

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cotati-Rohnert Park Unified School District

CDS Code: 49738820000000

School Year: 2025-26

LEA contact information:

Dr. Maitè Iturri

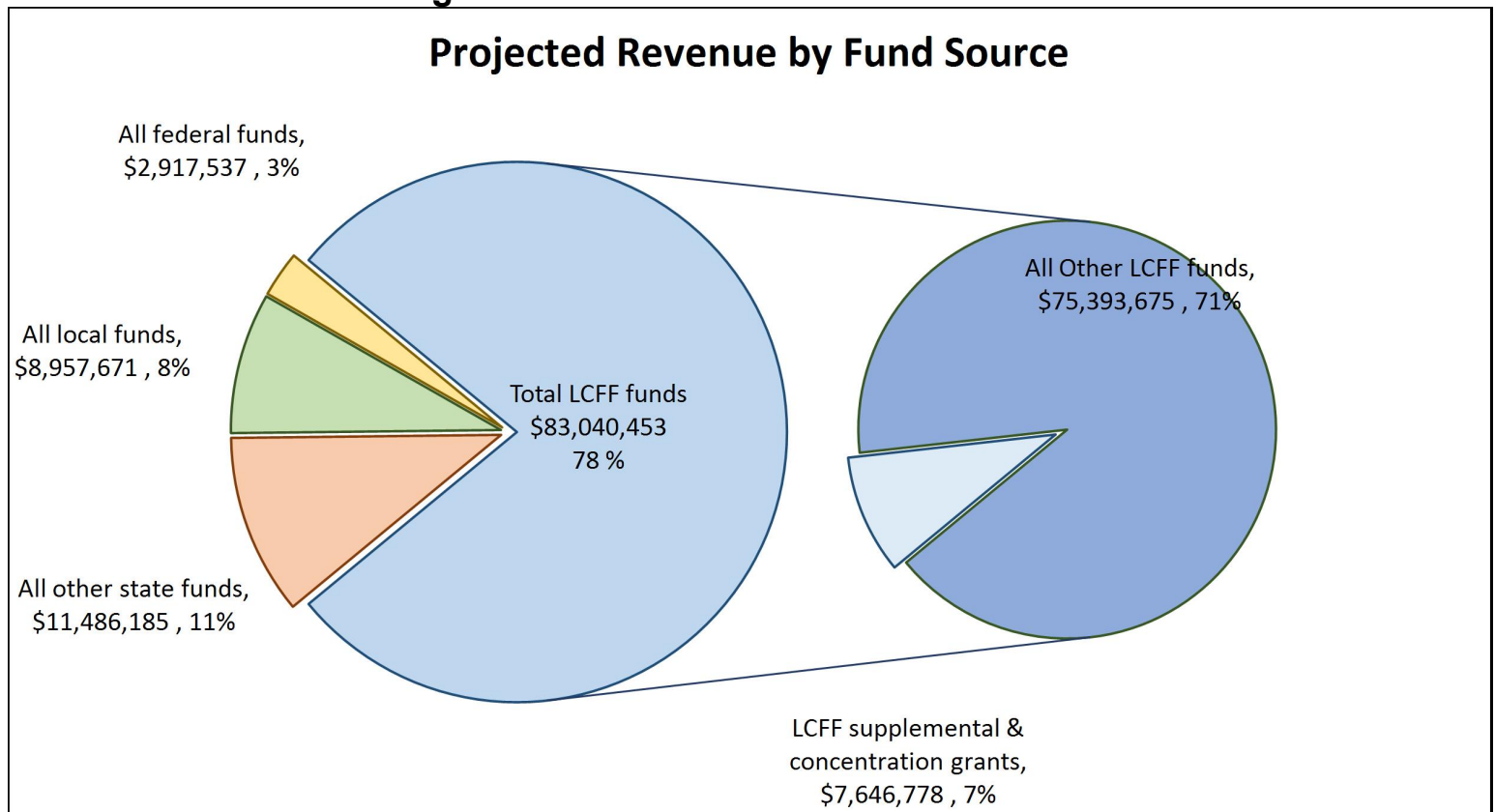
Superintendent

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 2025-26 School Year

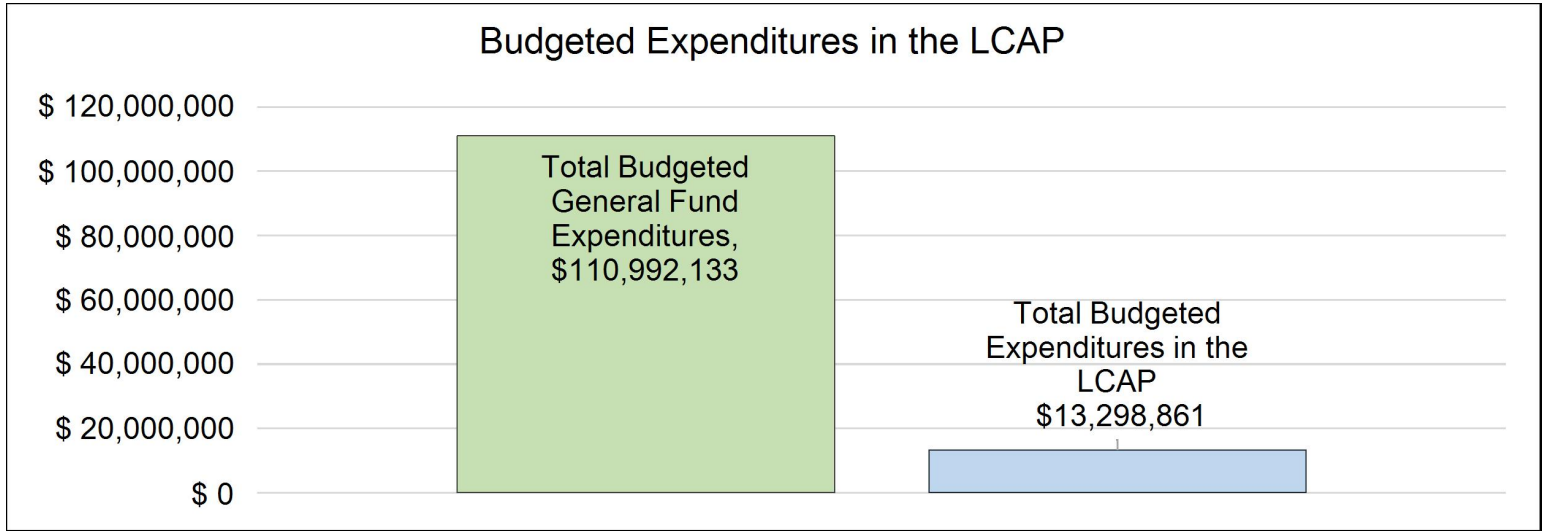


This chart shows the total general purpose revenue Cotati-Rohnert Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cotati-Rohnert Park Unified School District is \$106,401,846, of which \$83,040,453 is Local Control Funding Formula (LCFF), \$11,486,185 is other state funds, \$8,957,671 is local funds, and \$2,917,537 is federal funds. Of the \$83,040,453 in LCFF Funds, \$7,646,778 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cotati-Rohnert Park Unified School District plans to spend \$110,992,133 for the 2025-26 school year. Of that amount, \$13,298,861.45 is tied to actions/services in the LCAP and \$97,693,271.55 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 2025-26 School Year

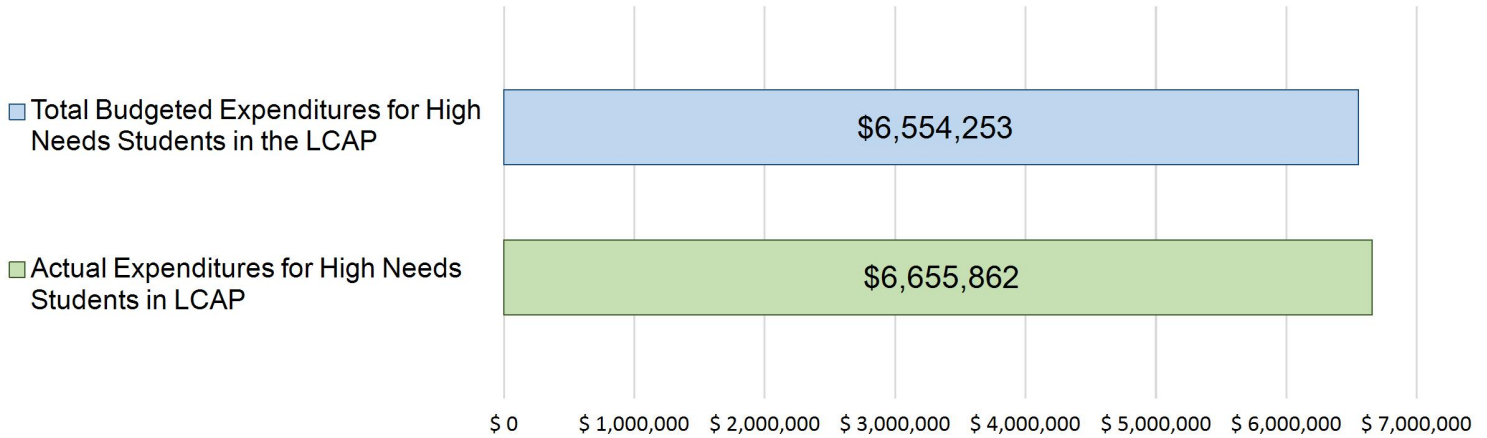
In 2025-26, Cotati-Rohnert Park Unified School District is projecting it will receive \$7,646,778 based on the enrollment of foster youth, English learner, and low-income students. Cotati-Rohnert Park Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cotati-Rohnert Park Unified School District plans to spend \$8,060,671.82 towards meeting this requirement, as described in the LCAP.

An increase in funding has recently been identified due to projected enrollment growth. As a result, associated costs for current goals and actions are also expected to rise.

LCFF Budget Overview for Parents

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

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



