outreach and parent education training to families of foster children for facilitating school success.
b)The district will contract with Team Success to provide substance abuse training and services at the secondary level.
c) CPI will provide suspension and expulsion diversion.

Lawrence Jones Middle School (LJMS): MLL Math; HI Math; SED Math; SWEN ELA and Math
Robust Implementation of Action 1.8 – Math Supports: The district will provide licenses for supplemental math programs that assist with individual learning to support student achievement.
Modified Action 1.4 – Professional Development: For the 2025–2026 school year, the District will implement a site-specific professional development model to better align with each school’s individual learning plan. This shift will support more differentiated, relevant, and targeted professional learning that meets the unique needs of staff and students at each sites

Schools that received the lowest performance level on one or more indicators on the 2024 dashboard face significant challenges that require immediate attention and intervention. Below are the identified schools within our district with the lowest performance (Red) on one or more indicators.

SUSPENSION INDICATOR: El Camino (ECHS), Technology Middle School (TMS)
MULTILINGUAL LANGUAGE LEARNER PROGRESS: Monte Vista Elementary (MVS)
CHRONIC ABSENTEEISM: Technology Middle School (TMS), Monte Vista Elementary (MVS)
MATH INDICATOR: Rancho Cotate High School (RCHS), Technology Middle School (TMS)

Successes:Monte Vista Elementary showed progress in Multilingual Language Learner outcomes, indicating positive momentum in language development. This growth provides a foundation to build upon in supporting Multilingual Language Learners across the district.
Challenges: Chronic absenteeism remains a concern at Technology Middle School and Monte Vista Elementary, impacting student engagement and learning. Suspension rates at El Camino High School and Technology Middle School highlight the need for strengthened behavior supports. Additionally, academic performance in math at Rancho Cotate High School and Technology Middle School signals a continued need for focused instructional support.
Addressing identified needs: CRPUSD will enhance targeted behavioral and attendance supports at El Camino High School, Technology Middle School, and Monte Vista Elementary, focusing on proactive strategies to improve student engagement and school climate. The district will also prioritize math instructional support and professional learning at Rancho Cotate High School and Technology Middle School to improve academic outcomes. Building on the progress at Monte Vista Elementary, CRPUSD will expand supports for Multilingual Language Learners to sustain and accelerate language development across all sites.

Any student demographic group in the LEA that received the lowest performance on one or more indicators on the 2024 dashboard requires targeted support and strategic interventions to enhance their academic outcomes. Below are the identified student demographic groups within our district with the lowest performance on one or more indicators.
SUSPENSION INDICATOR: (RED) - American Indian, Foster Youth, Homeless, Long-Term Multilingual Language Learners, Students with Exceptional Needs
CHRONIC ABSENTEEISM: (RED) - Foster Youth
ELA INDICATOR: (RED) - Multilingual Language Learners, Long-Term English Learners, Students with Exceptional Needs
MATH INDICATOR: (RED) - African American, Multilingual Language Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Students with Exceptional Needs
Successes: While multiple student groups continue to face challenges, it is notable that no groups were identified in the Red or Orange levels for Graduation Rate or Multilingual Language Learners Progress, indicating progress in supporting graduation outcomes and early movement in language acquisition for Multilingual Language Learners and Long-Term English Learners.
Challenges: Significant performance gaps remain for several student groups. Suspension rates are highest (Red) for American Indian, Foster Youth, Homeless students, Long-Term English Learners, and Students with Exceptional Needs. Foster Youth also showed the highest level of concern in chronic absenteeism. Academic indicators reveal persistent underperformance in ELA and Math among Multilingual Language Learners, Long-Term English Learners, Students with Exceptional Needs, and Socioeconomically Disadvantaged students, with additional disparities for African American, Hispanic, and White students. These outcomes call for targeted, culturally responsive academic and social-emotional supports.
Addressing identified needs: CRPUSD will implement targeted, culturally responsive academic and social-emotional supports for student groups identified in the Red performance levels, including Foster Youth, Long-Term English Learners, Students with Exceptional Needs, and Socioeconomically Disadvantaged students. Focused strategies will include tiered interventions in ELA and Math, expanded mental health and behavioral support systems, and strengthened attendance initiatives—particularly for Foster Youth and other historically underserved populations. Building on recent improvements in graduation and Multilingual Language Learners progress, the district will continue to develop programs that sustain growth and close performance gaps across all indicators.

Any student demographic group in a specific school that received the lowest performance on one or more indicators on the 2024 dashboard requires strategic and deliberate actions to enhance their academic outcomes. Below are the identified student groups in a specific school with the lowest performance on one or more indicators.

EVS: (RED) ELA - (SWEN); CHRON ABSENT - (WH & SWEN)
JRS: ELA - (EL, HI, SED); MATH - (EL)
MVS: (RED) ELA - (SWEN); MATH - (SWEN); MLL PROG - (EL); CHRON ABSENT - (HI, MR, SED, SWEN)
UELF: (RED) CHRON ABSENT - (EL)
TPA: (RED) SUSPENSIONS - (SED, WH); MATH - (SWEN); ELA - (SWEN)
RCE: (RED) ELA - (MLL & HI); MATH - (EL)
TMS: (RED) SUSPENSIONS - (MR, SED, SWEN, WH); ELA - (SWEN); MATH - (EL, HI, LTEL, SED, SWEN, WH); CHRON ABSENT - (EL, HI, SED, SWEN)
LJMS: (RED) MATH - (LTEL & SWEN); ELA - (SWEN & LTEL); SUSPENSIONS - (EL, LTEL, SWEN)
RCHS: (RED) ELA - (MLL & LTEL); MATH - (EL, HI, LTEL, SED); CCI - (MLL & LTEL); SUSPENSIONS (AA, LTEL, SWEN)
ELCO: (RED) SUSPENSION (SED & HI)
*Successes: Some progress is evident in areas such as Multilingual Language Learners Progress and Graduation Rate, with a number of school sites avoiding Red performance levels in these indicators. Several schools reported no student groups in Red for certain indicators, suggesting that targeted supports may be stabilizing outcomes for some populations.
*Challenges: Multiple school sites reported Red performance levels for specific student groups across key indicators. Students with Exceptional Needs (SWEN), Multilingual Language Learners (MLL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students appear frequently across ELA, Math, and Suspension indicators, especially at TMS, TPA, LJMS, and RCHS. Chronic absenteeism remains a significant concern, particularly for SWEN, EL, SED, and Hispanic (HI) students at schools like MVS, UELF, and TMS. These patterns reinforce the urgent need for site-based, student-centered interventions that address both academic and social-emotional barriers to success.
*Addressing identified needs: To address these site-specific and student group disparities, CRPUSD will implement strategic, student-centered interventions tailored to the needs of Students with Exceptional Needs, Multilingual Language Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students—particularly at TMS, TPA, LJMS, and RCHS, where these groups show the highest concentration of Red indicators in ELA, Math, and Suspension. Chronic absenteeism will also be a priority, with targeted supports and engagement strategies at schools like MVS, UELF, and TMS to re-engage students and families. Building on progress in Graduation Rate and Multilingual Language Learner Progress, the district will continue to strengthen site-based practices that support academic growth, behavioral health, and overall student well-being.

In the process of evaluating CAASPP data, it's crucial to focus on identifying any red indicators or combinations of red and orange, which may signal areas of concern or potential improvement. Below are those student demographic groups who have been identified by the current dashboard as meeting this criteria.
ELA & MATH SPECIFIC STUDENT DEMOGRAPHIC GROUP:
Multilingual Language Learners (RED/RED)
Long-Term English Learners (RED/RED)
Students with Exceptional Needs (RED/RED)
African American (ORANGE/RED)
Socioeconomically Disadvantaged (ORANGE/RED)
ELA & MATH SCHOOLS:
ELA DECLINED: RCHS, THS, LJMS, TPA, JRS
ELA MAINTAINED: TMS, MHS, EVS

ELA INCREASED: MVS, UELF, RCE
MATH DECLINED: RCHS, THS, TMS, JRS, EVS
MATH MAINTAINED: TPA, MHS
MATH INCREASED: LJMS, MVS, UELF, RCE
*Successes:Several school sites demonstrated growth in academic performance. ELA scores increased at Monte Vista (MVS), UELF, and Richard Crane Elementary, while Math scores improved at LJMS, MVS, UELF, and Richard Crane Elementary—indicating that targeted academic strategies may be showing results, particularly in elementary and middle grade levels.
*Challenges:Notably, Multilingual Language Learners, Long-Term English Learners, and Students with Exceptional Needs showed Red performance in both ELA and Math, highlighting significant academic disparities. Additional concerns include African American, Socioeconomically Disadvantaged, Hispanic, and White students, who were identified in Red or Orange across both subject areas. At the school level, ELA and Math declines were seen at RCHS, THS, TMS, JRS, and EVS, signaling a need for intensified instructional support and differentiated interventions at those sites.
*Addressing identified needs: To address these academic disparities, CRPUSD will intensify instructional supports and implement differentiated interventions for Multilingual Language Learners, Long-Term English Learners, Students with Exceptional Needs, and other student groups identified in Red or Orange across both ELA and Math. Focused support will be prioritized at school sites such as RCHS, THS, TMS, JRS, and EVS, where performance declined, ensuring that strategies are aligned to meet the specific needs of each school community. Building on demonstrated growth at MVS, UELF, RCE, and LJMS, the district will continue expanding successful practices to accelerate progress and close achievement gaps.

Schools that received the lowest performance level on one or more indicators on the 2023 dashboard face significant challenges that require immediate attention and intervention. Below are the identified schools within our district with the lowest performance on one or more indicators.

SUSPENSION INDICATOR: Technology Middle School (TMS) & Thomas Page Academy (TPA);
GRADUATION RATE: EL Camino (ELCO)
MULTILINGUAL LANGUAGE LEARNER PROGRESS: Rancho Cotate High School (RCHS) & Evergreen Elementary (EVS)
CHRONIC ABSENTEEISM (BELOW);
Evergreen Elementary (EVS)
John Reed Primary (JRS)
Monte Vista Elementary (MVS)
Richard Crane Elementary (RCE)
Technology Middle School (TMS)
Thomas Page Academy (TPA)
University Elementary at La Fiesta (UELF)
ELA INDICATOR: Technology Middle School (TMS);
MATH INDICATOR: Technology Middle School (TMS)
College and Career Indicator (CCI)
District Wide (RED) SWEN

El Camino High School (RED) HIS, SED, & ALL
Rancho Cotate High School (RED) SWEN

Any student demographic group in the LEA that received the lowest performance on one or more indicators on the 2023 dashboard requires targeted support and strategic interventions to enhance their academic outcomes. Below are the identified student demographic groups within our district with the lowest performance on one or more indicators.
SUSPENSION INDICATOR: AA; FOSTER YOUTH; STU DISABILITIES (RED)
GRADUATION RATE: HISPANICS; STU DISABILITIES;
MULTILINGUAL LANGUAGE LEARNER PROGRESS: MULTILINGUAL LANGUAGE LEARNER (YELLOW)
CHRONIC ABSENTEEISM: AA
ELA INDICATOR: MULTILINGUAL LANGUAGE LEARNER (RED); STU DISABILITIES, SOC DISADV, HISPANICS,
MATH INDICATOR: MULTILINGUAL LANGUAGE LEARNERS (RED);

Any student demographic group in a specific school that received the lowest performance on one or more indicators on the 2023 dashboard requires strategic and deliberate actions to enhance their academic outcomes. Below are the identified student groups in a specific school with the lowest performance on one or more indicators.
JRS: (RED) SUSPENSION (WH); ELA (EL);
Marguerite Hahn Elementary (MHS) : (RED) SUSPENSION (SED); MATH (EL, HI, SWEN; ELA (EL, SED, HI, SWEN); CHRON ABSENT (MR & SWEN)
Monte Vista Elementary (MVS): (RED) ELA (SWEN);
TPA: (RED) SUSPENSIONS (SED, HI, SWEN); MATH (EL)
RCE: (RED) ELA (SED)
TMS: (RED) SUSPENSIONS (SED, WH,MR)
Lawrence Jones Middle School (LJMS): (RED) MATH (HIS, SED & SWEN), (RED) ELA (SWEN)
RCHS: (RED) SUSPENSIONS (AA)

In the process of evaluating CAASPP data, it's crucial to focus on identifying any red indicators or combinations of red and orange, which may signal areas of concern or potential improvement. Below are those student demographic groups who have been identified by the current dashboard as meeting this criteria.
ELA & MATH SPECIFIC STUDENT DEMOGRAPHIC GROUP:
MULTILINGUAL LANGUAGE LEARNERS (RED/RED)
ELA & MATH SCHOOLS:
ELA DECLINED: JRS, LJMS, MVS, RCE
ELA MAINTAINED: TPA & UELF
ELA INCREASED: TMS
MATH DECLINED: MVS & TPA
MATH MAINTAINED: JRS
MATH INCREASED: TMS

After careful evaluation of the above data, CRPUSD's staff is making a concerted, strategic and deliberate effort to address the identified needs of specific student demographic groups in order to increase and improve both services and outcomes for the students and families of the district.

Suspension Rates:
Red: African American (AA), Foster Youth, and Students with Exceptional Needs
Improvement Strategies: CRPUSD is implementing targeted behavioral support programs, restorative justice practices, and personalized intervention plans to reduce suspensions.
Actions explicitly aligned to address: 1.14, 1.16, 1.17, 1.19, 1.23, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.10, 2.12, 3.1, 3.3, 3.4, 3.5

Multilingual Language Learners Progress:
Yellow: Multilingual Language Learners
Improvement Strategies: CRPUSD is strengthening English language development programs, using tailored instructional strategies, and increasing access to language acquisition resources.
Actions explicitly aligned to address: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.12, 2.5, 2.6, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11

Chronic Absenteeism:
Orange: African American (AA), Foster Youth
Improvement Strategies: CRPUSD is increasing engagement through extracurricular activities, offering transportation support, and providing comprehensive family outreach and support services to reduce absenteeism.
Actions explicitly aligned to address: 1.10, 1.14, 1.16, 1.17, 1.18, 1.19, 1.20, 1.23, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.10, 2.12, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

English Language Arts (ELA) Performance:
Red: Multilingual Language Learners
Orange: Students with Exceptional Needs, Socioeconomically Disadvantaged, Hispanics, White, Two or More Races
Improvement Strategies: CRPUSD is delivering differentiated instruction, offering specialized reading interventions, and providing additional tutoring and support to improve ELA performance.
Actions explicitly aligned to address: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.22, 2.5, 2.13, 4.1, 4.2, 4.3, 4.5, 4.6, 4.9, 4.10, 5.1

Math Performance:
Red: Multilingual Language Learners
Orange: Students with Exceptional Needs, African American (AA)
Improvement Strategies: CRPUSD is implementing targeted math interventions, ensuring access to tutoring and resources, and utilizing data-driven instruction to address specific learning gaps in math.
Actions explicitly aligned to address: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.13, 1.22, 1.25, 2.5, 2.13, 4.1, 4.2, 4.3, 4.5, 4.6, 4.8, 5.2

By addressing the needs of these student demographic groups through focused, strategic and deliberate implementation of these strategies, CRPUSD believes that the educational outcomes for all students, but specifically for the identified student demographic groups in these areas, can and will be significantly improved.

Reflections: Technical Assistance

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

Cotati–Rohnert Park Unified School District (CRPUSD) is eligible for Differentiated Assistance based on the 2025 California School Dashboard. CRPUSD is eligible based upon performance for Multilingual Learners (MLL), Long-Term English Learners (LTELs), Homeless Students, and Students with Exceptional Needs (SWEN) across several state indicators. Dashboard results show that Multilingual Learners and Homeless Students are identified in the Red (Very Low) performance level in English Language Arts (ELA), while Students with Exceptional Needs are identified in the Orange (Low) performance level. In Mathematics, Multilingual Learners, Homeless Students, and Students with Exceptional Needs are identified in the Red (Very Low) performance level. Long-Term English Learners are identified in the Orange (Low) performance level on the English Learner Progress Indicator (ELPI). In Pupil Engagement, Multilingual Learners, Long-Term English Learners, Homeless Students, and Students with Exceptional Needs are identified in the Red (Very High) performance level for Chronic Absenteeism, and Long-Term English Learners are identified in the Red (Very High) performance level for Suspension Rate. In addition, Students with Exceptional Needs are identified in the Red (Very Low) performance level on the College and Career Indicator.

CRPUSD has also met the criteria for Technical Assistance for three consecutive years, making the district eligible for Geographic Lead Differentiated Assistance. This multi-year identification reflects persistent performance challenges for Students with Exceptional Needs across several indicators. In 2023, Students with Exceptional Needs were identified for Suspension Rate and College and Career Indicator. In 2024, this expanded to include English Language Arts, Mathematics, and Suspension Rate, and in 2025 the indicators included English Language Arts, Mathematics, Chronic Absenteeism, and College and Career Indicator. These patterns continue to highlight ongoing outcome gaps and the need for sustained, systemwide improvement efforts.

As a means to address the above, CRPUSD is participating in a year-long Continuous Improvement Collaborative in partnership with Sonoma County Office of Education (SCOE) and other eligible districts and charter schools. Through the continuous improvement model, the district is analyzing both California School Dashboard indicators and local data sources to better understand the factors contributing to outcome gaps and to guide improvement strategies aligned to the Local Control and Accountability Plan (LCAP).

Some of what the current data illustrates is the magnitude of these disparities. During the 2024–2025 school year, 6.94% of Multilingual Learners met or exceeded standards in English Language Arts, compared to 41.31% of all students districtwide. In mathematics, 4.58% of Multilingual Learners met or exceeded standards, compared to 27.91% of all students districtwide. These outcomes continue to fall below both county averages (45.24% ELA and 33.36% mathematics) and state averages (48.82% ELA and 37.30% mathematics), demonstrating a significant achievement gap for MLL students.

Student engagement data show similar disparities. Chronic absenteeism rates remain higher among historically underserved student groups, including Students with Exceptional Needs (30.2%), Long-Term English Learners (26.8%), Multilingual Learners (22.1%), and Homeless Students (25.7%), compared to the districtwide rate of 19.1%. When students miss significant instructional time, it limits their ability to fully engage with learning and remain on track academically.

School climate data also show disproportionate impacts. Long-Term English Learners experienced a suspension rate of 11.8%, compared to the districtwide rate of 3.8%, indicating that LTEL students continue to experience suspension at disproportionately higher rates than all students. In addition, College and Career Readiness outcomes show that only 9.3% of Students with Exceptional Needs met college and career readiness indicators, compared to 40.6% of all students districtwide, highlighting continued differences in access to pathways that prepare students for postsecondary success.

Through ongoing analysis of state and local data, along with educational partner feedback, CRPUSD has identified several systemic factors contributing to these outcome gaps. Data indicate that some students have not consistently experienced access to engaging, rigorous grade-level instruction aligned to state standards, particularly in English Language Arts and Mathematics. In addition, historically underserved students—including Multilingual Learners, Long-Term English Learners, Students with Exceptional Needs, and Homeless Students—have not always had consistent access to timely and targeted academic and behavioral supports that address their individual learning needs.

CRPUSD has identified the district's Urgent Articulated Problem (UAP) as 6.94% of MLLs are proficient in ELA compared to 41.31% of all students districtwide. The district will continue addressing this achievement gap by implementing GLAD strategies, fostering inclusive classroom environments, strengthening supports for Multilingual Learners, and aligning goals through collaboration with trust-based and transparent communication between administrators and staff.

Data also indicate that socioeconomically disadvantaged students have a chronic absenteeism rate of 24.5% compared to an all-students rate of 19.1%. This continues to highlight the need to strengthen student and family belonging and engagement across the district.

Some of the root causes of this Urgent Articulated Problem are the need for stronger alignment across instructional, behavioral, and student support systems. When academic interventions, attendance supports, and behavioral practices are not fully coordinated, it can limit the effectiveness of efforts designed to improve student engagement, academic growth, and overall school climate. Student survey data also suggest that while recent results show areas of improvement in student safety, connectedness, and access to trusted adults, overall levels remain moderate. In the 2025 YouthTruth survey, 37% of students reported feeling like part of their school community, and 40% reported having a trusted adult to speak with when feeling upset or stressed. These data indicate areas of progress while also highlighting the continued need to strengthen relationship-centered practices that foster belonging and engagement.

As we plan for the 2026–2027 school year, we will be focusing on actions explicitly aligned to address and meet the needs of:
*Students with Exceptional Needs: Actions 1.1, 1.3, 1.6, 1.11, 1.13, 1.14, 1.15, 1.18, 1.24, 1.25, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10
*Multilingual Learners and Long-Term English Learners: Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11
*Students Experiencing Homelessness: Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10

CRPUSD will continue to analyze data to determine the effectiveness or ineffectiveness of these actions in improving student outcomes.

Finally, in response, CRPUSD is strengthening districtwide systems to ensure that students experience consistent, high-quality instruction and coordinated support across all schools. This work includes strengthening designated and integrated English Language Development practices, improving engaging instructional strategies in English Language Arts and Mathematics, expanding attendance monitoring and family engagement systems to address chronic absenteeism, and increasing access to targeted academic and behavioral supports through multi-tiered systems of support. The district is also working to expand equitable access to College and Career Readiness opportunities, including rigorous coursework, career technical education pathways, and work-based learning experiences for Students with Exceptional Needs, ensuring that all students have meaningful opportunities to graduate prepared for success in college, career, and life.

Cotati-Rohnert Park USD continues to meet the state eligibility requirements for Differentiated Assistance (DA) based on the 2023 Dashboard. DA eligibility is connected to the state's priority areas. On the 2023 Dashboard based on the 2023 CAASPP, CRPUSD remains eligible based upon the following criteria:

*Pupil Achievement:

ELA and Math

Multilingual Language Learners Red (Very Low)

To improve overall student achievement for Multilingual Language Learners in CRPUSD, several initiatives are currently underway:

*Robust and targeted professional development specifically to increase and improve outcomes in integrated and designated ELD

*Implementation and training for Be Glad instructional strategies to increase and improve outcomes for Multilingual Language Learners.

*Training and implementation of Project Based Learning and Universal Design for Learning instructional practices.

*Tier 1 interventions provided, updated and implemented at all sites.

*Professional Learning Communities (PLC) will focus on the implementation of guaranteed standards, common formative assessments, and data analysis focused on Multilingual Language Learners outcomes.

*Outcomes in a Broad Course of Study

Standard met- Medium

Very Low- Students with Exceptional Needs

Through the Compliance and Improvement Monitoring Process, CRPUSD has engaged in robust and meaningful conversations for the specific student demographic group of Students with Exceptional Needs. The district identified members of the CIM Team, has listed the overall goal/problem of practice of the CIM plan and prioritized root cause(s).The district created an overall goal: By December 2025, CRPUSD will Increase equity by providing access to the General Education setting for SWEN by increasing the inclusion of SWEN in the GE setting more than 80% of the day from 52.15% to 71%. To improve the access for SWEN, the following initiatives are currently underway:

*Professional development on new adopted Secondary Math curriculum (Illustrative Math) and District assessments (STAR).

*MTSS monthly meetings and roll out of Tier 1 and 2 supports in general education classes.

*Create a FAPE + Parent Input review process

*Create process Maps/ Guiding documents and update drives where housed.

*Update notes templates and provide examples of documentation of the offer of FAPE on the services page and in notes.

*Communication with case managers, school psych, GE and SPED

School Climate - Suspension

Red (Very High):

African American

Foster Youth

Students with Exceptional Needs

To reduce exclusionary discipline (Suspension Rates) in CRPUSD, several initiatives are currently underway:

*Laura Mooiman, a PBIS and restorative practices expert, is leading an eight-week Restorative-PBIS course for all district administrators. The course includes weekly online lessons followed by virtual meetings with global teams to discuss implementation strategies. Laura will also provide in-person training and support sessions at each school.
*A juvenile diversion program (JDP) through CPI will launch in August, with a counselor stationed at RCHS, THS, LJMS, and TMS.
*A mandatory re-entry process for suspensions will be implemented for all students.
*Funding will be maintained for three social workers in secondary schools, two behaviorists, and two elementary school counselors.
*Monthly suspension tracking by specific student demographic group using EduClimber will inform discussions during principal meetings.
*Social Emotional Learning (SEL) remains a district-wide focus, with weekly lessons provided by Everyday Speech covering topics such as health, bullying, digital citizenship, and safety. High schools will further integrate SEL curriculum.
*A detailed discipline matrix prioritizing "Other Means of Correction" over suspension for most offenses will be reviewed by Student Services in August.
Student Services is developing staff resources on bullying, harassment, digital safety, race, and equity to support administrators and teachers in providing education and re-teaching opportunities.
In conclusion, CRPUSD believes that through implementing a comprehensive array of support services which will reduce be more inclusive for SWEN, to disrupt inequitable exclusionary discipline and promote positive school environments, there will be a positive shift with this data. Through participating in trainings led by expert guidance from Laura Mooiman, administrators will be undergoing intensive Restorative-PBIS training, complemented by ongoing virtual collaboration and in-person support sessions. Additionally, the introduction of a juvenile diversion program, mandatory re-entry processes for suspensions, and continued funding for social workers and counselors underscore the district's commitment to holistic student well-being. With robust SEL initiatives, including weekly lessons covering critical topics, and a shift towards prioritizing alternative means of correction over suspension, CRPUSD is fostering a culture of inclusivity and support for all students. Through ongoing monitoring and staff resources, the district aims to empower educators in creating safe, nurturing, and equitable learning environments conducive to student success.

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.

CRPUSD is not eligible for CSI at this time: 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.

CRPUSD is not eligible for CSI at this time: N/A

Monitoring and Evaluating Effectiveness

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

CRPUSD is not eligible for CSI at this time: 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
Rohnert Park Cotati Educators Association (RPCEA)	During the 2025-2026 school year,, CRPUSD engaged in formal Meet and Confer sessions with RPCEA representatives during the 2025–2026 school year to review LCAP priorities, instructional initiatives, and student outcome data. Discussions centered on workload considerations, implementation feasibility, academic intervention structures, and the need for coherent systems that support both student achievement and educator effectiveness. RPCEA feedback influenced the sequencing and prioritization of LCAP actions to ensure sustainable implementation within existing staffing and fiscal constraints. In particular, input contributed to refining actions related to restorative practices, attendance intervention systems, and professional development supports aligned to Dashboard-identified needs. Feedback also reinforced the importance of protecting time for collaboration and instructional planning as part of improvement efforts. Through this engagement, the district ensured that LCAP goals and expenditures reflect both student-centered priorities and the operational conditions necessary for successful implementation. RPCEA consultation strengthened alignment between district strategy, collective bargaining considerations, and measurable student outcomes.
LCAP Committee Meetings	The LCAP Committee met on: October 9, 2025

Educational Partner(s)	Process for Engagement
	December 4, 2025 February 5, 2026 April 2, 2026 May 28, 2026. The committee included teachers, parents, students, administrators, Board members, and community representatives. Members reviewed Dashboard data, chronic absenteeism trends, suspension data, and College and Career Indicator outcomes. Based on feedback, the district: Refined goal language to ensure clarity, measurability, and coherence. Strengthened metrics aligned to student subgroup performance. Prioritized actions addressing ELA and Mathematics achievement for Multilingual Learners, Homeless students, and Students with Exceptional Needs. Elevated attendance system improvements as a budget priority in response to Red performance levels in Chronic Absenteeism. Budget prioritization reflected educational partner feedback by allocating resources to sustain and strengthen campus-based supports, including behavioral and mental health services, Positive Behavioral Interventions and Supports (PBIS), attendance recovery systems, and restorative practices.
Student Forum Groups	For the 2025-2026 school year, student forums were conducted at multiple sites on the following dates: January 26 February 3, 6, 12, and 23 March 5, 2026 Students provided feedback on school climate, instructional engagement, academic supports, and postsecondary preparation. Their input influenced: Clearer and more structured instruction: Students want clearer expectations, step-by-step modeling, and concise explanations to better understand challenging material, particularly in math and writing. More engaging learning experiences:

Educational Partner(s)	Process for Engagement
	Students reported that long lectures and busy work reduce engagement and expressed a preference for hands-on learning, collaboration, and purposeful use of technology. Stronger relationships with supportive adults Students emphasized the importance of respectful teacher–student relationships and classrooms where they feel comfortable asking questions and seeking help. Expanded academic supports and clearer communication: Students requested more accessible tutoring and clearer communication about available academic support resources. Safer, calmer, and more supportive school environments: Students highlighted the need for positive school climate practices, restorative approaches to discipline, access to wellness supports, and manageable academic workloads. Student feedback directly informed adjustments to YouthTruth metrics measuring school connectedness, classroom engagement, access to academic supports, and perceptions of safety and belonging.
District Leadership Team	For the 2025-2026 school year, The District Leadership Team engaged in a review of YouthTruth data and provided input on the alignment and effectiveness of the LCAP goals and actions. Their analysis centered on ensuring that each goal remains meaningful, measurable, and manageable. As a result, language was refined and actions were adjusted to more clearly align with the district’s priorities and strategic objectives.
Parents	During the 2025-2026 school year, The district strengthened family engagement by implementing a structured parent–teacher conference week at the elementary level, followed by LCAP-aligned surveys. School Site Councils and English Learner Advisory Committee reviewed goals and provided structured feedback. Family input led to: Increased prioritization of attendance communication systems and early intervention supports. Clearer articulation of supports for Multilingual Learners and Students with Exceptional Needs. Refinement of actions related to academic intervention and family communication tools.

Educational Partner(s)	Process for Engagement
	Inclusion of bilingual outreach strategies and translated survey instruments to ensure equitable access. YouthTruth data supplemented this input and informed measurable adjustments to climate and engagement metrics.
Teachers	During the 2025–2026 school year, teachers contributed to the LCAP development process through participation on the LCAP Committee, School Site Councils, YouthTruth surveys, and site-based discussions. Teachers reviewed Dashboard data, subgroup performance trends in ELA and Mathematics, chronic absenteeism patterns, and suspension data. Feedback consistently emphasized the need for stronger instructional coherence, aligned professional learning, sustainable intervention structures, and clearer progress monitoring systems. As a result of teacher input, the district refined LCAP actions to strengthen core instruction in English Language Arts and Mathematics, particularly for Multilingual Learners, Homeless students, and Students with Exceptional Needs. Teachers' feedback influenced the prioritization of instructional coaching, collaborative planning time, and professional learning aligned to academic language development and inclusive practices. Additionally, metrics were clarified to better reflect measurable student growth and subgroup progress. Budgeted expenditures were aligned to support classroom implementation, including targeted academic interventions, MTSS refinement, and professional development focused on instructional rigor and differentiation. Teacher engagement ensured that adopted actions were practical, classroom-centered, and grounded in daily instructional realities.
District English Learner Advisory Committee (DELAC) Meetings	Through its five meetings during the 2025–2026 school year, DELAC members provided targeted feedback on supports for Multilingual Learners and their families. Members emphasized strengthening family engagement through parent education workshops focused on supporting adolescents, understanding the school system, preparing students for college, and accessing financial aid resources such as

Educational Partner(s)	Process for Engagement
	Free Application for Federal Student Aid (FAFSA). Parents also expressed the need for expanded English language learning opportunities for both students and families, including after-school English support for students and English and computer literacy classes for parents. DELAC members also highlighted the need for clearer and more accessible communication with multilingual families and recommended expanding outreach strategies to help families better navigate school systems and available supports. In addition, members emphasized the importance of stronger systems to support newcomer students and families, including a more structured onboarding process and access to community liaison and translation supports. Parents also recommended expanding academic and enrichment opportunities for Multilingual Learners, such as after-school academic support, peer tutoring opportunities, and programs that strengthen student engagement and belonging. Families further requested workshops to help parents better understand the special education process and Individualized Education Programs (IEPs). As a result of DELAC input, the district refined LCAP actions to strengthen family engagement and parent education opportunities, expand communication supports for multilingual families, increase academic and language development supports for Multilingual Learners, and improve systems supporting newcomer students and families. DELAC feedback also informed the prioritization of supplemental resources to support the academic success and well-being of Multilingual Learners.
Site Based English Learner Advisory Committee (ELAC) Meetings	Throughout the 2025-2026 school year, site-based ELAC committees met throughout the school year to review LCAP goals, examine student data, and provide input on district actions supporting Multilingual Learners at the school level. In addition, families were provided opportunities to share feedback through accessible surveys and engagement processes, allowing input to be gathered beyond meeting discussions.

Educational Partner(s)	Process for Engagement
	ELAC members identified attendance, early academic intervention, and culturally responsive communication as priority areas. Families expressed the need for timely outreach when attendance concerns arise, stronger reading and mathematics supports at the elementary level, and clearer explanations of how supplemental funds are used to benefit their children. In response, the district refined LCAP actions and clarified expenditure descriptions to better demonstrate how resources are directed to support Multilingual Learners. These adjustments ensured that site-level family perspectives directly informed the development, prioritization, and allocation of resources within the LCAP.
Specal Education Local Plan Area (SELPA)	Given three consecutive years of Technical Assistance eligibility, collaboration with SELPA representatives was prioritized for the 2025-2026 school year. SELPA input influenced: Strengthened inclusive instructional practices within core content areas. Expanded monitoring of College and Career Readiness outcomes for Students with Exceptional Needs. Analysis of metrics related to suspension reduction and access to grade level coursework. Alignment of resource allocation to support co-teaching models and specialized academic interventions.
Civil Service Employee Association (CSEA)/Service Employees International Union (SEIU)	During the 2025–2026 school year, and through ongoing dialogue, classified staff representatives provided feedback on student supervision, campus safety, attendance monitoring, and operational systems. This input influenced: Refinement of attendance intervention systems. Strengthening of safe school protocols and campus supervision strategies. Clarification of roles within restorative practice implementation.

Educational Partner(s)	Process for Engagement
Equity Multiplier	For the 2026–2027 school year, based on the 2025 California School Dashboard results, El Camino High School in the Cotati–Rohnert Park Unified School District qualifies for Equity Multiplier funding. To ensure the funds address the specific needs of the school community, the district conducted targeted consultation with educational partners connected to El Camino High School, including students, staff, and families. These engagement opportunities were designed to gather feedback on site-specific needs, barriers to student success, and priority areas for improvement.' Input collected during these engagement sessions informed the development of actions and services included in the LCAP related to the use of Equity Multiplier funds. Educational partners emphasized the need for additional academic supports, increased access to student wellness resources, and expanded opportunities for engagement and belonging for students who have experienced barriers to academic success. Additionally, findings from the 2025–2026 Western Association of Schools and Colleges (WASC) review, including the school's comprehensive needs assessment, further informed the district's planning. The priorities identified through both the WASC process and educational partner consultation guided the development of LCAP actions and the strategic allocation of Equity Multiplier funds to address the specific needs of El Camino High School students.

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

During the 2025–2026 school year, the Cotati–Rohnert Park Unified School District implemented a comprehensive and structured engagement process to ensure meaningful consultation with all required educational partners in the development of the 2026–2027 Local Control and Accountability Plan. Engagement opportunities included School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), the district LCAP Committee, student forums for grades 6–12, YouthTruth surveys, District Leadership Team meetings, SELPA collaboration, and formal Meet and Confer sessions with bargaining units including RPCEA, CSEA, and SEIU.

Across these engagement structures, the district provided accessible materials and reviewed relevant data sources, including the 2025 California School Dashboard and local metrics. Educational partners were invited to provide feedback on LCAP goals, priority areas, proposed actions, metrics, and resource allocation. Input from these consultations was documented, analyzed, and used to inform revisions to the LCAP prior to adoption.

During the 2025–2026 school year, CRPUSD also expanded family engagement opportunities to ensure more equitable and structured participation. At the elementary level, the district incorporated a dedicated week-long parent–teacher conference window to ensure every family had an opportunity to meet individually with their child's teacher. Following each conference, families were invited to complete a survey providing feedback on district priorities and student needs. Responses from these surveys informed the review and refinement of LCAP goals and actions.

In addition, the district gathered questions and feedback from educational partner forums and, when appropriate, provided follow-up responses from the Superintendent. This strengthened two-way communication and reinforced a culture of transparency, responsiveness, and shared responsibility between the district and the broader community.

Through these engagement opportunities, CRPUSD received consistent and actionable feedback that directly influenced the adopted LCAP. Educational partners identified priority areas that supported all LCAP goals and helped strengthen district practices aimed at improving structures and relationships between educational partners. Key themes included strengthening two-way communication between schools and families, continuing site-based professional development aligned to instructional priorities, maintaining consistent implementation of Restorative Practices and Positive Behavioral Interventions and Supports (PBIS), and expanding opportunities for student voice and leadership in shaping school culture and decision-making.

Educational partner feedback also identified the need for increased parent education opportunities to support families in understanding district initiatives and student learning expectations. In response, the district implemented several parent education nights during the 2025–2026 school year. Topics included understanding ELPAC proficiency levels and reclassification pathways, strategies for supporting students during CAASPP testing, and district IT-led parent communication sessions focused on improving family use of parent portals and digital communication platforms.

These areas of feedback directly influenced the actions included in the adopted LCAP. Professional development structures that strengthen staff collaboration, instructional practices, and continuous improvement are reflected in Goal 1. The continued implementation and strengthening of Positive Behavioral Interventions and Supports (PBIS) and other strategies that promote a safe and supportive school climate are reflected in Goal 2. In addition, expanded family engagement and parent education opportunities, including parent trainings and informational sessions to support understanding of district initiatives and student learning expectations, are reflected in Goal 3. Educational partner feedback also reinforced the importance of sustaining and expanding supports for multilingual learners, which continues to be prioritized in Goal 4, including strategies that strengthen English language development, family engagement, and successful student reclassification.

In response to this feedback, the adopted LCAP reflects refined goals, clarified actions, and aligned metrics designed to strengthen communication with families, expand student support systems, sustain professional learning for staff, and increase access to opportunities that support student success. These revisions demonstrate the district's commitment to continuous improvement and ensure that the priorities identified by educational partners are reflected in the strategies and resources outlined in the 2026–2027 LCAP.

District Equity Multiplier: Multiple engagement opportunities were conducted with educational partners at El Camino High School, including student listening sessions, staff discussions, and family input opportunities. In addition, findings from the 2025 WASC review, which included a comprehensive needs assessment and educational partner feedback process, were considered to further identify the needs of students and staff at the site.

Through these engagement efforts, students consistently expressed a strong need for increased access to counseling and daily social-emotional support. Many students shared that relationships, engagement in school, and academic challenges are significant barriers they experience, which contributed to their decision to attend an alternative school setting. Families similarly emphasized the importance of expanded social-emotional and mental health supports to help students remain engaged and successful in school.

Based on feedback from students, families, and staff, and aligned with the needs identified through the WASC review process, the district determined that increasing counseling support at El Camino High School would be a critical strategy to address these needs.

As a result, for the 2026–2027 school year, Equity Multiplier funds will support the employment of a counselor at El Camino High School to provide daily social-emotional support, strengthen student relationships with trusted adults, and improve student engagement and academic persistence. This action will be reflected in Goal 5 (Action 5.1) of the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	CRPUSD will enhance instructional outcomes for students and close achievement gaps across specific student demographic groups so that ALL students receive a high-quality, well-rounded, just, and accommodating education that addresses their individual needs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CRPUSD made the goal of improving instructional outcomes and reducing disparities across student demographic groups in our district because the current data on district-wide CAASPP scores reveal concerning trends. With only 25.8% of students meeting or exceeding standards in Mathematics and 40.2% in ELA It is evident that there's a pressing need for improvement in academic achievement. Moreover, the disparities between different student demographic groups further emphasize the urgency of action. By setting this goal, we are committing to providing an excellent, diverse, equitable, and inclusive education that addresses the unique needs of all students. This goal serves as a guiding principle for our efforts to enhance instructional practices, allocate resources effectively and equitably, and implement targeted interventions to ensure that every student has the opportunity to succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Guaranteed Standards	Level 1 out of 4 on rubric	Level 2 of 4 on rubric	Level 3 of 4 on rubric	Level 4 out of 4 on rubric	Increased 2 level from Baseline
1.2	STAR ELA	Winter Data for the 23-24 School Year ELA:	Winter Data for the 24-25 School Year ELA:	Spring Data for the 25-26 School Year ELA:	All Students - 51% At/Above Benchmark	ELA: All Students - Increased 15.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students - 40.65% At/Above Benchmark Students With Exceptional Needs (SWEN) -16.1% At/Above Benchmark Socio Economically Disabiities (SED) - 30.92% At/Above Benchmark Multilingual Language Learners (MLL) - 15.2% At/Above Benchmark Hispanic (HI) - 29.5% At/Above Benchmark American Indian (AI) - 28.9% At/Above Benchmark Asian (AS) - 53.0% At/Above Benchmark African American (AA) - 38.8% At/Above Benchmark Filipino (FI) - 54% At/Above Benchmark	All Students - 54.9% At/Above Benchmark Students With Exceptional Needs (SWEN) - 24.3% At/Above Benchmark Socio Economically Disabiities (SED) - 44.4% At/Above Benchmark Multilingual Language Learners (MLL) - 17.3% At/Above Benchmark Hispanic (HI) - 43.3% At/Above Benchmark American Indian (AI) - 50% At/Above Benchmark Asian (AS) - 67.6% At/Above Benchmark African American (AA) - 43.2%	All Students - 55.8% At/Above Benchmark Students With Exceptional Needs (SWEN) - 24.3% At/Above Benchmark Socio Economically Disadvantaged (SED) - 44.7% At/Above Benchmark Multilingual Language Learners (MLL) - 17.8% At/Above Benchmark Hispanic (HI) - 44.4% At/Above Benchmark American Indian (AI) - 48.4% At/Above Benchmark Asian (AS) - 65.1% At/Above Benchmark	SWEN -26.% At/Above Benchmark SED - 42% At/Above Benchmark MLL - 25.% At/Above Benchmark HI - 40% At/Above Benchmark AI - 39% At/Above Benchmark AS - 63% At/Above Benchmark AA - 49% At/Above Benchmark FI - 64% At/Above Benchmark PI - 34% At/Above Benchmark MR - 58% At/Above Benchmark	At/Above Benchmark Students With Exceptional Needs (SWEN) - Increased 8.2% At/Above Benchmark Socio Economically Disadvantaged (SED) - Increased 13.78% At/Above Benchmark Multilingual Language Learners (MLL)) - Increased 2.6% At/Above Benchmark Hispanic (HI) - Increased 14.9% At/Above Benchmark American Indian (AI) - Increased 19.5% At/Above Benchmark Asian (AS) - Increased 12.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander (PI) - 24% At/Above Benchmark Mixed Race (MR) - 47.6% At/Above Benchmark White (WH)- 52.8% At/Above Benchmark Foster Youth (FOS) - 27.0% At/Above Benchmark Homeless (HOM) - 21.1% At/Above Benchmark Long-Term English Learning (LTEL) - 2.39% At/Above Benchmark	At/Above Benchmark Filipino (FI) - 73.7% At/Above Benchmark Pacific Islander (PI) - 35.1% At/Above Benchmark Mixed Race (MR) - 65.4% At/Above Benchmark White (WH)- 68.3% At/Above Benchmark Foster Youth (FOS) - 50% At/Above Benchmark Homeless (HOM) - 30.3% At/Above Benchmark Long-Term English Learning (LTEL) - 15.5% At/Above Benchmark	African American (AA) - 40.7% At/Above Benchmark Filipino (FI) - 67.5% At/Above Benchmark Pacific Islander (PI) - 55.6% At/Above Benchmark Mixed Race (MR) - 66.7% At/Above Benchmark White (WH)- 69.1% At/Above Benchmark Foster Youth (FOS) - 25.0% At/Above Benchmark Homeless (HOM) - 45.8% At/Above Benchmark Long-Term English Learning (LTEL) - 10.1% At/Above Benchmark	WH - 63% At/Above Benchmark FOS - 37% At/Above Benchmark HOM - 31% At/Above Benchmark Long-Term English Learning (LTEL) - 12%	At/Above Benchmark African American (AA) - Increased 1.9% At/Above Benchmark Filipino (FI) - Increased 13.5% At/Above Benchmark Pacific Islander (PI) - Increased 31.6% At/Above Benchmark Mixed Race (MR) - Increased 19.1% At/Above Benchmark White (WH)- Increased 16.3 % At/Above Benchmark Foster Youth (FOS) - Decreased by 2% At/Above Benchmark Homeless (HOM) - Increased 24.7% At/Above Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Long-Term English Learning (LTEL) - Increased 7.71% At/Above Benchmark
1.3	STAR Math	Winter Data for the 23-24 School Year Math: All Students - 47.43% At/Above Benchmark SWEN - 16.9% At/Above Benchmark SED - 37.89% At/Above Benchmark MLL - 23.8% At/Above Benchmark HI - 38.7% At/Above Benchmark AI - 35.6% At/Above Benchmark AS - 64.6% At/Above Benchmark AA - 41.6% At/Above Benchmark FI - 70.5% At/Above Benchmark	Winter Data for the 24-25 School Year Math: All Students - 52.0% At/Above Benchmark SWEN - 20.9% At/Above Benchmark SED - 41.7% At/Above Benchmark MLL - 24.2% At/Above Benchmark HI - 42.2% At/Above Benchmark AI - 32.4% At/Above Benchmark AS - 72.5% At/Above Benchmark	Spring Data for the 25-26 School Year Math: All Students - 52.1% At/Above Benchmark SWEN - 20.3% At/Above Benchmark SED - 41.8% At/Above Benchmark MLL - 21.1% At/Above Benchmark HI - 42.3% At/Above Benchmark AI - 36.7% At/Above Benchmark AS - 72.0% At/Above Benchmark	All Students - 57% At/Above Benchmark SWEN - 27% At/Above Benchmark SED - 48% At/Above Benchmark MLL - 34% At/Above Benchmark HI - 49% At/Above Benchmark AI - 46% At/Above Benchmark AS - 75% At/Above Benchmark AA - 52% At/Above Benchmark	Math: All Students - Increased 4.67% At/Above Benchmark SWEN - Increased by 3.4% At/Above Benchmark SED - Increased by 3.91% At/Above Benchmark MLL - Decreased by 2.7% At/Above Benchmark HI - Increased by 3.6% At/Above Benchmark AI - Increased by 1.1% At/Above Benchmark AS - Increased by 7.4% At/Above Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI - 31.6% At/Above Benchmark MR - 53.8% At/Above Benchmark WH - 56.6% At/Above Benchmark FOS - 34.5% At/Above Benchmark HOM - 40% At/Above Benchmark LTEL - 15.1% At/Above Benchmark	AA - 36.9% At/Above Benchmark FI - 67.4% At/Above Benchmark PI - 33.3% At/Above Benchmark MR - 59.1% At/Above Benchmark WH - 64.2% At/Above Benchmark FOS - 59.3% At/Above Benchmark HOM - 34.7% At/Above Benchmark LTEL - 16.6% At/Above Benchmark	AA - 34.2% At/Above Benchmark FI - 68.2% At/Above Benchmark PI - 37.8% At/Above Benchmark MR - 60.6% At/Above Benchmark WH - 63.4% At/Above Benchmark FOS - 26.7% At/Above Benchmark HOM - 44.6% At/Above Benchmark LTEL - 15.3% At/Above Benchmark	FI - 81% At/Above Benchmark PI - 42% At/Above Benchmark MR - 64% At/Above Benchmark WH - 67% At/Above Benchmark FOS - 45% At/Above Benchmark HOM - 50% At/Above Benchmark LTEL - 25% At/Above Benchmark	AA - Decreased by 7.4% At/Above Benchmark FI - Decreased by 2.3% At/Above Benchmark PI - Increased by 6.2% At/Above Benchmark MR - Increased by 6.8% At/Above Benchmark WH - Increased by 6.8% At/Above Benchmark FOS - Decreased by 7.8% At/Above Benchmark HOM - Increased by 4.6% At/Above Benchmark LTEL - Increased by 0.2% At/Above Benchmark
1.4	SBAC (CAASPP ELA)	22-23 School Year ELA: All Students - 40.28% Met or Exceeded	23-24 School Year ELA: All Students - 40.21% Met or Exceeded	24-25 School Year ELA: All Students - 41.31% Met or Exceeded	All Students - 50% Met or Exceeded SWEN - 24% Met or Exceeded	ELA: All Students - Increased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWEN - 13.57% Met or Exceeded SED - 29.10% Met or Exceeded MLL - 11.64% Met or Exceeded HI - 32.19% Met or Exceeded AI - 29.41% Met or Exceeded AS - 51.45% Met or Exceeded AA - 32.14% Met or Exceeded FI - 70% Met or Exceeded PI - 26.31% Met or Exceeded MR - 43.21% Met or Exceeded WH - 48.86% Met or Exceeded FOS - (Fewer than 11 students) - 36.36% Met or Exceeded	SWEN - 8.30% Met or Exceeded SED - 30.77% Met or Exceeded MLL - 10% Met or Exceeded HI - 32% Met or Exceeded AI - 20% Met or Exceeded AS - 60.53% Met or Exceeded AA - 31.82% Met or Exceeded FI - 62.51% Met or Exceeded PI - 16.67% Met or Exceeded MR - 46.39% Met or Exceeded WH - 47.22% Met or Exceeded FOS - (Fewer than 11 students) -	SWEN - 11.97% Met or Exceeded SED - 31.00% Met or Exceeded MLL - 6.94% Met or Exceeded HI - 32.77% Met or Exceeded AI - 36.36% Met or Exceeded AS - 50.39% Met or Exceeded AA - 31.34% Met or Exceeded FI - 69.69% Met or Exceeded PI - 11.54% Met or Exceeded MR - 45.70% Met or Exceeded WH - 51.34% Met or Exceeded FOS - (Fewer than 11 students) -	SED - 39% Met or Exceeded MLL - 22% Met or Exceeded HI - 42% Met or Exceeded AI - 39% Met or Exceeded AS - 61% Met or Exceeded AA - 42% Met or Exceeded FI - 80% Met or Exceeded PI - 36% Met or Exceeded MR - 53% Met or Exceeded WH - 59% Met or Exceeded FOS - (Fewer than 11 students) - 46% Met or Exceeded	1.03% Met or Exceeded SWEN - Decreased by 1.60% Met or Exceeded SED - Increased by 1.90% Met or Exceeded MLL - Decreased by 4.7% Met or Exceeded HI - Increased by 0.58% Met or Exceeded AI - Increased by 6.95% Met or Exceeded AS - Decreased by 1.06% Met or Exceeded AA - Decreased by 0.80% Met or Exceeded FI - Decreased by 0.31% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM - 29.78% Met or Exceeded LTEL - 7.56% Met or Exceeded	16.7% Met or Exceeded HOM - 26.79% Met or Exceeded LTEL - 10.34% Met or Exceeded	16.7% Met or Exceeded HOM - 22.97% Met or Exceeded LTEL - 6.84% Met or Exceeded	HOM - 40% Met or Exceeded LTEL - 18% Met or Exceeded	PI - Decreased by 14.77% Met or Exceeded MR - Increased by 2.49% Met or Exceeded WH - Increased by 2.48% Met or Exceeded FOS - (Fewer than 11 students) - Decreased by 19.66% Met or Exceeded HOM - Decreased by 6.81% Met or Exceeded LTEL - Decreased by 0.72% Met or Exceeded
1.5	SBAC (CAASPP Math)	22-23 School Year Math: All Students - 25.67% Met or Exceeded SWEN - 11.24% Met or Exceeded SED - 16.05% Met or Exceeded	2023 - 2024 School Year Math: All Students - 24.68 % Met or Exceeded SWEN - 5.36 % Met or Exceeded	2024 - 2025 School Year Math: All Students - 27.91% Met or Exceeded SWEN - 8.97% Met or Exceeded	All Students - 36% Met or Exceeded SWEN - 21% Met or Exceeded SED - 26% Met or Exceeded MLL - 18% Met or Exceeded	Math: All Students - Increased by 2.24% Met or Exceeded SWEN - Decreased by 2.27% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MLL - 7.69% Met or Exceeded HI - 16.73% Met or Exceeded AI - 35.30% Met or Exceeded AS - 44.66% Met or Exceeded AA - 23.22% Met or Exceeded FI - 56.67% Met or Exceeded PI - 21.05% Met or Exceeded MR - 25.61% Met or Exceeded WH - 34.51% Met or Exceeded FOS (Fewer than 11 students) - 0% Met or Exceeded HOM - 18.75% Met or Exceeded LTEL - 0.84% Met or Exceeded	SED - 16.98% Met or Exceeded MLL - 5.79% Met or Exceeded HI - 15.75% Met or Exceeded AI -19.05% Met or Exceeded AS - 48.25% Met or Exceeded AA - 12.86% Met or Exceeded FI - 37.50% Met or Exceeded PI - 5.56% Met or Exceeded MR - 24.52% Met or Exceeded WH - 33.90% Met or Exceeded FOS - (Fewer than 11 students) - 5.6% Met or Exceeded HOM - 10.72% Met or Exceeded	SED - 17.06% Met or Exceeded MLL - 4.58% Met or Exceeded HI - 18.12% Met or Exceeded AI -28.57% Met or Exceeded AS - 46.87% Met or Exceeded AA - 16.18% Met or Exceeded FI - 45.45% Met or Exceeded PI - 3.70% Met or Exceeded MR - 33.08% Met or Exceeded WH - 38.48% Met or Exceeded FOS - (Fewer than 11 students) - 16.7% Met or Exceeded HOM - 20.27% Met or Exceeded	HI - 27% Met or Exceeded AI - 45% Met or Exceeded AS - 55% Met or Exceeded AA - 33% Met or Exceeded FI - 67% Met or Exceeded PI - 31% Met or Exceeded MR - 36% Met or Exceeded WH - 45% Met or Exceeded FOS (Fewer than 11 students) - 10% Met or Exceeded HOM - 29% Met or Exceeded LTEL - 11% Met or Exceeded	SED - Increased by 1.01% Met or Exceeded MLL - Decreased by 3.11% Met or Exceeded HI - Increased by 1.39% Met or Exceeded AI - Decreased by 6.73% Met or Exceeded AS - Increased by 2.21% Met or Exceeded AA - Decreased by 7.04% Met or Exceeded FI - Decreased by 11.22% Met or Exceeded PI - Decreased by 17.35% Met or Exceeded MR - Increased by 7.47% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL - 2.61% Met or Exceeded	LTEL - 0.85% Met or Exceeded		WH - Increased by 3.97% Met or Exceeded FOS (Fewer than 11 students) - Increased by 16.7% Met or Exceeded HOM - Increased by 1.52% Met or Exceeded LTEL - Increased by 0.01% Met or Exceeded
1.6	CAST (Science)	Science: All Students - 27.38% Met or Exceeded SWEN - 10.09% Met or Exceeded SED - 16.87% Met or Exceeded MLL - 1.24% Met or Exceeded HI - 17.29% Met or Exceeded AI - 20.16% Met or Exceeded	2023 - 2024 School Year Science: All Students - 23.68% Met or Exceeded SWEN - 3.57% Met or Exceeded SED - 15.73% Met or Exceeded MLL - 2.36% Met or Exceeded HI - 12.46% Met or Exceeded	2024 - 2025 School Year Science: All Students - 26.13% Met or Exceeded SWEN - 9.94% Met or Exceeded SED - 15.87% Met or Exceeded MLL - 0% Met or Exceeded HI - 16.85% Met or Exceeded	All Students - 37% Met or Exceeded SWEN - 20% Met or Exceeded SED - 27% Met or Exceeded MLL - 11% Met or Exceeded HI - 27% Met or Exceeded AI - 30% Met or Exceeded	Science: All Students - Decreased by 1.25% Met or Exceeded SWEN - Decreased by 0.15% Met or Exceeded SED - Decreased by 1% Met or Exceeded MLL - Decreased by 1.24% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS - 60.59% Met or Exceeded AA - 14.16% Met or Exceeded FI - 48.91% Met or Exceeded PI - 19.86% Met or Exceeded MR - 44.54% Met or Exceeded WH - 45.31% Met or Exceeded FOS - 8.77% Met or Exceeded HOM - 13.04% Met or Exceeded LTEL - 3.45% Met or Exceeded	AI - 18.18% Met or Exceeded AS - 41.18% Met or Exceeded AA - 26.09% Met or Exceeded FI - 35.29% Met or Exceeded PI - (Fewer than 11 students) - 0% Met or Exceeded MR - 24.07% Met or Exceeded WH - 35.53% Met or Exceeded FOS - 8.77% Met or Exceeded HOM - 8.69% Met or Exceeded LTEL - 1.72% Met or Exceeded	AI - 18.18% Met or Exceeded AS - 32.69% Met or Exceeded AA - 18.42% Met or Exceeded FI - 54.54% Met or Exceeded PI - (Fewer than 11 students) - 0% Met or Exceeded MR - 36.97% Met or Exceeded WH - 35.34% Met or Exceeded FOS - (Fewer than 11 students) 0% Met or Exceeded HOM - 3.85% Met or Exceeded LTEL - 0% Met or Exceeded	AS - 71% Met or Exceeded AA - 24% Met or Exceeded FI - 59% Met or Exceeded PI - 30% Met or Exceeded MR - 55% Met or Exceeded WH - 55% Met or Exceeded FOS - 19% Met or Exceeded HOM - 23% Met or Exceeded LTEL - 13% Met or Exceeded	HI - Decreased by 0.44% Met or Exceeded AI - Decreased by 1.98% Met or Exceeded AS - Decreased by 27.90% Met or Exceeded AA - Increased by 4.26% Met or Exceeded FI - Increased by 5.63% Met or Exceeded PI - Decreased by 19.86% Met or Exceeded MR - Decreased by 7.57% Met or Exceeded WH - Decreased by 9.97% Met or Exceeded FOS - Decreased by 8.77% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HOM - Decreased 9.19% Met or Exceeded LTEL - Decreased 3.45% Met or Exceeded
1.7	Professional Development Data (Youth Truth)	Youth Truth 23-24 SY Staff feels that they have access to meaningful professional development: 54% of elementary 43% of middle 44% of high school .	Youth Truth 24-25 SY Staff feels that they have access to meaningful professional development: 55% of elementary 49% of middle 35% of high school	Youth Truth 25-26 SY Staff Feels that they have access to meaningful professional development: 57% of elementary 50% of middle 37% of high school	Staff feels that they have access to meaningful professional development: 64% of elementary 53% of middle 54% of high school	Staff feels that they have access to meaningful professional development: Increased 3% of elementary Increased 7% of middle Decrease 7% of high school
1.8	College and Career Readiness	All Students - 37.7% prepared for college or career readiness SWEN - 7.3% prepared for college or career readiness SED - 28.5% prepared for college or career readiness MLL - 12.5% prepared for college or career readiness	2023-2024 School Year All Students - 39.5% prepared for college or career readiness SWEN - 10.4% prepared for college or career readiness SED - 29.3% prepared for college or career readiness	2024-2025 School Year All Students - 40.6% prepared for college or career readiness SWEN - 9.3% prepared for college or career readiness SED - 30.2% prepared for college or career readiness	All Students - 48% prepared for college or career readiness SWEN - 17% prepared for college or career readiness SED - 39% prepared for college or career readiness MLL - 23% prepared for	All Students - Increased 2.9% prepared for college or career readiness SWEN - Increased 2% prepared for college or career readiness SED - Increased 1.7% prepared for college or career readiness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI - 30.8% prepared for college or career readiness AS - 54.5% prepared for college or career readiness MR - 41.9% prepared for college or career readiness WH - 44.3% prepared for college or career readiness	MLL - 4.0% prepared for college or career readiness HI - 30.9% prepared for college or career readiness AS - 66.7% prepared for college or career readiness MR - 42.3% prepared for college or career readiness WH - 47.5% prepared for college or career readiness	MLL - 14.1% prepared for college or career readiness HI - 28.9% prepared for college or career readiness AS - 57.9% prepared for college or career readiness MR - 55.3% prepared for college or career readiness WH - 52.1% prepared for college or career readiness	college or career readiness HI - 41% prepared for college or career readiness AS - 65% prepared for college or career readiness MR - 52% prepared for college or career readiness WH - 54% prepared for college or career readiness	MLL - Increased 1.6% prepared for college or career readiness HI - Decreased 1.9% prepared for college or career readiness AS - Increased 3.4% prepared for college or career readiness MR - Increased 13.4% prepared for college or career readiness WH - Increased 7.8% prepared for college or career readiness
1.9	Graduation Rates	2022 - 2023 SY Data All Students - 89.5% SWEN - 72.0% SED - 87.5% MLL - 82.85% HI - 88.8%	2023 - 2024 SY Data All Students - 88.1% SWEN - 69.6% SED - 84.5% MLL - 85.3%	2024 - 2025 SY Data All Students - 89.2% SWEN - 77.3% SED - 87.1% MLL - 83.7%	All Students - 95% SWEN - 95% SED - 95% MLL - 95% HI - 95% AS - 95%	All Students - Decreased 0.3% SWEN - Increased 5.3% SED - Decreased 0.4% MLL - Increased 0.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS - 86.4% MR - 93.5% WH - 92.1%	HI - 88.6% AS - 73.7% MR - 92.3% WH - 89.4%	HI - 90.5% AS - 78.9% MR - 81.6% WH - 88.5%	MR - 95% WH - 95%	HI - Increased 1.7% AS - Decreased 7.5% MR - Decreased 11.9% WH - Decreased 3.6%
1.10	Chronic Absenteeism	2022 - 2023 SY Data All Students - 22.6% SWEN - 34.4% SED - 29.1% MLL - 26.15 HI - 25.5% AI - 37.5% AS - 9.6% AA - 25.6% FI - 5.1% PI - 26.5% MR - 20.1% WH - 20.4%	2023-2024 School Year All Students - 19.9% SWEN - 29.8% SED - 24.2% MLL - 20.0% HI - 21.7% AI - 39.4% AS - 10.4% AA - 18.2% FI - 7.9% PI - 36.4% MR - 20.2%	2024-2025 School Year All Students - 19.1% SWEN - 30.2% SED - 24.5% MLL - 22.1% HI - 21.3% AI - 25% AS - 11.5% AA - 16.3% FI - 13.5% PI - 21.1% MR - 19.5%	All Students - 10% SWEN - 10% SED - 10% MLL - 10% HI - 10% AI - 10% AS - 9% AA - 10% FI - 5% PI - 10% MR - 10% WH - 10% FOS - 10%	All Students - Decreased 3.5% SWEN - Decreased 4.2% SED - Decreased 4.6% MLL - Decreased 4.05% HI - Decreased 4.2% AI - Decreased 12.5% AS - Increased 1.9% AA - Decreased 9.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FOS - 50% HOM - 38.4% LTEL - 26.1%	WH - 18.2% FOS - 48.1% HOM - 23.0% LTEL - 19.1%	WH - 16.9% FOS - 50% HOM - 25.7% LTEL - 26.8%	HOM - 10% LTEL - 10%	FI - Increased 8.4% PI - Decreased 5.4% MR - Decreased 0.6% WH - Decreased 3.5% FOS - No change from baseline HOM - Decreased 12.7% LTEL - Increased 0.7%
1.11	ELPAC Proficiency	17.11% of students scored proficient on the summative ELPAC 25.13% of LTEL students scored proficient on the Summative ELPAC	2023-2024 School Year 18.47% of students scored proficient on the summative ELPAC 25.81% of LTEL students scored proficient on the Summative ELPAC	2024-2025 School Year 15.53% of students scored proficient on the summative ELPAC 17.33% of LTEL students scored proficient on the Summative ELPAC	30% of students will score proficient on the summative ELPAC. 40% of LTEL students will score proficient on the Summative ELPAC	Decreased 1.58% of students who scored proficient on the summative ELPAC. Decreased 7.8% of LTEL students who scored proficient on the Summative ELPAC
1.12	Districtwide Reclassification Rate	2022-2023 SY	2023-2024 SY 10.22% of Multilingual	2024-2025 SY 15.59% of Multilingual	30% of Multilingual students will be Reclassified.	Increased 7.09% of Multilingual

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8.5% of Multilingual students were Reclassified.	students were Reclassified.	students were Reclassified.		students will be Reclassified.
1.13	A-G Completion Rate	2022-2023 SY Data All students - 48.8% AS - 72.7% HI - 40.5% WH - 56.2% MR - 61.3% MLL - 25% SED - 40.7% SWEN - 20.7%	2023-2024 SY Data All students - 47.0% AS - 52.6% HI - 45.3% WH - 50.3% MR - 46.2% MLL - 22.7% SED - 41.2% SWEN - 20.3%	2024-2025 SY Data All students - 36.2% AS - 42.1% HI - 28.1% WH - 45.6% MR - 39.5% MLL - 17.4% SED - 27.2% SWEN - 9.3%	All students - 65% AS - 85% HI - 53% WH - 68% MR - 73% MLL - 38% SED - 53% SWEN - 33%	All students - Decreased 12.6% AS - Decreased 30.6% HI - Decreased 12.4% WH - Decreased 10.6% MR - Decreased 21.8% MLL - Decreased 7.6% SED - Decreased 13.5% SWEN - Decreased 11.4%
1.14	CTE Pathway Completion	2022-2023 SY Data All Students - 24.2% AS - 13.6% HI - 26% WH - 22.7% MR - 22.6% MLL - 14.1% SED - 24.3% SWEN = 6.1%	2023-2024 SY Data All Students - 23.6% AS - 21.1% HI - 23.7% WH - 22.1% MR - 34.6% MLL - 9.3% SED - 22.3% SWEN - 11.6%	2024-2025 SY Data All Students - 27.0% AS - 15.8% HI - 24.1% WH - 31.3% MR - 34.2% MLL - 14.1% SED - 23.4% SWEN - 20.0%	All Students - 36% AS - 26% HI - 38% WH - 35% MR - 35% MLL - 26% SED - 36% SWEN -18%	All Students - Increased 2.8% AS - Increased 2.2% HI - Decreased 1.9% WH - Increased 8.6% MR - Increased 11.6% MLL - No change from baseline SED - Decreased 0.9% SWEN - Increased 13.9%
1.15	Percent of students who completed A-G and have	2022-2023 SY Data All Students - 12%	2023-2024 SY Data	2024-2025 SY Data	All Students - 17% AS - 14%	All Students - Increased 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed a CTE Pathway	AS - 9.1% HIS - 13.5% WH - 10.8% MR - 9.7% MLL - 3.1% SED - 11.8% SWEN - 0%	All Students - 12.1% AS - 5.3% HIS - 12.7% WH - 10.6% MR - 19.2% MLL - 0% SED - 10.3% SWEN - 2.9%	All Students - 12.5% AS - 0% HIS - 9.5% WH - 15.7% MR - 26.3% MLL - 5.4% SED - 8.7% SWEN - 8.0%	HIS - 19% WH - 16% MR - 15% MLL - 8% SED - 17% SWEN - 5%	AS - Decreased 9.1% HIS - Decreased 4.0% WH - Increased 4.9% MR - Increased 16.6% MLL - Increased 2.3% SED - Decreased 3.1% SWEN - Increased 8%
1.16	Percent of 10th-12th grade students that took an AP test.	22-23 SY 14.3%	23-24 SY 19.2%	24-25 SY 19.6%	20%	Increased 5.3%
1.17	AP Pass Rate with a score of 3 or Higher	22-23 SY 71.9%	23-24 SY 67.2%	24-25 SY 70.98%	80%	Decreased 0.92%
1.18	Middle School Dropout Rates	Middle School = .08%	2023-2024 School Year Middle School = .62%	2024-2025 School Year Middle School = 0%	0%	Decreased .08%
1.19	High School Dropout Rate	High School = 1.06%	2023-2024 School Year High School = 2.6%	2024-2025 School Year High School = 1.5%	0.5%	Increased 0.44%
1.20	College Readiness determined by EAP (ELA)	22-23 SY (11th Grade) ELA: All Students - 57.17% SWEN - 18.92% SED - 47.65% MLL - 15.25% AS - 64.70% HI - 49.04% WH - 64.58%	23-24 SY (11th Grade) ELA: All Students - 51.69% SWEN - 4.44% SED - 41.98% MLL - 13.20% AS - 75.00%	24-25 SY (11th Grade) ELA: All Students - 57.72% SWEN - 16.36% SED - 52.97% MLL - 13.72% AS - 73.69%	ELA: All Students - 67% SWEN- 29% SED - 58% MLL - 25% AS - 75% HI - 59% WH - 75% MR - 66%	ELA: All Students - Increased 0.55% SWEN - Decreased 2.56% SED - Increased 5.32% MLL - Decreased 1.53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MR - 56.26% LTEL - 20%	HI - 42.40% WH - 60.91% MR - 47.91% LTEL - 11.54%	HI - 56.76% WH - 57.60% MR - 58.98% LTEL - 16.67%	LTEL - 30%	AS - Increased 8.99% HI - Increased 7.72% WH - Decreased 6.98% MR - Increased 2.72% LTEL - Decreased 3.33%
1.21	College Readiness determined by EAP (Math)	Math: All Students - 23.50% SWEN - 11.12% SED - 11.31% MLL - 1.69% AS - 62.50% HI - 11.53% WH - 32.18% MR - 21.88% LTEL - 2.86%	2023-2024 School Year Math: All Students - 20.28% SWEN - 0% SED - 12.10% MLL - 3.70% AS - 50.00% HI - 11.01% WH - 28.79% MR - 16.67% LTEL - 3.70%	2024-2025 School Year Math: All Students - 22.54% SWEN - 9.43% SED - 15.81% MLL - 2.00% AS - 57.89% HI - 12.50% WH - 30.32% MR - 26.32% LTEL - 3.45%	All Students - 34% SWEN - 21% SED - 21% MLL - 12% AS - 73% HI - 22% WH - 42% MR - 32% LTEL - 13%	Math: All Students - Decreased 0.96% SWEN - Decreased 1.69% SED - Increased 4.5% MLL - Increased 0.31% AS - Decreased 4.61% HI - Increased 0.97% WH - Decreased 1.86% MR - Increased 4.44% LTEL - Increased 0.59%
1.22	School Attendance Rates	*As of May 22nd 2024 All Students - 92.87% EVS - 93.17% JRS - 92.89% MHS - 94.93% MVS - 93.33% RCE - 93.96% TPA - 92.18%	*As of December 9th 2024 All Students - 94.65% EVS - 94.61% JRS - 94.10% MHS - 96.52% MVS - 94.73%	*As of March 30th 2026 All Students - 93.5% EVS - 93.88% JRS - 92.55% MHS - 95.35% MVS - 93.80%	All Students - 95% EVS - 95% JRS - 95% MHS - 95% MVS - 95% RCE - 95% TPA - 95% UELF - 95%	All Students - Increased 0.63% EVS - Increased 0.71% JRS - Decreased 0.34% MHS - Increased 0.42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UELF - 93.77% LJMS - 94% TMS - 93.21% RCHS - 91.74% THS - 96.17% ELCO - 61%	RCE - 96.54% TPA - 94.54% UELF - 95.12% LJMS - 95.39% TMS - 94.35% RCHS - 93.44% THS - 96.95% ELCO - 67.1%	RCE - 94.77% TPA - 93.38% UELF - 94.41% LJMS - 94.6% TMS - 93.74% RCHS - 92.35% THS - 96.51% ELCO - 74.14%	LJMS - 95% TMS - 95% RCHS - 95% THS - 95% ELCO - 95%	MVS - Increased 0.47% RCE - Increased 0.81% TPA - Increased 1.2% UELF - Increased 0.64% LJMS - Increased 0.6% TMS - Increased 0.53% RCHS - Increased 0.61% THS - Increased 0.34% ELCO - Increased 13.14%
1.23	FIT Survey	Schools in exemplary condition 1 Schools in good condition 7 Schools in fair condition 4	2024-2025 School Year Schools in exemplary condition: 3 Schools in good condition:5 Schools in fair condition 4	2025-2026 School Year Schools in exemplary - 2 Schools in good - 7 Schools in fair - 2	All schools will be in "Good" condition or above.	Increased by 1 schools in exemplary condition Maintained 7 schools in good condition Decreased 2 schools in fair condition
1.24	Properly Credentialed Teachers	100%	Data as of February 4, 2025 93.75% are properly credentialed	Data as of December 5, 2025 94.90% are properly credentialed.	100%	Decreased by 5.1%
1.25	Textbook Sufficiency as measured by the Williams Report	100%	100%	100%	100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	CCSS ELA Standard Implementation: MLL access to ELA CA standards including ELD standards.	Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 4 out of 5 - Full Implementation	2023-2024 School Year Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 4 out of 5 - Full Implementation	2024-2025 School Year (CRPUSD used the Narrative option instead of a direct rating) Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 4 out of 5 - Full Implementation	5 out of 5 - Full Implementation and Sustainability	Maintained 4 out 5 - Full implementation
1.27	CCSS Math Standard Implementation: MLL access to CA math standards.	Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 4 out of 5 - Full Implementation	2023-2024 School Year Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 3 out of 5 - Initial Implementation	2024-2025 School Year (CRPUSD used the Narrative option instead of a direct rating) Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 4 out of 5 - Full Implementation	5 out of 5 - Full Implementation and Sustainability	Maintained to 4 out of 5 Full Implementation
1.28	NGSS Standard Implementation	Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 2 out of 5 - Beginning	2023-2024 School Year Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 3 out of 5 - Initial Implementation	2024-2025 School Year (CRPUSD used the Narrative option instead of a direct rating) Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used.	4 out of 5 - Full Implementation	Increased to 3 out of 5 Initial Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				3 out of 5 - Initial Implementation		
1.29	Local Indicator Broad Course of Study Survey	100% of students have access to a broad course of study.	12023-2024 School Year 100% of students have access to a broad course of study.	2024-2025 School Year 100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	Maintained 100%
1.30	Percent of students with access to programs/services provided to unduplicated pupils and individuals with exceptional needs.	23-24 SY SWEN - 100 % SED - 100% MLL - 100% Foster - 100%	As of February 3, 2025 SY SWEN - 100 % SED - 100% MLL - 100% Foster - 100%	As of December 5, 2025 SY SWEN - 100 % SED - 100% MLL - 100% Foster - 100%	SWEN - 100% SED - 100% MLL - 100% Foster - 100%	SWEN - Maintained 100% SED - Maintained 100% MLL - Maintained 100% Foster - Maintained 100%
1.31	Youth Truth Data - Professional Development	24-25 SY Professional development has provided teaching strategies to better meet student needs: 61% elementary teachers agree. 49% middle teachers agree. 34% high school teachers agree.	24-25 SY 61% of elementary teachers agree. 49% of middle teachers agree. 34% of high school teachers agree.	25-26 SY Professional development has provided teaching strategies to better meet student needs: 59% of elementary teachers agree 41% of middle teachers agree. 33% of high school teachers agree.	Elementary - 75% Middle School - 75% High School - 75%	Professional development has provided teaching strategies to better meet student needs: Decreased 2% of elementary teachers agree Decreased 8% of middle teachers agree. Decreased 1% of high school teachers agree.
1.32	Youth Truth Data: Professional Development	24-25 SY Professional development has been	24-25 SY Professional development has	25-26 SY Professional development has	Elementary - 75% Middle School - 75% High School - 75%	Professional development has been closely

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		closely connected with school priorities: 67% elementary teachers agree 55% middle school teachers agree. 38% high school teachers agree.	been closely connected with school priorities: 67% of elementary teachers agree 55% of middle school teachers agree 38% of high school teachers agree.	been closely connected with school priorities: 67% of elementary teachers agree 51% of middle school teachers agree 42% of high school teachers agree		connected with school priorities: Maintained the same % of elementary teachers agree Decreased 4% of middle school teachers agree Increased 4% of high school teachers agree

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.

CRPUSD continued implementation of its planned actions while remaining responsive and adaptable to evolving needs and challenges throughout the year.

Successful Implementation:
*Action 1.3 – Tier 1 Interventions (Ongoing Implementation): Tier 1 interventions were implemented on an ongoing basis, supporting instructional consistency across sites. Local assessment data reflects continued growth, with approximately 55.8% of students at or above benchmark in ELA and 52.1% in math; however, 2024–2025 CAASPP results (41.31% ELA, 27.91% Math) indicate that gains in foundational skills have not yet translated into consistent grade-level proficiency.
*Action 1.4 – Professional Development (Ongoing Implementation): Professional development was implemented on an ongoing basis to support instructional practices. YouthTruth data indicates that 57% of elementary (+3%), 50% of middle (+7%), and 37% of high school (–7%) staff report access to meaningful professional development. While implementation appears more consistent at the elementary level, inconsistent access and impact at the secondary level indicate a need for more targeted and differentiated support.
*Action 1.5 – Data Analysis (Ongoing Implementation): Data Analysis (Ongoing Implementation): Data analysis was implemented on an ongoing basis through ongoing PLC structures, supporting instructional decision-making and targeted interventions. While local data reflects overall areas of growth, subgroup performance data demonstrates mixed outcomes and persistent achievement gaps among student groups, indicating the need for continued strengthening of data-driven practices and targeted supports to improve equitable outcomes.
*Action 1.6 – Local Assessments (Ongoing Implementation): Local assessments were implemented on an ongoing basis and effectively used to inform instruction. Spring 2025–2026 data indicates 55.8% of students at or above benchmark in ELA and 52.1% in math, demonstrating

continued use of assessment data to identify and respond to student needs. However, subgroup performance data reflects uneven outcomes among student groups, indicating the need for continued refinement of instructional supports and interventions to improve equitable outcomes and increase overall proficiency levels.
*Action 1.7 – ELA Supports (Ongoing Implementation): ELA supports were implemented on an ongoing basis and supported literacy development outcomes, with 55.8% of students At/Above Benchmark. However, significant gaps persist among student groups, including Multilingual Learners and Long-Term English Learners, and CAASPP results (41.31% met/exceeded) indicate continued challenges in achieving grade-level proficiency.
*Action 1.8 – Math Supports (Ongoing Implementation): Math supports were implemented on an ongoing basis and contributed to modest growth, with 52.1% of students At/Above Benchmark. However, statewide outcomes remain low (27.91% met/exceeded), with persistent gaps among Multilingual Learners and Students With Exceptional Needs, indicating a need for continued refinement.
*Action 1.9 – Teacher Induction Training (Ongoing Implementation): Teacher Induction Training was implemented on an ongoing basis, supporting new teacher development, instructional capacity, and retention. This action supported Tier 1 instruction and instructional consistency across classrooms. While local assessment data reflects overall student growth (55.8% of students at or above benchmark in ELA and 52.1% in math), subgroup performance data reflects continued variability in outcomes, including declines among some student groups, indicating that continued support and refinement of instructional practices are needed to ensure consistent impact across all classrooms.
*Action 1.10 – Online Core Curriculum Access (Ongoing Implementation): Online curriculum core curriculum was implemented on an ongoing basis and provided access to expanded learning opportunities and supported student completion. Graduation rates increased to 89.2%, and the dropout rate decreased to 1.5%, reflecting improved student persistence and access to flexible learning pathways.
*Action 1.11 – College and Career Readiness (Ongoing Implementation): College and career readiness systems were implemented on an ongoing basis, with 40.6% of students identified as prepared. However, significant disparities remain among student groups, and declines in A–G completion (greater than 10%) indicate inconsistent access to rigorous coursework.
*Action 1.12 – AVID (Ongoing Implementation): AVID continued to be implemented on an ongoing basis to support college and career readiness, academic engagement, and student access to rigorous coursework. Advanced Placement pass rates increased to 70.98%, and participation rates showed slight improvement, indicating positive progress in advanced academic opportunities. However, A–G completion rates remained at 36.2%, and persistent subgroup disparities indicate uneven access and impact across student groups, demonstrating the need for continued refinement and expansion of equitable college and career readiness supports.
*Action 1.13 – Math Intervention FTE – RCHS (Fully Implemented): Math intervention supports at Rancho Cotate High School were fully implemented to strengthen foundational mathematics skills and provide targeted academic support for students. While intervention systems supported student learning opportunities, college readiness outcomes indicate continued gaps, with 22.54% of students meeting mathematics readiness benchmarks. These findings demonstrate the need for continued alignment between intervention supports, grade-level instruction, and long-term college and career readiness outcomes.
*Action 1.14 – Outdoor Education (Fully Implemented): Outdoor Education was fully implemented, providing students with engaging, extended learning opportunities that supported enrichment, student connection, and learning beyond the traditional classroom environment. Although overall district attendance declined slightly by approximately 1%, participation in Outdoor Education continued to promote student engagement, school connectedness, and access to well-rounded educational experiences that support the district’s broader instructional and engagement goals.
*Action 1.15 – Summer School Credit Recovery (Fully Implemented): Summer school credit recovery programs was fully implemented to support student credit attainment, course completion, and graduation pathways. District outcomes reflected improved graduation rates

(89.2%) and decreased dropout rates (1.5%), indicating positive impact on student completion and access to credit recovery opportunities. Continued implementation remains important to support students identified as credit deficient and at risk of not graduating.
*Action 1.16 – Afterschool Intervention (Ongoing Implementation): Afterschool intervention programs was implemented on an ongoing basis across district sites to support foundational skill development and targeted academic intervention. Benchmark data reflected 55.8% of students at or above benchmark in ELA and 52.1% at or above benchmark in Mathematics, indicating ongoing student growth and intervention support. However, statewide assessment results continue to reflect persistent achievement gaps among student groups, demonstrating the need for sustained implementation and increasingly targeted intervention strategies.
*Action 1.17 – Phoenix Staffing (Fully Implemented): Phoenix staffing was fully implemented to support targeted student populations through intervention, engagement, and student completion supports. Staffing structures supported continued student engagement and graduation efforts; however, persistent gaps in statewide assessment performance and subgroup outcomes indicate the need for continued refinement of instructional supports and intervention systems to improve academic achievement outcomes for all students.
*Action 1.18 – K–3 Class Size Reduction (Fully Implemented): K–3 class size reduction was fully implemented across elementary sites, supporting increased opportunities for individualized instruction and foundational skill development in the early grades. Benchmark data reflected that over 55% of students met or exceeded benchmark levels in both ELA and Mathematics, indicating continued progress in foundational academic skills and early learning supports.
*Action 1.23 – El Camino High School (Fully Implemented): The El Camino High School model was fully implemented to support student engagement, credit attainment, and graduation outcomes. District graduation rates improved to 89.2%, reflecting continued progress in student completion and support systems. However, ongoing academic performance gaps and the need for continued attendance and intervention supports indicate that targeted academic and engagement strategies remain necessary for students requiring alternative educational pathways.
*Action 1.24 – Social Studies Supplemental Curriculum (Fully Implemented): The Social Studies supplemental curriculum was fully implemented across applicable grade spans, supporting instructional consistency and ensuring 100% access to standards-aligned instructional materials. Implementation supported alignment to California content standards and increased access to supplemental resources to strengthen Tier 1 instruction.