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 2024-25, Cotati-Rohnert Park Unified School District's LCAP budgeted \$6,554,253 for planned actions to increase or improve services for high needs students. Cotati-Rohnert Park Unified School District actually spent \$6,655,861.60 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

General Information

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

The Cotati-Rohnert Park Unified School District (CRPUSD) serves approximately 6,357 students from Transitional Kindergarten (TK) through grade 12 across seven elementary schools, two middle schools, one continuation high school, and two comprehensive high schools. The district’s diverse student population includes residents of Cotati, Rohnert Park, and surrounding areas. The ethnic composition of CRPUSD students is as follows: 35% White, 47% Hispanic, 1% Filipino, 4% Asian, 1% American Indian, 3% African American, 2% not reported, 1% Native Hawaiian or Pacific Islander, and 6% identifying with two or more races.

CRPUSD supports 1,149 Multilingual Learners, representing 40 languages spoken in addition to English, with 88% of these students primarily speaking Spanish. Additionally, the district serves approximately 992 students with exceptional needs and has a total of 3,521 unduplicated pupils.

Committed to fostering student success, CRPUSD provides a rigorous and relevant education that prepares students for higher education, career pathways, and engaged citizenship. Professional Learning Communities (PLCs) guide instructional practices through ongoing collaboration focused on student data analysis, effective teaching strategies, and building positive learning environments. PLCs ensure that all instruction is standards-based and designed to meet both academic and social-emotional needs.