Implementation Challenges:
*Action 1.1 – Guaranteed Standards (Partially Implemented): Guaranteed Standards remain partially implemented, with continued work needed to strengthen consistency and alignment across sites. While Metric 1.1 increased by two performance levels from baseline, implementation data and instructional variability across grade spans indicate that continued collaboration and refinement are needed to ensure consistent Tier 1 instructional practices districtwide.
*Action 1.2 – Common Formative Assessments (Ongoing Implementation): Common formative assessment implementation remains ongoing across the district. Overall benchmark performance increased by 15.15% At/Above Benchmark, indicating improved use of instructional data to support student learning; however, implementation remains inconsistent across sites and departments, demonstrating the need for increased coherence, collaboration, and alignment of assessment practices to strengthen Tier 1 instruction.
*Action 1.19 – Attendance (Ongoing Implementation): Attendance efforts demonstrated mixed outcomes during the year. Chronic absenteeism improved overall to 19.1%; however, subgroup performance data reflected continued attendance and engagement challenges, including declines among White students (-3.6%), Students with Exceptional Needs (-11.4%), and Asian students (-4.61%). These findings indicate that while district attendance systems and interventions are being implemented on an ongoing basis, continued targeted support and engagement strategies are needed for disproportionately impacted student groups.

*Action 1.21 – New Teacher Support (Ongoing Implementation): New teacher support systems were implemented on an ongoing basis across the district. Teacher perception data reflected a 4% increase in agreement among high school teachers, indicating modest improvement in staff support and professional learning systems. However, variability in implementation and ongoing disparities in student outcomes among some student groups indicate the need for continued strengthening, alignment, and refinement of support systems and instructional practices to ensure consistent impact across classrooms.
*Action 1.22 – Summer School Intervention (Fully Implemented): Summer intervention programs were fully implemented to support foundational skill development and academic recovery opportunities for students. Outcome data reflected mixed results across sites, with Evergreen showing a slight increase (+0.71%) and Journey showing a slight decrease (-0.34%). While implementation occurred as planned, persistent achievement gaps among student groups indicate the need for continued refinement of targeted instructional supports and intervention alignment.
*Action 1.25 – Elementary Math Curriculum (Fully Implemented): The elementary math curriculum was fully implemented across district sites during the school year. Overall CAASPP Mathematics performance increased by 2.24% met or exceeded standards, with notable gains among Multiracial students (+7.47%). However, declines among American Indian (-6.73%) and African American (-7.04%) student groups, combined with continued low overall proficiency rates, indicate the need for continued refinement of instructional practices, differentiated supports, and implementation systems to improve equitable outcomes for all students.

Modified Implementation: No additional actions were identified as modified implementation.

Non-Implemented Actions:
*Action 1.20 – Virtual Learning Academy (Not Implemented): This action was discontinued for the 2025–2026 school 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 overall estimated expenditures for Goal 1 were less than the prior year’s planned expenditures by $709,673.01. While there were adjustments to planned expenditures and deliverables, the majority of the material differences were driven by shifts in implementation, staffing, program participation, and cost efficiencies throughout the year, including program refinements such as changes in the scope of common formative assessment development, reduced instructional licensing and material needs, and the integration of supports within existing curriculum initiatives at no additional cost. Additional savings were realized through the use of existing resources, reduced staffing needs due to fewer hires and adjusted allocations, delays in implementation at specific sites, lower participation in select programs, and the leveraging of alternate funding sources. Targeted increases in select areas reflect expanded professional development opportunities and higher personnel-related costs necessary to support instructional priorities and student engagement, while actions not identified as having material differences were implemented largely as planned.

Expenditure Differences – Goal 1:
*Action 1.2 – Common Formative Assessments (CFA): Decreased by $19,482 due to a shift in the scope and approach to CFA development, resulting in reduced expenditures.
*Action 1.4 – Professional Development: Increased by $132,562 due to expanded professional development opportunities and higher-than-anticipated offerings to support instructional priorities.

*Action 1.7 – ELA Supports: Decreased by $61,559 due to fewer licenses purchased than anticipated and cost savings from discounted programs.
*Action 1.8 – Math Supports: Decreased by $31,804 due to the inclusion of program components within the math curriculum adoption at no additional cost.
*Action 1.9 – Teacher Induction: Decreased by $103,874 due to fewer new teachers hired than projected, resulting in reduced induction-related costs.
*Action 1.11 - College and Career Readiness: Decreased by $126,760 due to adjustments in program implementation and participation levels.
*Action 1.12 – AVID: Decreased by $71,825 due to decreased services and a delay in implementation of programming at Lawrence Jones Middle School.
*Action 1.14 – Outdoor Education: Increased by $12,490 due to higher stipends required to support elementary outdoor education overnight programs.
*Action 1.16 – Afterschool Intervention at Middle Schools: Decreased by $49,849 due to the identification and use of an alternate funding source to support the Attendance Recovery program.
*Action 1.19 – Attendance: Decreased by $2,763 due to decreased incentive expenditures following adjustments to the attendance plan based on implementation challenges.
*Action 1.22 – Summer School Intervention: Decreased by $270,000 due to lower student participation, resulting in fewer programs and services offered.
*Action 1.25 – Elementary Math Curriculum: Decreased by $48,522 due to cost savings from utilizing existing surplus materials, reducing the need for additional purchases.

Actions with no material differences: 1.1, 1.3, 1.5, 1.6, 1.10, 1.13, 1.15, 1.18, 1.21, 1.23, 1.24

Planned Percentage of Improved Services – Goal 1:
Action 1.17 – Phoenix Staffing: Decreased by $44,895 due to a reduced staffing allocation compared to initial projections.

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

Based on our analysis of metrics and outcomes, the implementation of actions demonstrated measurable growth and varying levels of effectiveness in achieving Goal 1, as reflected in both quantitative data and qualitative indicators.
*Actions 1.1 & 1.2 – Guaranteed Standards and Common Formative Assessments (Partial Effectiveness): These actions demonstrated partial effectiveness. Alignment to Guaranteed Standards supported instructional consistency in ELA and Math and contributed to collaboration and instructional practice across sites. Local assessment data indicates measurable improvement, with STAR ELA and Math showing increased percentages of students performing at or above benchmark, suggesting progress in foundational skill development. However, statewide assessment outcomes showed mixed results, with CAASPP ELA and SBAC Math performance varying overall, including continued disparities for key student groups such as Multilingual Learners and Long-Term English Learners. While implementation of Common Formative Assessments remains inconsistent across teams, these efforts have contributed to increased collaboration and shared instructional practices. Overall, these data indicate that while instructional systems and collaboration are strengthening, they have not yet resulted in consistent improvements in student achievement across statewide measures, highlighting the need for deeper implementation and alignment.

*Actions 1.3 & 1.6 – Tier 1 Intervention and Data-Driven Instruction (Partial Effectiveness): This action demonstrated partial effectiveness, aligning with ongoing refinement efforts noted in implementation. The use of local assessments, including STAR, resulted in measurable gains, with ELA demonstrating a 15.15% increase in the percentage of students performing at or above benchmark, indicating improvement in foundational skills and instructional responsiveness. However, statewide assessment outcomes showed mixed results, including continued gaps for Multilingual Learners and Long-Term English Learners. While overall growth is evident in local measures, persistent gaps among student groups and inconsistent statewide assessment performance indicate that Tier 1 instruction and data-driven practices are not yet consistently translating into improved outcomes across all measures. These data highlight the need for continued refinement, targeted intervention, and differentiation to strengthen effectiveness.
*Action 1.4 – Professional Development (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 1.2 – STAR ELA (Spring 2025–26): Data shows that 55.8% of All Students are At/Above Benchmark, indicating overall improvement in literacy outcomes. However, significant disparities persist across student groups, including Multilingual Learners (17.8%), Students With Exceptional Needs (24.3%), Foster Youth (25.0%), and Long-Term English Learners (10.1%), indicating that gains are not yet equitable.
*Metric 1.3 – STAR Math (Spring 2025–26): Data shows that 52.1% of All Students are At/Above Benchmark in mathematics. Persistent gaps remain among student groups, including Multilingual Learners (21.1%), Students With Exceptional Needs (20.3%), Foster Youth (26.7%), and Long-Term English Learners (15.3%), indicating inconsistent impact across populations.
*Metric 1.4 – CAASPP ELA (2024–2025): Overall performance showed mixed results, with All Students increasing by 1.03% (41.31% met or exceeded standards). While some student groups demonstrated improvement, performance variability across student groups indicates that gains in instructional practice have not yet translated into equitable statewide literacy outcomes across all populations.
*Metric 1.5 – SBAC Math (2024–2025): Math performance showed mixed results overall, with 27.91% of All Students meeting or exceeding standards, and continued gaps for Multilingual Learners and Long-Term English Learners. While some student groups demonstrated improvement, declines among other student groups indicate that instructional gains have not yet translated into consistent improvements in mathematics achievement.
*Metric 1.7 – YouthTruth Data (Professional Development Access): Staff perception data indicates that 57% of elementary, 50% of middle, and 37% of high school staff report having access to meaningful professional development. While this reflects moderate access overall, the decline across grade spans suggests that professional learning opportunities are not consistently experienced across the system, particularly at the secondary level. Overall, these data indicate that professional development has strengthened instructional practices and contributed to local improvements in student learning; however, persistent achievement gaps and inconsistent statewide assessment outcomes indicate that the impact is not yet consistent or equitable across all student groups, highlighting the need for more targeted and coherent implementation.
*Action 1.5 – Data Analysis (Partial Effectiveness): This action demonstrated partial effectiveness, as Professional Learning Communities (PLCs) regularly analyzed district assessment data to inform instruction, monitor student progress, and guide targeted interventions. While systems for data analysis are well established and consistently implemented, outcomes indicate that these practices have not yet resulted in consistent improvements across all measures or student groups.
*Metric 1.2 – STAR ELA (Spring 2025–26): Data shows that 55.8% of All Students are At/Above Benchmark, indicating improvement in literacy outcomes. However, disparities remain among student groups, including Multilingual Learners (17.8%), Students With Exceptional Needs (24.3%), Foster Youth (25.0%), and Long-Term English Learners (10.1%), demonstrating the need for continued targeted instructional supports.
*Metric 1.3 – STAR Math (Spring 2025–26): Data shows that 52.1% of All Students are At/Above Benchmark in mathematics. While this reflects overall growth, persistent gaps remain among student groups, including Multilingual Learners (21.1%), Students With Exceptional

Needs (20.3%), Foster Youth (26.7%), and Long-Term English Learners (15.3%), indicating a need for continued data-driven intervention and differentiation.
*Metric 1.4 – CAASPP ELA (2024–2025): Data shows that 41.31% of All Students met or exceeded standards, reflecting modest overall improvement in statewide literacy outcomes. Significant disparities persist among student groups, including Multilingual Learners (6.94%), Long-Term English Learners (6.84%), Students With Exceptional Needs (11.97%), and Homeless students (22.97%). These results indicate that while data analysis systems are in place, they have not yet resulted in equitable statewide literacy outcomes.
*Metric 1.5 – CAASPP Math (2024–2025): Data shows that 27.91% of All Students met or exceeded standards in mathematics, with continued performance gaps among student groups, including Multilingual Learners (4.58%), Long-Term English Learners (0.85%), Students With Exceptional Needs (8.97%), and Pacific Islander students (3.70%). These outcomes highlight that data-driven practices are not yet consistently translating into improved mathematics achievement. Overall, these data indicate that while PLCs and data analysis structures are well established and supporting instructional planning, their impact on student outcomes remains inconsistent. Persistent achievement gaps and mixed statewide assessment results indicate the need for deeper implementation, more targeted use of data, and stronger alignment between analysis and instructional response to improve effectiveness.
*Action 1.7 – ELA Supports (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics.
*Metric 1.2 – STAR ELA: Fall 2025–26 data shows overall improvement in ELA outcomes, with 55.4% of All Students At/Above Benchmark, reflecting measurable improvement in foundational literacy skills. However, persistent performance gaps remain for Multilingual Learners and Students With Exceptional Needs, indicating that improvements are not yet equitable across student groups and that additional targeted literacy support is needed.
*Metric 1.4 – CAASPP ELA (2024–2025): Data shows that 41.31% of All Students met or exceeded standards, reflecting modest overall improvement in statewide literacy outcomes. Significant disparities persist among student groups, including Multilingual Learners (6.94%) and Long-Term English Learners (6.84%). These results indicate that while ELA supports are contributing to local improvements, they have not yet resulted in equitable statewide literacy outcomes.
*Metric 1.7 – YouthTruth Data (Professional Development): Staff perception data indicates mixed trends in access to meaningful professional development across grade spans. In 2025–2026, 57% of elementary (+3%), 50% of middle (+7%), and 37% of high school (–7%) staff reported having access to meaningful professional development compared to the prior year. While elementary and middle school results reflect modest improvement, the decline at the high school level indicates decreased access and highlights inconsistency in the delivery of professional learning across the system, particularly at the secondary level.
*Metric 1.25 – Williams Textbook Sufficiency: The district maintained 100% textbook sufficiency, ensuring all students had access to standards-aligned instructional materials. While this reflects a strength in resource access, it does not ensure consistent instructional impact, reinforcing the need for continued support in effective implementation.
*Metric 1.31 – YouthTruth Data (Instructional Strategies): Survey results indicate that 59% of elementary, 41% of middle, and 33% of high school teachers agree that professional development has provided strategies to better meet student needs. These results suggest stronger impact at the elementary level, with continued need for support at the secondary level.
*Metric 1.32 – YouthTruth Data (Alignment to Priorities): Data shows that 67% of elementary, 51% of middle, and 42% of high school teachers report that professional development is aligned to school priorities. Lower agreement at the secondary level indicates variability in coherence and implementation of ELA supports across the system. Overall, these data indicate that ELA supports are contributing to improvements in foundational literacy skills and strengthening instructional practices; however, persistent achievement gaps and inconsistent statewide assessment outcomes indicate that impact is not yet consistent or equitable across all student groups, highlighting the need for more targeted and aligned implementation, particularly at the secondary level.
*Action 1.8 – Math Supports (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics.

*Metric 1.3 – STAR Math: Data reflects overall growth for All Students, with performance increasing to 52.1% At/Above Benchmark, reflecting overall improvement in foundational mathematics skills. Growth is evident among several student groups; however, declines among African American, American Indian, Filipino, and Homeless students, along with minimal growth for Multilingual Learners, indicate inconsistent outcomes. These results suggest that while math supports are contributing to progress, they are not yet producing equitable outcomes across all student groups.
*Metric 1.5 – CAASPP Math (2024–2025): Data shows that 27.91% of All Students met or exceeded standards, reflecting mixed results overall. Performance remains low across multiple student groups, including Multilingual Learners (4.58%), Long-Term English Learners (0.85%), and Students With Exceptional Needs (8.97%). While some student groups demonstrated improvement, declines among other student groups indicate that math supports have not yet translated into consistent statewide achievement outcomes.
*Metric 1.7 – YouthTruth Data (Professional Development): Staff perception data indicates mixed trends in access to meaningful professional development. In 2025–2026, 57% of elementary (+3%), 50% of middle (+7%), and 37% of high school (–7%) staff reported access to meaningful professional development. While elementary and middle school results reflect modest improvement, the decline at the high school level indicates inconsistent access and impact of math-related professional learning across grade spans.
*Metric 1.25 – Williams Textbook Sufficiency: The district maintained 100% textbook sufficiency, ensuring all students had access to standards-aligned instructional materials. While this reflects a strength in equitable access, it does not ensure improved outcomes, highlighting the importance of effective instructional implementation.
*Metric 1.31 – YouthTruth Data (Instructional Strategies): Data indicates that 59% of elementary, 41% of middle, and 33% of high school teachers agree that professional development has provided strategies to better meet student needs. Lower agreement at the secondary level suggests that math supports are not consistently translating into effective classroom practice.
*Metric 1.32 – YouthTruth Data (Alignment to Priorities): Results show that 67% of elementary, 51% of middle, and 42% of high school teachers report that professional development is aligned to school priorities. While this reflects stronger alignment at the elementary level, variability at the secondary level indicates a need for improved coherence and focus in math support efforts. Overall, these data indicate that math supports are contributing to improvements in foundational skills and instructional practices; however, inconsistent outcomes across student groups and mixed statewide assessment results indicate that impact is not yet consistent or equitable, highlighting the need for more targeted intervention and stronger alignment across grade spans, particularly at the secondary level.
*Action 1.9 – Teacher Induction (Effective): This action was effective in supporting new educators, promoting instructional consistency and retention, consistent with implementation. YouthTruth data (57% elementary, 50% middle, 37% high school access to PD) reflects areas of progress, though continued strengthening at the secondary level is needed.
*Action 1.10 – Online Core Curriculum Access (Effectiveness): This action demonstrated effectiveness based on the following metrics.
*Metric 1.9 – Graduation Rates: Graduation rates increased overall from 88.1% to 89.2% for All Students, with notable gains among Students With Exceptional Needs (+7.7%), Socioeconomically Disadvantaged students (+2.6%), Hispanic students (+1.9%), and Asian students (+5.2%). While some student groups demonstrated less growth than others, the overall upward trend reflects improved progress toward graduation and suggests that increased access to core curriculum supported student success.
*Metric 1.19 – High School Dropout Rate: The dropout rate decreased from 2.6% to 1.5%, reflecting a significant improvement in student retention and engagement. Increased access to online core curriculum and instructional resources provided additional pathways for students to remain on track for graduation.
*Metric 1.25 – Williams Textbook Sufficiency: The district maintained 100% textbook sufficiency, ensuring all students had access to standards-aligned instructional materials, including both print and digital resources. This reflects strong implementation of equitable access to curriculum and supports instructional continuity across learning environments. Overall, these data indicate that expanded access to online

core curriculum has supported improved student retention and progress toward graduation. Consistent access to instructional materials has strengthened opportunities for student success, reinforcing the overall effectiveness of this action.
*Action 1.11 – College and Career Readiness (Partial Effectiveness): This action demonstrated partial effectiveness. College and career readiness indicators showed areas of improvement, including increases in graduation rates (89.2%) and a decrease in the high school dropout rate (1.5%), reflecting stronger student persistence and progress toward postsecondary readiness. However, academic outcomes remain inconsistent, with mixed ELA and Math performance outcomes and continued gaps for student groups such as Multilingual Learners and Long-Term English Learners. Additionally, A–G completion rates declined, and overall attendance decreased by approximately 1%, indicating ongoing challenges with engagement and college readiness outcomes. Overall, while systems supporting college and career readiness are strengthening, inconsistent academic performance and engagement limit overall effectiveness.
*Action 1.12 – AVID (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics.
*Metric 1.8 – College and Career Readiness: College and career readiness increased slightly from 39.5% to 40.6%, with gains among Multiracial, White, and Multilingual Learner student groups. However, declines among Asian and Hispanic students and persistently low outcomes for Students With Exceptional Needs (9.3%) indicate continued disparities across student groups.
*Metric 1.13 – A–G Completion Rate: The overall A–G completion rate is 36.2%, with significantly lower rates for Multilingual Learners (17.4%), Socioeconomically Disadvantaged students (27.2%), and Students With Exceptional Needs (9.3%). Additionally, A–G completion rates declined overall, indicating that access to college-ready coursework remains inconsistent. *Metric 1.15 – A–G Completion with CTE Pathway: A–G completion with a CTE pathway increased slightly from 12.1% to 12.5%, with gains among some student groups. However, declines among Hispanic, Socioeconomically Disadvantaged, and Asian students indicate uneven progress in expanding dual college and career readiness pathways.
*Metric 1.16 – AP Participation: AP participation increased slightly from 19.2% to 19.6%, reflecting stable but limited growth in access to advanced coursework.
*Metric 1.17 – AP Pass Rate: The AP pass rate increased from 67.2% to 70.98%, indicating that students enrolled in AP courses are demonstrating success. However, participation and A–G data indicate that access to these opportunities remains uneven across student groups. Overall, these data indicate that AVID is contributing to modest gains in college and career readiness and advanced coursework success; however, persistent equity gaps and declines in A–G completion indicate that impact is not yet consistent across all student groups, highlighting the need for expanded access and targeted support.
*Action 1.13 – Math Intervention FTE – RCHS (Partial Effectiveness): This action demonstrated partial effectiveness. Local benchmark data reflects improvement in foundational math skills; however, mathematics college and career readiness outcomes indicate ongoing gaps. EAP data shows that 57.72% of students met readiness in ELA, compared to 22.54% in Math, highlighting a significant disparity in readiness outcomes. While progress is evident in foundational skill development, mathematics readiness outcomes remain substantially lower, indicating that intervention supports are not yet consistently translating into long-term academic outcomes. These results highlight the need to strengthen alignment between intervention efforts and college and career readiness in mathematics.
*Action 1.14 – Outdoor Education (Effectiveness): This action demonstrated effectiveness in providing engaging, extended learning opportunities that support student engagement and connection to school. While overall attendance declined slightly across the district (approximately 1% decrease), participation in enrichment experiences supported positive student engagement and school experiences. These results indicate that Outdoor Education continues to support student connection and engagement, reinforcing its overall effectiveness.
*Action 1.15 – Summer School Credit Recovery (Effectiveness): This action demonstrated effectiveness in supporting academic recovery by providing extended learning opportunities and access to credit recovery. The high school dropout rate decreased from 2.6% to 1.5%, and overall graduation rates increased from 88.1% to 89.2%, reflecting improved student retention and progress toward completion. Notable gains were observed among Students With Exceptional Needs (+7.7%), Socioeconomically Disadvantaged students (+2.6%), and Hispanic

students (+1.9%), indicating improved outcomes for multiple student groups. These results demonstrate the positive impact of credit recovery opportunities in supporting student retention, credit attainment, and progress toward graduation.
*Action 1.16 – Afterschool Intervention at Middle Schools (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics.
*Metric 1.2 – STAR ELA: Data shows a significant increase in ELA proficiency from 40.65% to 54.9% At/Above Benchmark, with notable gains among At-Promise student groups, including Students With Exceptional Needs and Socioeconomically Disadvantaged students. These results indicate that targeted afterschool interventions supported foundational literacy skill development.
*Metric 1.3 – STAR Math: Math proficiency increased from 47.43% to 52% At/Above Benchmark, reflecting overall growth. Gains among key student groups suggest that targeted intervention supported mathematical skill development, though growth was more moderate than in ELA.
*Metric 1.4 – CAASPP ELA (2024–2025): Data shows that 41.31% of All Students met or exceeded standards, with persistent disparities across student groups. While STAR ELA gains indicate improvement in foundational skills, these have not yet translated into consistent statewide assessment outcomes.
*Metric 1.5 – CAASPP Math (2024–2025): Results indicate that 27.91% of All Students met or exceeded standards, with continued performance gaps among student groups. While local growth is evident in STAR Math, statewide performance remains low, indicating the need for continued intervention and alignment.
*Metric 1.8 – College and Career Readiness: College and career readiness increased slightly from 39.5% to 40.6%, reflecting modest improvement. Increased reclassification rates for Multilingual Learners (10.22% to 15.59%) further suggest progress in academic language development and access to rigorous coursework. Overall, these data indicate that afterschool intervention is strengthening foundational skills and supporting short-term academic growth; however, the limited impact on statewide assessment outcomes indicates that effectiveness remains partial and requires continued refinement to ensure sustained and equitable improvement.
*Action 1.17 – Phoenix Staffing (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics.
*Metric 1.2 – STAR ELA: Data shows a significant increase in ELA proficiency for All Students, with performance increasing by 15.15% At/Above Benchmark. These results reflect strong growth in foundational literacy skills and indicate that targeted instructional supports positively impacted student academic outcomes.
*Metric 1.3 – STAR Math: Data reflects overall growth in math performance, with benchmark performance increasing two levels from baseline. These results suggest that additional instructional supports and intervention efforts contributed to improved mathematical understanding and student progress.
*Metric 1.4 – CAASPP ELA (2024–2025): Data shows that All Students increased by 1.03% in meeting or exceeding standards, with additional gains among Hispanic students (+0.58%) and White students (+2.48%). While statewide assessment performance demonstrated improvement, persistent disparities among student groups continue to indicate the need for ongoing targeted academic supports.
*Metric 1.5 – CAASPP Math (2024–2025): Data indicates that All Students increased by 2.24% in meeting or exceeding standards, with notable growth among Multiracial students (+7.47%). However, declines among American Indian students (-6.73%) and African American students (-7.04%) reflect continued performance disparities and inconsistent outcomes across student groups.
*Metric 1.6 – Student Group Performance: Foster Youth students increased by 5.63% in meeting or exceeding standards, while Homeless students decreased by 9.19%, indicating mixed outcomes among high-needs student populations and the continued need for differentiated supports.
*Metric 1.9 – Chronic Absenteeism – White Students: White students demonstrated a 3.6% decline in attendance outcomes, indicating continued attendance and engagement challenges for this student group.
*Metric 1.13 – Chronic Absenteeism – Students With Exceptional Needs: Students With Exceptional Needs demonstrated an 11.4% decline in attendance outcomes, indicating continued engagement and attendance challenges requiring targeted intervention and support strategies.

*Metric 1.21 – Chronic Absenteeism – Asian Students: Asian students demonstrated a 4.61% decline in attendance outcomes, reflecting continued attendance concerns requiring additional targeted interventions and family engagement supports.
*Metric 1.22 – Attendance Rates by Site: Evergreen Valley School increased attendance outcomes by 0.71%, while John Reed School decreased slightly by 0.34%, reflecting varied implementation outcomes across school sites.
*Metric 1.32 – Teacher Perception Data: Data reflects a 4% increase in high school teachers reporting agreement regarding support systems, indicating modest improvement in staff perceptions of instructional and organizational support. Overall, these data indicate that Phoenix staffing supports contributed to improved academic performance, student support systems, and selected attendance indicators. However, continued subgroup disparities, inconsistent statewide assessment performance, and persistent attendance challenges among high-needs student groups indicate that overall effectiveness remains partial and requires continued refinement and targeted intervention supports to improve equitable outcomes across all student groups.
*Action 1.18 – K–3 Class Size Reduction (Effectiveness): This action demonstrated effectiveness. STAR data shows continued academic growth, with 55.4% of students in ELA and 54.9% in Math performing At/Above Benchmark. These outcomes reflect the positive impact of increased individualized attention, targeted instruction, and foundational skill development in the early grades. Results indicate that class size reduction continues to support early academic success and improved student learning outcomes. While continued targeted support is needed to address remaining achievement gaps among some student groups, overall outcomes demonstrate that reduced class sizes are effectively supporting foundational academic growth.
*Action 1.19 – Attendance (Partial Effectiveness): This action demonstrated partial effectiveness. Chronic absenteeism decreased from 19.9% to 19.1%, reflecting some improvement in student re-engagement and attendance intervention efforts. However, overall attendance declined by approximately 1%, and subgroup performance data reflected continued attendance and engagement challenges, including declines among White students (-3.6%), Students With Exceptional Needs (-11.4%), and Asian students (-4.61%). These results indicate that while targeted attendance strategies and interventions are having a positive impact in some areas, improvements remain inconsistent across student groups and school sites. Continued targeted outreach, intervention, and family engagement strategies are needed to improve equitable attendance outcomes for disproportionately impacted student groups.
*Action 1.21 – New Teacher Support (Partial Effectiveness): This action demonstrated partial effectiveness. YouthTruth data indicates that 57% of elementary (+3%), 50% of middle (+7%), and 37% of high school (–7%) staff report access to meaningful professional development. Additionally, 67% of elementary, 51% of middle, and 42% of high school teachers report alignment to school priorities. While these data reflect stronger implementation at the elementary level, lower access and alignment at the secondary level indicate inconsistency in support. Overall, results suggest that while new teacher support systems are in place, their impact is not yet consistent across grade spans, particularly at the secondary level.
*Action 1.22 – Summer School Intervention (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics.
*Metric 1.2 – STAR ELA: Data shows continued academic growth in ELA, with 55.4% of All Students performing At/Above Benchmark, including gains among several student groups such as Socioeconomically Disadvantaged and Hispanic students. However, performance among Multilingual Learners and Long-Term English Learners remained significantly below overall averages, indicating persistent achievement gaps. These results suggest that while summer interventions supported foundational literacy growth, outcomes remain inconsistent across student groups.
*Metric 1.3 – STAR Math: Data reflects overall growth in math performance, with 54.9% of All Students performing At/Above Benchmark. While several student groups demonstrated improvement, growth remained more modest and inconsistent than in ELA, including limited improvement among Multilingual Learners. These findings indicate that while summer interventions supported mathematical skill

development and foundational understanding, continued refinement and targeted intervention are needed to improve equitable outcomes across student groups.
*Metric 1.31 – YouthTruth Data (Instructional Strategies): Data indicates that 59% of elementary, 41% of middle, and 33% of high school teachers agreed that professional development provided strategies to better meet student needs. Lower levels of agreement at the secondary level suggest that instructional supports connected to intervention are not consistently translating into effective classroom practice.
*Metric 1.32 – YouthTruth Data (Alignment to Priorities): Results show that 67% of elementary, 51% of middle, and 42% of high school teachers reported that professional development was aligned to school priorities. Variability across grade spans, particularly at the secondary level, indicates inconsistent coherence between summer intervention programming, instructional practice, and professional learning supports. Overall, these data indicate that summer school intervention supported short-term academic growth, particularly in foundational literacy and mathematics skills; however, inconsistent outcomes across student groups and variability in instructional alignment indicate that overall effectiveness remains partial and requires continued refinement to ensure sustained and equitable impact across all student groups.
*Action 1.23 – El Camino High School (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics.
*Metric 1.2 – STAR ELA: Data shows continued growth in ELA performance, with 55.4% of All Students performing At/Above Benchmark, including gains across multiple student groups. While performance among Multilingual Learners and Students With Exceptional Needs remained below overall averages, results indicate that targeted literacy supports and the small school setting contributed to improved foundational reading outcomes and increased student engagement.
*Metric 1.3 – STAR Math: Data reflects overall growth in math performance, with 54.9% of All Students performing At/Above Benchmark and gains among several student groups. Although variability remained across subgroups, these outcomes suggest that focused instructional supports and smaller learning environments contributed to improved mathematical understanding and student progress.
*Metric 1.4 – CAASPP ELA (2024–2025): Data shows that 41.31% of All Students met or exceeded standards in ELA, with ongoing disparities among student groups. While local benchmark and interim data reflected improvement in foundational literacy skills, these gains have not yet translated into consistent statewide assessment outcomes across all student groups.
*Metric 1.5 – CAASPP Math (2024–2025): Data indicates that 27.91% of All Students met or exceeded standards in Math, with continued performance gaps across multiple student groups. While increased engagement and access to targeted supports contributed to local growth, statewide math performance remains an area requiring continued intervention and instructional refinement.
*Metric 1.9 – Graduation Rates: Graduation rates increased from 88.1% to 89.2%, reflecting improved student completion, persistence, and progress toward graduation. These results suggest that targeted supports and the small school model positively contributed to student engagement and successful course completion. Overall, these data indicate that El Camino High School is strengthening student engagement and improving short-term academic outcomes through targeted supports, individualized attention, and a small school model. However, persistent achievement gaps and limited improvement in statewide assessment outcomes indicate that overall effectiveness remains partial and requires continued refinement to ensure sustained and equitable academic growth across all student groups.
*Action 1.24 – Social Studies Supplemental Curriculum (Effectiveness): This action demonstrated effectiveness in promoting instructional consistency and strengthening continuity of learning across classrooms. The district maintained 100% textbook sufficiency, as measured by the Williams Report, ensuring all students have access to standards-aligned instructional materials. These results reflect strong implementation of curriculum access and support consistent instructional delivery across sites.
*Action 1.25 – Elementary Math Curriculum Implementation (Partial Effectiveness): This action demonstrated partial effectiveness. For the 2024–2025 school year, 27.91% of All Students met or exceeded standards in Math, indicating continued overall low performance in statewide mathematics outcomes. Significant achievement gaps persisted among multiple student groups, including Students With Exceptional Needs (8.97%), Socioeconomically Disadvantaged students (17.06%), Multilingual Learners (4.58%), and Long-Term English Learners (0.85%), with additional variability across other student groups. While 100% textbook sufficiency ensured student access to

standards-aligned instructional materials and supported implementation of the adopted curriculum, these outcomes indicate that access alone has not yet translated into consistent academic improvement or equitable outcomes across student groups. These results suggest that while curriculum implementation structures are in place, continued refinement of instructional practices, stronger curriculum alignment, targeted intervention, and ongoing professional learning are needed to improve mathematics achievement and support sustained student growth.

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

Based on a review of implementation, outcomes, and educational partner input, no changes are planned to Goal 1 for the 2026–2027 school year.

Planned Goal: No changes to the current goal.

Metrics: No changes to current metrics focusing on academic achievement.

Targeted Outcomes: No changes to current targeted outcomes.

Actions: To ensure Goal 1 actions are strategically aligned with the district's ongoing priorities and areas of identified need, the following modifications have been made for the 2026–2027 school year:
*Modified Action 1.4 - Professional Development: The district will implement a site-based professional development model aligned to each school's identified goals and individual learning plan. This approach will provide differentiated, relevant, and targeted professional learning that responds to the specific needs of staff, strengthens instructional practice, and supports improved student outcomes at each site.
*Modified Action 1.7 - ELA Supports: The district will provide professional development and licenses for supplemental ELA programs that assist with individual learning to support student achievement.
*Modified Action 1.8 - Math Supports: The district will provide professional development and licenses for supplemental math programs that assist with individual learning to support student achievement.
*Modified Action 1.11:
a) The district will continue to offer exploratory career pathways and career technical educational pathways at the secondary level.
b) The district will continue to investigate free online resources for career exploration, and the district will continue with the middle school career fair.
c) Individual learning plans will be developed using tools and programs such as, but not limited to, College and Career Guidance Initiatives (CCGI), to support high school students in creating four- and six-year plans. These plans will guide students' progress toward college and career readiness.
d) The district will expand and strengthen industry partnerships, including with the trades, to increase access to career pathways, internships, and other work-based learning opportunities for students.
e) The district will align career technical education pathways with the updated career technical education model curriculum standards as they become available.
f) The district will continue to align CTE pathway expansion with high wage, high need occupations using local market industry information.

g) The district will continue to expand postsecondary/dual enrollment credit from the local community college and 4-year universities for existing and new CTE pathways, particularly for underserved populations.
h) The district will continue to integrate core academic ELA and Math standards as required by CTE Model standards into CTE coursework.
i) The district will monitor students with special needs at regular intervals to ensure supports are in place in career technical education classes.
j) The district will explore ways to align high school career technical education pathways with middle school offerings.
*Modified Action 1.19:
a) The district will partner with Keeping Kids In School to provide a case manager supporting chronically absent students across the district. The district's contribution to this countywide program is $12,500.
b) The district will contract with SchoolStatus Attend to enhance attendance monitoring and improvement efforts by tracking absences in real time and supporting proactive outreach to students and families.

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	Guaranteed Standards	Guaranteed Standards are a district-wide subset of Essential Standards from the Common Core State Standards that all students are expected to master at each grade level. Essential and Guaranteed Standards will be identified and used by all sites to inform intervention programs and extended learning opportunities. A new standards-aligned report card will be developed for Kindergarten through 5th grade.	$0.00	No
1.2	Common Formative Assessment	Common Formative Assessments will be identified and used by all sites for each guaranteed standard to drive instruction and intervention in order to increase student achievement.	$40,092.00	No
1.3	Tier 1 Intervention	All sites will develop, update annually and implement Tier 1 Interventions for all guaranteed standards.	$0.00	No
1.4	Professional Development	*2026-2027: The district will implement a site-based professional development model aligned to each school's identified goals and individual learning plan. This approach will provide differentiated, relevant, and	$773,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted professional learning that responds to the specific needs of staff, strengthens instructional practice, and supports improved student outcomes at each site. *2025-2026 Action: For the 2025–2026 school year, the District will implement a site-specific professional development model to better align with each school's individual learning plan. This shift will support more differentiated, relevant, and targeted professional learning that meets the unique needs of staff and students at each site. *2024-2025 Action: The district will provide ongoing and progressive data driven professional development opportunities focused on diverse, equitable and inclusive learning platforms to reduce disparities, across student demographic groups, in student achievement.		
1.5	Data Analysis	Through the Professional Learning Communities (PLC) process, department and/or grade level teams will analyze data on a regular basis using the district wide assessment system to improve instruction and drive interventions for unduplicated pupils.	$122,664.38	Yes
1.6	Local Assessment	The district will use local assessments to monitor English Language Arts and Math progress three times each school year, at all grade levels.	$17,715.63	No
1.7	ELA Supports	*2026-2027: The district will provide professional development and licenses for supplemental ELA programs that assist with individual learning to support student achievement. *2025-2026: The district will provide licenses for supplemental ELA programs that assist with individual learning to support student achievement.	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Math Supports	*2026-2027: The district will provide professional development and licenses for supplemental math programs that assist with individual learning to support student achievement. *2025-2026: The district will provide licenses for supplemental math programs that assist with individual learning to support student achievement.	$50,000.00	Yes
1.9	Teacher Induction Training	The district will continue to provide North Coast Teacher Induction Program (NCTIP) training for all teachers new to the profession.	$345,000.00	No
1.10	Online Core Curriculum	The district will continue to provide access to online credit recovery software for high school students to maintain grade-level status and progress toward earning a high school diploma.	$126,442.00	Yes
1.11	College and Career Readiness	*2026-2027: a) The district will continue to offer exploratory career pathways and career technical educational pathways at the secondary level. b) The district will continue to investigate free online resources for career exploration, and the district will continue with the middle school career fair. c) Individual learning plans will be developed using tools and programs such as, but not limited to, College and Career Guidance Initiatives (CCGI), to support high school students in creating four- and six-year plans. These plans will guide students' progress toward college and career readiness. d) The district will expand and strengthen industry partnerships, including with the trades, to increase access to career pathways, internships, and other work-based learning opportunities for students. e) The district will align career technical education pathways with the updated career technical education model curriculum standards as they become available. f) The district will continue to align CTE pathway expansion with high wage, high need occupations using local market industry information.	$181,086.00	No

Action #	Title	Description	Total Funds	Contributing
		g) The district will continue to expand postsecondary/dual enrollment credit from the local community college and 4-year universities for existing and new CTE pathways, particularly for underserved populations. h) The district will continue to integrate core academic ELA and Math standards as required by CTE Model standards into CTE coursework. i) The district will monitor students with special needs at regular intervals to ensure supports are in place in career technical education classes. j) The district will explore ways to align high school career technical education pathways with middle school offerings. *2025-2026: a) The district will continue to offer exploratory pathways and career technical educational pathways at the secondary level. b) The district will continue to investigate free online resources for career exploration. The district will continue with the middle school career fair. The district will explore ways to expand our partnerships with the trades, and career opportunities for students. c) Individual learning plans will be developed in conjunction with a program such as Naviance for high school students with the intention of developing four and six-year plans for all high school students to ensure progress toward college and career readiness.		
1.12	AVID	The district will provide AVID membership, teacher allocations, and student services at the secondary level and the elementary level of Thomas Page Academy. In addition to the above mentioned, AVID training will be provided to identified teachers each school year.	$366,000.00	Yes
1.13	Math Intervention FTE - RCHS	The district will continue to enhance and expand math intervention courses at Rancho Cotate High School to support students in mastering Algebra 1. High school staff will ensure students and parents are aware of the A-G requirements.	$115,000.00	No
1.14	Outdoor Education	Outdoor education integrates the essential content standards that were taught in the classroom and allows for practical application in a high interest setting. All schools will continue to have access to the Fairfield	$38,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Osborne Preserve for outdoor education. All 5th grade students will have the opportunity to participate in overnight outdoor education programming.		
1.15	Summer School Credit Recovery	The district will continue to employ teachers to offer summer school online credit recovery and after-school intervention.	$27,500.00	No
1.16	Afterschool Intervention at Middle Schools	The district will continue to offer programs to support unduplicated pupils in middle schools in after-school intervention offerings.	$130,000.00	Yes
1.17	Phoenix Staffing	The district will continue to employ teachers at Rancho Cotate High School in the Phoenix program to support unduplicated pupils in a setting that emulates a small school.	$370,000.00	Yes
1.18	K-3 Class Size Reduction	The district will continue to reduce class size in K-3 using the site-based grade span reduction (GSR) formula under LCFF	$1,253,991.00	No
1.19	Attendance	*2026-2027: a) The district will partner with Keeping Kids In School to provide a case manager supporting chronically absent students across the district. The district’s contribution to this countywide program is $12,500. b) The district will contract with SchoolStatus Attend to enhance attendance monitoring and improvement efforts by tracking absences in real time and supporting proactive outreach to students and families. *2025-2026: a) The district will maintain our Keeping Kids In School case manager for chronically absent students districtwide. Our contribution to the county program is $12,500. b) The district will contract with PowerSchool	$53,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.20	Virtual Learning Academy	The District will provide an Independent Study program designed for students and families who want a flexible program that maximizes choice. *THIS ACTION CONTINUES TO BE DISCONTINUED FOR THE 2026-2027 LCAP. *THIS ACTION WILL BE DISCONTINUED FOR THE 2025-2026 LCAP.	$0.00	No
1.21	New Teacher Support	The district will continue to provide a system to onboard, support and engage new teachers with the purpose of enhancing students achievement.	$45,000.00	No
1.22	Summer School Intervention	The district will continue to offer summer intervention programs to support unduplicated pupils.	$750,000.00	Yes
1.23	El Camino High School	The district will continue to employ teachers and support staff at El Camino High School to support unduplicated pupils in a small school setting.	$606,000.00	Yes
1.24	Social Studies Supplemental Curriculum	The district will provide a social studies supplemental curriculum that assists with individual learning to support student achievement.	$25,000.00	No
1.25	Elementary Math Curriculum	The district will provide a mathematics curriculum that supports individual learning to improve student achievement.	$130,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	CRPUSD will create a safe and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal of creating a safe, inclusive, and welcoming learning atmosphere in CRPUSD is vital for several interconnected reasons. High chronic absenteeism rates, currently at 22.57%, suggest underlying issues that may stem from students not feeling safe or supported at school. Additionally, with only 52.15% of students with IEPs spending less than 80% of their day in a general education setting, there's a pressing need to enhance inclusion practices. Disproportionate suspension rates, particularly among certain student demographic groups such as African American and Hispanic students, underscore the necessity of addressing behavioral challenges within a supportive environment. Furthermore, insights gleaned from student and family feedback via the Youth Truth Data emphasize the importance of fostering trust and addressing concerns regarding school climate and safety. By prioritizing the creation of a welcoming atmosphere, CRPUSD aims to not only promote positive social-emotional learning outcomes but also improve attendance rates, enhance inclusion for Students with Exceptional Needs (SWEN), reduce suspension rates, and build a stronger sense of community within the schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	All sites will have a fully developed MTSS tiered resource map.	EVS - Fully Developed, but needs updating JRS - Needs to be created RCE - Fully Developed, but needs updating	EVS - Implemented, but in progress of updating with staff JRS - Mostly Developed, Being Implemented	EVS - Implemented and updating with staff JRS - Implemented and updating with staff	All sites have a fully developed MTSS tiered resource map which has been updated annually.	EVS - Improved to implemented and updating with staff JRS - Improved to implemented and updating with staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MVS - Fully Developed, but needs updating MHS - Fully Developed, but needs updating UELF - Fully Developed, but needs updating TPA - Fully Developed, but needs updating TMS - Fully Developed, but needs updating LJMS - Fully Developed, but needs updating RCHS - Fully Developed, but needs updating ECHS - Fully Developed, but needs updating THS - Fully Developed, but needs updating	RCE - Updated and Being Implemented MVS - Implemented, but in progress of updating with staff MHS - Implemented, but in progress of updating with staff UELF - Implemented, but in progress of updating with staff TPA - Implemented, but in progress of updating with staff TMS - Implemented, but in progress of updating with staff LJMS - Fully Developed and being implemented RCHS - Fully Developed and Implementing with the staff	RCE - Implemented and updating with staff MVS - Implemented and updating with staff MHS - Implemented and updating with staff UELF - Implemented and updating with staff TPA - Implemented and updating with staff TMS - In Progress and updating with staff LJMS - Implemented and updating with staff RCHS - Implemented and updating with staff ECHS - Following RCHS's Map		RCE - Updated and continued implementation MVS - Improved to implemented and updating with staff MHS - Improved to implemented and updating with staff UELF - Improved to implemented and updating with staff TPA - Improved to implemented and updating with staff TMS - Improved to implemented and updating with staff LJMS - Maintained at Fully Developed and being implemented RCHS - Maintained at Fully Developed and Implementing with the staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ECHS -Follows RCHS THS - Implemented, but in progress of updating with staff	THS - Implemented and updating with staff		ECHS - Maintained at Fully Developed and Implementing with the staff THS - Improved to implemented and updating with staff
2.2	Tiered Fidelity Inventory (TFI) - (PBIS)	EVS - Tier 1: Fall 73% Spring 87% Tier 2: Fall 58% Spring 77% Tier 3: Fall N/A Spring: 56% JRS - Tier 1: Fall 93% Spring 93% Tier 2: Fall 85% Spring 85% Tier 3: Fall 74% Spring 82% RCE - Tier 1: Fall 93% Spring 97% Tier 2: Fall 69% Spring 88% Tier 3: Fall 41% Spring 76% MVS - Tier 1: Fall 83% Spring 87%	EVS - Fall 24/25 Tier 1: 77% Tier 2: 69% Tier 3: N/A Spring 23/24 Tier 1: 80% Tier 2: 81% Tier 3: N/A JRS - Fall 24/25 Tier 1: 80% Tier 2: 73% Tier 3: N/A Spring 23/24 Tier 1: N/A Tier 2: 92% Tier 3: N/A RCE - Fall 24/25 Tier 1: 70% Tier 2: 77% Tier 3: 38% Spring 23/24 Tier 1: 100%	EVS - Fall 25/26 Tier 1: 60% Tier 2: 42% Tier 3: 34% JRS - Fall 25/26 Tier 1: 69% Tier 2: 58% Tier 3: 58% RCE - No Data Fall 25/26 Tier 1: 49% Tier 2: 38% Tier 3: 28% MVS - No Data Fall 25/26 Tier 1: 31% Tier 2: N/A Tier 3: N/A MHS - Fall 25/26 Tier 1: 24%	All schools: Tier 1 - 95% Tier 2 - 75% Tier 3 - 55%	EVS - Fall Tier 1: Decreased 13% Tier 2: Decreased 16% Tier 3: N/A Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A JRS - Fall Tier 1: Decreased 24% Tier 2: Decreased 27% Tier 3: Decreased 16% Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A RCE - Fall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 2: Fall 69% Spring 73% Tier 3: Fall 59% Spring 59% MHS - Tier 1: Fall 97% Spring TBD Tier 2: Fall 54% Spring TBD Tier 3: Fall N/A Spring N/A UELF - Tier 1: Fall 90% Spring 97% Tier 2: Fall 96% Spring 96% Tier 3: Fall 94% Spring 91% TPA - Tier 1: Fall 57% Spring TBD Tier 2: Fall 58% Spring TBD Tier 3: Fall N/A Spring TBD TMS - Tier 1: Fall 53% Spring TBD Tier 2: Fall 4% Spring TBD Tier 3: Fall 0% Spring TBD	Tier 2: 77% Tier 3: 68% MVS - Fall 24/25 Tier 1: 67% Tier 2: 77% Tier 3: 59% Spring 23/24 Tier 1: 77% Tier 2: 73% Tier 3: 65% MHS - Fall 24/25 Tier 1: 60% Tier 2: 50% Tier 3: N/A Spring 23/24 Tier 1: 97% Tier 2: 54% Tier 3: N/A UELF - Fall 24/25 Tier 1: 93% Tier 2: 92% Tier 3: N/A Spring 23/24 Tier 1: 93% Tier 2: 92% Tier 3: 53% TPA - Fall 24/25 Tier 1: 30% Tier 2: 27%	Tier 2: 22% Tier 3: 0% UELF - Fall 25/26 Tier 1: 84% Tier 2: 73% Tier 3: 83% TPA - Fall 25/26 Tier 1: 34% Tier 2: 5% Tier 3: 0% TMS - Fall 25/26 Tier 1: 28% Tier 2: N/A Tier 3: N/A LJMS - No Data Fall 25/26 Tier 1: 60% Tier 2: 63% Tier 3: N/A RCHS - No Data Fall 25/26 Tier 1: 13% Tier 2: N/A Tier 3: N/A ECHS - No Data Fall 25/26 Tier 1: N/A		Tier 1: Decreased 44% Tier 2: Decreased 31% Tier 3: Decreased 13% Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A MVS - Fall Tier 1: Decreased 52% Tier 2: N/A Tier 3: N/A Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A MHS - Fall Tier 1: Decreased 73% Tier 2: Decreased 32% Tier 3: N/A Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A UELF - Fall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LJMS - Tier 1: Fall 57% Spring TBD Tier 2: Fall 62% Spring TBD Tier 3: Fall N/A Spring TBD RCHS - No Score ECHS - No Score THS - No Score	Tier 3: N/A Spring 23/24 Tier 1: 43% Tier 2: 46% Tier 3: N/A TMS - Fall 24/25 Tier 1: 33% Tier 2: 8% Tier 3: 15% Spring 23/24 Tier 1: 50% Tier 2: 31% Tier 3: 9% LJMS - Fall 24/25 Tier 1: 67% Tier 2: 62% Tier 3: N/A Spring 23/24 Tier 1: 80% Tier 2: 77% Tier 3: N/A RCHS - Fall 24/25 Tier 1: 37% Tier 2: N/A Tier 3: N/A Spring 23/24 Tier 1: N/A Tier 2: N/A Tier 3: N/A	Tier 2: N/A Tier 3: N/A THS - Fall 25/26 Tier 1: 38% Tier 2: 62% Tier 3: 80%		Tier 1: Decreased 6% Tier 2: Decreased 23% Tier 3: Decreased 11% Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A TPA - Fall Tier 1: Decreased 23% Tier 2: Decreased 58% Tier 3: N/A Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A TMS - Fall Tier 1: Decreased 25% Tier 2: N/ Tier 3: N/A Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A LJMS - Fall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ECHS - Fall 24/25 Tier 1: N/A Tier 2: N/A Tier 3: N/A Spring 23/24 Tier 1: N/A Tier 2: N/A Tier 3: N/A THS - Fall 24/25 Tier 1: 30% Tier 2: N/A Tier 3: N/A Spring 23/24 Tier 1: N/A Tier 2: N/A Tier 3: N/A			Tier 1: Increased 3% Tier 2: Increased 1% Tier 3: N/A Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A RCHS - Fall Tier 1: Increased 13% Tier 2: N/A Tier 3: N/A Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A ECHS - Fall 24/25 Tier 1: Maintained N/A Tier 2: Maintained N/A Tier 3: Maintained N/A Spring 23/24 Tier 1: Maintained N/A Tier 2: Maintained N/A Tier 3: Maintained N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						THS - Fall Tier 1: Increased 38% Tier 2: Increased 62% Tier 3: Increased 80% Spring Tier 1: N/A Tier 2: N/A Tier 3: N/A
2.3	Suspension Rates	2022 - 2023 Suspension Rates All Students - 5.2% AA - 13.8% HIS - 5.1% WH - 5.2% MR - 6.1% SWEN - 9.5% LTEL - 8.8%	2023 - 2024 Suspension Rates All Students - 5.1% AA - 8.3% HIS - 5% WH - 4.9% MR - 5.4% SWEN - 9.3% LTEL - 11.8%	2024 - 2025 Suspension Rates All Students - 3.8% AA - 5.7% HIS - 4.2% WH - 3.3% MR - 3.8% SWEN - 7.2% LTEL - 11.8%	All Students - 5% AA - 5% HIS - 5% WH - 5% MR - 5% SWEN - 5% LTEL - 5%	All Students - Decreased 1.4% AA - Decreased 8.1% HIS -Decreased 0.9% WH - Decreased 1.9% MR - Decreased 2.3% SWEN - Decreased 2.3% LTEL - Increased 3%
2.4	Youth Truth Data: Professional Development	Youth Truth 23-24 SY Staff feels that they have access to meaningful professional development: 54% of elementary 43% of middle 44% of high school	Youth Truth 24-25 SY Staff feels that they have access to meaningful professional development: 55% of elementary 49% of middle 35% of high school	Youth Truth 25-26 SY Staff feels that they have access to meaningful professional development: 57% of elementary 50% of middle	Staff feels that they have access to meaningful professional development: 64% of elementary 53% of middle 54% of high school	Staff feels that they have access to meaningful professional development: Increased 3% of elementary Increased 7% of middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				37% of high school		Decreased 7% of high school
2.5	Chronic Absenteeism	2022 - 2023 SY Data All Students - 22.6% SWEN - 34.4% SED - 29.1% Multingual Language Learners (MLL) - 26.15 HI - 25.5% AI - 37.5% AS - 9.6% AA - 25.6% FI - 5.1% PI - 26.5% MR - 20.1% WH - 20.4% FOS - 50% HOM - 38.4% LTEL - 26.1%	2023 - 2024 SY Data All Students - 19.9% SWEN - 29.8% SED - 24.2% MLL - 20.0% HI - 21.7% AI - 39.4% AS - 10.4% AA - 18.2% FI - 7.9% PI - 36.4% MR - 20.2% WH - 18.2% FOS - 48.1% HOM - 23.0% LTEL - 19.1%	2024 - 2025 SY Data All Students - 19.1% SWEN - 30.2% SED - 24.5% MLL - 22.1% HI - 21.3% AI - 25% AS - 11.5% AA - 16.3% FI - 13.5% PI - 21.1% MR - 19.5% WH - 16.9% FOS - 50% HOM - 25.7% LTEL - 26.8%	All Students - 10% SWEN - 10% SED - 10% MLL - 10% HI - 10% AI - 10% AS - 9% AA - 10% FI - 5% PI - 10% MR - 10% WH - 10% FOS - 10% HOM - 10% LTEL - 10%	All Students - Decreased 3.5% SWEN - Decreased 4.2% SED - Decreased 4.6% MLL - Decreased 4.05% HI - Decreased 4.2% AI - Decreased 12.5% AS - Increased 1.9% AA - Decreased 9.3% FI - Increased 8.4% PI - Decreased 5.4% MR - Decreased 0.6% WH - Decreased 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FOS - No Change from Baseline HOM - Decreased 12.7% LTEL - Increased 0.7%
2.6	Least Restrictive Environment (LRE)	52.15% of SPED students spend more than 80% of their day in Gen Ed	2023-2024 51.95% of SPED students spend more than 80% of their day in General Education.	As of December 5, 2025 54.80% of SPED students spend more than 80% of their day in General Education.	60% of SPED students spend more than 80% of their day in Gen Ed	Increased by 2.65%of SPED students spending more than 80% of their day in Gen Ed
2.7	Expulsion Rates	2022-2023 Expulsion Count: 10 Students = .15% of students	2023-2024 Expulsion Count: 7 Students = .10% of students	2024-2025 Expulsion Count: 5 Students = .10% of students	Expulsion Count: 6 Students	Expulsion Count: Decreased by 5 students = decreased by .05%
2.8	School Attendance Rates	*As of May 22nd 2024 All Students - 92.87% EVS - 93.17% JRS - 92.89% MHS - 94.93% MVS - 93.33% RCE - 93.96% TPA - 92.18% UELF - 93.77% LJMS - 94% TMS - 93.21% RCHS - 91.74% THS - 96.17% ELCO - 55.44%	*As of December 9th 2024 All Students - 94.65% EVS - 94.61% JRS - 94.10% MHS - 96.52% MVS - 94.73% RCE - 96.54% TPA - 94.54% UELF - 95.12% LJMS - 95.39% TMS - 94.35% RCHS - 93.44% THS - 96.95%	*As of March 30th 2026 All Students - 93.01% EVS - 93.88% JRS - 92.55% MHS - 95.35% MVS - 93.80% RCE - 94.77% TPA - 93.38% UELF - 94.41% LJMS - 94.6% TMS - 93.74% RCHS - 92.35% THS - 96.51%	All Students - 95% EVS - 95% JRS - 95% MHS - 95% MVS - 95% RCE - 95% TPA - 95% UELF - 95% LJMS - 95% TMS - 95% RCHS - 95% THS - 95% ELCO - 95%	All Students - Increased 0.14% EVS - Increased 0.71% JRS - Decreased 0.34% MHS - Increased 0.42% MVS - Increased 0.47% RCE - Increased 0.81% TPA - Increased 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELCO - 67.1%	ELCO - 74.14%		UELF - Increased 0.64% LJMS - Increased 0.6% TMS - Increased 0.53% RCHS - Increased 0.61% THS - Increased 0.34% ELCO - Increased 18.7%
2.9	Middle School Dropout Rates	Middle School = .08%	23-24 SY Data Middle School = .62%	2024-2025 School Year Middle School = 0%	0%	Decreased .08%
2.10	High School Dropout Rates	High School = 1.06%	23-24 SY Data High School = 2.6%	2024-2025 School Year High School = 1.5%	0.5%	Increased 0.44%
2.11	SBAC (CAASPP ELA)	22-23 School Year ELA: All Students - 40.28% Met or Exceeded SWEN - 13.57% Met or Exceeded SED - 29.10% Met or Exceeded MLL - 11.64% Met or Exceeded HI - 32.19% Met or Exceeded	23-24 School Year ELA: All Students - 40.21% Met or Exceeded SWEN - 8.30% Met or Exceeded SED - 30.77% Met or Exceeded MLL - 10% Met or Exceeded HI - 32% Met or Exceeded	24-25 School Year ELA: All Students - 41.31% Met or Exceeded SWEN - 11.97% Met or Exceeded SED - 31.00% Met or Exceeded MLL - 6.94% Met or Exceeded HI - 32.77% Met or Exceeded	All Students - 50% Met or Exceeded SWEN - 24% Met or Exceeded SED - 39% Met or Exceeded MLL - 22% Met or Exceeded HI - 42% Met or Exceeded AI - 39% Met or Exceeded	ELA: All Students - Increase by 1.03% Met or Exceeded SWEN - Decreased by 1.60% Met or Exceeded SED - Increased by 1.90% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AI - 29.41% Met or Exceeded AS - 51.45% Met or Exceeded AA - 32.14% Met or Exceeded FI - 70% Met or Exceeded PI - 26.31% Met or Exceeded MR - 43.21% Met or Exceeded WH - 48.86% Met or Exceeded FOS - (Fewer than 11 students) - 36.36% Met or Exceeded HOM - 29.78% Met or Exceeded LTEL - 7.56% Met or Exceeded	AI - 20% Met or Exceeded AS - 60.53% Met or Exceeded AA - 31.82% Met or Exceeded FI - 62.51% Met or Exceeded PI - 16.67% Met or Exceeded MR - 46.39% Met or Exceeded WH - 47.22% Met or Exceeded FOS - (Fewer than 11 students) - 16.7% Met or Exceeded HOM - 26.79% Met or Exceeded LTEL - 10.34% Met or Exceeded	AI - 36.36% Met or Exceeded AS - 50.39% Met or Exceeded AA - 31.34% Met or Exceeded FI - 69.69% Met or Exceeded PI - 11.54% Met or Exceeded MR - 45.70% Met or Exceeded WH - 51.34% Met or Exceeded FOS - (Fewer than 11 students) - 16.7% Met or Exceeded HOM - 22.97% Met or Exceeded LTEL - 6.84% Met or Exceeded	AS - 61% Met or Exceeded AA - 42% Met or Exceeded FI - 80% Met or Exceeded PI - 36% Met or Exceeded MR - 53% Met or Exceeded WH - 59% Met or Exceeded FOS - (Fewer than 11 students) - 46% Met or Exceeded HOM - 40% Met or Exceeded LTEL - 18% Met or Exceeded	MLL - Decreased by 4.7% Met or Exceeded HI - Increased by 0.58% Met or Exceeded AI - Increased by 6.95% Met or Exceeded AS - Decreased by 1.06% Met or Exceeded AA - Decreased by 0.80% Met or Exceeded FI - Decreased by 0.31% Met or Exceeded PI - Decreased by 14.77% Met or Exceeded MR - Increased by 2.49% Met or Exceeded WH - Increased by 2.48% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FOS - (Fewer than 11 students) - Decreased by 19.66% Met or Exceeded HOM - Decreased by 6.81% Met or Exceeded LTEL - Decreased by 0.72% Met or Exceeded
2.12	SBAC (CAASPP Math)	All Students - 25.67% Met or Exceeded SWEN - 11.24% Met or Exceeded SED - 16.05% Met or Exceeded MLL - 7.69% Met or Exceeded HI - 16.73% Met or Exceeded AI - 35.30% Met or Exceeded AS - 44.66% Met or Exceeded AA - 23.22% Met or Exceeded	2023 - 2024 School Year Math: All Students - 24.68 % Met or Exceeded SWEN - 5.36 % Met or Exceeded SED - 16.98% Met or Exceeded MLL - 5.79% Met or Exceeded HI - 15.75% Met or Exceeded AI -19.05% Met or Exceeded AS - 48.25% Met or Exceeded	2024 - 2025 School Year Math: All Students - 27.91% Met or Exceeded SWEN - 8.97% Met or Exceeded SED - 17.06% Met or Exceeded MLL - 4.58% Met or Exceeded HI - 18.12% Met or Exceeded AI -28.57% Met or Exceeded AS - 46.87% Met or Exceeded	All Students - 36% Met or Exceeded SWEN - 21% Met or Exceeded SED - 26% Met or Exceeded MLL - 18% Met or Exceeded HI - 27% Met or Exceeded AI - 45% Met or Exceeded AS - 55% Met or Exceeded AA - 33% Met or Exceeded	Math: All Students - Increased by 2.24% Met or Exceeded SWEN - Decreased by 2.27% Met or Exceeded SED - Increased by 1.01% Met or Exceeded MLL - Decreased by 3.11% Met or Exceeded HI - Increased by 1.39% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FI - 56.67% Met or Exceeded PI - 21.05% Met or Exceeded MR - 25.61% Met or Exceeded WH - 34.51% Met or Exceeded FOS (Fewer than 11 students) - 0% Met or Exceeded HOM - 18.75% Met or Exceeded LTEL - 0.84% Met or Exceeded	AA - 12.86% Met or Exceeded FI - 37.50% Met or Exceeded PI - 5.56% Met or Exceeded MR - 24.52% Met or Exceeded WH - 33.90% Met or Exceeded FOS - (Fewer than 11 students) - 5.6% Met or Exceeded HOM - 10.72% Met or Exceeded LTEL - 2.61% Met or Exceeded	AA - 16.18% Met or Exceeded FI - 45.45% Met or Exceeded PI - 3.70% Met or Exceeded MR - 33.08% Met or Exceeded WH - 38.48% Met or Exceeded FOS - (Fewer than 11 students) - 16.7% Met or Exceeded HOM - 20.27% Met or Exceeded LTEL - 0.85% Met or Exceeded	FI - 67% Met or Exceeded PI - 31% Met or Exceeded MR - 36% Met or Exceeded WH - 45% Met or Exceeded FOS (Fewer than 11 students) - 10% Met or Exceeded HOM - 29% Met or Exceeded LTEL - 11% Met or Exceeded	AI - Decreased by 6.73% Met or Exceeded AS - Increased by 2.21% Met or Exceeded AA - Decreased by 7.04% Met or Exceeded FI - Decreased by 11.22% Met or Exceeded PI - Decreased by 17.35% Met or Exceeded MR - Increased by 7.47% Met or Exceeded WH - Increased by 3.97% Met or Exceeded FOS (Fewer than 11 students) - Increased by 16.7% Met or Exceeded HOM - Increased by 1.52% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						LTEL - Increased by 0.01% Met or Exceeded
2.13	ELPAC Proficiency	17.11% of students scored proficient on the summative ELPAC 25.23% of Long-Term English Learners scored proficient on the Summative ELPAC	2023-2024 SY Data 18.47% of students scored proficient on the summative ELPAC 25.81% of LTEL students scored proficient on the Summative ELPAC	2024-2025 School Year 15.53% of students scored proficient on the summative ELPAC 17.33% of LTEL students scored proficient on the Summative ELPAC	30% of students will score proficient on the summative ELPAC 40% of Long-Term English Learners will score proficient on the Summative ELPAC	Decreased 1.58% of students who scored proficient on the summative ELPAC. Decreased 7.9% of LTEL students who scored proficient on the Summative ELPAC
2.14	Districtwide Reclassification Rate	2022-2023 SY 8.5% of MLL students were Reclassified	2023-2024 SY Data 10.22% of MLL students were Reclassified.	2024-2025 SY 15.59% of Multilingual students were Reclassified.	30% of MLL students will be Reclassified	Increased 7.09% of Multilingual students will be Reclassified.
2.15	A-G Completion Rate	2022-2023 SY Data All students - 48.8% AS - 72.7% HI - 40.5% WH - 56.2% MR - 61.3% MLL - 25% SED - 40.7% SWEN - 20.7%	2023-2024 SY Data All students - 47.0% AS - 52.6% HI - 45.3% WH - 50.3% MR - 46.2% MLL - 22.7% SED - 41.2% SWEN - 20.3% CTE Pathway Completion	2024-2025 SY Data All students - 36.2% AS - 42.1% HI - 28.1% WH - 45.6% MR - 39.5% MLL - 17.4% SED - 27.2% SWEN - 9.3%	All students - 65% AS - 85% HI - 53% WH - 68% MR - 73% MLL - 38% SED - 53% SWEN - 33%	All students - Decreased 12.6% AS - Decreased 30.6% HI - Decreased 12.4% WH - Decreased 10.6% MR - Decreased 21.8% MLL - Decreased 7.6% SED - Decreased 13.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-2024 SY Data All Students - 23.6% AS - 21.1% HI - 23.7% WH - 22.1% MR - 34.6% MLL - 9.3% SED - 22.3% SWEN - 11.6%			SWEN - Decreased 11.4%
2.16	CTE Pathway Completion	2022-2023 SY Data All Students - 24.2% AS - 13.6% HI - 26% WH - 22.7% MR - 22.6% MLL - 14.1% SED - 24.3% SWEN - 6.1%	2023-2024 SY Data All Students - 23.6% AS - 21.1% HI - 23.7% WH - 22.1% MR - 34.6% MLL - 9.3% SED - 22.3% SWEN - 11.6%	2024-2025 SY Data All Students - 27.0% AS - 15.8% HI - 24.1% WH - 31.3% MR - 34.2% MLL - 14.1% SED - 23.4% SWEN - 20.0%	All Students - 36% AS - 26% HI - 38% WH - 35% MR - 35% MLL - 26% SED - 36% SWEN - 18%	All Students - Increased 2.8% AS - Increased 2.2% HI - Decreased 1.9% WH - Increased 8.6% MR - Increased 11.6% MLL - No change from baseline SED - Decreased 0.9% SWEN - Increased 13.9%
2.17	Percent of Students who completed A-G and have completed a CTE Pathway	2022-2023 SY Data All Students - 12% AS - 9.1% HIS - 13.5% WH - 10.8% MR - 9.7% MLL - 3.1% SED - 11.8% SWEN - 0%	2023-2024 SY Data All Students - 12.1% AS - 5.3% HIS - 12.7% WH - 10.6% MR - 19.2% MLL - 0%	2024-2025 SY Data All Students - 12.5% AS - 0% HIS - 9.5% WH - 15.7% MR - 26.3% MLL - 5.4%	All Students - 17% AS - 14% HIS - 19% WH - 16% MR - 15% MLL - 8% SED - 17% SWEN - 5%	All Students - Increased 0.5% AS - Decreased 9.1% HIS - Decreased 4.0% WH - Increased 4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED - 10.3% SWEN - 2.9%	SED - 8.7% SWEN - 8.0%		MR - Increased 16.6% MLL - Increased 2.3% SED - Decreased 3.1% SWEN - Increased 8%
2.18	AP Pass Rate with a score of 3 or Higher	22-23 SY 71.9%	23-24 SY 67.2%	24-25 SY 70.98%	80%	Decreased 0.92%
2.19	College Readiness determined by EAP (ELA)	22-23 SY (11th Grade) ELA: All Students - 57.17% SWEN - 18.92% SED - 47.65% MLL - 15.25% AS - 64.70% HI - 49.04% WH - 64.58% MR - 56.26% LTEL - 20%	23-24 SY (11th Grade) ELA: All Students - 51.69% SWEN - 4.44% SED - 41.98% MLL - 13.20% AS - 75.00% HI - 42.40% WH - 60.91% MR - 47.91% LTEL - 11.54%	24-25 SY (11th Grade) ELA: All Students - 57.72% SWEN - 16.36% SED - 52.97% MLL - 13.72% AS - 73.69% HI - 56.76% WH - 57.60% MR - 58.98% LTEL - 16.67%	ELA: All Students - 67% SWEN - 29% SED - 58% MLL - 25% AS - 75% HI - 59% WH - 75% MR - 66% LTEL - 30%	ELA: All Students - Increased 0.55% SWEN - Decreased 2.56% SED - Increased 5.32% MLL - Decreased 1.53% AS - Increased 8.99% HI - Increased 7.72% WH - Decreased 6.98% MR - Increased 2.72% LTEL - Decreased 3.33%
2.20	College Readiness determined by EAP (Math)	Math: All Students - 23.50% SWEN - 11.12% SED - 11.31% MLL - 1.69% AS - 62.50% HI - 11.53% WH - 32.18%	23-24 SY (11th Grade)Math: All Students - 20.28% SWEN - 0% SED - 12.10% MLL - 3.70% AS - 50.00%	2024-2025 School Year Math: All Students - 22.54% SWEN - 9,43% SED - 15.81% MLL - 2.00%	All Students - 34% SWEN - 21% SED - 21% MLL - 12% AS - 73% HI - 22% WH - 42% MR - 32%	Math: All Students - Decreased 0.96% SWEN - Decreased 1.69% SED - Increased 4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MR - 21.88% LTEL - 2.86%	HI - 11.01% WH - 28.79% MR - 16.67% LTEL - 3.70%	AS - 57.89% HI - 12.50% WH - 30.32% MR - 26.32% LTEL - 3.45%	LTEL - 13%	MLL - Increased 0.31% AS - Decreased 4.61% HI - Increased 0.97% WH - Decreased 1.86% MR - Increased 4.44% LTEL - Increased 0.59%
2.21	Youth Truth Data - Student Safety	Youth Truth 23-24 SY Students feel safe at school. 59% elementary 49% middle school 64% high school Staff feel that their students are safe from violence. 65% elementary 48% middle school 64% high school	Youth Truth 24-25 SY Students feel safe at school. 60% elementary 50% middle school 63% high school Staff feel that their students are safe from violence. 54% elementary 50% middle school 68% high school	Youth Truth 25-26 SY Students feel safe at school. 65% elementary 58% middle school 66% high school Staff feel that their students are safe from violence. 66% elementary 50% middle school 87% high school	Students feel safe at school. 90% elementary 90% middle school 90% high school Staff feel that their students are safe from violence. 90% elementary 90% middle school 90% high school	Students feel safe at school. Increased 6% elementary Increased 9% middle school Increased 2% high school Staff feel that their students are safe from violence. Increased 1% elementary Increased 2% middle school Increased 23% high school
2.22	Youth Truth Data - Staff Safety	Youth Truth 23-24 SY Staff feels safe from harm while at school. 72% elementary 65% middle school 81% high school	Youth Truth 24-25 SY Staff feels safe from harm while at school. 64% elementary	Youth Truth 25-26 SY Staff feels safe from harm while at school. 86% elementary	Staff feels safe from harm while at school. 90% elementary 90% middle school 90% high school	Staff feels safe from harm while at school. Increased 14% elementary Increased 16% middle school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			70% middle school 86% high school	81% middle school 96% high school		Increased 15% high school
2.23	Youth Truth Data - Parent Safety	Youth Truth 23-24 SY Parents feel their child's learning environment is safe: 80% elementary 57% middle school 75% high school	Youth Truth 24-25 SY Parents feel their child's learning environment is safe: 81% elementary 57% middle school 69% high school	Youth Truth 25-26 SY Parents feel their child's learning environment is safe: 85% elementary 71% middle school 86% high school	Parents feel their child's learning environment is safe: 90% elementary 90% middle school 90% high school	Parents feel their child's learning environment is safe: Increased 5% elementary Increased 14% middle school Increased 11% high school
2.24	Youth Truth Data - Student Connectedness	Youth Truth 23-24 SY Students feel connected to their school: 27% elementary 34% middle school 37% high school	Youth Truth 24-25 SY Students feel connected to their school: 31% elementary 38% middle school 37% high school	Youth Truth 25-26 SY Students feel connected to their school: 36% elementary 40% middle school 42% high school	Students feel connected to their school: 80% elementary 80% middle school 80% high school	Students feel connected to their school: Increased 9% elementary Increased 6% middle school Increased 5% high school
2.25	Youth Truth Data - Parent Connectedness	Youth Truth 23-24 SY Parents feel engaged with their school: 75% elementary 53% middle school 52% high school	Youth Truth 24-25 SY Parents feel engaged with their school: 76% elementary 56% middle school 49% high school	Youth Truth 25-26 SY Parents feel engaged with their school: 78% elementary 55% middle school 59% high school	Parents feel their child is connected to their school: 80% elementary 80% middle school 80% high school	Parents feel their child is connected to their school: Increased 3% elementary Increased 2% middle school Increased 7% high school
2.26	Youth Truth Data - Staff Connectedness	Youth Truth 23-24 SY Staff feel empowered to play a meaningful role	Youth Truth 24-25 SY Staff feel empowered to play	Youth Truth 25-26 SY Staff feel empowered to play	Staff feel connected to their school: 80% elementary 80% middle school	Staff feel connected to their school: Increased 5% elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in decision-making at their school: 66% elementary 62% middle school 52% high school	a meaningful role in decision-making at their school: 65% elementary 62% middle school 61% high school	a meaningful role in decision-making at their school: 71% elementary 67% middle school 72% high school	80% high school	Increased 5% middle school Increased 20% high school

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.

CRPUSD made steady progress in implementing Goal 2 actions focused on social-emotional learning, school climate, and student support systems. Implementation expanded across sites, with several actions demonstrating strong implementation, while others showed partial effectiveness due to variability in consistency and depth of implementation. Overall, improvements in discipline, safety, and student connectedness reflect positive systemwide impact, while continued challenges in attendance and implementation fidelity highlight areas for ongoing focus.

Successful Implementation:
*Action 2.2 – Positive Behavioral Interventions and Supports (PBIS) (Ongoing Implementation): This action has demonstrated ongoing implementation across all sites and contributed to improved behavioral outcomes, including a reduction in suspension rates (5.1% to 3.8% overall) and decreased expulsions (7 to 5 students). While districtwide implementation is in place, Tiered Fidelity Inventory (TFI) data reflects variability across sites and tiers, including decreases at John Reed School Tier 2 (–27%), Monte Vista Middle School Tier 2 (–32%), and Technology Middle School Tier 1 (–25%), indicating the need for continued training, calibration, and alignment to strengthen consistency and fidelity across all tiers.
*Action 2.3 – Restorative PBIS School Leadership Academy (Fully Implemented): This action has been fully implemented across all sites, strengthening leadership capacity and supporting consistent implementation of restorative practices. Behavioral outcomes reflect positive trends, including reduced suspension rates (3.8% overall) and decreased expulsions (5 students), indicating strengthened school climate and student behavior systems.
*Action 2.6 – Elementary Assistant Principals (Fully Implemented): This action has been fully implemented, strengthening site-level leadership and supporting behavioral systems, student engagement, and inclusive practices. The percentage of students with disabilities spending more than 80% of their instructional day in the general education setting increased by 2.65%, reflecting improved coordination of supports and expanded access to inclusive educational environments for students with exceptional needs.
*Action 2.8 – Mental and Behavioral Health Services (Fully Implemented): This action has been fully implemented, expanding access to mental and behavioral health supports and strengthening student well-being systems across district sites. Site-based outcomes reflected mixed but generally positive trends, including an increase of 0.71% at Evergreen Valley School and a significant increase of 18.7% at El

Camino High School, while John Reed School experienced a slight decrease of 0.34%. These findings indicate that mental and behavioral health supports are contributing positively to student engagement and well-being at several sites, while continued refinement and monitoring are needed to ensure consistent impact across all schools.
*Action 2.9 – Nursing Support (Fully Implemented): This action has been fully implemented, improving care and access for students with medical needs. While overall attendance declined slightly (approximately 1%), increases in student connectedness across grade spans indicate improved engagement and support for student well-being.
*Action 2.10 – Team Success & CPI / Suspension & Expulsion Diversion (Fully Implemented): This action has been fully implemented, contributing to reduced reliance on exclusionary discipline practices. Suspension rates decreased (–1.4%) and expulsions declined (7 to 5 students), while YouthTruth data reflects increased perceptions of safety and connectedness across students, staff, and families.
*Action 2.11 – TPA Bussing (Ongoing Implementation): TPA bussing has been implemented on an ongoing basis, reducing barriers to attendance and supporting student engagement. Chronic absenteeism improved slightly (19.9% to 19.1%), and middle school dropout rates decreased (0.62% to 0%), reflecting increased access and participation.
*Action 2.12 – Foster and Homeless Youth Services (Ongoing Implementation): This action has been implemented on an ongoing basis, with targeted supports contributing to student stability, engagement, and academic access. CAASPP Mathematics outcomes reflected mixed results across student groups, including increases for All Students (+2.24%) and Multiracial students (+7.47%) meeting or exceeding standards, while American Indian students decreased by 6.73% and African American students decreased by 7.04%. These findings demonstrate areas of growth alongside persistent achievement gaps for some student groups, highlighting the continued need for differentiated supports and targeted intervention strategies.
*Action 2.13 – Co-Teaching Model (Fully Implemented): This action has been fully implemented, expanding inclusive instructional practices and collaborative support structures across general education settings. Despite implementation efforts, the percentage of Long-Term English Learner (LTEL) students scoring proficient on the Summative ELPAC decreased by 7.9%, indicating that continued refinement of instructional strategies, language acquisition supports, and targeted interventions remains necessary to improve outcomes for LTEL students. *Action 2.14 – Student Support Advisors (Fully Implemented): This action has been fully implemented, strengthening early intervention systems and improving school climate. Suspension rates decreased (3.8% overall), and YouthTruth data shows increased perceptions of safety across staff and families, indicating strengthened student support systems.
*Action 2.14 – Student Support Advisors (Fully Implemented): This action has been fully implemented, strengthening early intervention systems and improving school climate. Suspension rates decreased (3.8% overall), and YouthTruth data shows increased perceptions of safety across staff and families, indicating strengthened student support systems.
*Action 2.15 – Student Services Specialist II (Fully Implemented): This action has been fully implemented, strengthening systemwide coordination of student services and intervention systems. Chronic absenteeism rates for Students with Exceptional Needs (SWEN) decreased by 11.4%, reflecting improved coordination of supports, attendance interventions, and student engagement efforts. These outcomes indicate positive progress in reducing barriers to attendance and strengthening student connection to school.

Implementation Challenges:
*Action 2.1 – Multi-Tiered System of Supports (MTSS) (Partially Implemented): MTSS has been implemented across all sites, with improvements in resource mapping and system development. However, TFI data indicates inconsistent implementation fidelity across tiers, limiting overall effectiveness and highlighting the need for continued calibration and support.
*Action 2.4 – TK–8 SEL Curriculum Implementation (Ongoing Implementation): This action has been implemented on an ongoing basis, but remains inconsistent across sites. While discipline outcomes improved (–1.4% suspension rate) and safety perceptions increased,

attendance declined (94.65% to 93.54%), indicating that implementation has not yet resulted in consistent improvements in student engagement.
*Action 2.5 – Professional Development (Ongoing Implementation): Professional development has been implemented on an ongoing basis with increased collaboration; however, access remains moderate (55% elementary, 49% middle, 35% high school), and statewide assessment outcomes showed mixed results, indicating the need for more targeted and consistent instructional impact.

Modified Implementation: No additional actions were identified as modified implementation.

Non-Implemented Actions:
*Action 2.7 – Elementary Counselors (Not Implemented): This action was not implemented for the 2025–2026 school year, as it was discontinued in 2024–2025.

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 overall estimated expenditures for Goal 2 were less than the prior year's planned expenditures by $20,370.44. CRPUSD experienced differences between planned expenditures and actual spending in Goal 2 due to adjustments in staffing, service delivery, student need, and the use of supplemental funding sources throughout the year, including reduced program costs and efficiencies in implementation, as well as decreased demand for services in areas where fewer students required support. Additional savings were realized through the use of grant funding to offset planned expenditures for certain services. Conversely, increased expenditures in select actions reflect higher-than-anticipated personnel costs necessary to meet student needs and maintain service levels. Overall, these differences reflect responsive resource allocation and strategic use of funding to effectively support student well-being and access to services.

Expenditure Differences – Goal 2:
Action 2.4 – Social-Emotional Learning Curriculum: Decreased by $6,648 due to reduced program costs and efficiencies in implementation.
Action 2.6 – Elementary Assistant Principals: Increased by $50,155 due to higher-than-anticipated personnel costs required to support student needs.
Action 2.10 – Team Success & CPI / Suspension & Expulsion Diversion: Decreased by $107,202 due to reduced costs of services and reduced offerings, supported in part through the use of grant funding.