The district’s instructional framework is rooted in Universal Design for Learning (UDL), Project-Based Learning (PBL), and Be Glad strategies, ensuring that students receive multiple avenues for engagement, learning, and expression. Through ongoing progress monitoring, educators implement targeted academic and social-emotional interventions to support student success.

CRPUSD's Local Control and Accountability Plan (LCAP) reflects the district's commitment to continuous improvement, with a strategic focus on enhancing student achievement. The 2024-2027 LCAP prioritizes improving outcomes for English Learners through targeted actions, services, and measurable goals aimed at fostering academic success for all students.

Equity Multiplier: For the 2025- 2026, based upon the 2024 CA Dashboard data, Cotati- Rohnert Park Unified School District does not qualify for any Equity Multiplier School funding. Due to this, the 2024- 2025 LCAP Goal #5 and all associated metrics (5.1-5.13) and actions (5.1 & 5.2) with that goal will be removed from the 2025-2026 LCAP.

Reflections: Annual Performance

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

SUCSESSES based on 2024 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 2024 Dashboard for "all students"

Technology High School Blue: College and Career

Technology High School Green: Graduation Rate, ELA and Math

Rancho Cotate High School Green: Graduation Rate

Richard Crane Elementary Green: Suspension and Multilingual Language Learners (MLL) Progress

Evergreen School Green: Suspension and MLL Progress

University Elementary La Fiesta Green: Suspension, ELA and Math

John Reed School Green: Suspension

Thomas Page Academy Green: MLL Progress

Technology Middle School Green: MLL Progress

Marguerite Hahn Elementary Blue: Suspension

The following local indicators were at the "standard met" level.

Basic Services

Implementation the Academic Standards

Parent and Family Engagement

Local Climate Survey

Access to Broad Course of Study

CHALLENGES based on 2024 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 2024

Dashboard for "all students"

SUSPENSION RATE: El Camino, Technology Middle School

MULTILINGUAL LANGUAGE LEARNER PROGRESS INDICATOR: Monte Vista Elementary
CHRONIC ABSENTEEISM: Technology Middle School, Monte Vista Elementary
PUPIL ACHIEVEMENT- MATH INDICATOR: Rancho Cotate High School (RCHS), Technology Middle School (TMS)

Student groups within Cotati- Rohnert Park Unified School District and/or one of the school's that received the lowest performance level ("red") on one or more state indicators on the 2024 Dashboard:

SUSPENSION RATE: (RED) - American Indian, Foster Youth, Homeless, Long-Term Multilingual Language Learners, Students with Exceptional Needs.

CHRONIC ABSENTEEISM: (RED) - Foster Youth

PUPIL ACHIEVEMENT- ELA INDICATOR: (RED) - Multilingual Language Learners, Long-Term Multilingual Language Learners, Students with Exceptional Needs.

PUPIL ACHIEVEMENT- MATH INDICATOR: (RED) - African American, Multilingual Language Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Exceptional Needs

2025-2026 Required Actions
Differentiated Assistance 2024

Priority #4 Pupil Achievement: ELA and Math
Multilingual Language Learners Red (Very Low):

Actions explicitly aligned to address: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11

Priority #6 School Climate - Suspension Rate
Red (Very High): African American:

Actions explicitly aligned to address: Actions 2.1, 2.2, 2.3 2.4 2.5 2.6 2.8 2.10

Priority #6 School Climate - Suspension Rate
Red (Very High): Foster Youth

Actions explicitly aligned to address: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.12

Priority #6 School Climate - Suspension Rate
Red (Very High): Students with Exceptional Needs

Actions explicitly aligned to address: 2.1, 2.2, 2.3 2.4 2.5 2.6 2.8 2.10

Priority #7 Outcomes in a Broad Course of Study
Standard met- Medium- Very Low- Students with Exceptional Needs

Actions explicitly aligned to address: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.13, 1.14, 1.15, 1.17, 1.18, 1.22, 1.23, 1.24, 1.25

Equity Multiplier Goal: For the 2025-2026 School Year, Cotati- Rohnert Park Unified School District does not have any schools receiving Equity Multiplier Funds.

Learning Recovery Emergency Block Grant (LREBG) Actions:

*Multilingual Language Learners Assistants (\$69K) – ACTION 4.5: This allocation for 7% of Multilingual Language Learner Assistants under Action 4.5 aligns with the allowable uses of LREBG funds by accelerating progress toward closing learning gaps. Specifically, the funds are used to provide targeted, evidence-based learning supports—such as tutoring and small-group or one-on-one instructional assistance—delivered by classified staff to meet the academic needs of Multilingual Language Learners. This action is expected to address identified areas of need by directly supporting Multilingual Language Learners in acquiring language proficiency and accessing core academic content, as highlighted in the needs assessment findings related to achievement gaps and language development.

*Summer Credit Recovery (\$15K) – ACTION 1.15: The allocation for Summer Credit Recovery under ACTION 1.15 aligns with LREBG fund uses by providing access to instruction for credit-deficient pupils, helping them complete graduation or grade promotion requirements. This initiative also aims to improve academic achievement, supporting students' recovery and future success, as identified through the needs assessment. This action is expected to address the areas of need by targeting students who are behind in credits, a key indicator identified in the needs assessment as contributing to lower graduation rates and limiting post-secondary opportunities.

*Curriculum Specialists (\$276K) – ACTION 1.4: The allocation for 80% of two Curriculum Specialists under ACTION 1.4 aligns with LREBG fund uses by providing professional development and coaching on the 2023 Mathematics Framework and the English Language Arts/English Language Development Framework for California Public Schools. This supports improved instructional practices and academic recovery, as identified by the needs assessment. This action is expected to address areas of need by building educator capacity to deliver standards-aligned, high-quality instruction—directly responding to needs assessment findings related to inconsistent instructional practices and gaps in student achievement.