Actions with no material differences: 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 2.9, 2.11, 2.13, 2.14, 2.15

Planned Percentage of Improved Services – Goal 2:
Action 2.12 – Homeless/Foster Support: Decreased by $13,393 due to serving fewer students than projected, resulting in reduced service expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

*Action 2.1 – Multi-Tiered System of Supports (MTSS) (Partial Effectiveness): This action demonstrated partial effectiveness, with all school sites implementing and actively updating tiered support structures and resource maps, reflecting increased systemwide coherence and alignment in addressing student academic and social-emotional needs. Multiple sites improved from “in progress” to implementing and refining MTSS practices with staff, while others maintained fully developed systems, indicating strong structural implementation across the district. However, implementation fidelity data reflects inconsistent application across tiers at many sites, with declines observed in Tiered Fidelity Inventory (TFI) measures. These results indicate that while MTSS systems are well established, variability in site-level implementation continues to limit overall effectiveness, highlighting the need for ongoing refinement, calibration, and support to ensure consistent, high-quality implementation across all schools.
*Action 2.2 – Positive Behavioral Interventions and Supports (PBIS) (Partial Effectiveness): This action demonstrated partial effectiveness, with implementation occurring across all school sites while varying in depth and consistency. Districtwide suspension rates improved overall, decreasing by 1.4%, with reductions across multiple student groups, including African American, Hispanic, White, Multiracial, and Students With Exceptional Needs, indicating a positive impact on student behavior outcomes. However, suspension rates for Long-Term English Learners remained elevated, highlighting a continued area of need. Additionally, Tiered Fidelity Inventory (TFI) data reflects variability across sites, with several schools experiencing decreases in Tier 1 and Tier 2 implementation, while others maintained or improved levels. These results indicate that while PBIS structures are in place and contributing to improved behavior outcomes for many students, inconsistent implementation across sites limits overall effectiveness, highlighting the need for continued training, coaching, and system alignment to ensure consistent and equitable support across all student groups.
*Action 2.3 – Restorative PBIS School Leadership Academy (Effectiveness): This action demonstrated effectiveness in building leadership capacity to implement restorative practices across school sites. All site administrators completed the training, strengthening systemwide alignment and supporting consistent implementation of restorative approaches. Districtwide suspension rates decreased from 5.1% to 3.8%, including reductions across multiple student groups, and expulsions decreased compared to the prior year, reflecting positive trends in student behavior outcomes. These results indicate the impact of strengthened leadership and restorative practices in improving school climate and student discipline outcomes.
*Action 2.4 – TK–8 SEL Curriculum Implementation (Partial Effectiveness): This action demonstrated partial effectiveness, as inconsistent implementation across sites and ongoing engagement concerns indicate that the action has not yet resulted in systemwide impact. While suspension rates decreased overall (by 1.4%) and student, staff, and parent perceptions of safety improved across grade spans, student-reported safety remains moderate, particularly at the middle school level. Additionally, overall attendance declined from 94.65% to 93.54%, suggesting that engagement and connectedness have not improved consistently across sites. These data indicate that while there are positive trends in behavior and school climate, inconsistent implementation of SEL practices continues to limit overall effectiveness, reinforcing the need for more structured and consistent implementation across all schools.
*Action 2.5 – Professional Development (Partial Effectiveness): This action demonstrated partial effectiveness, as professional development has been implemented on an ongoing basis with increased collaboration between general and special education staff. Local assessment data reflects improvement in foundational skills, with ELA performance increasing to 55.8% of students at or above benchmark and math to 52.1%, indicating progress in core instruction. Additionally, YouthTruth data shows improved perceptions of safety and connectedness across students, staff, and families, reflecting positive impacts on school climate. However, statewide assessment data indicates that overall ELA performance showed mixed results (41.31% met or exceeded standards), with continued disparities across multiple student groups, including multilingual learners and long-term English learners, and math outcomes remain low (27.91% met or exceeded standards). These data indicate that while professional development has strengthened instructional practices and contributed to local gains and improved school climate, it has not yet resulted in consistent improvements in academic outcomes across all student groups, highlighting the need for continued refinement and targeted support to improve effectiveness.

*Action 2.6 – Elementary Assistant Principal (Effectiveness): This action demonstrated effectiveness based on the following metrics:
*Metric 2.3 – Suspension Rates: Suspension rates decreased from 5.1% to 3.8% overall, with reductions across multiple student groups, including African American (–9.3%), Hispanic (–0.9%), White (–1.9%), Multiracial (–2.3%), and Students With Exceptional Needs (–2.3%). These improvements indicate stronger behavioral supports and increased consistency in site-level implementation, supported by the presence of Elementary Assistant Principals.
*Metric 2.4 – YouthTruth Data (Professional Development): Staff perception data indicates stronger access to meaningful professional development at the elementary level, with approximately 57% of elementary staff reporting access compared to lower levels at middle and high school. This reflects the impact of site-based leadership in coordinating and delivering professional learning opportunities.
*Metric 2.5 – Chronic Absenteeism: Chronic absenteeism decreased overall from 19.9% to 19.1%, with improvements across many student groups, including Students With Exceptional Needs (–4.2%), Socioeconomically Disadvantaged students (–4.6%), Multilingual Learners (–4.05%), African American students (–9.3%), and Homeless students. While increases were observed for Asian students (+1.9%) and Long-Term English Learners (+0.7%), overall trends indicate improved student engagement, supported by strengthened site-level leadership and attendance systems.
*Metric 2.7 – Expulsion Rates: Expulsion counts decreased by 2 students compared to the prior year, maintaining rates below baseline and reflecting improved behavioral outcomes and reduced reliance on exclusionary discipline practices.
*Metric 2.10 – High School Dropout Rates: The high school dropout rate decreased from 2.6% to 1.5%, reflecting improved student retention and engagement. While this is a secondary metric, it indicates broader system improvements in student support that are strengthened through effective site-level leadership beginning at the elementary level. Overall, these data indicate that the Elementary Assistant Principal role has contributed to improved behavioral outcomes, increased access to professional development, and strengthened student engagement across multiple measures. While some subgroup variability remains, the consistency of positive trends across discipline, attendance, and retention data supports the overall effectiveness of this action.
*Action 2.7 – Elementary Counselors: This action was discontinued for the 2025–2026 school year in 2024–2025.
*Action 2.8 – Expansion of Mental and Behavioral Health Services (Effectiveness): This action demonstrated effectiveness based on the following metrics:
*Metric 2.3 – Suspension Rates: Suspension rates decreased from 5.1% to 3.8% overall, with reductions across multiple student groups, including African American (–9.3%), Hispanic (–0.9%), White (–1.9%), Multiracial (–2.3%), and Students With Exceptional Needs (–2.3%). These improvements indicate strengthened behavioral supports and reduced reliance on exclusionary discipline practices. The expansion of mental and behavioral health services contributed to improved student regulation and access to support systems.
*Metric 2.4 – YouthTruth Data (Professional Development): Staff perception data indicates that 57% of elementary, 50% of middle, and 37% of high school staff report access to meaningful professional development. While stronger at the elementary level, these results reflect growing systemwide capacity to support student social-emotional needs. Mental and behavioral health services contributed to increased awareness and implementation of SEL-informed practices across sites.
*Metric 2.5 – Chronic Absenteeism: Chronic absenteeism decreased from 19.9% to 19.1% overall, with improvements across multiple student groups, including Students With Exceptional Needs (–4.2%), Socioeconomically Disadvantaged (–4.6%), Multilingual Learners (–4.05%), African American students (–9.3%), and Homeless students. While increases were observed for Asian students (+1.9%) and Long-Term English Learners (+0.7%), overall trends reflect improved student engagement, supported by expanded access to mental and behavioral health services.
*Metric 2.7 – Expulsion Rates: Expulsion counts decreased from 7 students to 5 students, reflecting a reduction in exclusionary discipline practices. This improvement indicates that expanded mental and behavioral health services are supporting alternative approaches to discipline and strengthening preventative and restorative practices.

*Metric 2.10 – High School Dropout Rates: The dropout rate decreased from 2.6% to 1.5%, indicating improved student retention and engagement. While this is a systemwide outcome, it reflects broader improvements in student support structures, including increased access to mental and behavioral health services. Overall, these data indicate that the expansion of mental and behavioral health services has contributed to improved behavioral outcomes, increased student engagement, and strengthened support systems across the district. While some subgroup variability remains, consistent positive trends across discipline, attendance, and retention measures support the overall effectiveness of this action.
*Action 2.9 – Nursing Support (Effectiveness): This action demonstrated effectiveness, with full implementation improving care and access for students with significant medical needs. While overall attendance rates decreased slightly across the district (approximately 1%), student-reported connectedness increased across all grade spans, including gains at the elementary, middle, and high school levels. These results indicate that nursing services contributed positively to student well-being, access to school, and overall sense of support. Despite minor staffing challenges, the consistency of improved connectedness and relatively stable attendance trends supports the overall effectiveness of this action.
*Action 2.10 – Team Success & CPI / Suspension & Expulsion Diversion (Effectiveness): This action demonstrated effectiveness, with implementation of Team Success and CPI supports contributing to reduced suspension and expulsion rates and improved student behavior outcomes. Suspension rates decreased by 1.4% overall, and expulsion counts decreased from 7 students to 5 students, reflecting reduced reliance on exclusionary discipline practices. Attendance remained relatively stable, with a slight overall decline of approximately 1%, while student engagement indicators showed improvement. YouthTruth data reflects positive school climate trends, with increases in student-reported safety (+6% elementary, +9% middle, +2% high), staff perceptions of student safety (+1% elementary, +2% middle, +23% high), and staff feelings of safety (+14% elementary, +16% middle, +15% high). Additionally, student, staff, and parent connectedness improved across grade spans. These results indicate that diversion practices and targeted supports contributed to safer, more supportive, and collaborative school environments.
*Action 2.11 – TPA Bussing (Effectiveness): This action demonstrated effectiveness based on the following metrics:
*Metric 2.3 – Suspension Rates: Suspension rates decreased from 5.1% to 3.8% overall (–1.4%), with reductions across multiple student groups. These improvements indicate strengthened student engagement and reduced behavioral incidents. Increased access to consistent transportation likely contributed to improved daily participation and reduced disciplinary outcomes.
*Metric 2.5 – Chronic Absenteeism: Chronic absenteeism decreased from 19.9% to 19.1% overall, with improvements across several student groups. While some subgroup variability remains, these data indicate that transportation services at Thomas Page Academy supported more consistent school attendance and reduced barriers to access.
*Metric 2.7 – Expulsion Rates: Expulsion counts decreased from 7 students to 5 students, reflecting improved behavioral outcomes and reduced reliance on exclusionary discipline practices. Increased attendance and engagement supported by transportation services contributed to more consistent student participation and access to supports.
*Metric 2.9 – Middle School Dropout Rates: The middle school dropout rate decreased from 0.62% to 0%, reflecting improved student retention and engagement. This improvement indicates that reducing barriers to attendance, including access to transportation, supported students in remaining connected to school. Overall, these data indicate that the provision of bussing services at Thomas Page Academy has contributed to improved attendance, reduced behavioral incidents, and increased student retention. By removing barriers to access, this action supported more consistent student engagement and participation, reinforcing its overall effectiveness.
*Action 2.12 – Services for Foster and Homeless Students (Effectiveness): This action demonstrated effectiveness based on the following metrics:

*Metric 2.5 – Chronic Absenteeism: Chronic absenteeism showed improvement for foster youth and homeless students, indicating progress in attendance for these high-need student groups. While overall rates remain elevated, these trends reflect the impact of targeted supports, including transportation, placement services, and outreach, in reducing barriers to consistent school attendance.
*Metric 2.7 – Expulsion Rates: Expulsion counts decreased from 7 students to 5 students, indicating improved behavioral outcomes across the district. While this is a systemwide trend, targeted supports for foster and homeless students contributed to increased stability and reduced disciplinary incidents.
*Metric 2.10 – High School Dropout Rates: The high school dropout rate decreased from 2.6% to 1.5%, reflecting improved student retention and engagement. Coordinated services for foster and homeless youth supported increased school stability and contributed to improved long-term outcomes.
*Metric 2.24 – Student Connectedness: Student-reported connectedness increased across grade spans, including +5% at elementary, improvements at middle school, and +5% at high school, indicating stronger student engagement and sense of belonging. These increases suggest that targeted services are helping foster and homeless students feel more connected to their school communities, supporting improved attendance and engagement. Overall, these data indicate that services for foster and homeless students have contributed to improved attendance, increased connectedness, and stronger student stability. Targeted supports have reduced barriers to access and engagement, reinforcing the overall effectiveness of this action.
*Action 2.13 – Co-Teaching (Partial Effectiveness): This action demonstrated partial effectiveness in expanding inclusive practices and supporting collaborative instruction. Increased access to general education settings, with 54.8% of students with disabilities spending more than 80% of their day in general education settings, reflects progress toward inclusive placement. Local assessment data also shows improvement in foundational skills, with ELA increasing to 55.8% of students at or above benchmark and math to 52.1%, indicating positive movement in academic outcomes. Additionally, improvements in student connectedness, safety, and staff empowerment across grade spans reflect more inclusive and supportive learning environments. However, outcomes remain moderate, and variability in implementation across sites continues to limit overall impact. Ongoing challenges with attendance, including 19.1% chronic absenteeism overall and 30.2% for Students with Exceptional Needs, indicate that barriers to consistent engagement persist. These data highlight the need for continued refinement, staffing support, and consistent implementation to fully realize the impact of co-teaching across all sites.
*Action 2.14 – Student Support Advisors (Effectiveness): This action demonstrated effectiveness based on the following metrics:
*Metric 2.3 – Suspension Rates: Suspension rates decreased from 5.1% to 3.8% overall (–1.4%), with reductions across multiple student groups. These improvements indicate stronger behavioral supports and more consistent intervention practices. Student Support Advisors contributed to early intervention and increased student support, reducing disciplinary incidents.
*Metric 2.4 – YouthTruth Data (School Climate & Safety): Staff and parent perceptions of safety improved across grade spans. Staff reporting feeling safe increased from 64% to 86% (elementary), 70% to 81% (middle), and 86% to 96% (high school). Parent perceptions of safe learning environments also increased from 81% to 85% (elementary), 57% to 71% (middle), and 69% to 86% (high school). These results indicate strengthened school climate and improved conditions for student well-being.
*Metric 2.5 – Chronic Absenteeism: Chronic absenteeism decreased from 19.9% to 19.1% overall, with improvements across multiple student groups. While some subgroup variability remains, these trends indicate improved student engagement supported by targeted intervention and monitoring systems.
*Metric 2.7 – Expulsion Rates: Expulsion counts decreased from 7 students to 5 students, reflecting reduced use of exclusionary discipline and increased use of preventative and restorative approaches. Student Support Advisors contributed to more consistent intervention and support systems for students.
*Metric 2.10 – High School Dropout Rates: The dropout rate decreased from 2.6% to 1.5%, indicating improved student retention and engagement. While this is a systemwide outcome, strengthened student support systems, including Student Support Advisors, contributed to

increased persistence and improved outcomes. Overall, these data indicate that Student Support Advisors have contributed to improved behavioral outcomes, increased student engagement, and strengthened school climate across the district. Consistent positive trends across discipline, attendance, and retention measures support the overall effectiveness of this action.
*Action 2.15 – Student Services Specialist II (Effectiveness): This action demonstrated effectiveness based on the following metrics:
*Metric 2.3 – Suspension Rates: Suspension rates decreased from 5.1% to 3.8% overall (–1.4%), with reductions across multiple student groups. These improvements indicate stronger coordination of behavioral supports and more consistent implementation of intervention systems. The Student Services Specialist II supported site-level alignment and response to student needs, contributing to reduced disciplinary incidents.
*Metric 2.4 – YouthTruth Data (School Climate & Safety): Staff and parent perceptions of safety improved across grade spans. Staff reporting feeling safe increased from 64% to 86% (elementary), 70% to 81% (middle), and 86% to 96% (high school). Parent perceptions of safe learning environments increased from 81% to 85% (elementary), 57% to 71% (middle), and 69% to 86% (high school). These results reflect strengthened systemwide coordination of student supports and improved school climate.
*Metric 2.5 – Chronic Absenteeism: Chronic absenteeism decreased from 19.9% to 19.1% overall (–3.5%), with improvements across multiple student groups. While some subgroup variability remains, these results indicate that coordinated attendance supports are contributing to improved student engagement.
*Metric 2.7 – Expulsion Rates: Expulsion counts decreased from 7 students to 5 students, reflecting improved behavioral outcomes and reduced reliance on exclusionary discipline practices. This indicates stronger system coordination and implementation of preventative supports across sites.
*Metric 2.10 – High School Dropout Rates: The dropout rate decreased from 2.6% to 1.5%, indicating improved student retention and engagement. These results reflect the impact of coordinated student support systems and targeted interventions. Overall, these data indicate that the Student Services Specialist II role has contributed to improved behavioral outcomes, increased student engagement, and strengthened systemwide coordination of supports. Consistent positive trends across discipline, attendance, and retention measures support the overall effectiveness of this action.

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

Based on a review of implementation, outcomes, and educational partner input, no changes are planned to Goal 2 for the 2026–2027 school year.

Planned Goal: No changes to the current goal.

Metrics: *An additional student group metric has been added to monitor Long-Term English Learner (LTEL) suspension rates, as this student group currently meets the eligibility criteria for Differentiated Assistance.
*New Metric student group has been added to Metric 2.3:
Long Term English Learners:
24-25 suspension rate: 11.8%
23-24 suspension rate: 11.8%
Baseline Data: 22-23 suspension rate: 8.8%
Difference from Baseline: 3%

Targeted Outcomes: No changes to current targeted outcomes.

Actions: To ensure Goal 2 actions are strategically aligned with the district's ongoing priorities and areas of identified need, the following modifications have been made for the 2026–2027 school year:
*Modified Action 2.10 - Suspension and Expulsion Diversion:
a) The district will collaborate with mental health providers to offer outreach and parent education opportunities for families to support student success in school.
b)The district will contract with a provider, such as but not limited to the Child Parent Institute (CPI), to implement suspension and expulsion diversion supports.
*Elimination of Action 2.15 – Student Services Specialist II: Due to fiscal limitations for the 2026–2027 school year, Action 2.15 will be eliminated. While this role supported systemwide coordination of student services, the district will sustain core functions through existing site-based supports and leadership structures to ensure continuity of services and minimize impact on students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	MTSS	The district will continue developing a comprehensive Multi-Tiered Support System (MTSS) at all sites.	$226,843.00	No
2.2	PBIS	The district will fully implement Positive Behavior Intervention Supports (PBIS) at all sites.	$118,643.00	No
2.3	Restorative Practices Administrator Academy	The district will have all site administration participate in the Restorative PBIS School Leadership Academy.	$28,958.00	No
2.4	SEL Curriculum	All sites will fully implement the district-wide SEL curriculums.	$41,648.00	No
2.5	Professional Development	The district will provide professional development in SEL, PBIS, Restorative Practices, Alternatives to Suspensions, Equity, Race, Cultural Proficiency, and Trauma-Informed Practices.	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Elementary Assistant Principals	The district will continue the employment of an additional elementary assistant principals for sites with high unduplicated pupil counts.	$365,381.00	Yes
2.7	Elementary Counselors	The district will provide two counselors to serve elementary sites with high unduplicated pupil counts. *THIS ACTION CONTINUES TO BE DISCONTINUED FOR THE 2026-2027 LCAP. *THIS ACTION WILL BE DISCONTINUED FOR THE 2025-2026 LCAP.	$0.00	Yes
2.8	Mental & Behavioral Health Services	The district will maintain mental and behavioral health services for unduplicated students and plan for cost effective ways to expand services through community partnerships and use of assessments for referral to mental health service providers.	$942,248.00	Yes
2.9	Nursing Support	The district will provide training and appropriate staff to support students with significant medical needs (ie; insulin injections).	$929,671.00	No
2.10	Team Success & CPI / Suspension & Expulsion Diversion	*2026-2027: a) The district will collaborate with mental health providers to offer outreach and parent education opportunities for families to support student success in school. b)The district will contract with a provider, such as but not limited to the Child Parent Institute (CPI), to implement suspension and expulsion diversion supports. *2025-2026: a) The district will collaborate with mental health providers to provide outreach and parent education training to families of foster children for facilitating school success.	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		b)The district will contract with Team Success to provide substance abuse training and services at the secondary level. c) CPI will provide suspension and expulsion diversion.		
2.11	TPA Bussing	The district will continue to provide transportation for pupils at Thomas Page Academy to ensure student attendance to develop positive relationships with their families.	$793,451.00	Yes
2.12	Homeless/Foster Support	The district will provide transportation, placement, and other support services to engage our families experiencing homelessness or who are in foster care system.	$50,000.00	Yes
2.13	Co-Teaching	The district will continue to support through professional development and funding the implementation of the co-teaching model and collaborative initiatives within a push in service delivery model.	$10,000.00	No
2.14	Student Support Advisors	CRPUSD will fund full-time classified Student Support Advisor positions at all TK–8 school sites to implement Behavior Intervention Plans (BIPs) and facilitate social-emotional support groups that promote positive behavior and student well-being.	$558,787.00	Yes
2.15	Student Services Specialist II	CRPUSD will fund a Student Services Specialist II position to support PBIS and restorative practices, provide consistent behavioral support, and build positive relationships with families through regular, strengths-based communication that fosters a positive school climate and student success. THIS ACTION WILL BE DISCONTINUED FOR THE 2026-2027 LCAP.	$198,514.44	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal of engaging parents, families, and community partners in CRPUSD through education, communication, and collaboration is grounded in promoting student success through robust family involvement and support networks. With only six family participants in ELAC/DELAC meetings and limited engagement through the Family Resource Center and Parent Square Communication, there's a clear need to enhance avenues for parental and community involvement. By fostering stronger connections and communication channels between schools, families, and community partners, CRPUSD aims to harness collective efforts in supporting student learning and well-being. Increasing contactability and ensuring effective communication strategies further reinforce the importance of this goal in fostering meaningful partnerships that actively contribute to student success. Through education, communication, and collaboration initiatives, CRPUSD seeks to empower parents, families, and community partners as integral stakeholders in the educational journey, thereby enriching the overall learning experience and outcomes for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Square usage	Data as of May 16, 2024 96% Families are contactable 34.6% of parents have had an interaction with ParentSquare posts.	Data as of January 7th, 2025 97% Families are contactable 42.3% of parents have had an interaction with ParentSquare posts.	Data as of December 5th, 2025 99.3% Families are contactable 45.5% of parents have had an interaction with	98% Families are contactable 50% of parents have had an interaction with ParentSquare posts.	Increase of 3.3% Families who are contactable Increase of 10.9% of parents who have had an interaction with ParentSquare posts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				ParentSquare posts.		
3.2	Percentage of Schools that have ELAC meetings that meet the frequency and composition requirement	90% of schools had a functioning ELAC.	100% of schools had a functioning ELAC.	100% of schools have a functioning ELAC, meeting all state requirements.	100% of schools have a functioning ELAC, meeting all state requirements.	Increased to 100% of schools
3.3	DELAC meetings that meet the frequency and composition that meet requirements	80% of schools required to have an ELAC committee had an elected DELAC representative who attended DELAC meetings.	20% of schools required to have an ELAC committee had an elected DELAC representative who attended DELAC meetings.	67% of schools required to have an ELAC committee had an elected DELAC representative who attended DELAC meetings.	100% of schools required to have an ELAC committee will have an elected DELAC representative attend DELAC meetings.	Decreased 13%
3.4	Student Suspension Rates	2022 - 2023 Suspension Rates All Students - 5.2% AA - 13.8% HIS - 5.1% WH - 5.2% MR - 6.1% Students with Exceptional Needs (SWEN) - 9.5%	2023 - 2024 Suspension Rates All Students - 5.1% AA - 8.3% HIS - 5% WH - 4.9% MR - 5.4% SWEN - 9.3%	2024 - 2025 Suspension Rates All Students - 3.8% AA - 5.7% HIS - 4.2% WH - 3.3% MR - 3.8% SWEN - 7.2%	All Students - 5% AA - 5% HIS - 5% WH - 5% MR - 5% SWEN - 5%	All Students - Decreased 1.4% AA - Decreased 8.1% HIS -Decreased 0.9% WH - Decreased 1.9% MR - Decreased 2.3% SWEN - Decreased 2.3%
3.5	Student Expulsion Rates	2022-2023 Expulsion Rate: 0.15%	2023-2024 Expulsion Count: 7 Students = .10% of students	2024-2025 Expulsion Count: 5 Students = .10% of students	Expulsion Rate: 0.09%	Expulsion Count: Decreased by 5 students = decreased by .05%
3.6	DELAC Participation	90% schools have an elected parent rep in DELAC.	20% schools have an elected parent rep in DELAC.	67% schools have an elected parent rep in DELAC.	100% schools have an elected	Decreased 23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					parent rep in DELAC.	
3.7	ELAC Compliance	90% schools have a functioning ELAC	100% schools have a functioning ELAC	100% schools have a functioning ELAC	100% schools have a functioning ELAC	Increased to 100% of schools
3.8	Youth Truth Data: Parent Decision-Making	Youth Truth 23-24 SY Families feel empowered to play a meaningful role in decision making at the school. 60% Elementary 43% Middle School 45% High School	Youth Truth 24-25 SY Families feel empowered to play a meaningful role in decision making at the school. 59% Elementary 41% Middle School 37% High School	Youth Truth 25-26 SY Families feel empowered to play a meaningful role in decision making at the school. 64% Elementary 51% Middle School 49% High School	Parent feel empowered to play a meaningful role in decision making at the school. 75% Elementary 75% Middle School 75% High School	Parent feel empowered to play a meaningful role in decision making at the school. Increased by 4% Elementary Increased by 8% Middle School Increased by 4% High School
3.9	Youth Truth Data: Parent Engagement and Voice	Youth Truth 23-24 SY Parent/family members are included in planning school activities 76% Elementary 59% Middle School 54% High School	Youth Truth 24-25 SY Parent/family members are included in planning school activities 78% Elementary 60% Middle School 50% High School	Youth Truth 25-26 SY Parent/family members are included in planning school activities 71% Elementary 55% Middle School 49% High School	Parent/family members are included in planning school activities 75% Elementary 75% Middle School 75% High School	Parent/family members are included in planning school activities Decreased 5% Elementary Decreased 4% Middle School Decreased 5% High School
3.10	How the LEA will promote parental participation in programs for individuals with exceptional needs:	Parent Survey Data 24-25 SY Parent Involvement Facilitation Data Point	N/A	Parent Survey Data 25-26 SY: As of December 5, 2025	Parent Involvement Facilitation Data Point	Decrease 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Individualized Educational Plan (IEP) Data: Students with Exceptional Needs (SWEN)	96% Agree they were included as part of the IEP process.		Parent Involvement Facilitation Data Point 87% Agree they were included as part of the IEP process.	95% Agree they were included as part of the IEP process.	
3.11	How the LEA will promote parental participation in programs for unduplicated pupils : Parent Expanded Learning Opportunity Program (ELOP) Survey	Parent ELOP Survey 25-26 SY % of parents surveyed agree that they were included through the ELOP survey feedback process.	N/A	Parent ELOP Survey 25-26 SY: As of December 5, 2025 95% of parents surveyed agree that they were included through the ELOP survey feedback process.	Parent ELOP Survey 90% of parents surveyed agree that they were included through the ELOP survey feedback process.	N/A

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.

CRPUSD made steady progress in implementing Goal 3 actions focused on family engagement and educational partner involvement, while continuing to adapt to emerging needs and areas for growth across grade spans.

Successful Implementation:
*Action 3.1 – Parent Communication (Ongoing Implementation): Parent communication systems have been implemented on an ongoing basis, resulting in increased family contactability (96% to 99.3%) and improved engagement through ParentSquare (34.6% to 45.5%). These sustained efforts strengthened communication systems and expanded access for families across the district; however, variations in family inclusion data across grade spans indicate that increased communication has not consistently translated into deeper engagement.
*Action 3.2 – Educational Partner Education (Ongoing Implementation): Educational partner education has been implemented on an ongoing basis across all sites, supporting informed family involvement and strengthening home–school connections. High levels of participation in processes such as ELOP feedback (95%) and IEP engagement (87%) reflect strong access and inclusion. Additionally, improvements in

family decision-making across grade spans indicate increased family voice, though continued variability in participation highlights the need to further strengthen consistent engagement practices.
*Action 3.3 – Family Events (Ongoing Implementation): Family events were implemented on an ongoing basis, contributing to continued opportunities for participation in school communities. While engagement structures remain in place, YouthTruth data indicates that family inclusion in planning school activities declined across all grade spans (elementary, middle, and high school), suggesting that current approaches have not consistently resulted in increased participation. These data highlight the need for more targeted and differentiated strategies, particularly at the secondary level, to strengthen meaningful family involvement.
*Action 3.4 – Community Liaisons (Fully Implemented): Community Liaison positions were fully implemented across the district, strengthening outreach, communication, and family engagement systems. These roles supported the implementation of ELAC structures at all sites (100% compliance) and contributed to increased family empowerment in decision-making across all grade spans. However, declines in family inclusion and continued variability in DELAC participation indicate that while systems are in place and supporting access, additional efforts are needed to increase meaningful participation and strengthen district-level family voice.
*Action 3.5 – Translation Services (Fully Implemented): Translation services were fully implemented across district and site events, increasing access for multilingual families and supporting participation in key processes such as IEP meetings and district feedback opportunities. High levels of participation in IEP (87%) and ELOP (95%) processes reflect strong access and compliance. While family empowerment in decision-making has increased across grade spans, declines in family inclusion data suggest that language access alone has not fully translated into consistent engagement, particularly at the secondary level.
*Action 3.6 – Community Resources (Ongoing Implementation): This action has maintained ongoing implementation focused on connecting families to community resources and strengthening access to supports that promote student and family well-being. ELAC implementation remained strong (100% of schools), ensuring consistent access to site-based engagement structures. While DELAC participation remains below baseline levels, these data indicate a continued need to strengthen district-level family voice and participation. These results reflect stable implementation with opportunities to increase engagement outcomes.

Implementation Challenges:
*Action 3.7 – Community Engagement (Ongoing Implementation): This action showed ongoing implementation with variability across grade spans. While family empowerment in decision-making increased across all levels, family inclusion in planning school activities declined across all grade spans, indicating that increased voice has not yet translated into broader participation. Lower engagement at the secondary level continues to highlight the need for more targeted outreach and differentiated engagement strategies to strengthen meaningful family involvement.

Modified Implementation: No actions were modified during the 2025–2026 school year.

Non-Implemented Activities: No actions were non-implemented during the 2025–2026 school 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 overall estimated expenditures for Goal 3 were less than the prior year’s planned expenditures by $73,256.83. CRPUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year, including adjustments to service delivery, program need, and resource allocation. Expenditure increases in select actions reflect higher-than-anticipated program costs, while decreases were driven by changes in how resources and services were provided to families and reduced need for certain planned services. Overall, these differences Expenditure Differences – Goal 3:

*Action 3.1: Increased by $6,364.17 due to higher-than-anticipated program costs due to tariffs.
*Action 3.3: Decreased by $43,710 .00 due to changes in the provision of resources and services to families. We provided less food, found childcare through volunteers and reduced staffing costs for DELAC events.
*Action 3.5: Decreased by $7,641.00 due to lower-than-anticipated utilization of translation and interpretation services.
*Action 3.7: Decreased by $5,000 due to a lack of need for the planned services and resources.
*Actions with no material differences: 3.2, 3.4, 3.5, 3.6

Percentage of Improved Services Differences - Goal 3: There were no identified Planned Percentages of Improved Services; therefore, no material differences exist between the Planned and Estimated Actual Percentages of Improved Services which reflects responsive decision-making and the district's continued focus on aligning resources efficiently to meet student and family needs while implementing planned actions effectively.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

*Action 3.1 – Parent Communication (Effectiveness): Parent communication demonstrated effectiveness, with increased access and engagement across communication platforms. The percentage of contactable families increased from 96% to 99.3%, representing a 3.3% increase and indicating strengthened communication systems and improved accuracy of family contact information. Parent interaction with ParentSquare posts also increased from 34.6% to 45.5%, reflecting a 10.9% increase in family engagement with district communications. Additionally, YouthTruth data indicates that 71% of elementary, 55% of middle, and 49% of high school families report feeling included in planning school activities, while 87% of parents report inclusion in the IEP process. Although engagement varies across grade spans, these data demonstrate strengthened communication systems and improved family access and inclusion districtwide.
*Action 3.2 – Educational Partner Education (Effectiveness): This action demonstrated effectiveness through the consistent implementation of educational partner learning opportunities across district sites to support informed family involvement and strengthen home-school partnerships. The percentage of contactable families increased from 96% to 99.3%, while ParentSquare engagement increased from 34.6% to 45.5%, reflecting expanded communication access and participation opportunities. In addition, 95% of parents surveyed reported participation in the ELOP feedback process, and 87% reported inclusion in the IEP process, demonstrating strong engagement in key educational and support systems. YouthTruth data further indicates growth in family empowerment and decision-making, with increases of 5% at the elementary level, 10% at middle school, and more than 10% at high school. While engagement levels continue to vary across grade spans, these data reflect overall growth in meaningful family involvement and educational partner participation districtwide.
*Action 3.3 – Family Events (Partial Effectiveness): Family Events demonstrated partial effectiveness, supporting continued opportunities for family engagement while also identifying areas requiring additional focus. YouthTruth data shows that family inclusion in planning school activities declined across all grade spans, with elementary decreasing from 78% to 71%, middle school from 60% to 55%, and high school from 50% to 49%, indicating a need to strengthen strategies that support family participation in shared decision-making and school engagement activities. Despite these decreases, family engagement remains strongest at the elementary level. At the same time, districtwide

communication systems improved significantly, with family contactability increasing from 96% to 99.3% and ParentSquare engagement increasing from 34.6% to 45.5%. These data indicate that while outreach systems have strengthened, increased communication has not consistently resulted in increased participation in planning and engagement activities. Overall, the data demonstrate the need for more targeted and differentiated family engagement strategies, particularly at the secondary level, to increase meaningful participation in school events and decision-making processes.
*Action 3.4 – Community Liaisons (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 3.2 – Family Engagement/Participation: ELAC participation remained strong, with 100% of schools maintaining functioning ELACs, indicating continued access to site-level family engagement structures and supports for multilingual learner families. However, broader family engagement trends declined across grade spans, suggesting that while systems remain in place, participation levels have decreased over time.
*Metric 3.6 – DELAC Participation: DELAC participation declined, with 67% of schools maintaining an elected parent representative participating in DELAC, representing a 13% decrease from the prior year. These results indicate a need for strengthened outreach, recruitment, and support to increase district-level family voice and representation.
*Metric 3.8 – YouthTruth Family Empowerment: YouthTruth data indicates moderate levels of family empowerment in decision-making, with 64% of elementary families, 51% of middle school families, and 49% of high school families reporting positive perceptions. Increases across all grade spans, including 5% at elementary, 10% at middle school, and more than 10% at high school, suggest that Community Liaisons are positively supporting family voice, leadership development, and educational partner engagement.
*Metric 3.9 – YouthTruth Family Inclusion: Family inclusion in planning school activities declined across all grade spans, with decreases of more than 5% at elementary, 5% at middle school, and more than 5% at high school. These data indicate that while communication and outreach systems are in place, they are not yet consistently translating into increased participation and inclusion in planning and decision-making processes.   Overall, these data reflect that Community Liaisons are effective in maintaining engagement structures and improving family empowerment, while additional targeted strategies are needed to increase meaningful family participation and inclusion, particularly at the secondary level.
*Action 3.5 – Translation Services (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 3.8 – YouthTruth Family Empowerment: YouthTruth data indicates moderate levels of family empowerment in decision-making, with 64% of elementary families, 51% of middle school families, and 49% of high school families reporting positive perceptions, along with increases across all grade spans. These findings suggest that translation services are supporting improved access to information and participation opportunities for families.
*Metric 3.9 – YouthTruth Family Inclusion: Family inclusion in planning school activities declined across all grade spans, with decreases of more than 5% at elementary, 5% at middle school, and more than 5% at high school, indicating that language access alone may not fully address barriers to meaningful participation and engagement in planning processes.
*Metric 3.10 – Parent Survey (IEP Participation): Eighty-seven percent of parents reported feeling included in the IEP process, demonstrating strong effectiveness in supporting access to critical and legally required educational processes through translated communication and family supports.
*Metric 3.11 – ELOP Parent Survey: Ninety-five percent of parents reported inclusion in the ELOP feedback process, reflecting strong access to communication and participation opportunities within targeted district programs.
Overall, these data reflect that translation services are effectively supporting communication access and compliance in key areas while highlighting the need for continued efforts to increase meaningful family engagement and participation across broader school and district contexts, particularly at the secondary level.

*Action 3.6 – Community Resources (Partial Effectiveness): This action demonstrated partial effectiveness, with schools continuing to connect families to supports and resources that promote student well-being while participation outcomes remained variable across engagement structures. ELAC implementation remained strong, with 100% of schools maintaining compliant ELACs, ensuring consistent access to site-based family engagement opportunities and support systems for multilingual learner families. DELAC participation showed improvement compared to the prior year; however, participation levels remain below baseline expectations, indicating a continued need to strengthen district-level family voice, outreach, and representation. Additionally, YouthTruth Family Empowerment data indicates moderate levels of family empowerment across grade spans, while Family Inclusion data reflects continued declines in participation in planning school activities, particularly at the secondary level. These data suggest that while outreach systems and community support structures remain in place and continue to support access to community resources, additional targeted strategies are needed to increase meaningful participation and fully restore engagement levels across the district.
*Action 3.7 – Community Engagement (Partial Effectiveness): This action demonstrated partial effectiveness, with evidence of increased family empowerment alongside continued declines in family inclusion across grade spans. YouthTruth data indicates that 64% of elementary families, 51% of middle school families, and 49% of high school families report feeling empowered to play a meaningful role in decision-making, with improvements of 5% at the elementary level, 10% at middle school, and more than 10% at high school, reflecting strengthened family voice and leadership opportunities. However, family inclusion in planning school activities declined across all grade spans, with decreases of more than 5% at elementary, 5% at middle school, and more than 5% at high school, indicating that increased empowerment has not yet translated into broader participation in planning and engagement processes. Lower participation at the secondary level continues to highlight the need for more targeted outreach and differentiated engagement strategies. Feedback sessions, educational partner meetings, and family surveys informed the implementation of educational parent nights and community engagement opportunities, demonstrating responsiveness to educational partner input while reinforcing the continued need to deepen inclusive participation and engagement across all school communities.

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.

Planned Goal: No changes to the current goal.

Metrics: No changes to current metrics focusing on educational partner engagement.

Targeted Outcomes: No changes to current targeted outcomes.

Actions: To ensure Goal 3 actions are strategically aligned with the district’s ongoing priorities and areas of identified need, the following modifications have been made for the 2026–2027 school year:
*Actions 3.3 (Family Events) and 3.7 (Community Engagement) will be consolidated into new Action 3.8 (see below) to streamline efforts, reduce redundancy, and strengthen alignment within Goal 3. This combined action will provide a more cohesive and efficient approach to engaging educational partners and responding to their needs.
*New Action 3.8 – Family and Community Engagement: The district will offer family events that promote diversity, inclusivity, and culture, and engage families in DELAC, LCAP, and other district and site-level committees to ensure meaningful educational partner participation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication	The district office and all sites will effectively and consistently use parent communication systems.	$30,000.00	No
3.2	Educational Partner Education	Educational partners education opportunities will be offered throughout the school year.	$50,000.00	No
3.3	Family Events	Family celebrations and events will be offered throughout the school year to recognize diversity, inclusivity and cultural awareness. This Action is combined with Action 3.7 in Action 3.8 beginning the 2026-2027 school year.	$0.00	No
3.4	Community Liaisons	Community Liaisons are assigned to every site.	$287,342.00	Yes
3.5	Translation Services	Translation services for all languages will be available to educational partners.	$304,514.00	Yes
3.6	Community Resources	The district will provide families with connections to community resources.	$5,000.00	No
3.7	Community Engagement	The district will engage families to participate in DELAC, LCAP and other district and site level committees. This Action is combined with Action 3.3 in Action 3.8 beginning the 2026-2027 school year.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Family and Community Engagement	The district will offer family events that promote diversity, inclusivity, and culture, and engage families in DELAC, LCAP, and other district and site-level committees to ensure meaningful educational partner participation.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CRPUSD will improve academic outcomes for Multilingual Language Learners.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 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.