*TOSAs/Instructional Coaches (\$280K) – ACTION 1.4: The allocation for two TOSAs positions under ACTION 1.4 aligns with LREBG fund uses by providing professional development and coaching on the 2023 Mathematics Framework and the English Language Arts/English Language Development Framework for California Public Schools. Additionally, the TOSAs will support academic services such as diagnostic assessments, progress monitoring, and benchmark assessments of pupil learning, strengthening instructional practices and promoting academic growth, as identified by the needs assessment. This action is expected to address areas of need by equipping educators with the tools and support necessary to deliver effective, data-driven instruction—addressing disparities in student outcomes highlighted in the needs assessment.

Multilingual Language Learners (MLLs), over 30 ELs enrolled in CRPUSD :

Goal 4, and all associated Actions, are specifically designed to improve academic outcomes for Multilingual Language Learners (MLL)

Long-Term English Learners (LTELs) over 15 LTELs enrolled in CRPUSD:

Actions explicitly aligned to address: 4.1, 4.2, 4.9, 4.10, 4.11

2024 Additional Actions Focused on Priority Student Groups:

Students with Exceptional Needs:

Actions explicitly aligned to address: 1.5, 1.6, 1.7, 1.8, 2.13

Foster Youth:

Actions explicitly aligned to address: 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 is eligible for differentiated assistance based on the 2024 CA School Dashboard. Cotati- Rohnert Park Unified School District is eligible based upon Long- Term English Learners in the red or low performing in the areas of Pupil Achievement, College Career Indicator, and Suspension Rate. Multilingual Language Learners in the red or low performing in the areas of Pupil Achievement and College Career Indicator. Foster Youth in the red or low performing in the areas of Graduation Rate and Suspension Rate. Students with Exceptional Needs in the red or low performing in the areas of Pupil Achievement and Suspension Rate.

As part of its commitment to addressing disparities in student outcomes, Cotati-Rohnert Park Unified School District is actively participating in a year-long Continuous Improvement Collaborative in partnership with the Sonoma County Office of Education and other eligible districts and charter schools. Through this process, the district is analyzing both state and local data to identify root causes, set measurable goals, and design responsive actions aimed at improving outcomes for historically underserved student groups.

One of the district's most urgent priorities is closing the achievement opportunity for Multilingual Language Learners (MLLs). Currently, only 11% of MLLs are proficient in English Language Arts (ELA), compared to 40% of all students district-wide, 10.87% statewide, and 8.40% countywide. In math, only 7% of MLLs are proficient, while 25% of all students district-wide meet proficiency, compared to 9.93% statewide and 6.93% countywide. These data reveal a 29% gap in ELA proficiency between MLLs and the overall student population.

To address this, the district will implement research-based Be GLAD (Guided Language Acquisition Design) strategies to foster inclusive learning environments and promote collaboration among educators. Teachers at the TK–8 level continue to be offered opportunities to learn and apply these creative, dynamic, and engaging strategies, which are designed to enhance instructional practices across all classrooms. This initiative is not targeted at a specific student group, but rather aims to improve Tier 1 instructional methods districtwide, making learning more engaging and effective for all students. In turn, this is expected to increase student engagement, improve attendance, and reduce behavior concerns. These instructional strategies will be reinforced through trust-based, transparent communication between site administrators and staff, ensuring alignment and shared responsibility for student achievement. In addition, teachers will be supported in building positive relationships with students through a restorative lens and will incorporate restorative circles into their classrooms—both as community-building tools and as part of a restoration-focused approach. Collectively, these efforts aim to create cohesive, supportive, and effective learning environments while narrowing the ELA proficiency gap for MLLs to 10% or less.

Additionally, suspension data reveals that students in three demographic areas—Students with Exceptional Needs (SWEN), African American (AA) students, and Foster Youth (FY)—are being suspended at significantly higher rates than the district, county, and state averages. This underscores the need for systemic shifts in behavior support and discipline practices. To address this, the district is examining the impact of exclusionary practices through the continuous improvement process and working to implement restorative, culturally responsive strategies that ensure equitable learning conditions for all students. Principals and assistant principals have all been trained in restorative practices through the Restorative Practices Administrator Academy and have attended Restorative Practices and PBIS consultant trainings. Administrators also receive ongoing training in alternatives to suspension, as well as equity and anti-bias practices throughout the school year. Staff and teachers are given opportunities to participate in equity, restorative practices, and PBIS trainings, further strengthening the district’s commitment to creating a positive, inclusive, and supportive learning environment for all students. Through these robust professional development efforts, teachers are being trained to approach relationships with students through a restorative lens, incorporating both community-building and restoration-focused restorative circles into their classrooms. Additionally, with the introduction of a Student Services Specialist II position within the Student Services department, the district will have dedicated support to assist all schools with PBIS implementation and data analysis, reinforcing consistent, data-driven, and proactive behavioral support across the district.

We have identified our Urgent Articulated Problems as the following:

Priority #4: Pupil Achievement ELA and Math - Red (Very Low): Multilingual Language Learners

Priority #6: School Climate - Suspension Rate - Red (Very High): African American:

Priority #6 School Climate - Suspension Rate - Red (Very High): Foster Youth

Priority #6 School Climate - Suspension Rate - Red (Very High): Students with Exceptional Needs:

Priority #8 Outcomes in a Broad Course of Study - Standard met - Medium - Very Low Students with Exceptional Needs:

Multilingual Language Learners are proficient in ELA compared to 40% of all students are proficient district-wide, 10.87% statewide, and 8.40% countywide. 7% of our Multilingual Language Learners are proficient in math compared to 25% of all students are proficient district-wide, 9.93% statewide, and 6.93% countywide.

Students in three student demographic groups (Students with Exceptional Needs, African Americans & Foster Youth) are being suspended at higher rates than the overall district-wide suspension rate, county rate, and state rate.

Based on these results, CRPUSD will address the 29% achievement opportunity for MLLs to gain proficiency in ELA scores by implementing GLAD strategies, fostering inclusivity, supporting MLLs, and aligning goals through collaboration with trust based and transparent communication between admin and staff to close the achievement opportunity to 10%.

Some of the root causes of this Urgent Articulated Problem are:

MLL Learners in Math and ELA:

An urgent concern has been identified in the academic performance of students learning English in both mathematics and English language arts. The root cause of this issue is the lack of consistent and intentional use of instructional practices that support English language development across classrooms. Without regular, structured support for language development built into daily instruction, these students are not receiving the help they need to fully understand and engage with academic content. This inconsistency limits their ability to develop both language skills and subject knowledge, which in turn affects their ability to meet grade-level expectations and succeed over time.

Suspension Rates AA:

Suspension Rates Foster:

Suspension Rates SWEN:

The persistent disproportionality in suspension rates among African American students, foster youth, and Students with Exceptional Needs is closely tied to exclusionary disciplinary practices that prioritize removal over restoration and relationship-building. This system fails to address the underlying needs of these student groups and contributes to a broader sense of disconnection from the school community.

Youth Truth survey data further underscores this issue: only 37% of students in 2025 reported feeling like a part of their school community, a figure that has remained flat over the past three years. Similarly, just 40% of students reported having a trusted adult to talk to when feeling upset, stressed, or experiencing problems—an increase of only 2% since 2023. These stagnant data points suggest that many students, particularly those disproportionately impacted by exclusionary practices, are not experiencing the relational safety or support necessary for meaningful engagement and success in school. A systemic shift toward more responsive, inclusive, and restorative approaches is essential to create equitable conditions for all students.

Outcomes in Broad Course Study: SWEN 7% are not performing at grade level and college prep classes are not part of their academic system.

The low performance rate among Students with Exceptional Needs can be attributed to several systemic factors. Foremost is the lack of early, consistent, and targeted academic support tailored to their unique learning needs, which inhibits the development of foundational skills critical for long-term success. Additionally, structural barriers often limit SWEN access to rigorous, college-preparatory coursework, further narrowing their academic trajectory. A significant disconnect between general education and special education systems contributes to fragmented support and missed opportunities for inclusive, integrated instruction. Compounding this issue is the absence of clear academic planning that starts early and guides students and families toward high school readiness and post-secondary pathways. Collectively, these challenges create persistent barriers to grade-level achievement and restrict opportunities for college and career readiness for SWEN.

As we plan for the 2025- 2026 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 Language Learners: Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11

African American students: Actions 2.1, 2.2, 2.3 2.4 2.5 2.6 2.8 2.10

Foster Youth: Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.12

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

As part of CRPUSD's participation in the state's Differentiated Assistance process, we are grateful for the ongoing support and partnership provided by Sonoma County Office of Education (SCOE). Together, we are engaging in a collaborative continuous improvement process aimed at addressing identified performance gaps and building sustainable systems of support across our district.

A key area of focus has been the academic achievement of our MLLs, particularly in English Language Arts and Mathematics. With only 11% of MLLs meeting proficiency in ELA and 7% in Math—compared to 40% and 25% of all students districtwide, respectively—we have worked with SCOE to analyze root causes and develop targeted interventions.

One concrete example of this partnership is a focused initiative at Tech Middle School. With SCOE's guidance and support, we will launch a student-centered effort to support a prioritized group of 16 eighth-grade MLLs who scored a 3 or 4 on the ELPAC. These students demonstrate strong oral language skills, but data shows reading and writing remain key areas for growth. By narrowing our focus to this group, we aim to implement a model that is both high-impact and scalable across the district.

This initiative includes:

Targeted Student Support: Emphasis on reading and writing strategies designed to build upon oral language strengths.

Educator Collaboration and Coaching: Professional learning sessions and on-site coaching to support the use of evidence-based instructional strategies.

Data-Informed Reflection Cycles: Regular collaboration with SCOE and site teams to monitor progress, adjust strategies, and ensure alignment with our district wide improvement goals.

Another example of this partnership is an in-depth initiative at Rancho Cotate High School to improve mathematics instruction. Recognizing the need to shift from content coverage to conceptually rich, student-centered learning, this effort aims to transform classroom practice and improve outcomes for all students, particularly MLLs, by cultivating mathematical thinking, engagement, and confidence.

This initiative includes:

Customized Professional Learning:

A site-specific professional learning plan grounded in the Math Hierarchy of Needs developed by Merced County Office of Education.

Training sessions are designed to meet RCHS teachers where they are, providing relevant and practical support aligned with instructional needs and goals.

Ongoing Coaching and Implementation Support:

Teachers receive continuous coaching, including in-class demonstrations, observational feedback, and collaborative reflection, to reinforce the use of evidence-based instructional strategies and provide differentiated support as they implement new practices.

Data-Informed PDSA Cycles:

The work follows a Plan, Do, Study, Act model, enabling teachers to apply new learning, study its impact in real-time, and adjust instruction accordingly. Monthly collaboration meetings are embedded into existing structures to build collective efficacy and maintain momentum.

Phase 1: Mindset and Culture (Spring 2025):

The initial phase focuses on shifting classroom culture to support open-ended problem-solving and sense-making. Through half-day release time and structured collaboration, teachers will begin integrating more student-centered strategies into their daily lessons, laying the foundation for long-term instructional change.