The goal of improving academic outcomes for Multilingual Language Learners (MLL) in CRPUSD is imperative given the stark disparities revealed by district-wide CAASPP and ELPAC data. With only 7.69% of Multilingual Language Learners meeting or exceeding grade level standards in Mathematics, 11.64% in ELA, and a mere 1.24% in Science, it's evident that targeted interventions are necessary to address these challenges. Additionally, the ELPAC data showing that only 17.11% of Multilingual Language Learners are proficient underscores the need for focused efforts to support language acquisition and proficiency. Moreover, the reclassification rate of 8.5% indicates a gap in adequately transitioning Multilingual Language Learners to fully integrated English proficiency, further emphasizing the urgency of this goal. The STAR data revealing that only 10.50% of Multilingual Language Learners are performing at or above grade level reinforces the need for comprehensive strategies to enhance academic achievement. By setting this goal, CRPUSD is committing to implementing tailored approaches, resources, and support systems to ensure that Multilingual Language Learners receive equitable opportunities for academic success, ultimately fostering a more inclusive and supportive learning environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC Math Data for EL Demographic Group	EL - 7.69% Met or Exceeded LTEL - 0.84% Met or Exceeded	23-24 SY Data EL - 5.79% Met or Exceeded LTEL - 2.61% Met or Exceeded	2024 - 2025 School Year Math: MLL - 4.58% Met or Exceeded	EL - 18% Met or Exceeded LTEL - 11% Met or Exceeded	EL - Decreased by 3.11% LTEL - Increased by 0.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LTEL - 0.85% Met or Exceeded		
4.2	SBAC ELA Data for EL Demographic Group	EL - 11.64% Met or Exceeded LTEL - 7.56% Met or Exceeded	23-24 SY Data EL - 10% Met or Exceeded LTEL - 10.34% Met or Exceeded	24-25 School Year ELA: MLL - 6.94% Met or Exceeded LTEL - 6.84% Met or Exceeded	EL - 22% Met or Exceeded LTEL - 18% Met or Exceeded	EL - Decreased by 4.7% LTEL - Decreased by 0.72%
4.3	SBAC Science Data for EL Demographic Group	EL - 1.24% Met or Exceeded LTEL - 3.45% Met or Exceeded	23-24 SY Data EL - 2.36% Met or Exceeded LTEL - 1.72% Met or Exceeded	2024 - 2025 School Year Science: MLL - 0% Met or Exceeded LTEL - 0% Met or Exceeded	EL - 11% Met or Exceeded LTEL - 13% Met or Exceeded	EL - Decreased by 1.24% LTEL - Decreased by 3.45%
4.4	Districtwide Reclassification Rate	2022-2023 SY 8.5% of MLL students were Reclassified	2023-2024 SY 10.22% of MLL students were Reclassified.	2024-2025 SY 15.59% of Multilingual students were Reclassified.	30% of MLL students will be Reclassified	Increased 7.09% of Multilingual students will be Reclassified.
4.5	Seal of Biliteracy	2022-2023 7 students district wide	2023-2024 SY 11 students district wide	2024-2025 SY 43 students district wide	30 students district wide	Increased by 36 students
4.6	STAR Math Data for EL Demographic Group	Winter Data for the 23-24 School Year EL - 23.8% At/Above Benchmark LTEL - 15.1% At/Above Benchmark	Winter Data for the 24-25 School Year Math: EL - 24.2% At/Above Benchmark LTEL - 16.6% At/Above Benchmark	Spring Data for the 25-26 School Year Math: MLL - 21.1% At/Above Benchmark LTEL - 15.3% At/Above Benchmark	EL - 34% At/Above Benchmark LTEL - 25% At/Above Benchmark	EL - Decreased by 2.7% LTEL - Increased by 0.2%
4.7	STAR ELA Data for EL Demographic Group	Winter Data for the 23-24 School Year	Winter Data for the 24-25 School Year ELA:	Fall Data for the 25-26 School Year ELA:		EL - Increased 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 15.2% At/Above Benchmark LTEL - 2.39% At/Above Benchmark	English Learners (EL) - 17.3% At/Above Benchmark Long-Term English Learning (LTEL) - 15.5% At/Above Benchmark	Multilingual Language Learners (MLL) - 17.8% At/Above Benchmark Long-Term English Learning (LTEL) - 10.1% At/Above Benchmark	EL - 25% At/Above Benchmark LTEL - 13% At/Above Benchmark	LTEL - Increased 7.71%
4.8	ELPAC Proficiency	17.11% of students scored proficient on the summative ELPAC 25.13% of LTEL students scored proficient on the Summative ELPAC	23-24 SY Data 18.47% of students scored proficient on the summative ELPAC 25.81% of LTEL students scored proficient on the Summative ELPAC	2024-2025 School Year 15.53% of students scored proficient on the summative ELPAC 17.33% of LTEL students scored proficient on the Summative ELPAC	30% of students will score proficient on the summative ELPAC 40% of LTEL students will score proficient on the Summative ELPAC	Decreased 1.58% of students who scored proficient on the summative ELPAC. Decreased 7.8% of LTEL students who scored proficient on the Summative ELPAC
4.9	A-G Completion Rate for EL Demographic Group	EL - 25%	23-24 SY Data EL - 22.7%	2024-2025 SY Data MLL - 17.4%	38%	Decreased by 7.6%
4.10	CTE Pathway Completion for EL Demographic Group	EL - 14.1%	23-24 SY Data EL - 9.3%	2024-2025 SY Data MLL - 14.1%	26%	No change from baseline
4.11	Percent of Students who completed A-G and have completed a CTE Pathway for EL Demographic Group	EL - 3.1%	23-24 SY Data EL - 0%	2024-2025 SY Data MLL - 5.4%	8%	Increased 2.3%
4.12	AP Pass Rate with a score of 3 or Higher for EL Demographic Group	75%	23-24 SY 100% of EL students who took an AP test passed	24-25 SY 100% of EL students who took an AP test passed	85%	Increased by 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with a score of 3 or higher	with a score of 3 or higher		
4.13	School Attendance Rate for EL Demographic Group	All Students - 92.46% EVS - 92.795 MVS - 93.23% MHS - 94.99% UELF - 93.45% JRS - 93.39% RCE - 94.05% TPA - 93.15% TMS - 94.35% LJMS - 94.31% RCHS - 89.23% THS - 97.45% ECHS - 68.7%	*As of December 9th 2024 All Students - 94.08% EVS - 95.34% MVS - 94.93% MHS - 96.5% UELF - 95.56% JRS - 94.06% RCE - 96.93% TPA - 95.42% TMS - 95.82% LJMS - 96.04% RCHS - 92.88% THS - 97.05% ECHS - 68.3%	*As of March 30th 2026 All Students - 91.24% EVS - 94.62% MVS - 92.49% MHS - 92.92% UELF - 92.89% JRS - 93.12% RCE - 94.35% TPA - 94.08% TMS - 93.26% LJMS - 93.49% RCHS - 89.18% THS - N/A (No EL Students) ECHS - 78.47%	95%	All Students - Decreased 1.22% EVS - Increased by 1.83% MVS - Decreased by 0.74% MHS - Decreased by 2.07% UELF - Decreased by 0.56% JRS - Decreased by 0.27% RCE - Increased by 0.3% TPA - Increased by 0.93% TMS - Decreased by 1.09% LJMS - Decreased by 0.82% RCHS - Decreased by 0.05% THS - N/A ECHS - Increased by 9.77%
4.14	Chronic Absenteeism for EL Demographic Group	22-23 SY Data: EL - 26.15% LTEL - 26.1%	23-24 SY Data EL - 20.0% LTEL - 19.1%	24-25 SY Data EL - 22.1% LTEL - 26.8%	EL - 10% LTEL - 10%	EL - Decreased 4.05% LTEL - Increased 0.7%
4.15	Middle School Dropout Rate for EL Demographic Group	0%	23-24 SY Data .83%	2024-2025 School Year Middle School = 0%	0%	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.16	High School Dropout Rate for EL Demographic Group	2.7%	23-24 SY Data 5.68%	2024-2025 School Year High School = 4.03%	1.5%	Increased by 1.33%
4.17	Suspension Rate for EL Demographic Group	5.3%	23-24 SY Data 5.5%	2024 - 2025 Suspension Rates 5.6%	5%	Increased by 0.3%
4.18	Expulsion Rate for EL Demographic Group	.1%	23-24 SY Data .2%	2024-2025 0%	.05%	Decreased by 0.1%
4.19	High School Graduation Rate for EL Demographic Group	2022-2023 82.85%	23-24 SY Data EL - 85.3%	2024 - 2025 SY Data MLL - 83.7%	95%	Increased by 0.85%
4.20	College Readiness determined by EAP (ELA) for EL Demographic Group	EL - 15.25% LTEL - 20%	23-24 SY Data EL - 13.20% LTEL - 11.54%	24-25 SY (11th Grade) ELA: MLL - 13.72% LTEL - 16.67%	EL - 25% LTEL - 30%	EL - Decreased by 1.53% LTEL - Decreased by 3.33%
4.21	College Readiness determined by EAP (Math) for EL Demographic Group	EL - 1.69% LTEL - 2.86%	23-24 SY Data EL - 3.70% LTEL - 3.70%	2024-2025 School Year Math: MLL - 2.00% LTEL - 3.45%	EL - 12% LTEL - 13%	EL - Increased by 0.31% LTEL - Increased by 0.59%
4.22	FIT Survey	Schools in exemplary condition 1 Schools in good condition 7 Schools in fair condition 4	24-25 SY Data Schools in exemplary condition 3 Schools in good condition 5 Schools in fair condition 4	2025-2026 School Year Schools in exemplary - 2 Schools in good - 7 Schools in fair - 2	All schools will be in "Good" condition or above.	Increased by 1 schools in exemplary condition Maintained 7 schools in good condition Decreased 2 schools in fair condition
4.23	CCSS ELA Standard Implementation	Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used.	23-24 SY Data Dashboard Reflection Tool Rating Scale of 1	2024-2025 School Year (CRPUSD used the Narrative	5 out of 5 - Full Implementation and Sustainability	Maintained 4 out 5 - Full implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL access to ELA CA standards including ELD standards.	4 out of 5 - Full Implementation	(lowest) - 5 (highest) was used. 4 out of 5 - Full Implementation	option instead of a direct rating) Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 4 out of 5 - Full Implementation		
4.24	CCSS Math Standard Implementation EL access to Math CA standards	Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 4 out of 5 - Full Implementation	23-24 SY Data Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 3 out of 5 - Initial Implementation	2024-2025 School Year (CRPUSD used the Narrative option instead of a direct rating) Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 4 out of 5 - Full Implementation	5 out of 5 - Full Implementation and Sustainability	Maintained to 4 out of 5 Full Implementation
4.25	NGSS Standard Implementation	Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 2 out of 5 - Beginning	23-24 SY Data Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 3 out of 5 - Initial Implementation	2024-2025 School Year (CRPUSD used the Narrative option instead of a direct rating) Dashboard Reflection Tool Rating Scale of 1 (lowest) - 5 (highest) was used. 3 out of 5 - Initial Implementation	4 out of 5 - Full Implementation	Increased to 3 out of 5 Initial Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.26	Youth Truth Data: Family Communication	24-25 SY MLL Parents feel that they receive regular feedback about their child's progress: 90% of elementary 68% of middle 68% of high school	24-25 SY MLL Parents feel that they receive regular feedback about their child's progress: 90% of elementary 68% of middle 68% of high school	25-26 SY MLL Parents feel that they receive regular feedback about their child's progress: 81% of elementary 70% of middle 81% of high school	MLL Parents feel that they receive regular feedback about their child's progress: 95% of elementary 95% of middle 95% of high school	MLL Parents feel that they receive regular feedback about their child's progress: Elementary decreased 9% Middle increased 2% High increased 13%
4.27	Youth Truth Data: Family Communication	24-25 SY MLL parents receive information about what their child should learn and be able to do: 94% of elementary 52% of middle 77% of high school	24-25 SY MLL parents receive information about what their child should learn and be able to do: 94% of elementary 52% of middle 77% of high school	25-26 SY MLL parents receive information about what their child should learn and be able to do: 85% of elementary 60% of middle 50% of high school	MLL parents receive information about what their child should learn and be able to do: 95% of elementary 95% of middle 95% of high school	MLL parents receive information about what their child should learn and be able to do: Elementary decreased 9% Middle Increased 8% High decreased 27%

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.

CRPUSD continued implementation of Goal 4 actions focused on supporting multilingual learners through instructional supports, language acquisition services, intervention programming, and expanded opportunities for biliteracy. While several actions were fully implemented and systems strengthened throughout the year, student outcome data indicate that significant challenges remain in accelerating academic achievement, English language proficiency, and long-term college and career readiness outcomes for multilingual learners.

Successful Implementation:

*Action 4.4 – ELPAC Testing Support (Ongoing Implementation): This action has been implemented on an ongoing basis, strengthening systems for ELPAC administration, monitoring, and reclassification processes across the district. Reclassification rates increased from 8.5% to 15.59%, reflecting progress in supporting students toward English proficiency and meeting reclassification criteria. However, declining overall ELPAC proficiency rates (15.53%) indicate a continued need to strengthen instructional practices and language development supports to improve long-term language acquisition outcomes.
*Action 4.7 – Seal of Biliteracy (Fully Implemented): This action has been fully implemented, expanding access to and recognition of multilingualism and biliteracy across the district. The number of students earning the Seal of Biliteracy increased significantly, demonstrating expanded student participation and successful completion of biliteracy requirements. Additionally, graduation rates for multilingual learners remained relatively strong, reflecting positive long-term completion outcomes and increased recognition of multilingual achievement.

Implementation Challenges:
*Action 4.1 – ELD Professional Development (Ongoing Implementation): This action has been implemented on an ongoing basis, across district sites, to strengthen instructional practices and improve integrated and designated ELD instruction. However, persistently low SBAC outcomes for multilingual learners (4.58% in Math and 6.94% in ELA) and declining ELPAC proficiency rates (15.53% overall proficiency) indicate that professional development efforts have not yet resulted in consistent improvements in academic achievement or English language acquisition outcomes.
*Action 4.2 – ELD Instructional Supports (Ongoing Implementation): Instructional supports have been implemented on an ongoing basis to improve access to grade-level content and strengthen language development; however, multilingual learner performance on state assessments remains low, and A–G completion rates declined from 22.7% to 17.4%, indicating limited impact on long-term academic achievement and college readiness outcomes.
*Action 4.3 – Multilingual Learner Roadmap (Ongoing Implementation): The Multilingual Learner Roadmap has been implemented on an ongoing basis as a systemwide framework to guide equitable supports and instructional practices for multilingual learners. However, inconsistent outcomes across academic performance, English language proficiency, and attendance data indicate that implementation has not yet resulted in consistent improvements in student outcomes districtwide.
*Action 4.5 – Multilingual Learner Support Staffing (Fully Implemented): Staffing supports for multilingual learner services have been fully implemented to increase district and site-level capacity to support language acquisition and academic intervention services. While reclassification rates improved from 10.22% to 15.59%, academic performance outcomes for multilingual learners remain low, indicating a continued need for more targeted and strategically aligned implementation of staffing supports to improve student achievement outcomes.
*Action 4.6 – Language Intervention Sections (Fully Implemented): Targeted language intervention sections have been fully implemented to support English language development and intervention needs for multilingual learners. However, continued low academic performance and declining ELPAC proficiency rates (15.53% overall proficiency) indicate inconsistent effectiveness in accelerating language acquisition and improving overall student performance.
*Action 4.8 – Middle School Investigative Learning (Fully Implemented): This action has been fully implemented and expanded inquiry-based and investigative learning opportunities at the middle school level to support engagement and language development for multilingual learners. However, low SBAC performance and limited gains in English language proficiency indicate that implementation has not yet resulted in measurable improvements in academic achievement or language outcomes.
*Action 4.9 – Middle School Multilingual Curriculum (Fully Implemented): The middle school multilingual curriculum has been fully implemented to strengthen instructional access and support multilingual learners across content areas. However, continued low academic performance and declining language proficiency outcomes indicate inconsistent impact on student achievement and language development.

*Action 4.10 – Unduplicated Student ELA Support (Fully Implemented): Targeted ELA supports for unduplicated students have been fully implemented to strengthen literacy instruction and intervention. However, persistent literacy gaps and declining college readiness indicators, including a decline in A–G completion rates to 17.4%, indicate limited effectiveness in improving long-term academic outcomes for multilingual learners and unduplicated student groups.
*Action 4.11 – Long-Term English Learner (LTEL) Reclassification Supports (Ongoing Implementation): This action has been implemented on an ongoing basis and has strengthened systems and supports focused on LTEL reclassification and monitoring. However, continued low academic performance and limited progress in literacy outcomes indicate that targeted supports have not yet accelerated academic achievement or reclassification outcomes for long-term English learners at the level intended.

Modified Implementation: No additional actions were identified as modified implementation.

Non-Implemented Actions: No additional actions were identified as non-implemented.

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 overall estimated expenditures for Goal 4 were less than the prior year's planned expenditures by $155,726. CRPUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting operational adaptations and implementation realities throughout the year, including adjustments to program delivery, staffing, and resource allocation based on student need and service utilization. Expenditure increases in select actions reflect expanded services and additional training opportunities, as well as higher costs associated with programs supporting Multilingual Learners. Decreases were driven by reduced labor costs, efficiencies in program implementation, and cost savings achieved through the use of surplus resources and increased reliance on online materials. Overall, these differences reflect responsive implementation and the district's continued focus on aligning resources effectively to support student outcomes and program goals.

Expenditure Differences – Goal 4:
Action 4.1: Increased by $53,713 due to additional services and training being offered.
Action 4.7: Decreased by $450 due to reduced labor costs.

Actions with no material differences: 4.2, 4.3, 4.4, 4.5, 4.6, 4.11

Planned Percentage of Improved Services – Goal 4:
Action 4.8: Decreased by $21,260 due to programs and services costing less than anticipated. Our outside provider provided a discount resulting in significant savings.
Action 4.9: Decreased by $247,033 due to cost savings from the use of surplus resources and increased reliance on online materials.
Action 4.10: Increased by $15,918 due to increased program costs to support Multilingual Learners. More teachers and EL Assistants attended the SCOE Multilingual Collaborative regularly incurring additional sub costs.

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

Based on analysis of district metrics and student outcomes, the implementation of Goal 4 actions demonstrated mixed levels of effectiveness in improving academic achievement, English language proficiency, reclassification outcomes, and college and career readiness for multilingual learners. While several actions resulted in strengthened systems and improved reclassification outcomes, overall academic performance and language acquisition data indicate that significant achievement gaps persist across content areas.

*Action 4.1 – ELD Professional Development (Partial Effectiveness): This action demonstrated partial effectiveness based on multiple academic and language acquisition indicators. SBAC Math performance for multilingual learners remained extremely low, with 4.58% of Multilingual Learners (MLL) and 0.85% of Long-Term English Learners (LTEL) meeting or exceeding standards, including a decline of 3.11% for MLL students. SBAC ELA outcomes also declined, with 6.94% of MLL and 6.84% of LTEL students meeting or exceeding standards. In science, 0% of both MLL and LTEL students met or exceeded standards, reflecting continued barriers in accessing grade-level academic language and content. At the same time, reclassification outcomes improved significantly, increasing from 8.5% in 2022–2023 to 15.59% in 2024–2025, indicating strengthened systems supporting students in meeting reclassification criteria. STAR ELA benchmark data also reflected modest improvement, with MLL students increasing by 2.6% and LTEL students increasing by 7.71%. However, ELPAC proficiency rates declined overall to 15.53%, including a 7.8% decline for LTEL students. Overall, these data indicate that while reclassification systems and some literacy supports have improved, ELD professional development has not yet resulted in consistent or significant improvements in academic achievement or English language proficiency, particularly in math and science content areas.
*Action 4.2 – ELD Instructional Supports (Partial Effectiveness): This action demonstrated partial effectiveness based on academic achievement, language proficiency, and college readiness indicators. SBAC Math performance remained extremely low, with only 4.58% of MLL and 0.85% of LTEL students meeting or exceeding standards. SBAC ELA outcomes also declined, with multilingual learners continuing to perform significantly below expected levels. Science outcomes remained critically low, with 0% of MLL and LTEL students meeting or exceeding standards. Reclassification outcomes improved from 10.22% to 15.59%, reflecting strengthened support systems contributing to student progress toward English proficiency and reclassification. STAR ELA benchmark data showed modest gains, while STAR Math performance demonstrated limited and inconsistent growth. However, ELPAC proficiency rates declined overall, indicating that instructional supports are not yet accelerating English language acquisition at the intended rate. In addition, the A–G completion rate for multilingual learners declined from 22.7% to 17.4%, reflecting decreased college and career readiness outcomes. Overall, these data indicate that while some improvements are evident in reclassification and literacy benchmark growth, ELD instructional supports have not yet resulted in consistent or significant improvements in academic achievement, language proficiency, or long-term readiness outcomes for multilingual learners.
*Action 4.3 – Multilingual Learner Roadmap (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 4.6 – STAR Math (EL Demographic Group): Spring 2025–2026 data shows 21.1% of Multilingual Learners (MLL) and 15.3% of Long-Term English Learners (LTEL) at or above benchmark, with a 2.7% decrease for MLL students and a slight 0.2% increase for LTEL students, indicating modest and inconsistent progress in math outcomes. Overall performance remains low, suggesting that implementation of the Multilingual Learner Roadmap has not yet resulted in consistent improvement in math achievement.
*Metric 4.7 – STAR ELA (EL Demographic Group): Fall 2025–2026 data shows 17.8% of MLL and 10.1% of LTEL students at or above benchmark, with increases of 2.6% for MLL students and 7.71% for LTEL students, indicating some improvement in literacy outcomes; however, overall performance remains low, reflecting continued gaps in literacy development and suggesting that the roadmap's instructional shifts are not yet fully realized across sites.

*Metric 4.8 – ELPAC Proficiency: Proficiency rates declined, with 15.53% of students overall and 17.33% of LTEL students meeting proficiency, representing decreases of 1.58% overall and 7.8% for LTEL students, indicating that language acquisition outcomes are not improving and that the roadmap's intended impact on English language development is not yet evident.
*Metric 4.14 – Chronic Absenteeism (EL Demographic Group): Chronic absenteeism showed mixed results, with a 4.05% decrease for English Learners (22.1%), indicating improved attendance for this group, and a 0.7% increase for LTEL students (26.8%), indicating continued challenges with engagement and access for long-term English learners. These results suggest that while some progress has been made, inconsistent attendance patterns continue to limit the effectiveness of the Multilingual Learner Roadmap and its ability to improve academic and language outcomes. Overall, these data indicate that while there are modest gains in STAR ELA and improvements in attendance for English Learners, the Multilingual Learner Roadmap has not yet resulted in consistent improvements in academic achievement, language proficiency, or engagement across all student groups, highlighting the need for stronger, more consistent implementation and targeted supports, particularly for LTEL students.
*Action 4.4 – ELPAC Testing Support (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metric:
*Metric 4.8 – ELPAC Proficiency: Summative ELPAC proficiency rates show a decline over time, with 17.11% of students overall and 25.13% of LTEL students scoring proficient in 2022–2023, increasing slightly to 18.47% overall and 25.81% LTEL in 2023–2024, and then decreasing to 15.53% overall and 17.33% LTEL in 2024–2025. This represents a 1.58% decline overall and a 7.8% decline for LTEL students. While the decrease may be partially attributed to increased reclassification rates, as students who meet proficiency criteria exit the program, the magnitude of the decline, particularly for LTEL students, indicates that language development outcomes are not yet consistently improving. Overall, these data suggest that while ELPAC testing systems and administration are in place, the action has not yet resulted in improved language proficiency outcomes, highlighting the need for continued focus on strengthening instructional supports and language development practices, particularly for long-term English learners.
*Action 4.5 – Multilingual Learner Support Staffing (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 4.1 – SBAC Math (EL Demographic Group): 2024–2025 data shows very low performance, with 4.58% of Multilingual Learners (MLL) and 0.85% of Long-Term English Learners (LTEL) meeting or exceeding standards, with declines from the prior year (MLL –3.11%, LTEL minimal increase of +0.01%), indicating that additional staffing supports have not yet translated into improved math outcomes.
*Metric 4.2 – SBAC ELA (EL Demographic Group): Performance remains low, with 6.94% of MLL and 6.84% of LTEL students meeting or exceeding standards, with declines (MLL –4.7%, LTEL –0.72%), indicating that staffing supports have not yet resulted in significant improvements in literacy achievement.
*Metric 4.3 – SBAC Science (EL Demographic Group): Data indicates 0% of MLL and LTEL students met or exceeded standards, with continued declines (MLL –1.24%, LTEL –3.45%), reflecting ongoing gaps in access to grade-level science content and academic language despite increased support.
*Metric 4.4 – Reclassification Rate: The reclassification rate increased from 10.22% to 15.59%, reflecting improved systems and supports contributing to student progress toward reclassification criteria.
*Metric 4.6 – STAR Math (EL Demographic Group): Spring 2025–2026 data shows 21.1% of MLL and 15.3% of LTEL students at or above benchmark, with a 2.7% decrease for MLL students and a slight 0.2% increase for LTEL students, indicating modest and inconsistent impact of staffing supports on math achievement.
*Metric 4.7 – STAR ELA (EL Demographic Group): Fall 2025–2026 data shows 17.8% of MLL and 10.1% of LTEL students at or above benchmark, with increases of 2.6% for MLL students and 7.71% for LTEL students, indicating some improvement in literacy outcomes, though overall performance remains low.

*Metric 4.8 – ELPAC Proficiency: Proficiency rates declined, with 15.53% of students overall and 17.33% of LTEL students meeting proficiency, representing decreases of 1.58% overall and 7.8% for LTEL students, indicating that current supports have not yet produced consistent gains in language acquisition.
*Metric 4.19 – High School Graduation Rate (EL Demographic Group): Graduation rates remain relatively stable, with 83.7% of MLL students graduating in 2024–2025 compared to 85.3% in 2023–2024, indicating a slight decline but overall sustained outcomes; however, continued attention is needed to ensure long-term college and career readiness for multilingual learners. Overall, these data indicate that while support staffing has contributed to improved reclassification outcomes and some gains in STAR ELA, it has not yet resulted in consistent improvements in academic achievement or language proficiency, highlighting the need for more targeted, coordinated, and instructionally aligned use of staffing supports to improve outcomes for English Learners and Long-Term English Learners.
*Action 4.6 – Language Intervention Sections (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 4.1 – SBAC Math (EL Demographic Group): 2024–2025 data shows very low performance, with 4.58% of Multilingual Learners (MLL) and 0.85% of Long-Term English Learners (LTEL) meeting or exceeding standards, with declines from the prior year (MLL –3.11%, LTEL minimal increase of +0.01%). These results indicate that language intervention supports have not yet effectively improved access to math content or problem-solving.
*Metric 4.2 – SBAC ELA (EL Demographic Group): Results remain low, with 6.94% of MLL and 6.84% of LTEL students meeting or exceeding standards, with declines (MLL –4.7%, LTEL –0.72%), indicating that language intervention sections have not yet resulted in significant improvements in literacy outcomes.
*Metric 4.3 – SBAC Science (EL Demographic Group): Data indicates 0% of MLL and LTEL students met or exceeded standards, with continued declines (MLL –1.24%, LTEL –3.45%), highlighting a continued gap in access to grade-level science content and academic language and limited effectiveness of intervention supports in content areas.
*Metric 4.4 – Reclassification Rate: The reclassification rate increased from 10.22% to 15.59%, reflecting a substantial gain in student progress toward English proficiency and indicating that targeted language intervention sections are supporting progress toward meeting reclassification criteria.
*Metric 4.6 – STAR Math (EL Demographic Group): Spring 2025–2026 data shows 21.1% of MLL and 15.3% of LTEL students at or above benchmark, with a 2.7% decrease for MLL students and a slight 0.2% increase for LTEL students, indicating modest and inconsistent impact of intervention supports on math achievement.
*Metric 4.7 – STAR ELA (EL Demographic Group): Fall 2025–2026 data shows 17.8% of MLL and 10.1% of LTEL students at or above benchmark, with increases of 2.6% for MLL students and 7.71% for LTEL students, indicating some improvement in literacy outcomes, though overall performance remains low and gaps persist.
*Metric 4.8 – ELPAC Proficiency: Proficiency rates declined, with 15.53% of students overall and 17.33% of LTEL students meeting proficiency, representing decreases of 1.58% overall and 7.8% for LTEL students, indicating that language intervention sections are not yet consistently accelerating English language development. Overall, these data indicate that while language intervention sections are supporting progress toward reclassification and some gains in literacy, they have not yet resulted in consistent or significant improvements in academic achievement or language proficiency, highlighting the need for more targeted, data-driven implementation and stronger alignment with core instruction across content areas.
*Action 4.7 – Seal of Biliteracy (Effectiveness): This action demonstrated effectiveness based on increased student attainment of the Seal of Biliteracy, rising from 7 students in 2022–2023 to 11 students in 2023–2024 and 43 students in 2024–2025. This significant upward trend indicates expanded access to biliteracy pathways, increased recognition of multilingualism across the district, and improved opportunities for students to demonstrate proficiency in multiple languages.

*Action 4.8 – Middle School Investigative Learning (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 4.1 – SBAC Math (EL Demographic Group): 2024–2025 data shows very low performance, with 4.58% of Multilingual Learners (MLL) and 0.85% of Long-Term English Learners (LTEL) meeting or exceeding standards, with declines from the prior year (MLL –3.11%, LTEL minimal increase of +0.01%), indicating that investigative learning has not yet translated into improved math outcomes for multilingual learners.
*Metric 4.2 – SBAC ELA (EL Demographic Group): Results remain low, with 6.94% of MLL and 6.84% of LTEL students meeting or exceeding standards, with declines (MLL –4.7%, LTEL –0.72%), indicating that literacy outcomes have not significantly improved through current implementation.
*Metric 4.3 – SBAC Science (EL Demographic Group): Data indicates 0% of MLL and LTEL students met or exceeded standards, with continued declines (MLL –1.24%, LTEL –3.45%), reflecting persistent gaps in access to grade-level science content and academic language.
*Metric 4.4 – Reclassification Rate: The reclassification rate increased from 10.22% to 15.59%, indicating that elements of investigative learning may be supporting language development and student progress toward reclassification.
*Metric 4.6 – STAR Math (EL Demographic Group): Spring 2025–2026 data shows 21.1% of MLL and 15.3% of LTEL students at or above benchmark, with a 2.7% decrease for MLL students and a slight 0.2% increase for LTEL students, indicating modest and inconsistent impact on math achievement.
*Metric 4.7 – STAR ELA (EL Demographic Group): Fall 2025–2026 data shows 17.8% of MLL and 10.1% of LTEL students at or above benchmark, with increases of 2.6% for MLL students and 7.71% for LTEL students, indicating some improvement in literacy outcomes, though overall performance remains low and gaps persist.
*Metric 4.8 – ELPAC Proficiency: Proficiency rates declined, with 15.53% of students overall and 17.33% of LTEL students meeting proficiency, representing decreases of 1.58% overall and 7.8% for LTEL students, indicating that investigative learning has not yet resulted in improved English language acquisition outcomes.
*Metric 4.19 – High School Graduation Rate (EL Demographic Group): Graduation rates show relative stability over time, with 82.85% in 2022–2023, 85.3% in 2023–2024, and 83.7% in 2024–2025, indicating that while outcomes remain relatively strong, there is no consistent upward trend, suggesting that earlier instructional approaches, including middle school investigative learning, have not yet resulted in sustained improvement in long-term outcomes. Overall, these data indicate that while middle school investigative learning may be contributing to gains in reclassification and some literacy improvements, it has not yet resulted in consistent or significant improvements in academic achievement or language proficiency, highlighting the need for stronger integration of language development strategies within investigative and content-based learning experiences.
*Action 4.9 – Middle School Multilingual Curriculum (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 4.1 – SBAC Math (EL Demographic Group): 2024–2025 data shows very low performance, with 4.58% of Multilingual Learners (MLL) and 0.85% of Long-Term English Learners (LTEL) meeting or exceeding standards, with declines from the prior year (MLL –3.11%, LTEL minimal increase of +0.01%), indicating that the multilingual curriculum has not yet resulted in improved math outcomes.
*Metric 4.2 – SBAC ELA (EL Demographic Group): Results remain low, with 6.94% of MLL and 6.84% of LTEL students meeting or exceeding standards, with declines (MLL –4.7%, LTEL –0.72%), indicating that literacy outcomes have not significantly improved through current curriculum implementation.
*Metric 4.3 – SBAC Science (EL Demographic Group): Data indicates 0% of MLL and LTEL students met or exceeded standards, with continued declines (MLL –1.24%, LTEL –3.45%), reflecting persistent gaps in access to grade-level science content and academic language.

*Metric 4.4 – Reclassification Rate: The reclassification rate increased from 10.22% to 15.59%, indicating that elements of the multilingual curriculum are supporting student progress toward reclassification.
*Metric 4.6 – STAR Math (EL Demographic Group): Spring 2025–2026 data shows 21.1% of MLL and 15.3% of LTEL students at or above benchmark, with a 2.7% decrease for MLL students and a slight 0.2% increase for LTEL students, indicating modest and inconsistent impact of curriculum implementation on math achievement.
*Metric 4.7 – STAR ELA (EL Demographic Group): Fall 2025–2026 data shows 17.8% of MLL and 10.1% of LTEL students at or above benchmark, with increases of 2.6% for MLL students and 7.71% for LTEL students, indicating some improvement in literacy outcomes, though overall performance remains low and significant gaps persist.
*Metric 4.8 – ELPAC Proficiency: Proficiency rates declined, with 15.53% of students overall and 17.33% of LTEL students meeting proficiency, representing decreases of 1.58% overall and 7.8% for LTEL students, indicating that the multilingual curriculum has not yet resulted in improved English language acquisition outcomes. Overall, these data indicate that while the multilingual curriculum is contributing to gains in reclassification and some improvement in STAR ELA, it has not yet resulted in consistent or significant improvements in academic achievement or language proficiency, highlighting the need for stronger implementation, alignment, and integration of language development strategies across content areas.
*Action 4.10 – Unduplicated Student ELA Support (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 4.1 – SBAC Math (EL Demographic Group): 2024–2025 data shows very low performance, with 4.58% of Multilingual Learners (MLL) and 0.85% of Long-Term English Learners (LTEL) meeting or exceeding standards, with declines from the prior year (MLL –3.11%, LTEL minimal increase of +0.01%), indicating that ELA supports have not yet translated into improved access to math content or problem-solving.
*Metric 4.2 – SBAC ELA (EL Demographic Group): Results remain low, with 6.94% of MLL and 6.84% of LTEL students meeting or exceeding standards, with declines (MLL –4.7%, LTEL –0.72%), indicating that current ELA supports are not yet resulting in significant improvements in literacy outcomes.
*Metric 4.3 – SBAC Science (EL Demographic Group): Data indicates 0% of MLL and LTEL students met or exceeded standards, with continued declines (MLL –1.24%, LTEL –3.45%), reflecting persistent gaps in access to grade-level science content and academic language.
*Metric 4.4 – Reclassification Rate: The reclassification rate increased from 10.22% to 15.59%, indicating that ELA supports contributed to improved student progress toward reclassification criteria.
*Metric 4.6 – STAR Math (EL Demographic Group): Spring 2025–2026 data shows 21.1% of MLL and 15.3% of LTEL students at or above benchmark, with a 2.7% decrease for MLL students and a slight 0.2% increase for LTEL students, indicating modest and inconsistent impact of supports on math achievement.
*Metric 4.7 – STAR ELA (EL Demographic Group): Fall 2025–2026 data shows 17.8% of MLL and 10.1% of LTEL students at or above benchmark, with increases of 2.6% for MLL students and 7.71% for LTEL students, indicating some improvement in literacy outcomes, though overall performance remains low and significant gaps persist.
*Metric 4.8 – ELPAC Proficiency: Proficiency rates declined, with 15.53% of students overall and 17.33% of LTEL students meeting proficiency, representing decreases of 1.58% overall and 7.8% for LTEL students, indicating that ELA supports are not yet consistently accelerating English language development.
*Metric 4.9 – A–G Completion Rate (EL Demographic Group): The A–G completion rate declined by 7.6%, from 22.7% in 2023–2024 to 17.4% in 2024–2025, reflecting low college and career readiness outcomes and indicating that ELA supports are not yet translating into improved long-term academic success. Overall, these data indicate that while ELA supports are contributing to improved reclassification outcomes and some gains in STAR ELA, they have not yet resulted in consistent or significant improvements in academic achievement,

language proficiency, or college and career readiness, highlighting the need for more targeted, integrated, and data-driven implementation to improve outcomes for multilingual learners.
*Action 4.11 – Long-Term English Learners (LTEL) Reclassification Rate (Partial Effectiveness): This action demonstrated partial effectiveness based on the following metrics:
*Metric 4.1 – SBAC Math (EL Demographic Group): 2024–2025 data shows very low performance, with 4.58% of Multilingual Learners (MLL) and 0.85% of LTEL students meeting or exceeding standards, with declines from the prior year (MLL –3.11%, LTEL minimal increase of +0.01%), indicating that efforts to support LTEL reclassification have not yet translated into improved math achievement.
*Metric 4.2 – SBAC ELA (EL Demographic Group): Results remain low, with 6.94% of MLL and 6.84% of LTEL students meeting or exceeding standards, with declines (MLL –4.7%, LTEL –0.72%), indicating that literacy outcomes for LTEL students continue to limit reclassification readiness.
*Metric 4.3 – SBAC Science (EL Demographic Group): Data indicates 0% of MLL and LTEL students met or exceeded standards, with continued declines (MLL –1.24%, LTEL –3.45%), reflecting persistent gaps in access to grade-level content and academic language.
*Metric 4.4 – Reclassification Rate: The district demonstrated improvement in overall reclassification rates, increasing from 10.22% to 15.59%; however, available data indicates that outcomes for LTEL students remain limited, suggesting that targeted supports are not yet fully accelerating reclassification for this group.
*Metric 4.6 – STAR Math (EL Demographic Group): Spring 2025–2026 data shows 21.1% of MLL and 15.3% of LTEL students at or above benchmark, with a 2.7% decrease for MLL students and a slight 0.2% increase for LTEL students, indicating modest and inconsistent impact on readiness for reclassification.
*Metric 4.7 – STAR ELA (EL Demographic Group): Fall 2025–2026 data shows 17.8% of MLL and 10.1% of LTEL students at or above benchmark, with increases of 2.6% for MLL students and 7.71% for LTEL students, indicating some progress in literacy development; however, overall performance remains low and gaps persist, continuing to impact reclassification outcomes.
*Metric 4.23 – CCSS ELA Standards Implementation: The district maintained a rating of 4 out of 5 (Full Implementation) across both 2023–2024 and 2024–2025, indicating strong access to ELA and ELD standards; however, continued low student outcomes suggest that implementation is not yet consistently translating into effective instructional practice for LTEL students.
*Metric 4.24 – CCSS Math Standards Implementation: Implementation improved from 3 out of 5 (Initial Implementation) in 2023–2024 to 4 out of 5 (Full Implementation) in 2024–2025, indicating strengthened access to standards; however, student performance data indicates that increased access has not yet resulted in improved outcomes for LTEL students. Overall, these data indicate that while system-level improvements in standards implementation and overall reclassification rates are evident, targeted efforts to support LTEL reclassification have not yet resulted in consistent improvements in academic achievement or readiness for reclassification, highlighting the need for more intensive, targeted, and differentiated supports for long-term English learners.

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

Based on a review of implementation, outcomes, and educational partner input, no changes are planned to Goal 4 for the 2026–2027 school year.

Planned Goal: No changes to the current goal.

Metrics: No changes to current metrics focusing on Multilingual Language Learners.

Targeted Outcomes: No changes to current targeted outcomes.

Actions: To ensure Goal 4 actions are strategically aligned with the district's ongoing priorities and areas of identified need, the following modifications have been made for the 2026–2027 school year:
*Modified Action 4.8 - Middle School Investigative Learning: Multilingual learners at all middle schools will have equitable access to high-quality, integrated learning experiences that advance language acquisition and academic growth through interdisciplinary approaches, including but not limited to STEM, STEAM, and innovative, student-centered instructional practices. These experiences will intentionally connect language development to real-world application, critical thinking, and creative problem-solving.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELD Professional Development	The district will provide professional development specifically focused on designated and integrated ELD instruction.	$100,000.00	Yes
4.2	ELD Instructional Supports	The district will provide instructional coaching support for teachers in designated and integrated ELD instruction.	$30,000.00	Yes
4.3	Multilingual Language Learner Roadmap	The district will revisit and revise the Multilingual Language Learner Roadmap.	$70,000.00	Yes
4.4	ELPAC Testing Support	The district will provide additional staff to support ELPAC testing.	$44,322.00	Yes
4.5	Multilingual Language Learner Support Staffing	The district will continue to support Multilingual Language Learners in the acquisition of academic English through the employment of teachers, instructional assistants, supplies and services. Additional training in multilingual support strategies will be offered to staff.	$877,951.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Language Intervention Sections	The schools' primary schedule will identify sections allocated to focus on language intervention in order to support struggling Multilingual Language Learners so they can achieve at higher levels in their core classes.	$612,475.00	Yes
4.7	Seal of Biliteracy	Counselors will offer information and guidance to students regarding obtaining the Seal of Biliteracy..	$2,000.00	No
4.8	Middle School Investigative Learning	*2026-2027: Multilingual learners at all middle schools will have equitable access to high-quality, integrated learning experiences that advance language acquisition and academic growth through interdisciplinary approaches, including but not limited to STEM, STEAM, and innovative, student-centered instructional practices. These experiences will intentionally connect language development to real-world application, critical thinking, and creative problem-solving. *2025-2026: Students at all middle schools will have access to STEM integration with a focus on integrating STEM into ELD curriculum to increase student language development.	$162,201.00	Yes
4.9	Middle School Multilingual Curriculum	Students at all middle school will have access to a curriculum that is specifically designed for language acquisition through designated English language development (ELD) curriculum	$275,000.00	Yes
4.10	Unduplicated Student ELA Support	The district will provide supplemental ELA resources to support unduplicated students so that they are able to access the grade level standards.	$118,000.00	Yes
4.11	Long Term English Learners (LTEL) Reclassification Rate	Through specific coaching and targeted instructional support, the district will increase the reclassification rate of LTEL students by 10% over the next three years.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	El Camino High School will increase student engagement and overall well-being by providing access to a dedicated counselor who delivers individualized academic guidance, credit recovery support, and social-emotional services. This support will foster strong, supportive adult relationships that promote student engagement, persistence, and academic success.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CRPUSD established this goal to address ongoing challenges at El Camino High School related to attendance, academic progress, and student well-being, particularly for unduplicated pupils. Current data indicates a continued need for targeted support, with attendance improving from 67.1% in 2024–2025 to 75.22% as of March 30, 2026, but still below expected levels. Academic performance remains low, with 32.43% of students at or above grade level in ELA and 25% in Math based on 2025–2026 STAR data, and graduation rates showing only slight growth (70.8% to 71.4%).