This work reflects our commitment to continuous improvement by beginning with a manageable, meaningful shift in practice and scaling effective strategies over time. In partnership with SCOE, and through the dedication of our site teams, we are building a sustainable model

for impactful instructional change that supports long-term system capacity. Our focus remains on ensuring all students—particularly Multilingual Language Learners—have access to high-quality, inclusive instruction that leads to academic success. Finally, In January 2025, the Multilingual Learner (ML) Support Team at SCOE provided a professional learning session with the staff at John Reed, focused on reviewing instructional strategies for ML students. The staff was offered an opportunity to receive tailored classroom coaching and grade level support to ensure the implementation and continuity of the work to support ML achievement. Teachers showed great enthusiasm for this work and every single grade level signed up to participate.

In February and beyond, grade level teams were provided with release time to work with the SCOE team to plan for designated ELD instruction and grouping. Some teachers received one-on-one instructional coaching as well.

-----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)	Throughout the 2024-2025 school year, the CRPUSD administration and RPCEA representatives participated in various discussions, including Meet and Confer sessions, teacher surveys, LCAP Committee meetings, School Site Council meetings, English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC). These discussions explored ideas and strategies for improving student achievement and fostering safe, inclusive, and welcoming environments through LCAP actions. The focus was on developing methods to better support both students and staff, ensuring their needs and perspectives were central to the district's planning and goal-setting processes.
LCAP Committee Meetings	<p>For the 2024-2025 school year, the LCAP Committee met on the following dates:</p> <ul style="list-style-type: none"> October 8, 2024 December 3, 2024 February 4, 2025 April 1, 2025 May 13, 2025 <p>Committee members reviewed the LCAP goals for clarity, achievability, and measurability, and recommended actions and metrics to support these goals. The committee included teachers, parents, students, administrators, and Board members, with the community invited to participate through bi-monthly meetings.</p>

Educational Partner(s)	Process for Engagement
Student Forum Groups	<p>Student forums were held on site campuses for students in grades 6th through 12th on the following dates: February 27, 2025 February 27, 2025 March 4 2025 March 6, 2025 March 13, 2025 March 24, 2025 March 27, 2025</p> <p>During these forums, students were invited to share their perspectives on the current LCAP goals and actions. Their feedback centered on how each goal impacts their educational experience, as well as recommendations for additional considerations. This input was used to guide edits and revisions to the LCAP Goals and Actions.</p>
District Leadership Team	<p>The District Leadership Team participated in the Youth Truth Data survey and provided input to review the actions of the LCAP Goals. Their feedback focused on ensuring the goals are continuing to be meaningful, measurable, and manageable, leading to updated language and proposed actions that better align with the district's objectives.</p>
Parents	<p>For the 2024-2025 school year, Youth Truth survey data was used to assess parent perspectives on the impact and effectiveness of each LCAP goal. This feedback informed evaluations and guided revisions to ensure the goals were meaningful and actionable. In addition, several site based parent groups, such as School Site Council, provided feedback focused on ensuring goals are continuing to be meaningful, measurable and manageable.</p>
Teachers	<p>For the 2024-2025 school year, Youth Truth survey data was used to evaluate the impact and effectiveness of each LCAP goal. Teacher feedback from this data informed revisions to the LCAP Goals and Actions. Additionally, teachers contributed to the process as members of the LCAP Committee, School Site Councils, and RPCEA Union Meet and Confer sessions.</p>

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC) Meetings	Throughout the 2024-2025 school year, DELAC committee meetings focused on reviewing and strengthening the wording of the LCAP goals to ensure they were meaningful, manageable, and measurable. Members also provided recommendations for any new district actions to support these goals and proposed metrics to evaluate their effectiveness.
Site Based English Learner Advisory Committee (ELAC) Meetings	Throughout the 2024-2025 school year, school site's held individual ELAC committee meetings to evaluate and enhance the clarity and effectiveness of the LCAP goals. Members contributed insights on goal areas, suggested actionable steps for the district, and proposed metrics to measure progress and impact.
Special Education Local Plan Area (SELPA)	For the 2024-2025 school year, the district collaborated with SELPA members through the Compliance Improvement Process (CIM) to review the LCAP goals, ensuring they are meaningful, manageable, and measurable. SELPA members also provided recommendations for actions to support these goals and proposed metrics to assess their effectiveness.
Civil Service Employee Association (CSEA)/Service Employees International Union (SEIU)	For the 2024-2025 school year, CRPUSD administration and CSEA/SEIU representatives engaged in extensive discussions to explore strategies for enhancing student achievement and fostering safe, inclusive, and welcoming environments. These conversations focused on aligning LCAP actions with the district's long-term goals while ensuring that the needs and perspectives of both students and staff remain central to planning and development efforts.
Equity Multiplier	For the 2025- 2026, based upon the 2024 CA Dashboard data, Cotati-Rohnert Park Unified School District does not qualify for any Equity Multiplier School funding. Due to this, the 2024- 2025 LCAP Goal #5 and all associated metrics (5.1-5.13) and actions (5.1 & 5.2) with that goal will be removed from the 2025-2026 LCAP.

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

During the 2024-2025 school year, CRPUSD reaffirmed its commitment to academic excellence by actively collaborating and engaging with local educational partners to enhance student learning opportunities. Input was gathered from a broad range of educational partners, including parents, teachers, students, board members, and community members, through surveys, committee meetings, and district-wide collaborative efforts.

As part of this engagement process, the district also collected questions from each of these important educational partner events and responded with answers from the Superintendent. This approach helped foster an interactive and purposeful relationship between the district and its community, ensuring transparency, responsiveness, and shared ownership of the work ahead.