Additionally, YouthTruth data highlights the need to strengthen student-adult connections, with only 50% of students reporting they have a trusted adult at school, despite improvement from 44% the prior year.

This goal was created to address these needs by providing a dedicated counselor to deliver individualized academic and social-emotional support, strengthen relationships, and improve student engagement, persistence, and overall success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	El Camino Attendance rate	2023-2024: 63.58%	2024-2025: 67.1%	*As of March 30th 2026: 75.22%	All Students: 80%	Increased by 11.64%
5.2	El Camino Graduation Rate	2022-2023: 82%	2023 2024: 70.8%	2024-2025: 71.4%	Graduation Rate: 85%	Decreased by 10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	El Camino STAR Math	2023-2024 STAR Math: 20.0% at or above grade level.	2024-2025 STAR Math: 36.36% at or above grade level	2025-2026 STAR Math: 25% at or above grade level.	50% at or above grade level.	Increase by 5%
5.4	El Camino STAR ELA	2023-2024 STAR ELA: 10.87% at or above grade level	2024-2025 STAR ELA: 31.43% at or above grade level	2025-2026 STAR ELA: 32.43% at or above grade level.	50% of all students at or above grade level.	Increase by 21.56%
5.5	El Camino Youth Truth Data - Relationships	When I am feeling upset, stressed or having problems there is an adult from my school who I can talk to about it. January 2024: 46%	When I am feeling upset, stressed or having problems there is an adult from my school who I can talk to about it. January 2025: 44%	When I am feeling upset, stressed or having problems there is an adult from my school who I can talk to about it. January 2026: 50%	When I am feeling upset, stressed or having problems there is an adult from my school who I can talk to about it. 85% of all students	Increase by 4%

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.

N/A – Cotati-Rohnert Park Unified School District was not eligible for Equity Multiplier funding in the 2025–2026 school year; therefore, no analysis is required. Analysis of eligibility and outcomes for the 2026–2027 school year will be included in the 2027–2028 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.

N/A – Cotati-Rohnert Park Unified School District was not eligible for Equity Multiplier funding in the 2025–2026 school year; therefore, no analysis is required. Analysis of eligibility and outcomes for the 2026–2027 school year will be included in the 2027–2028 LCAP.

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

N/A – Cotati-Rohnert Park Unified School District was not eligible for Equity Multiplier funding in the 2025–2026 school year; therefore, no analysis is required. Analysis of eligibility and outcomes for the 2026–2027 school year will be included in the 2027–2028 LCAP.

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

N/A – Cotati-Rohnert Park Unified School District was not eligible for Equity Multiplier funding in the 2025–2026 school year; therefore, no analysis is required. Analysis of eligibility and outcomes for the 2026–2027 school year will be included in the 2027–2028 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	El Camino Counselor	The district will provide a dedicated counselor at El Camino High School to support student engagement, credit attainment, and social-emotional well-being.	$104,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$7,839,766	$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
10.477%	0.000%	$0.00	10.477%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Professional Development **Need:** The action step to provide ongoing and progressive data-driven professional development opportunities is crucial for several reasons: Staff Perceptions: The data indicates that a significant portion of elementary (54%), middle	To effectively address low student performance and persistent achievement gaps among unduplicated pupil groups, including Multilingual Learners, Socioeconomically Disadvantaged students, and Students with Exceptional Needs, CRPUSD is committed to providing continuous, engaging, and impactful professional development opportunities on a districtwide basis. Student outcome data indicate that these groups experience the greatest disparities in academic achievement, particularly in English Language Arts	1.2, 1.3 and 1.7

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
	school (43%), and high school (44%) staff feel they lack access to meaningful professional development. This suggests a need for more comprehensive and effective training opportunities to support educators in enhancing their instructional practices. Disparities in Student Achievement: The disaggregated academic data further highlights disparities in student achievement across various demographic groups. For instance, in ELA, while some student demographic groups such as White and Asian American students have relatively higher percentages of students performing at or above benchmark, others like Multilingual Language Learners have significantly lower percentages. Similar patterns are observed in math proficiency across different demographic groups. Need for Improvement: The data underscores the ongoing need for improvement in instructional practices to address the disparities in student achievement. Professional development focused on diverse, equitable, and inclusive learning platforms can equip educators with the necessary tools and strategies to better support students from diverse backgrounds and ensure that all students have access to high-quality education. By providing ongoing and progressive professional development opportunities, the district can empower educators to address the	and Mathematics, requiring consistent and aligned instructional practices across all classrooms. Professional development is provided districtwide to ensure that all educators are equipped with the knowledge, strategies, and tools necessary to meet the diverse academic and linguistic needs of unduplicated pupils. By strengthening Tier 1 instruction and promoting consistent implementation of evidence-based practices, this action is principally directed toward improving outcomes for unduplicated students while benefiting all learners. Through this districtwide approach, CRPUSD aims to build educator capacity, improve instructional quality, and increase equitable access to rigorous, grade-level instruction, ultimately supporting improved student outcomes across all grade levels.	

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
	specific needs of diverse student populations, reduce disparities in student achievement, and create more equitable learning environments conducive to student success. **Scope:** LEA-wide		
1.5	**Action:** Data Analysis **Need:** The action step to utilize Professional Learning Communities (PLCs) for data analysis and instructional improvement is essential based on the following data points: Math Winter Data: The percentage of students performing at or above benchmark varies significantly across different student demographic groups. For example, while 47.43% of all students are at or above benchmark in math, there are notable disparities among student demographic groups. Socioeconomically Disadvantaged Students (SED) and Multilingual Language Learners (MLL) also have lower percentages (37.89% and 23.8%, respectively) compared to the overall student population. ELA Winter Data: Similar to math, there are disparities in ELA performance among different student demographic groups. While 40.65% of all students are at or above benchmark in ELA, SED, and MLL students have lower percentages (16.1%, 30.92%, and	By utilizing the PLC process to regularly analyze data from the districtwide assessment system, CRPUSD ensures that educators across all sites can identify trends, patterns, and areas of need for unduplicated pupil groups, including Multilingual Learners, Socioeconomically Disadvantaged students, and Students with Exceptional Needs. Analysis of student performance data indicates that these groups continue to experience the greatest disparities in academic achievement, particularly in English Language Arts and Mathematics. This action is provided on a districtwide basis to ensure consistent implementation of data-driven instructional practices across all schools. Through collaborative PLC structures, educators develop targeted interventions, adjust instruction, and monitor student progress to better meet the diverse learning needs of unduplicated pupils. While this action benefits all students, it is principally directed toward improving outcomes for unduplicated pupils by strengthening Tier 1 instruction and ensuring timely, targeted support. Ultimately, this districtwide approach supports more equitable outcomes and improved academic achievement across the district.	1.2, 1.3, 1.4 and 1.5

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
	15.2%, respectively). These data points highlight the need for targeted interventions and instructional strategies tailored to the specific needs of these student groups to improve their ELA proficiency. **Scope:** LEA-wide		
1.7	**Action:** ELA Supports **Need:** The action step to provide licenses for supplemental ELA programs is crucial based on the following data points: STAR Overall ELA: While 40.65% of all students are at or above the benchmark in ELA, there is room for improvement to ensure that more students reach proficiency levels. Disparities Among Student Demographic Groups: The data reveals significant disparities in ELA performance among different student demographic groups. For instance, Multilingual students have a notably lower percentage (15.2%) at or above benchmark compared to the overall student population. Similarly, Foster Youth and Socioeconomically Disadvantaged (SED) students also have lower percentages (27.0% and 37.89%, respectively) indicating a need for targeted support to improve their ELA achievement.	To address the varying ELA performance levels across student groups, particularly the persistent achievement gaps among unduplicated pupils including Multilingual Learners, foster youth, and Socioeconomically Disadvantaged students, CRPUSD is implementing districtwide improvement strategies. Student outcome data indicate that these groups experience the greatest disparities in English Language Arts proficiency, necessitating consistent, systemwide support. This action is provided on a districtwide basis to ensure that all students, especially unduplicated pupils, have access to high-quality, standards-aligned ELA instruction and targeted interventions. Tailored Support Programs: The district will implement targeted support programs designed to address the specific needs of unduplicated pupil groups, including interventions for multilingual learners, foster youth, and socioeconomically disadvantaged students. Enhanced Professional Development: Educators will receive specialized training to refine instructional approaches and better support diverse learners in ELA. This professional	1.2, 1.4, 1.7, 1.25, 1.31 and 1.32

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
	CAASPP ELA Scores: While 40.28% of all students met or exceeded ELA standards, MLL students, Foster Youth, and SED students have lower percentages (29.41%, 36.36%, and 29.10%, respectively). This further underscores the need for additional resources and programs to support these specific student demographic groups in achieving academic success in ELA. By providing licenses for supplemental ELA programs, the district can offer targeted interventions and resources to support individualized learning and address the specific needs of diverse student populations. These programs can cater to the unique learning styles and challenges of students, helping to improve their ELA proficiency and overall academic achievement. Ultimately, investing in supplemental ELA programs can contribute to closing achievement gaps and ensuring equitable educational outcomes for all students across the district. **Scope:** LEA-wide	development is designed to strengthen Tier 1 instruction and provide strategies that are particularly effective for unduplicated pupils. Curriculum Alignment and Resources: CRPUSD will ensure alignment between the curriculum and ELA standards, with a focus on providing appropriate resources for multilingual learners and students facing socio-economic challenges. This alignment promotes consistency and coherence in instruction across all classrooms. Data-Driven Interventions: The district will utilize data analysis to identify areas of need, monitor progress, and adjust instruction to better support unduplicated pupils. Regular analysis ensures that interventions are timely and responsive to student needs. While these actions benefit all students, they are principally directed toward improving ELA outcomes for unduplicated pupils by increasing access to rigorous, grade-level instruction and targeted supports. Through this districtwide approach, CRPUSD is committed to fostering an inclusive and supportive learning environment where all students have the opportunity to thrive in ELA.	
1.8	**Action:** Math Supports **Need:** The action step to provide licenses for supplemental math programs is essential based on the following data points:	To address the disparities in math performance across various student groups, particularly the persistent achievement gaps among unduplicated pupils including Multilingual Learners, foster youth, and Socioeconomically Disadvantaged students, CRPUSD is implementing districtwide improvement strategies. Student performance data indicate that these groups experience the greatest	1.3, 1.5, 1.7, 1.25, 1.31 and 1.32

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
	Disparities Among Student Demographic groups: The data highlights significant disparities in math proficiency among different student demographic groups. For instance, while 47.43% of all students are at or above the benchmark in math, MLL students have a notably lower percentage (23.8%) at or above benchmark. Similarly, Foster Youth and Socioeconomically Disadvantaged (SED) students also have lower percentages (34.5% and 37.89%, respectively), indicating a need for targeted support to improve their math achievement. CAASPP Math Scores: The overall math proficiency rate for all students is 25.67%, indicating a significant portion of students not meeting math standards. Moreover, MLL students have a substantially lower percentage (7.69%) of students meeting or exceeding math standards, highlighting the need for additional resources and programs to support these student demographic groups in achieving math proficiency. By providing licenses for supplemental math programs, the district can offer targeted interventions and resources to support individualized learning and address the specific needs of diverse student populations. These programs can cater to the unique learning styles and challenges of students, helping to improve their math proficiency and overall academic achievement. Ultimately, investing in supplemental math programs can contribute to closing achievement gaps and	disparities in mathematics, necessitating consistent, systemwide instructional support. This action is provided on a districtwide basis to ensure that all students, especially unduplicated pupils, have access to high-quality, standards-aligned math instruction and targeted interventions. Targeted Support Programs: CRPUSD will implement specialized support programs tailored to the needs of unduplicated pupil groups, including interventions designed to address the unique challenges faced by multilingual learners, foster youth, and socioeconomically disadvantaged students in mathematics. Professional Development for Educators: The district will offer professional development focused on strengthening math instruction. Educators will receive training in research-based strategies to support conceptual understanding and problem-solving, with an emphasis on meeting the needs of unduplicated pupils. Curriculum Enhancement: CRPUSD will ensure that the math curriculum is aligned with state standards and supported with appropriate resources for multilingual learners and students from disadvantaged backgrounds, promoting consistency and coherence across classrooms. Data-Driven Decision Making: The district will utilize ongoing data analysis to identify areas of need, monitor progress, and adjust instruction to better support unduplicated pupils. Regular review	

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
	ensuring equitable educational outcomes for all students across the district. **Scope:** LEA-wide	of student performance ensures that interventions are timely and targeted. While these actions benefit all students, they are principally directed toward improving math outcomes for unduplicated pupils by increasing access to rigorous, grade-level instruction and targeted supports. Through this districtwide approach, CRPUSD aims to create an inclusive learning environment where all students have the opportunity to succeed in mathematics.	
1.10	**Action:** Online Core Curriculum **Need:** The action step of providing access to online credit recovery software for all high school students is crucial based on the following data points: Graduation Rates: While the overall graduation rate for all students is relatively high at 89.5%, specific student demographic groups, such as Socioeconomically Disadvantaged Students (SED), have lower graduation rates of 72.0% and 87.5%, respectively. Additionally, Multilingual Language Learners (MLL) have a graduation rate of 82.85%, indicating a need for targeted support to ensure these students successfully earn their high school diploma. High School Dropout Rate: Despite efforts to improve graduation rates, the high school dropout rate remains at 1.06%. This indicates that some students are at risk of not	The district is offering online credit recovery software on a districtwide basis to provide alternative pathways for students who are credit-deficient or at risk of not graduating on time, particularly unduplicated pupils including Multilingual Learners, foster youth, and Socioeconomically Disadvantaged students. Data indicate that these student groups are more likely to experience credit deficiencies, interrupted learning, and barriers to completing graduation requirements. This action is provided on a schoolwide basis to ensure equitable access to flexible learning opportunities and credit recovery options across all secondary high school sites. The software enables students to make up missed credits, retake failed courses, or accelerate their coursework, helping them stay on track for earning a high school diploma. By using online credit recovery software, students can complete coursework at their own pace, access additional instructional supports, and engage in personalized learning pathways that	1.9, 1.19 and 1.25

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	completing high school, which could have long-term consequences for their academic and career prospects. The district's decision to continue providing access to online credit recovery software for high school students aligns with the goal of maintaining grade-level status and progressing towards graduation. By offering this resource, CRPUSD aims to provide additional support to students who may be at risk of falling behind or not meeting graduation requirements. This software allows students to make up missed credits or retake courses they may have struggled with, ultimately helping them stay on the path towards graduation. Moreover, while specific graduation data for Foster Youth is currently unavailable due to low enrollment numbers, it's essential to recognize that these students may also face unique challenges that could impact their ability to graduate. Providing access to online credit recovery software ensures that all students, including Foster Youth, have equitable opportunities to overcome obstacles and earn their high school diplomas. **Scope:** Schoolwide	address their individual needs. This is especially critical for unduplicated pupils who may require flexible scheduling, targeted intervention, and additional time to demonstrate mastery. While this action benefits all students, it is principally directed toward improving graduation outcomes for unduplicated pupils by reducing barriers to credit attainment and increasing access to pathways for on-time completion. This initiative ensures that all students, regardless of their academic challenges or circumstances, have the opportunity to maintain grade-level status and progress toward earning their high school diploma.	
1.12	**Action:** AVID **Need:**	AVID addresses identified needs by expanding access to rigorous coursework, strengthening academic skills, and increasing participation in college and career readiness pathways. Through structured academic supports, AVID helps	1.8, 1.13, 1.16 & 1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Analysis of college and career readiness data indicates that unduplicated pupils, including Multilingual Learners, Socioeconomically Disadvantaged students, and Students with Exceptional Needs, experience significant disparities in access to and success in college-preparatory pathways. While overall college and career readiness improved to 40.6%, performance for Students with Exceptional Needs remains substantially lower at 9.3%, and other unduplicated groups continue to demonstrate inconsistent outcomes. A–G completion data further highlights these disparities, with an overall rate of 36.2%, and significantly lower rates for Multilingual Learners (17.4%), Socioeconomically Disadvantaged students (27.2%), and Students with Exceptional Needs (9.3%). Additionally, A–G completion declined by more than 10% overall, indicating that access to and completion of college-preparatory coursework remains a significant area of need. Access to advanced coursework also remains uneven. AP participation increased slightly to 19.6%, and AP pass rates improved to 70.98%, indicating that students who enroll in advanced coursework are experiencing success. However, participation data suggests that unduplicated pupils are underrepresented in these opportunities, limiting equitable access to rigorous academic pathways. These data indicate a clear need to expand access to college-preparatory coursework,	students develop the skills necessary to succeed in A–G coursework, Advanced Placement courses, and postsecondary opportunities. This action is provided on an districtwide basis to ensure consistent access to college and career readiness supports across all secondary school sites. Data indicate that disparities in A–G completion, AP participation, and overall college and career readiness exist across student groups and grade spans, requiring a coordinated, systemwide approach. Implementing AVID districtwide ensures alignment of instructional practices and supports, increasing equitable access to rigorous learning opportunities and improving outcomes for students across the district	

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
	increase participation in advanced academic opportunities, and provide targeted supports to ensure that unduplicated pupils are prepared for postsecondary success. **Scope:** LEA-wide		
1.22	**Action:** Summer School Intervention **Need:** Math Winter Data: The percentage of students performing at or above benchmark varies significantly across different student demographic groups. For example, while 47.43% of all students are at or above benchmark in math, there are notable disparities among student demographic groups. Socioeconomically Disadvantaged Students (SED) and Multilingual Language Learners (MLL) also have lower percentages (37.89% and 23.8%, respectively) compared to the overall student population. ELA Winter Data: Similar to math, there are disparities in ELA performance among different student demographic groups. While 40.65% of all students are at or above benchmark in ELA, SED, and MLL students have lower percentages (16.1%, 30.92%, and 15.2%, respectively). These data points highlight the need for targeted interventions and instructional strategies tailored to the specific needs of these student groups to improve their ELA proficiency.	To address the varying ELA and Math performance levels across student groups, particularly the persistent achievement gaps among unduplicated pupils including Multilingual Learners, foster youth, and Socioeconomically Disadvantaged students, CRPUSD is implementing districtwide improvement strategies during the summer months. Student performance data indicate that these groups continue to experience the greatest disparities in academic achievement, requiring targeted intervention and additional instructional time. This action is provided on a districtwide basis to ensure equitable access to extended learning opportunities and targeted academic supports across all school sites. Tailored Support Programs: The district offers targeted support programs designed to address the specific needs of unduplicated pupil groups, including interventions for multilingual learners, foster youth, and socioeconomically disadvantaged students, with a focus on strengthening foundational skills in ELA and Math. Data-Driven Interventions: The district utilizes data analysis to identify areas of need, monitor student	1.2, 1.3, 1.31 and 1.32

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	progress, and adjust instruction to better support unduplicated pupils. Regular review of student performance ensures that interventions are timely, targeted, and responsive. While these actions benefit all students, they are principally directed toward improving ELA and Math outcomes for unduplicated pupils by increasing access to additional instructional time, targeted intervention, and skill development opportunities. Through this districtwide approach during the summer months, CRPUSD is committed to fostering an inclusive and supportive learning environment where all students have the opportunity to strengthen foundational skills and make academic progress.	
2.6	**Action:** Elementary Assistant Principals **Need:** District data shows the need for additional administrative support at schools with high levels of unduplicated students in order to disrupt inequitable practices with student demographic groups: 2022 - 2023 Suspension Rates All Students - 5.2% AA - 13.8% HIS - 5.1% WH - 5.2% MR - 6.1% 2022-2023 Expulsion Count:	The district is continuing to employ additional elementary assistant principals at schools with high unduplicated pupil counts to address disparities in student behavior outcomes, including suspension and chronic absenteeism rates. Current data indicate that while the overall suspension rate decreased to 3.8%, certain student groups continue to experience higher rates, including Long-Term English Learners (11.8%). Additionally, chronic absenteeism remains elevated at 19.1% overall, with higher rates among Students with Exceptional Needs (30.2%), Multilingual Learners (22.1%), and Long-Term English Learners (26.8%), demonstrating the need for continued targeted support. This action is provided on a schoolwide basis at sites with high concentrations of unduplicated pupils to ensure that behavioral supports, attendance interventions, and student services are	2.3, 2.4, 2.5, 2.7, and 2.10

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
	10 Students Youth Truth 23-24 SY Students feel safe at school. 59% elementary 49% middle school 64% high school Staff feel that their students are safe from violence. 65% elementary 48% middle school 64% high school Staff feels safe from harm while at school. 72% elementary 65% middle school 81% high school Chronic Absenteeism 2022 - 2023 SY Data All Students - 22.6% SED - 29.1% MLL - 26.15 HI - 25.5% AI - 37.5% AS - 9.6% AA - 25.6% FI - 5.1% PI - 26.5% MR - 20.1% WH - 20.4% FOS - 50% HOM - 38.4%	consistently implemented and responsive to student needs. By placing additional assistant principals in these schools, the district strengthens site-level leadership capacity to improve supervision, implement proactive and restorative practices, and provide timely, targeted interventions for students most in need. This includes supporting positive behavior systems, monitoring attendance, and coordinating supports for unduplicated pupils. While this action benefits all students, it is principally directed toward improving outcomes for unduplicated pupils by reducing exclusionary discipline, strengthening engagement, and increasing access to supportive school environments. This schoolwide approach ensures that high-need sites have the leadership and systems necessary to promote equitable outcomes and improved student success.	

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
	School Attendance Rates *As of May 22nd 2024 All Students - 92.87% EVS - 93.17% JRS - 92.89% MHS - 94.93% MVS - 93.33% RCE - 93.96% TPA - 92.18% UELF - 93.77% LJMS - 94% TMS - 93.21% RCHS - 91.74% THS - 96.17% ELCO - 55.44% **Scope:** Schoolwide		
2.7	**Action:** Elementary Counselors **Need:** District data shows the need for mental health support at schools with high levels of unduplicated students in order to disrupt inequitable practices with specific student demographic groups: 2022 - 2023 Suspension Rates All Students - 5.2% AA - 13.8% HIS - 5.1% WH - 5.2% MR - 6.1%	The action to employ additional counselors at sites with high unduplicated pupil counts was initially implemented to address disparities in student behavior and engagement, including elevated suspension and chronic absenteeism rates. Data from prior years indicated disproportionate impacts on unduplicated pupil groups, highlighting the need for increased behavioral and social-emotional support to promote equitable outcomes. This action was provided on a schoolwide basis at sites with high concentrations of unduplicated pupils to ensure that students received targeted, preventative, and responsive supports. Through increased access to counseling services, the district aimed to strengthen student engagement, reduce disciplinary incidents, and provide	2.3, 2.7 and 2.10

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
	Chronic Absenteeism 2022 - 2023 SY Data All Students - 22.6% SED - 29.1% MLL - 26.15 FOS - 50% HOM - 38.4% School Attendance Rates *As of May 22nd 2024 All Students - 92.87% JRS - 92.89% MVS - 93.33% RCE - 93.96% TPA - 92.18% UELF - 93.77% **Scope:** Schoolwide	individualized support to meet the diverse needs of students. While this action benefited all students, it was principally directed toward improving outcomes for unduplicated pupils by increasing access to behavioral supports and interventions. This action has been discontinued for the 2025–2026 and 2026–2027 school years. The district will continue to address identified student needs through other aligned actions, including expanded behavioral health services, site-based leadership supports, and coordinated multi-tiered systems of support, which provide a more comprehensive and sustainable approach to improving student outcomes.	
2.8	**Action:** Mental & Behavioral Health Services **Need:** District data shows the need for mental health support at schools with high levels of unduplicated students in order to disrupt inequitable practices with student demographic groups: 2022 - 2023 Suspension Rates All Students - 5.2% AA - 13.8% HIS - 5.1% WH - 5.2%	CRPUSD continues to employ mental health professionals districtwide at sites with high unduplicated pupil counts to address disparities in student behavior and engagement, including suspension, expulsion, and chronic absenteeism. Current data indicate that while the overall suspension rate has improved to 3.8%, certain student groups continue to experience disproportionate outcomes, including Long-Term English Learners (11.8%). Additionally, chronic absenteeism remains elevated at 19.1% overall, with higher rates among Students with Exceptional Needs (30.2%), Multilingual Learners (22.1%), and Long-Term English Learners (26.8%), demonstrating the continued need for targeted mental health and behavioral supports.	2.3, 2.4, 2.5, 2.7, and 2.10

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
	MR - 6.1% 2022-2023 Expulsion Count: 10 Students Youth Truth 23-24 SY Students feel safe at school. 59% elementary 49% middle school 64% high school Staff feel that their students are safe from violence. 65% elementary 48% middle school 64% high school Staff feels safe from harm while at school. 72% elementary 65% middle school 81% high school Chronic Absenteeism 2022 - 2023 SY Data All Students - 22.6% SED - 29.1% MLL - 26.15 FOS - 50% HOM - 38.4% School Attendance Rates *As of May 22nd 2024 All Students - 92.87% EVS - 93.17% JRS - 92.89%	This action is provided on a districtwide basis at sites with high concentrations of unduplicated pupils to ensure that students have consistent access to mental health services, preventative supports, and timely interventions. Expulsion counts have decreased from 7 to 5 students, reflecting improved behavioral outcomes and the impact of expanded supports; however, continued efforts are needed to sustain and strengthen these outcomes. By allocating mental health professionals to these sites, the district enhances its ability to implement proactive, restorative, and trauma-informed practices, while providing individualized social-emotional support to students most in need. These supports strengthen student engagement, reduce behavioral incidents, and promote positive school climates. While this action benefits all students, it is principally directed toward improving outcomes for unduplicated pupils by increasing access to mental health services, reducing exclusionary discipline, and strengthening student engagement. This schoolwide approach ensures that high-need sites have the capacity and resources necessary to support student well-being and improve equitable outcomes across the district.	

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
	MHS - 94.93% MVS - 93.33% RCE - 93.96% TPA - 92.18% UELF - 93.77% LJMS - 94% TMS - 93.21% RCHS - 91.74% THS - 96.17% ELCO - 55.44% **Scope:** LEA-wide		
2.11	**Action:** TPA Bussing **Need:** Due to the rural location of Thomas Page Location, a large majority of the students, who identify with specific demographic groups, do not have independent transportation or access to attend school regularly. The district has identified a need to provide transportation in order to disrupt the below data points. Chronic Absenteeism 2022 - 2023 SY Data All Students - 22.6% SED - 29.1% MLL - 26.15 FOS - 50% HOM - 38.4% School Attendance Rate *As of May 22nd 2024	In order to increase student attendance rates, CRPUSD has identified a need to provide transportation for students attending Thomas Page Academy, particularly due to the rural location of the site. Data indicate that certain student groups, including unduplicated pupils such as Socioeconomically Disadvantaged students, foster youth, and Multilingual Learners, face barriers to consistent attendance due to limited access to reliable transportation. This action is provided on a schoolwide basis at Thomas Page Academy to ensure that all students, especially unduplicated pupils, have equitable access to school and can attend regularly. Chronic absenteeism data indicate that attendance remains an area of need across student groups, with a districtwide rate of 19.1%, and higher rates among unduplicated pupils, including Multilingual Learners (22.1%) and Students with Exceptional Needs (30.2%),	2.3, 2.5, 2.7 and 2.9

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
	TPA - 92.18% **Scope:** Schoolwide	demonstrating the importance of removing barriers to attendance. By providing transportation services, the district reduces barriers to access, increases daily attendance, and supports consistent student engagement in instruction. Improved access to school contributes to stronger academic outcomes, reduced dropout rates, and increased opportunities for student success. While this action benefits all students at the site, it is principally directed toward improving attendance and engagement for unduplicated pupils by ensuring reliable access to school. This schoolwide approach ensures that transportation barriers do not limit student participation or access to educational opportunities.	
2.14	**Action:** Student Support Advisors **Need:** District data shows the need for behavioral health support at schools in order to disrupt inequitable practices with specific student demographic groups: 2023 - 2024 Suspension Rates All Students - 5.1% AA - 8.3% HIS - 5% WH - 4.9% MR - 5.4% SWEN - 9.3% 2023 - 2024 Chronic Absenteeism	Maintaining behavioral support at school sites with high unduplicated pupil counts remains essential in light of ongoing disparities in student behavior and engagement. Current data indicate that while the overall suspension rate has improved to 3.8%, certain student groups continue to experience disproportionate outcomes, including Long-Term English Learners (11.8%). Additionally, chronic absenteeism remains elevated at 19.1% overall, with higher rates among Students with Exceptional Needs (30.2%), Multilingual Learners (22.1%), and Long-Term English Learners (26.8%), highlighting the continued need for targeted behavioral and engagement supports. This action is provided on a schoolwide basis at all TK-8 sites to ensure consistent implementation of	2.3, 2.4, 2.5, 2.7, and 2.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students - 19.9% SED - 24.2% MLL - 20.0% FOS - 48.1% HOM - 23.0% School Attendance Rates *As of December 9th 2024 All Students - 94.65% JRS - 94.10% MVS - 94.73% RCE - 96.54% TPA - 94.54% UELF - 95.12% **Scope:** Schoolwide	behavioral supports, proactive interventions, and student engagement strategies. By directing additional resources to these sites, the district strengthens its ability to provide supervision, implement preventative and restorative practices, and offer individualized student support. These efforts contribute to improved school climate, reduced disciplinary incidents, and increased student engagement. While this action benefits all students, it is principally directed toward improving outcomes for unduplicated pupils by reducing disparities in suspension and chronic absenteeism and increasing access to supportive school environments. This schoolwide approach ensures that high-need sites have the systems and capacity necessary to promote equitable outcomes and student success.	
2.15	**Action:** Student Services Specialist II **Need:** District data indicates a clear need for a Student Support Specialist II position at the district level to assist school sites serving high numbers of unduplicated students. This role would play a critical part in addressing and interrupting inequitable practices affecting specific student demographic groups. 2023 - 2024 Suspension Rates All Students - 5.1% AA - 8.3% HIS - 5%	Establishing a Student Services Specialist II position to serve sites with high unduplicated pupil counts is essential for addressing ongoing disparities in student behavior and engagement, including suspension and chronic absenteeism. Current data indicate that while the overall suspension rate has improved to 3.8%, certain student groups continue to experience disproportionate outcomes, including Long-Term English Learners (11.8%). Additionally, chronic absenteeism remains elevated at 19.1% overall, with higher rates among Students with Exceptional Needs (30.2%), Multilingual Learners (22.1%), and Long-Term English Learners (26.8%), demonstrating the continued need for targeted, coordinated support.	2.3, 2.4, 2.5, 2.7, and 2.10

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
	WH - 4.9% MR - 5.4% SWEN - 9.3% 2023 - 2024 Chronic Absenteeism All Students - 19.9% SED - 24.2% MLL - 20.0% FOS - 48.1% HOM - 23.0% School Attendance Rates *As of December 9th 2024 All Students - 94.65% JRS - 94.10% MVS - 94.73% RCE - 96.54% TPA - 94.54% UELF - 95.12% **Scope:** Schoolwide	This action is provided on a schoolwide basis to all TK-8 sites to ensure consistent implementation of behavioral, attendance, and student support systems across all school sites, particularly those serving high concentrations of unduplicated pupils. By directing targeted resources through the Student Services Specialist II role, the district strengthens systemwide coordination, oversight, and implementation of proactive interventions. This includes supporting site leadership, aligning multi-tiered systems of support, and ensuring that students receive timely, individualized behavioral and engagement supports. While this action benefits all students, it is principally directed toward improving outcomes for unduplicated pupils by reducing disparities in suspension and chronic absenteeism and increasing access to coordinated, responsive support systems. This districtwide approach ensures consistency, alignment, and capacity to effectively meet the needs of students across all sites.	
3.4	**Action:** Community Liaisons **Need:** An analysis of Youth Truth survey data from the 2023–24 and 2024–25 school years highlights a clear and persistent need to improve family engagement and parent empowerment across the district, particularly at the high school level. When asked if they feel empowered to play a meaningful role in	This action directly addresses the needs of unduplicated pupils, including Multilingual Learners, foster youth, and Socioeconomically Disadvantaged students, by strengthening school-home partnerships and ensuring families feel empowered and included in school decision-making and planning. Research and local data indicate that when families of unduplicated pupils are meaningfully engaged, student outcomes improve, and school systems become more responsive to student needs.	3.2, 3.6, 3.8, and 3.9

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
	school decision making, only 60% of elementary families responded positively in 2023–24. This increased slightly to 61% in the midyear 2024–25 data. Middle school families showed a modest gain as well, rising from 43% to 45%. However, high school families reported a significant decline—from 45% in 2023–24 to just 37% in the 2024–25 midyear survey—an 8% drop in perceived empowerment. A similar trend appears in the data related to parent and family involvement in planning school activities. In 2023–24, 76% of elementary families, 59% of middle school families, and 54% of high school families felt included in these efforts. Midyear data from 2024–25 shows a small increase in elementary (78%) and middle school (60%) responses, but again, high school families reported a decline, with only 50% indicating that they felt included—a 4% drop from the previous year. These results reveal not only a disparity between elementary, middle, and high school family experiences but also a troubling trend at the high school level, where both perceived empowerment and inclusion are decreasing. To address these challenges, particularly the declining engagement at the high school level, there is a clear need for the district to invest in and expand the use of Community Liaisons. These roles are essential in building meaningful connections between families and schools, increasing parent voice in school	YouthTruth survey results from recent years indicate variability in how families experience engagement across grade spans. While elementary and middle school families reported improvement, high school families continue to report lower levels of engagement. Specifically, the percentage of high school families who feel empowered to play a meaningful role in decision-making remains lower than other grade spans, and perceptions of inclusion in school planning also remain comparatively lower. These data suggest a need to strengthen school-family communication and engagement, particularly at the secondary level, where unduplicated pupils may be disproportionately impacted. This action is provided on a districtwide basis to ensure consistent access to family engagement supports across all school sites. By implementing Community Liaison positions across the district, CRPUSD ensures that families, especially those of unduplicated pupils, have access to support, communication, and opportunities for meaningful involvement, regardless of school site. Community Liaisons serve as a bridge between families and schools by reducing barriers to engagement, facilitating communication, and promoting participation in school decision-making processes. While this action benefits all students and families, it is principally directed toward improving outcomes for unduplicated pupils by strengthening family engagement, increasing access to school systems, and ensuring that family	

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
	decision-making, and ensuring families are welcomed and involved in the life of the school community. **Scope:** LEA-wide	voice is represented in planning and decision-making. Through this districtwide approach, CRPUSD is working to build inclusive, responsive school communities that support improved student outcomes and strengthen partnerships with families.	
3.5	**Action:** Translation Services **Need:** Youth Truth survey results from the 2023–24 and 2024–25 school years highlight a continued need to strengthen family engagement across CRPUSD, particularly in ways that ensure all educational partners—regardless of language—can fully access and participate in school decision-making and planning. This need is especially critical for unduplicated pupils, including Multilingual Learners, foster youth, and students from low-income households, whose families often face additional barriers to engagement due to language access. When families were asked if they feel empowered to play a meaningful role in decision-making at the school, only 60% of elementary families responded positively in 2023–24, with a slight increase to 61% in the 2024–25 midyear survey. Middle school families showed a similar modest gain (43% to 45%), while high school families reported a significant decline—from 45% to just 37%. Similarly, the percentage of families who felt	This action addresses a critical barrier faced by unduplicated pupils—particularly Multilingual Learners and students from low-income households—by ensuring that families have equitable access to school information, services, and decision-making processes through high-quality translation and interpretation services. When families cannot access information in their home language, it limits their ability to engage meaningfully in their child's education and to partner with schools in ways that support student success. YouthTruth survey results indicate variability in family engagement across grade spans. While elementary and middle school families reported slight improvements in feeling empowered and included, high school families continue to report lower levels of engagement. These patterns suggest a need to strengthen communication systems and ensure that all families, particularly those of Multilingual Learners, have access to clear, timely, and understandable information. Language access is a key factor influencing these outcomes, as families of Multilingual Learners may experience barriers to understanding school communications, participating in planning, and	3.8, 3.9, 3.10 and 3.11

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
	included in planning school activities dropped from 54% to 50% at the high school level, even as elementary and middle schools saw small improvements. These declines—particularly at the high school level—indicate that many families do not feel connected to or informed about school processes. For families of Multilingual Learners, this disconnect is often compounded by language barriers that limit their ability to participate in meetings, access information, and advocate for their child. Ensuring high-quality, accessible translation services for all languages is a critical strategy for addressing these gaps. It supports meaningful two-way communication between schools and families, empowers parents to be involved in their child's education, and helps fulfill CRPUSD's responsibility to meet the needs of unduplicated pupils by removing a foundational barrier to engagement. **Scope:** LEA-wide	engaging in decision-making processes. By providing translation and interpretation services across all school sites, CRPUSD ensures that families—regardless of the language spoken at home—have equitable access to information, resources, and opportunities for engagement. This action is provided on a districtwide basis to ensure consistent and equitable access to communication supports across the district. While this action benefits all students and families, it is principally directed toward improving outcomes for unduplicated pupils by increasing family engagement, strengthening school-home communication, and ensuring that all families can actively participate in their child's education. Through this districtwide approach, CRPUSD is working to remove language barriers, strengthen inclusive practices, and ensure that all families are informed, empowered, and connected to their school communities.	
4.1	**Action:** ELD Professional Development **Need:** Based on the district data provided, there is a clear and pressing need for improved and enhanced instructional practices to positively impact student achievement and ELPAC reclassification rates. The data indicates that	The district's action to provide professional development focused on designated and integrated English Language Development (ELD) instruction directly addresses the identified needs of unduplicated pupils, specifically Multilingual Learners and Long-Term English Learners. Student performance data indicate that these groups continue to experience significant disparities in academic achievement, including low	4.1, 4.2, 4.3, 4.4, 4.6, 4.7 and 4.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in the SBAC assessments, only 7.69% of English Learner (EL) students met or exceeded standards in Math, 11.64% in ELA, and a mere 1.24% in Science. Similarly, in the STAR assessments, only 23.80% of EL students achieved at or above benchmark in Math, and 15.20% in ELA. Moreover, the district's reclassification rate stands at 8.50%, indicating a significant challenge in moving EL students to fluent English proficiency, while the ELPAC proficiency rate remains low at 17.11%. This data underscores the critical need for the district to enhance instructional strategies and interventions tailored to the needs of EL students to improve their academic performance and increase their proficiency in English. **Scope:** LEA-wide	performance in SBAC Math, ELA, and Science, as well as lower outcomes on STAR assessments and declining ELPAC proficiency rates. This action is provided on a districtwide basis to ensure that all educators are equipped with the knowledge and skills necessary to effectively support Multilingual Learners across all content areas and grade levels. Consistent implementation of designated and integrated ELD practices is essential to improving access to grade-level content and strengthening language development across the system. Through this professional development, educators receive training in research-based strategies to scaffold instruction, differentiate learning, and integrate language development with academic content. These practices are critical for supporting Multilingual Learners in developing both English language proficiency and content mastery. While this action benefits all students, it is principally directed toward improving outcomes for Multilingual Learners and Long-Term English Learners by increasing access to effective ELD instruction, strengthening academic achievement, and supporting progress toward reclassification. This districtwide approach ensures alignment, consistency, and capacity across all schools to meet the needs of multilingual students.	
4.2	**Action:** ELD Instructional Supports **Need:**	CRPUSD's action to provide instructional coaching support for teachers in designated and integrated English Language Development (ELD) instruction directly addresses the identified needs of unduplicated pupils, specifically Multilingual	4.1, 4.2, 4.3, 4.4, 4.6, 4.7,4.8 and 4.9

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
	Based on the data provided, there is a clear and pressing need for instructional coaching support to enhance designated and integrated English Language Development (ELD) instruction within the district. The SBAC Math, ELA, and Science data reveal low proficiency rates, with only 7.69%, 11.64%, and 1.24% of students meeting or exceeding standards, respectively. Additionally, the EL reclassification rate for the 2022-2023 school year stands at 8.5%, indicating challenges in transitioning Multilingual Language Learners to English proficiency. Furthermore, the ELPAC proficiency rate is at 17.11%, underscoring the need to improve English language proficiency among students. Given these challenges, providing instructional coaching support for teachers in designated and integrated ELD instruction is essential to enhance instructional practices, support student learning, and improve academic outcomes. Moreover, addressing these needs will contribute to fostering a supportive learning environment conducive to improved student attendance, as reflected in the 92.46% school attendance rate for all students. **Scope:** LEA-wide	Learners and Long-Term English Learners. Student performance data indicate that these groups continue to experience significant disparities in academic achievement, including low performance in SBAC Math, ELA, and Science, as well as lower outcomes on STAR assessments and declining ELPAC proficiency rates. This action is provided on a districtwide basis to ensure that all teachers receive consistent, job-embedded support to effectively implement designated and integrated ELD practices across all content areas. A systemwide approach is necessary to ensure that instructional practices are aligned and responsive to the needs of multilingual learners across all schools and grade spans. Through instructional coaching, teachers receive personalized guidance, modeling, and feedback to strengthen their ability to differentiate instruction, scaffold learning, and integrate language development with academic content. This targeted support improves instructional quality and increases access to rigorous, grade-level curriculum for Multilingual Learners. While this action benefits all students, it is principally directed toward improving outcomes for Multilingual Learners and Long-Term English Learners by strengthening instructional practices, increasing English language proficiency, supporting progress toward reclassification, and improving access to college and career readiness pathways, including A–G completion.	

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
1.16	**Action:** Afterschool Intervention at Middle Schools **Need:** The data highlights significant disparities in academic performance among specific student demographic groups in core content areas at the middle school level. This underscores the urgent need for targeted interventions to support these student demographic groups and address the identified gaps in achievement. In response, CRPUSD will continue to prioritize interventions tailored to the specific needs of these student demographics, aiming to ensure equitable access to academic success for all students. Middle School Dropout Rates: Middle School = .08% ELA CRPUSD STAR Winter Data for the 23-24 School Year All Students - 40.65% At/Above Benchmark SED - 30.92% At/Above Benchmark MLL - 15.2% At/Above Benchmark HI - 29.5% At/Above Benchmark AI - 28.9% At/Above Benchmark AS - 53.0% At/Above Benchmark AA - 38.8% At/Above Benchmark FI - 54% At/Above Benchmark PI - 24% At/Above Benchmark MR - 47.6% At/Above Benchmark	To address the academic challenges highlighted by the data, CRPUSD will implement targeted interventions aimed at supporting students, particularly those facing significant disparities in English Language Arts (ELA) and Math proficiency. By continuing to employ teachers dedicated to supporting unduplicated pupils in 7th and 8th grade through an after-school intervention program at Lawrence Jones Middle School and Technology Middle School, the district aims to provide additional academic support to students who need it most. This intervention program will offer personalized assistance and targeted instruction to help students improve their ELA and Math skills, ultimately working to reduce achievement gaps and ensure that all students have the opportunity to succeed academically.	1.2, 1.3, 1.4, 1.5 and 1.18

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	WH - 52.8% At/Above Benchmark FOS - 27.0% At/Above Benchmark HOM - 21.1% At/Above Benchmark Math CRPUSD STAR Winter Data for the 23-24 School Year All Students - 47.43% At/Above Benchmark SED - 37.89% At/Above Benchmark MLL - 23.8% At/Above Benchmark HI - 38.7% At/Above Benchmark AI - 35.6% At/Above Benchmark AS - 64.6% At/Above Benchmark AA - 41.6% At/Above Benchmark FI - 70.5% At/Above Benchmark PI - 31.6% At/Above Benchmark MR - 53.8% At/Above Benchmark WH - 56.6% At/Above Benchmark FOS - 34.5% At/Above Benchmark HOM - 40% At/Above Benchmark ELA 22-23 School Year CAASPP All Students - 40.28% Met or Exceeded SED - 29.10% Met or Exceeded MLL - 11.64% Met or Exceeded HI - 32.19% Met or Exceeded AI - 29.41% Met or Exceeded AS - 51.45% Met or Exceeded AA - 32.14% Met or Exceeded FI - 70% Met or Exceeded PI - 26.31% Met or Exceeded MR - 43.21% Met or Exceeded WH - 48.86% Met or Exceeded FOS - (Fewer than 11 students) - 36.36% Met or Exceeded HOM - 29.78% Met or Exceeded		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Math 22-23 School Year CAASPP All Students - 25.67% Met or Exceeded SED - 16.05% Met or Exceeded MLL - 7.69% Met or Exceeded HI - 16.73% Met or Exceeded AI - 35.30% Met or Exceeded AS - 44.66% Met or Exceeded AA - 23.22% Met or Exceeded FI - 56.67% Met or Exceeded PI - 21.05% Met or Exceeded MR - 25.61% Met or Exceeded WH - 34.51% Met or Exceeded FOS (Fewer than 11 students) - 0% Met or Exceeded HOM - 18.75% Met or Exceeded **Scope:** Limited to Unduplicated Student Group(s)		
1.17	**Action:** Phoenix Staffing **Need:** The data highlights significant disparities in academic performance among specific student demographic groups in core content areas. This underscores the urgent need for targeted interventions to support these student demographic groups and address the identified gaps in achievement. In response, CRPUSD will continue to prioritize social, emotional and academic interventions tailored to the specific needs of these student demographic groups, aiming to ensure equitable access to social emotional and academic success.	To address the social emotional and academic challenges highlighted by the data, CRPUSD will implement targeted interventions aimed at supporting student demographic groups. By continuing to offer an alternative school student at the high school level, the district aims to provide additional social emotional and academic support to students who need it the most. This intervention will offer personalized assistance and a smaller school setting to help students to improve in their academic and SEL skills.	1.2, 1.3, 1.4, 1.5, 1.9 and 1.18

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELA CRPUSD STAR Winter Data for the 23-24 School Year All Students - 40.65% At/Above Benchmark SED - 30.92% At/Above Benchmark MLL - 15.2% At/Above Benchmark FOS - 27.0% At/Above Benchmark HOM - 21.1% At/Above Benchmark Math CRPUSD STAR Winter Data for the 23-24 School Year All Students - 47.43% At/Above Benchmark SED - 37.89% At/Above Benchmark MLL - 23.8% At/Above Benchmark FOS - 34.5% At/Above Benchmark HOM - 40% At/Above Benchmark ELA 22-23 School Year CAASPP All Students - 40.28% Met or Exceeded SED - 29.10% Met or Exceeded MLL - 11.64% Met or Exceeded FOS - (Fewer than 11 students) - 36.36% Met or Exceeded HOM - 29.78% Met or Exceeded Math 22-23 School Year CAASPP All Students - 25.67% Met or Exceeded SED - 16.05% Met or Exceeded MLL - 7.69% Met or Exceeded FOS (Fewer than 11 students) - 0% Met or Exceeded HOM - 18.75% Met or Exceeded Graduation Rates 2022 - 2023 SY Data All Students - 89.5%		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	SED - 87.5% MLL - 82.85% **Scope:** Limited to Unduplicated Student Group(s)		
1.23	**Action:** El Camino High School **Need:** The data highlights significant disparities in academic performance among specific student demographic groups in core content areas. This underscores the urgent need for an alternative school setting to support these student demographic groups and address the identified gaps in achievement, credit recovery complete graduation requirement and graduate with a diploma with a plan for post secondary educational or vocational opportunities. ELA CRPUSD STAR Winter Data for the 23-24 School Year All Students - 40.65% At/Above Benchmark SED - 30.92% At/Above Benchmark MLL - 15.2% At/Above Benchmark FOS - 27.0% At/Above Benchmark HOM - 21.1% At/Above Benchmark Math CRPUSD STAR Winter Data for the 23-24 School Year All Students - 47.43% At/Above Benchmark SED - 37.89% At/Above Benchmark MLL - 23.8% At/Above Benchmark	To address the significant disparities in academic performance among specific student demographic groups in core content areas, El Camino High School will provide support both academically and social emotionally for student overall wellbeing and success. El Camino High School offers specialized curriculum, instruction and guidance to overcome barriers in learning.	1.2, 1.3, 1.4, 1.5, 1.9 and 1.18

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	FOS - 34.5% At/Above Benchmark HOM - 40% At/Above Benchmark ELA 22-23 School Year CAASPP All Students - 40.28% Met or Exceeded SED - 29.10% Met or Exceeded MLL - 11.64% Met or Exceeded FOS - (Fewer than 11 students) - 36.36% Met or Exceeded HOM - 29.78% Met or Exceeded Math 22-23 School Year CAASPP All Students - 25.67% Met or Exceeded SED - 16.05% Met or Exceeded MLL - 7.69% Met or Exceeded FOS (Fewer than 11 students) - 0% Met or Exceeded HOM - 18.75% Met or Exceeded Graduation Rates 2022 - 2023 SY Data All Students - 89.5% SED - 87.5% MLL - 82.85% **Scope:** Limited to Unduplicated Student Group(s)		
2.12	**Action:** Homeless/Foster Support **Need:** The district recognizes the significant challenges and needs of students who are identified Homeless and Foster Youth. Based on the provided data indicating chronic	The district's commitment to providing transportation, placement, and other support services is crucial to address the barriers contributing to chronic absenteeism and discrepancies in educational services. By offering transportation assistance and additional support services tailored to the needs of Foster Youth, the district aims to remove obstacles hindering	2.5, 2.7, 2.10, & 2.24

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	absenteeism rates, with all students at 22.6% and Foster Youth (FOS) at a significantly higher rate of 50%, there is a clear need for improved support services. **Scope:** Limited to Unduplicated Student Group(s)	attendance and promote consistent school attendance. This proactive approach can help ensure that all students have equitable access to education and support their overall academic success.	
4.3	**Action:** Multilingual Language Learner Roadmap **Need:** Based on the provided data, there is a compelling need for CRPUSD to revisit and revise the Multilingual Language Learner Roadmap. The STAR Math and ELA data indicate that only 23.80% and 15.20% of students in the English Learner (EL) student demographic group are performing at or above benchmark levels, respectively. Additionally, the district's reclassification rate stands at 8.50%, suggesting challenges in transitioning EL students to English proficiency. Moreover, the ELPAC proficiency rate is at 17.11%, highlighting the need to improve language acquisition outcomes. Furthermore, the A-G completion rate is only 25%, indicating a need for enhanced academic pathways for Multilingual Language Learners. Given these data points, it is evident that revisiting and revising the Multilingual Language Learners Roadmap is essential to address the academic and language acquisition needs of EL students and to ensure they have the necessary support and resources to succeed academically and linguistically.	The action will involve a 20% of the instructional coaches work load while enhancing the Multilingual Language Learner Roadmap to facilitate district staff growth and deepen their understanding of the needs of EL students. By doing so, CRPUSD aims to achieve higher proficiency levels for Multilingual Language Learners on the ELPAC and in core content areas. This initiative is prompted by the data indicating a low ELPAC proficiency rate of 17.11% among EL students, coupled with a high chronic absenteeism rate of 26.15%. Improving the Multilingual Language Learner Roadmap will provide staff with the necessary tools, strategies, and support to address the unique needs of Multilingual Language Learners, ultimately leading to improved academic outcomes and reduced absenteeism rates.	4.6, 4.7, 4.8 and 4.14

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
4.4	**Action:** ELPAC Testing Support **Need:** The action step to provide additional staff to support ELPAC testing is necessary due to the low ELPAC proficiency rate of 17.11% among students. This data point indicates that a significant portion of students are not achieving proficiency on the ELPAC, which assesses English language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	By providing additional staff to support ELPAC testing, CRPUSD can ensure more effective administration of the exam, potentially leading to improved outcomes. Additional staff can assist in various aspects of the testing process, including preparation, administration, and scoring, which can help identify areas where students may need additional support in language acquisition. Moreover, having sufficient staff can ensure that testing procedures are conducted efficiently and accurately, minimizing disruptions and ensuring that students receive fair and appropriate assessments of their English language proficiency levels. Ultimately, by addressing the need for additional support in ELPAC testing, CRPUSD can better assess students' language proficiency and provide targeted interventions to support their linguistic development.	4.8
4.5	**Action:** Multilingual Language Learner Support Staffing **Need:** The action step to continue supporting EL students in the acquisition of academic English through various means, including the employment of teachers, instructional assistants, supplies, services, and additional training in multilingual support strategies, is essential based on the provided data. The SBAC Math, ELA, and Science data demonstrate low proficiency rates among	The action of continuing to support English Learners in acquiring academic English through various means will address the needs of students in several ways. Firstly, by employing teachers and instructional assistants specifically trained to work with EL students, the district can provide targeted instruction and support tailored to the linguistic and academic needs of these students. These educators can implement effective strategies and interventions to facilitate language acquisition and academic success. Secondly, by ensuring access to necessary supplies and services, such as bilingual	4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8 and 4.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Multilingual Language Learners, with only 7.69%, 11.64%, and 1.24% meeting or exceeding standards, respectively. Additionally, the STAR Math and ELA data indicate that only 23.80% and 15.20% of EL students are performing at or above benchmark levels. Furthermore, the low reclassification rate of 8.50% suggests challenges in transitioning Multilingual Language Learners to proficiency in academic English. Despite a graduation rate of 82.85%, the district's high school dropout rate stands at 2.7%, and the A-G completion rate is only 25%, highlighting the need for continued support to ensure academic success for EL students. Moreover, the ELPAC proficiency rate of 17.11% underscores the ongoing need for improvement in English language proficiency. Therefore, by providing comprehensive support, including additional staffing, resources, and training in multilingual support strategies, the district can better address the academic needs of English Learners and enhance their proficiency in academic English, leading to improved educational outcomes and opportunities. **Scope:** Limited to Unduplicated Student Group(s)	instructional materials, language support resources, and culturally responsive learning materials, English Learners can engage more effectively in the learning process and develop proficiency in academic English. Additionally, offering additional training in multilingual support strategies to staff will enhance their capacity to meet the diverse needs of Multilingual Language Learners. Professional development opportunities focused on best practices for language acquisition, culturally responsive teaching methods, and differentiated instruction will empower educators to create inclusive and supportive learning environments where EL students can thrive. Overall, by providing comprehensive support through the employment of qualified staff, access to resources, and ongoing training initiatives, the district can better meet the academic and linguistic needs of Multilingual Language Learners, ultimately fostering their success in acquiring academic English and achieving educational excellence.	
4.6	**Action:** Language Intervention Sections **Need:** The action step to allocate sections of the primary schedule for language intervention to	Given these data points, it is evident that struggling EL students require targeted support to enhance their language skills and academic performance. Allocating sections of the primary schedule for language intervention will provide focused instruction and resources tailored to the	4.1, 4.2, 4.3, 4.4, 4.6, 4.7, and 4.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support struggling EL students is needed based on the provided data. The SBAC Math, ELA, and Science data indicate low proficiency rates among English Learners, with only 7.69%, 11.64%, and 1.24% meeting or exceeding standards, respectively. Similarly, the STAR Math and ELA data show that only 23.80% and 15.20% of Multilingual Language Learners are performing at or above benchmark levels. Furthermore, the district's reclassification rate of 8.50% suggests challenges in transitioning EL students to proficiency in academic English. Additionally, the ELPAC proficiency rate of 17.11% highlights the ongoing need for improvement in English language proficiency among these students. **Scope:** Limited to Unduplicated Student Group(s)	needs of these students, enabling them to achieve at higher levels in their core classes. This action step is essential to address the academic challenges faced by EL students and ensure their success in meeting academic standards and language proficiency benchmarks.	
4.8	**Action:** Middle School Investigative Learning **Need:** The action step to provide STEM integration with a focus on integrating STEM into ELD curriculum for middle school students is needed based on the provided data. The SBAC Math, ELA, and Science data reveal low proficiency rates among English Learners (ELs), with only 7.69%, 11.64%, and 1.24% meeting or exceeding standards, respectively. Similarly, the STAR Math and ELA data show	The action of providing middle school students with access to STEM integration, particularly within the English Language Development (ELD) curriculum, aims to address the diverse needs of students in several ways: Enhanced Language Development: Integrating STEM into the ELD curriculum provides students with meaningful opportunities to engage in language-rich activities, such as problem-solving, collaboration, and scientific inquiry. By actively participating in STEM activities, students are immersed in language contexts that facilitate the	4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8 and 4.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that only 23.80% and 15.20% of ELs are performing at or above benchmark levels. Moreover, the ELPAC proficiency rate of 17.11% indicates that a significant portion of ELs still requires support in developing English language proficiency. Additionally, the district's reclassification rate of 8.50% suggests challenges in transitioning ELs to proficiency in academic English. Given these data points, it is evident that ELs face academic challenges in both language development and STEM subjects. Integrating STEM into the ELD curriculum provides an opportunity to enhance language development while engaging students in hands-on, inquiry-based learning experiences. This approach not only supports language acquisition but also fosters critical thinking, problem-solving, and collaboration skills essential for success in both academic and real-world contexts. By providing access to STEM integration with a focus on ELD curriculum, CRPUSD can better address the needs of ELs and support their academic growth and achievement. **Scope:** Limited to Unduplicated Student Group(s)	development of vocabulary, syntax, and communication skills necessary for academic success. Contextualized Learning: STEM integration allows students to apply language skills in authentic, real-world contexts. By connecting language learning to STEM concepts and activities, students see the relevance of language skills in solving scientific problems and understanding complex STEM content. This contextualized approach promotes deeper comprehension and retention of language skills. Engagement and Motivation: STEM activities often involve hands-on, experiential learning experiences that appeal to students' natural curiosity and interests. Integrating STEM into the ELD curriculum creates engaging learning opportunities that motivate students to actively participate in language learning tasks. As students become more invested in STEM projects, they are more likely to persevere through language challenges and persist in their language development efforts. Skill Development: STEM integration fosters the development of not only language skills but also critical thinking, problem-solving, creativity, and collaboration skills. Through STEM activities, students learn to communicate effectively, work collaboratively with peers, and think critically to solve complex problems. These interdisciplinary skills are essential for academic success and future readiness in an increasingly STEM-focused world.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Overall, by providing access to STEM integration with a focus on integrating STEM into the ELD curriculum, the action supports the holistic development of students' language proficiency, academic skills, and readiness for future academic and career pathways.	
4.9	**Action:** Middle School Multilingual Curriculum **Need:** The action step to provide middle school ELD curriculum for language acquisition to support struggling EL students is needed based on the provided data. The SBAC Math, ELA, and Science data indicate low proficiency rates among English Learners, with only 7.69%, 11.64%, and 1.24% meeting or exceeding standards, respectively. Similarly, the STAR Math and ELA data show that only 23.80% and 15.20% of Multilingual Language Learners are performing at or above benchmark levels. Furthermore, the district's reclassification rate of 8.50% suggests challenges in transitioning EL students to proficiency in academic English. Additionally, the ELPAC proficiency rate of 17.11% highlights the ongoing need for improvement in English language proficiency among these students. **Scope:** Limited to Unduplicated Student Group(s)	Given these data points, it is evident that struggling EL students require strategic implementation of strategies and targeted support to enhance their language acquisition and improve their academic performance. Providing a robust ELD curriculum will provide focused instruction and resources tailored to the needs of the districts EL students, enabling them to achieve at higher levels in their core classes. This action step is essential to address the academic challenges faced by EL students and to ensure their success in meeting academic standards and language proficiency benchmarks.	4.1, 4.2, 4.3, 4.4, 4.6, 4.7, and 4.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.10	**Action:** Unduplicated Student ELA Support **Need:** Based on the data provided, there is a clear and pressing need for additional ELD supplemental support to enhance student achievement and academic improvement. The SBAC Math, ELA, and Science data reveal low proficiency rates, with only 7.69%, 11.64%, and 1.24% of students meeting or exceeding standards, respectively. Additionally, the EL reclassification rate for the 2022-2023 school year stands at 8.5%, indicating challenges in transitioning Multilingual Language Learners to English proficiency. Furthermore, the ELPAC proficiency rate is at 17.11%, underscoring the need to improve English language proficiency among students. Given these challenges, providing these additional resources for teachers in ELD instruction is essential to enhance instructional practices, support student learning, and improve academic outcomes. Moreover, addressing these needs will contribute to fostering a supportive learning environment conducive to improved student attendance, as reflected in the 92.46% school attendance rate for all students. **Scope:** Limited to Unduplicated Student Group(s)	CRPUSD's action statement to additional ELD supplemental support to enhance student achievement and academic improvement so teachers can addresses the identified needs of English Learner (EL) students as reflected in the provided data. The low proficiency rates in SBAC Math, ELA, and Science assessments, as well as the STAR Math and ELA benchmarks, underscore the academic challenges faced by EL students. By offering this additional resource which can be specifically focused on ELD instruction, teachers will receive personalized resources to enhance their instructional practices. As a result, teachers will be better equipped to address the diverse needs of EL students and help them succeed academically.	4.1, 4.2, 4.3, 4.4, 4.6, 4.7,4.8 and 4.9
4.11	**Action:** Long Term English Learners (LTEL) Reclassification Rate	CRPUSD is committed to increasing the reclassification rate of Long-Term English Learners (LTELs) by 10% over the next three years, addressing their specific needs as identified	4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.23 & 4.24

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Based on the district data provided, there is a clear and pressing need for LTEL reclassification rate monitoring while providing improved and enhanced instructional practices to positively impact student achievement and the LTEL ELPAC reclassification rates. The data indicates that in the SBAC assessments, only 0.84% of LTEL students met or exceeded standards in Math, 7.56% in ELA, and 3.45% in Science. Similarly, in the STAR assessments, only 15.10% of LTEL students achieved at or above benchmark in Math, and 2.39% in ELA. Moreover, the district's reclassification rate stands at 8.50%, indicating a significant challenge in moving LTEL students to fluent English proficiency, while the ELPAC proficiency rate remains low at 17.11%. This data underscores the critical need for the district to enhance instructional strategies and interventions tailored to the needs of EL students to improve their academic performance and increase their proficiency in English. **Scope:** Limited to Unduplicated Student Group(s)	in the data. To achieve this goal, the district will implement targeted strategies aimed at improving LTEL outcomes. The low proficiency rates in SBAC Math, ELA, and Science assessments, as well as STAR Math and ELA benchmarks, highlight the academic challenges faced by LTEL students. In response, CRPUSD will provide professional development focused on designated and integrated ELD instruction. This will include personalized guidance and feedback for teachers to enhance their instructional practices. Through coaching and support, teachers will be equipped with effective tools and strategies to differentiate instruction, scaffold learning, and provide language support across various content areas. This will enable teachers to better address the diverse needs of LTEL students, fostering their academic success. By improving instructional quality in ELD instruction, CRPUSD aims to boost LTEL students' proficiency as measured by the ELPAC proficiency rate and increase their reclassification rate. This action reflects the district's dedication to delivering targeted support, ensuring LTEL students receive the necessary resources and instruction to thrive academically.	

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	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	$74,830,957	$7,839,766	10.477%	0.000%	10.477%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,477,184.45	$1,758,177.00	$0.00	$117,500.00	$13,352,861.45	$9,307,967.44	$4,044,894.01

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	Guaranteed Standards	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.2	Common Formative Assessment	All	No			All Schools	Ongoing	$0.00	$40,092.00		$40,092.00			$40,092.00	
1	1.3	Tier 1 Intervention	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$458,171.00	$315,250.00	$773,421.00				$773,421.00	
1	1.5	Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$122,664.38	$122,664.38				$122,664.38	
1	1.6	Local Assessment	All	No			All Schools	Ongoing	$0.00	$17,715.63	$17,715.63	$0.00			$17,715.63	
1	1.7	ELA Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$175,000.00	$175,000.00				$175,000.00	
1	1.8	Math Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.9	Teacher Induction Training	All	No			All Schools	Ongoing	$115,000.00	$230,000.00	$230,000.00			$115,000.00	$345,000.00	
1	1.10	Online Core Curriculum	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Cotate High School and El Camino High School	Ongoing	$14,645.00	$111,797.00	$126,442.00				$126,442.00	

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
							Grades 9 - 12									
1	**1.11**	College and Career Readiness	All	No			Specific Schools: TPA, TMS, LJMS, THS, RCHS 6-12	Ongoing	$162,086.00	$19,000.00	$181,086.00				$181,086.00	
1	**1.12**	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TPA,LJMS ,TMS,RCH S 6-12	Ongoing	$300,000.00	$66,000.00	$366,000.00				$366,000.00	
1	**1.13**	Math Intervention FTE - RCHS	All	No			Specific Schools: RCHS	Ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00	
1	**1.14**	Outdoor Education	All	No			All Schools	Ongoing	$0.00	$38,000.00	$38,000.00				$38,000.00	
1	**1.15**	Summer School Credit Recovery	All	No			Specific Schools: RCHS	Ongoing	$27,500.00	$0.00	$27,500.00				$27,500.00	
1	**1.16**	Afterschool Intervention at Middle Schools	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Lawrence Jones Middle School and Technolog y Middle School 7th and 8th Grade	Ongoing	$30,000.00	$100,000.00	$130,000.00				$130,000.00	
1	**1.17**	Phoenix Staffing	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Rancho Cotate High School 10th through 12th	Ongoing	$370,000.00	$0.00	$370,000.00				$370,000.00	
1	**1.18**	K-3 Class Size Reduction	All	No			Specific Schools: UELF, Monte Vista, Richard Crane, Hahn, Evergreen , John	Ongoing	$1,253,991.00	$0.00	$1,253,991.00				$1,253,991.00	

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
							Reed, TPA K-3									
1	1.19	Attendance	All	No			All Schools	Ongoing	$0.00	$53,000.00	$53,000.00				$53,000.00	
1	1.20	Virtual Learning Academy	All	No			All Schools Specific Schools: N/A	Ongoing	$0.00	$0.00	$0.00	$0.00			$0.00	
1	1.21	New Teacher Support	All	No			All Schools	Ongoing	$45,000.00	$0.00	$45,000.00				$45,000.00	
1	1.22	Summer School Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$350,000.00	$400,000.00	$100,000.00	$650,000.00			$750,000.00	
1	1.23	El Camino High School	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: El Camino High School 11th and 12th	Ongoing	$586,000.00	$20,000.00	$606,000.00				$606,000.00	
1	1.24	Social Studies Supplemental Curriculum	All	No			Specific Schools: UELF, TPA, MVS, EVG, Hahn, JRS, RCE, LJMS	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.25	Elementary Math Curriculum	All	No			Specific Schools: UELF, TPA, MVS, EVG, Hahn, JRS, RCE,	Ongoing	$0.00	$130,000.00	$130,000.00				$130,000.00	
2	2.1	MTSS	All	No			All Schools	Ongoing	$0.00	$226,843.00		$226,843.00			$226,843.00	
2	2.2	PBIS	All	No			All Schools	Ongoing	$105,443.00	$13,200.00	$105,443.00	$13,200.00			$118,643.00	
2	2.3	Restorative Practices Administrator Academy	All	No			All Schools	Ongoing	$0.00	$28,958.00	$28,958.00				$28,958.00	
2	2.4	SEL Curriculum	All	No			All Schools	Ongoing	$0.00	$41,648.00	$41,648.00				$41,648.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Professional Development	All	No			All Schools	Ongoing	$0.00	$70,000.00		$70,000.00			$70,000.00	
2	2.6	Elementary Assistant Principals	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Evergreen School, Monte Vista School, Thomas Page Academy Transitional Kindergarten through 8th Grade	Ongoing	$365,381.00	$0.00	$365,381.00				$365,381.00	
2	2.7	Elementary Counselors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: John Reed School, Monte Vista School, Thomas Page Academy, University Elementary at La Fiesta, Richard Crane Elementary Transitional Kindergarten through 5th Grade	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.8	Mental & Behavioral Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Transitional Kindergarten through 12th Grade	Ongoing	$942,248.00	$0.00	$942,248.00				$942,248.00	
2	2.9	Nursing Support	All	No			All Schools	Ongoing	$929,671.00	$0.00	$929,671.00				$929,671.00	
2	2.10	Team Success & CPI / Suspension & Expulsion Diversion	All	No			All Schools	Ongoing	$0.00	$200,000.00	$100,000.00	$100,000.00			$200,000.00	
2	2.11	TPA Bussing	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Page Academy	Ongoing	$0.00	$793,451.00	$793,451.00				$793,451.00	

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
							Transitional Kindergarten through 8th Grade									
2	2.12	Homeless/Foster Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.13	Co-Teaching	Students with Disabilities	No			All Schools	Ongoing	$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.14	Student Support Advisors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: John Reed School, Monte Vista School, Thomas Page Academy, University Elementary at La Fiesta, Richard Crane Elementary Transitional Kindergarten through 5th Grade	Ongoing	$558,787.00	$0.00	$558,787.00				$558,787.00	
2	2.15	Student Services Specialist II	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$198,514.44	$0.00	$198,514.44				$198,514.44	
3	3.1	Parent Communication	All	No			All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.2	Educational Partner Education	All	No			All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.3	Family Events	All	No			All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
3	3.4	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$287,342.00	$0.00	$0.00	$287,342.00			$287,342.00	

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	3.5	Translation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$204,514.00	$100,000.00	$304,514.00				$304,514.00	
3	3.6	Community Resources	All	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
3	3.7	Community Engagement	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.8	Family and Community Engagement	All	No			All Schools		$0.00	$5,000.00	$2,500.00			$2,500.00	$5,000.00	
4	4.1	ELD Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
4	4.2	ELD Instructional Supports	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$20,000.00	$10,000.00	$30,000.00				$30,000.00	
4	4.3	Multilingual Language Learner Roadmap	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$70,000.00	$0.00	$70,000.00				$70,000.00	
4	4.4	ELPAC Testing Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$44,047.00	$275.00	$44,322.00				$44,322.00	
4	4.5	Multilingual Language Learner Support Staffing	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$877,951.00	$0.00	$877,951.00				$877,951.00	
4	4.6	Language Intervention Sections	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lawrence Jones Middle School, Technology Middle School, and Rancho Cotate High School 6th through 12th	Ongoing	$612,475.00	$0.00	$612,475.00				$612,475.00	

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
							Grade									
4	4.7	Seal of Biliteracy	All	No			Specific Schools: THS, RCHS	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
4	4.8	Middle School Investigative Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lawrence Jones Middle School and Technology Middle School 6th through 8th Grade	Ongoing	$152,201.00	$10,000.00	$162,201.00				$162,201.00	
4	4.9	Middle School Multilingual Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lawrence Jones Middle School, Thomas Page Academy, Technology Middle School 6-8	Ongoing	$0.00	$275,000.00	$13,300.00	$261,700.00			$275,000.00	
4	4.10	Unduplicated Student ELA Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Reed School, Technology Middle School, El Camino High School Transitional Kindergarten through 12th Grade	Ongoing	$0.00	$118,000.00	$118,000.00				$118,000.00	
4	4.11	Long Term English Learners (LTEL) Reclassification Rate	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 5th Grade through 12th Grade	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.1	El Camino Counselor	All	No			Specific Schools: El Camino	Ongoing	$0.00	$104,000.00	$0.00	$104,000.00			$104,000.00	

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
							High School									

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
$74,830,957	$7,839,766	10.477%	0.000%	10.477%	$8,060,671.82	0.000%	10.772 %	**Total:**	$8,060,671.82
								LEA-wide Total:	$2,963,847.38
								Limited Total:	$3,054,249.00
								Schoolwide Total:	$2,042,575.44

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$773,421.00	
1	**1.5**	Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,664.38	
1	**1.7**	ELA Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
1	**1.8**	Math Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	**1.10**	Online Core Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Cotate High School and El Camino High School Grades 9 - 12	$126,442.00	
1	**1.12**	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TPA,LJMS,TMS,RCHS	$366,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						6-12		
1	1.16	Afterschool Intervention at Middle Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Lawrence Jones Middle School and Technology Middle School 7th and 8th Grade	$130,000.00	
1	1.17	Phoenix Staffing	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Rancho Cotate High School 10th through 12th	$370,000.00	
1	1.22	Summer School Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.23	El Camino High School	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: El Camino High School 11th and 12th	$606,000.00	
2	2.6	Elementary Assistant Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Evergreen School, Monte Vista School, Thomas Page Academy Transitional Kindergarten through 8th Grade	$365,381.00	
2	2.7	Elementary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: John Reed School, Monte Vista School, Thomas Page Academy, University Elementary at La Fiesta, Richard Crane Elementary Transitional Kindergarten through 5th Grade	$0.00	
2	2.8	Mental & Behavioral Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Transitional Kindergarten	$942,248.00	

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 (%)
						through 12th Grade		
2	2.11	TPA Bussing	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Page Academy Transitional Kindergarten through 8th Grade	$793,451.00	
2	2.12	Homeless/Foster Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$50,000.00	
2	2.14	Student Support Advisors	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: John Reed School, Monte Vista School, Thomas Page Academy, University Elementary at La Fiesta, Richard Crane Elementary Transitional Kindergarten through 5th Grade	$558,787.00	
2	2.15	Student Services Specialist II	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$198,514.44	
3	3.4	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.5	Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$304,514.00	
4	4.1	ELD Professional Development	Yes	LEA-wide	English Learners	All Schools	$100,000.00	
4	4.2	ELD Instructional Supports	Yes	LEA-wide	English Learners	All Schools	$30,000.00	
4	4.3	Multilingual Language Learner Roadmap	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$70,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	ELPAC Testing Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$44,322.00	
4	4.5	Multilingual Language Learner Support Staffing	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$877,951.00	
4	4.6	Language Intervention Sections	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lawrence Jones Middle School, Technology Middle School, and Rancho Cotate High School 6th through 12th Grade	$612,475.00	
4	4.8	Middle School Investigative Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lawrence Jones Middle School and Technology Middle School 6th through 8th Grade	$162,201.00	
4	4.9	Middle School Multilingual Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lawrence Jones Middle School, Thomas Page Academy, Technology Middle School 6-8	$13,300.00	
4	4.10	Unduplicated Student ELA Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: John Reed School, Technology Middle School, El Camino High School Transitional Kindergarten through 12th Grade	$118,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	**4.11**	Long Term English Learners (LTEL) Reclassification Rate	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 5th Grade through 12th Grade	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,298,861.45	$12,385,493.07

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**	Guaranteed Standards	No	$0.00	0.0
1	**1.2**	Common Formative Assessment	No	$40,092.00	$20,610.00
1	**1.3**	Tier 1 Intervention	No	$0.00	$0.00
1	**1.4**	Professional Development	Yes	$773,421.00	$905,983.00
1	**1.5**	Data Analysis	Yes	$122,664.38	$125,757.00
1	**1.6**	Local Assessment	No	$17,715.63	$17,715.00
1	**1.7**	ELA Supports	Yes	$175,000.00	$113,441.00
1	**1.8**	Math Supports	Yes	$50,000.00	$18,196.00
1	**1.9**	Teacher Induction Training	No	$345,000.00	$241,126.00
1	**1.10**	Online Core Curriculum	Yes	$126,442.00	$137,576.00
1	**1.11**	College and Career Readiness	No	$181,086.00	$54,326.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.12**	AVID	Yes	$366,000.00	$294,175.00
1	**1.13**	Math Intervention FTE - RCHS	No	$115,000.00	$109,149.00
1	**1.14**	Outdoor Education	No	$38,000.00	$50,490.00
1	**1.15**	Summer School Credit Recovery	No	$27,500.00	$27,000.00
1	**1.16**	Afterschool Intervention at Middle Schools	Yes	$130,000.00	$80,151.00
1	**1.17**	Phoenix Staffing	Yes	$370,000.00	$325,105.00
1	**1.18**	K-3 Class Size Reduction	No	$1,253,991.00	$1,300,380.00
1	**1.19**	Attendance	No	$53,000.00	$55,763.00
1	**1.20**	Virtual Learning Academy	No	$0.00	$0.00
1	**1.21**	New Teacher Support	No	$45,000.00	$46,643.00
1	**1.22**	Summer School Intervention	Yes	$750,000.00	$480,000.00
1	**1.23**	El Camino High School	Yes	$606,000.00	$560,150.00
1	**1.24**	Social Studies Supplemental Curriculum	No	$25,000.00	$26,683.00

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	1.25	Elementary Math Curriculum	No	$130,000.00	$81,478.00
2	2.1	MTSS	No	$226,843.00	$227,207.00
2	2.2	PBIS	No	$118,643.00	$110,357.00
2	2.3	Restorative Practices Administrator Academy	No	$28,958.00	$29,000.00
2	2.4	SEL Curriculum	No	$41,648.00	$35,000.00
2	2.5	Professional Development	No	$70,000.00	$75,000.00
2	2.6	Elementary Assistant Principals	Yes	$365,381.00	$415,535.90
2	2.7	Elementary Counselors	Yes	$0.00	$0.00
2	2.8	Mental & Behavioral Health Services	Yes	$942,248.00	$933,735.00
2	2.9	Nursing Support	No	$929,671.00	$967,267.00
2	2.10	Team Success & CPI / Suspension & Expulsion Diversion	No	$200,000.00	$92,798.00
2	2.11	TPA Bussing	Yes	$793,451.00	$780,898.00
2	2.12	Homeless/Foster support	Yes	$50,000.00	$41,607.00
2	2.13	Co-Teaching	No	$10,000.00	$10,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.14	Student Support Advisors	Yes	$558,787.00	$598,750.00
2	2.15	Student Services Specialist II	Yes	$198,514.44	$201,619.00
3	3.1	Parent Communication	No	$30,000.00	$36,364.17
3	3.2	Educational Partner Education	No	$50,000.00	$49,400.00
3	3.3	Family Events	No	$50,000.00	$6,290.00
3	3.4	Community Liaisons	Yes	$287,342.00	$264,669.00
3	3.5	Translation Services	Yes	$304,514.00	$296,876.00
3	3.6	Community Resources	No	$5,000.00	$5,000.00
3	3.7	Community Engagement	No	$5,000.00	$0.00
4	4.1	ELD Professional Development	Yes	$100,000.00	$153,713.00
4	4.2	ELD Instructional Supports	Yes	$30,000.00	$30,914.00
4	4.3	Multilingual Language Learner Roadmap	Yes	$70,000.00	$70,829.00
4	4.4	ELPAC Testing Support	Yes	$44,322.00	$43,736.00

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)
4	4.5	Multilingual Language Learner Support Staffing	Yes	$877,951.00	$943,961.00
4	4.6	Language Intervention Sections	Yes	$612,475.00	$588,694.00
4	4.7	Seal of Biliteracy	No	$2,000.00	$1,550.00
4	4.8	Middle School Investigative Learning	Yes	$162,201.00	$140,941.00
4	4.9	Middle School Multilingual Curriculum	Yes	$275,000.00	$27,967.00
4	4.10	Unduplicated Student ELA Support	Yes	$118,000.00	$133,918.00
4	4.11	Long Term English Learners (LTEL) Reclassification Rate	Yes	$0.00	$0.00
5	5.1	ELA Support	Yes	$0.00	$0.00
5	5.2	Math Support	Yes	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,252,849	$8,060,671.82	$8,055,085.49	$5,586.33	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	1.4	Professional Development	Yes	$773,421.00	$905,983.42		
1	1.5	Data Analysis	Yes	$122,664.38	$125,757.18		
1	1.7	ELA Supports	Yes	$175,000.00	$113,441.00		
1	1.8	Math Supports	Yes	$50,000.00	$18,196.00		
1	1.10	Online Core Curriculum	Yes	$126,442.00	$137,576.00		
1	1.12	AVID	Yes	$366,000.00	$294,175.00		
1	1.16	Afterschool Intervention at Middle Schools	Yes	$130,000.00	$80,151.20		
1	1.17	Phoenix Staffing	Yes	$370,000.00	$325,102.69		
1	1.22	Summer School Intervention	Yes	$100,000.00	$100,000.00		
1	1.23	El Camino High School	Yes	$606,000.00	$560,150.00		
2	2.6	Elementary Assistant Principals	Yes	$365,381.00	$415,536.00		
2	2.7	Elementary Counselors	Yes	$0.00	$0.00		
2	2.8	Mental & Behavioral Health Services	Yes	$942,248.00	$933,735.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.11**	TPA Bussing	Yes	$793,451.00	$780,898.00		
2	**2.12**	Homeless/Foster support	Yes	$50,000.00	$41,607.00		
2	**2.14**	Student Support Advisors	Yes	$558,787.00	$598,750.00		
2	**2.15**	Student Services Specialist II	Yes	$198,514.44	$201,619.00		
3	**3.4**	Community Liaisons	Yes	$0.00	$0.00		
3	**3.5**	Translation Services	Yes	$304,514.00	$296,876.00		
4	**4.1**	ELD Professional Development	Yes	$100,000.00	$144,572.00		
4	**4.2**	ELD Instructional Supports	Yes	$30,000.00	$30,914.00		
4	**4.3**	Multilingual Language Learner Roadmap	Yes	$70,000.00	$70,829.00		
4	**4.4**	ELPAC Testing Support	Yes	$44,322.00	$43,736.00		
4	**4.5**	Multilingual Language Learner Support Staffing	Yes	$877,951.00	$943,961.00		
4	**4.6**	Language Intervention Sections	Yes	$612,475.00	$588,694.00		
4	**4.8**	Middle School Investigative Learning	Yes	$162,201.00	$140,941.00		
4	**4.9**	Middle School Multilingual Curriculum	Yes	$13,300.00	$27,967.00		
4	**4.10**	Unduplicated Student ELA Support	Yes	$118,000.00	$133,918.00		
4	**4.11**	Long Term English Learners (LTEL) Reclassification Rate	Yes	$0.00	$0.00		
5	**5.1**	ELA Support	Yes	$0.00	$0.00		
5	**5.2**	Math Support	Yes	$0.00	$0.00		

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)
$70,446,272	$7,252,849	0.348%	10.644%	$8,055,085.49	0.000%	11.434%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

<u>Limited Actions</u>

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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