As a result of these discussions, CRPUSD received valuable, targeted recommendations to inform the review of its LCAP. Key highlights included:

- *Focused and meaningful site-based professional development
- *Continued strengthening of Restorative Practices
- *Advancement and implementation of PBIS to foster a positive and supportive school culture
- *Tier 1 instructional support through Project-Based Learning (PBL), Universal Design for Learning (UDL), and Be Glad instructional strategies
- *Expansion of AVID classes at middle and high school campuses
- *Increased STEM/STEAM/Makerspace opportunities
- *Strategic ELD instruction, including Test Chats and Six Notetaking strategies
- *Building strong, trusting relationships between teachers and students
- *Funding and support for major school events (e.g., field trips, math nights, literacy nights, parent nights)
- *Support for district-wide parent education nights

In alignment with the district's commitment to continuous improvement, and in response to parent and educational partner input, CRPUSD identified additional metrics to strengthen Goal 4. These include incorporating data from the YouthTruth survey to gain deeper insight into the experiences of students, staff, and families. Additionally, the district recognized the need to design and implement more robust, purposeful professional development that is tailored to the unique needs of each school site—ensuring instructional and cultural strategies are both relevant and impactful. These suggestions will guide the district's continued growth and focus on creating equitable, inclusive, and meaningful educational experiences for all students.

District Equity Multiplier Engagement: For the 2025-2026 school year, based upon the 2024 CA Dashboard data, Cotati-Rohnert Park Unified School District does not qualify for any Equity Multiplier School funding. Due to this, the 2024-2025 LCAP Goal #5 and all associated educational partner engagement opportunities, metrics (5.1-5.13) and actions (5.1 & 5.2) with that goal will be removed from the 2025-2026 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.

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

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 4 out of 4 on rubric	Increased 1 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:		All Students - 51% At/Above Benchmark	ELA: All Students - Increased 14.25%

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	All Students - 54.9% At/Above Benchmark		SWEN -26.% At/Above Benchmark	At/Above Benchmark
		Students With Exceptional Needs (SWEN) -16.1% At/Above Benchmark	Students With Exceptional Needs (SWEN) - 24.3% At/Above Benchmark		SED - 42% At/Above Benchmark	Students With Exceptional Needs (SWEN) - Increased 8.2% At/Above Benchmark
		Socio Economically Disabiities (SED) - 30.92% At/Above Benchmark	Socio Economically Disabiities (SED) - 44.4% At/Above Benchmark		MLL - 25.% At/Above Benchmark	Socio Economically Disadvantaged (SED) - Increased 13.48% At/Above Benchmark
		Multilingual Language Learners (MLL) - 15.2% At/Above Benchmark	Multilingual Language Learners (MLL) - 17.3% At/Above Benchmark		HI - 40% At/Above Benchmark	Multilingual Language Learners (MLL)) - Increased 2.1% At/Above Benchmark
		Hispanic (HI) - 29.5% At/Above Benchmark	Hispanic (HI) - 43.3% At/Above Benchmark		AI - 39% At/Above Benchmark	Hispanic (HI) - Increased 13.8% At/Above Benchmark
		American Indian (AI) - 28.9% At/Above Benchmark	American Indian (AI) - 50% At/Above Benchmark		AS - 63% At/Above Benchmark	American Indian (AI) - Increased 21.1% At/Above Benchmark
		Asian (AS) - 53.0% At/Above Benchmark	Asian (AS) - 67.6% At/Above Benchmark		AA - 49% At/Above Benchmark	Asian (AS) - Increased 14.6%
		African American (AA) - 38.8% At/Above Benchmark	African American (AA) - 43.2%		FI - 64% At/Above Benchmark	
		Filipino (FI) - 54% At/Above Benchmark			PI - 34% At/Above Benchmark	
					MR - 58% At/Above Benchmark	

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	At/Above Benchmark		WH - 63% At/Above Benchmark	At/Above Benchmark
		Mixed Race (MR) - 47.6% At/Above Benchmark	Filipino (FI) - 73.7% At/Above Benchmark		FOS - 37% At/Above Benchmark	African American (AA) - Increased 4.4% At/Above Benchmark
		White (WH)- 52.8% At/Above Benchmark	Pacific Islander (PI) - 35.1% At/Above Benchmark		HOM - 31% At/Above Benchmark	Filipino (FI) - Increased 129.7% At/Above Benchmark
		Foster Youth (FOS) - 27.0% At/Above Benchmark	Mixed Race (MR) - 65.4% At/Above Benchmark		Long-Term English Learning (LTEL) - 12%	Pacific Islander (PI) - Increased 11.1% At/Above Benchmark
		Homeless (HOM) - 21.1% At/Above Benchmark	White (WH)- 68.3% At/Above Benchmark			Mixed Race (MR) - Increased 17.8% At/Above Benchmark
		Long-Term English Learning (LTEL) - 2.39% At/Above Benchmark	Foster Youth (FOS) - 50% At/Above Benchmark			White (WH)- Increased 15.5% At/Above Benchmark
			Homeless (HOM) - 30.3% At/Above Benchmark			Foster Youth (FOS) - Increased 23% At/Above Benchmark
			Long-Term English Learning (LTEL) - 15.5% At/Above Benchmark			Homeless (HOM) - Increased 9.2% 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 13.11% At/Above Benchmark
1.3	STAR Math	<p>Winter Data for the 23-24 School Year</p> <p>Math: All Students - 47.43% At/Above Benchmark</p> <p>SWEN - 16.9% At/Above Benchmark</p> <p>SED - 37.89% At/Above Benchmark</p> <p>MLL - 23.8% At/Above Benchmark</p> <p>HI - 38.7% At/Above Benchmark</p> <p>AI - 35.6% At/Above Benchmark</p> <p>AS - 64.6% At/Above Benchmark</p> <p>AA - 41.6% At/Above Benchmark</p> <p>FI - 70.5% At/Above Benchmark</p>	<p>Winter Data for the 24-25 School Year</p> <p>Math: All Students - 52.0% At/Above Benchmark</p> <p>SWEN - 20.9% At/Above Benchmark</p> <p>SED - 41.7% At/Above Benchmark</p> <p>MLL - 24.2% At/Above Benchmark</p> <p>HI - 42.2% At/Above Benchmark</p> <p>AI - 32.4% At/Above Benchmark</p> <p>AS - 72.5% At/Above Benchmark</p>		<p>All Students - 57% At/Above Benchmark</p> <p>SWEN - 27% At/Above Benchmark</p> <p>SED - 48% At/Above Benchmark</p> <p>MLL - 34% At/Above Benchmark</p> <p>HI - 49% At/Above Benchmark</p> <p>AI - 46% At/Above Benchmark</p> <p>AS - 75% At/Above Benchmark</p> <p>AA - 52% At/Above Benchmark</p>	<p>Math: All Students - Increased 4.57% At/Above Benchmark</p> <p>SWEN - Increased by 4% At/Above Benchmark</p> <p>SED - Increased by 3.81% At/Above Benchmark</p> <p>MLL - Increased by 0.4% At/Above Benchmark</p> <p>HI - Increased by 3.5% At/Above Benchmark</p> <p>AI - Decreased by 3.2% At/Above Benchmark</p> <p>AS - Increased by 7.9% At/Above Benchmark</p>

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		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 4.7% At/Above Benchmark FI - Decreased by 3.1% At/Above Benchmark PI - Increased by 1.7% At/Above Benchmark MR - Increased by 5.3% At/Above Benchmark WH - Increased by 7.6% At/Above Benchmark FOS - Increased by 24.8% At/Above Benchmark HOM - Decreased by 5.3% At/Above Benchmark LTEL - Increased by 1.5% At/Above Benchmark
1.4	SBAC (CAASPP ELA)	22-23 School Year ELA:	23-24 School Year ELA:		All Students - 50% Met or Exceeded	ELA:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students - 40.28% Met or Exceeded	All Students - 40.21% Met or Exceeded		SWEN - 24% Met or Exceeded	All Students - Decreased by 0.07% Met or Exceeded
		SWEN - 13.57% Met or Exceeded	SWEN - 8.30% Met or Exceeded		SED - 39% Met or Exceeded	SWEN - Decreased by 5.27% Met or Exceeded
		SED - 29.10% Met or Exceeded	SED - 30.77% Met or Exceeded		MLL - 22% Met or Exceeded	SED - Increased by 1.67% Met or Exceeded
		MLL - 11.64% Met or Exceeded	MLL - 10% Met or Exceeded		HI - 42% Met or Exceeded	MLL - Decreased by 1.64% Met or Exceeded
		HI - 32.19% Met or Exceeded	HI - 32% Met or Exceeded		AI - 39% Met or Exceeded	HI - Decreased by 0.19% Met or Exceeded
		AI - 29.41% Met or Exceeded	AI - 20% Met or Exceeded		AS - 61% Met or Exceeded	AI - Decreased by 9.41% Met or Exceeded
		AS - 51.45% Met or Exceeded	AS - 60.53% Met or Exceeded		AA - 42% Met or Exceeded	AS - Increased by 9.08% Met or Exceeded
		AA - 32.14% Met or Exceeded	AA - 31.82% Met or Exceeded		FI - 80% Met or Exceeded	AA - Decreased by 0.32% Met or Exceeded
		FI - 70% Met or Exceeded	FI - 62.51% Met or Exceeded		PI - 36% Met or Exceeded	FI - Decreased by 7.49% Met or Exceeded
		PI - 26.31% Met or Exceeded	PI - 16.67% Met or Exceeded		MR - 53% Met or Exceeded	
		MR - 43.21% Met or Exceeded	MR - 46.39% Met or Exceeded		WH - 59% Met or Exceeded	
		WH - 48.86% Met or Exceeded	WH - 47.22% Met or Exceeded		FOS - (Fewer than 11 students) - 46% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>FOS - (Fewer than 11 students) - 36.36% Met or Exceeded</p> <p>HOM - 29.78% Met or Exceeded</p> <p>LTEL - 7.56% Met or Exceeded</p>	<p>FOS - (Fewer than 11 students) - 16.7% Met or Exceeded</p> <p>HOM - 26.79% Met or Exceeded</p> <p>LTEL - 10.34% Met or Exceeded</p>		<p>HOM - 40% Met or Exceeded</p> <p>LTEL - 18% Met or Exceeded</p>	<p>PI - Decreased by 9.64% Met or Exceeded</p> <p>MR - Increased by 3.18% Met or Exceeded</p> <p>WH - Decreased by 1.64% Met or Exceeded</p> <p>FOS - (Fewer than 11 students) - Decreased by 19.66% Met or Exceeded</p> <p>HOM - Decreased by 2.99% Met or Exceeded</p> <p>LTEL - Increased by 2.78% Met or Exceeded</p>
1.5	SBAC (CAASPP Math)	<p>22-23 School Year Math: All Students - 25.67% Met or Exceeded</p> <p>SWEN - 11.24% Met or Exceeded</p>	<p>2023 - 2024 School Year Math: All Students - 24.68 % Met or Exceeded</p> <p>SWEN - 5.36 % Met or Exceeded</p>		<p>All Students - 36% Met or Exceeded</p> <p>SWEN - 21% Met or Exceeded</p> <p>SED - 26% Met or Exceeded</p>	<p>Math: All Students - Decreased by 0.99% Met or Exceeded</p> <p>SWEN - Decreased by</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED - 16.05% Met or Exceeded	SED - 16.98% Met or Exceeded		MLL - 18% Met or Exceeded	10.69% Met or Exceeded
		MLL - 7.69% Met or Exceeded	MLL - 5.79% Met or Exceeded		HI - 27% Met or Exceeded	SED - Increased by 0.93% Met or Exceeded
		HI - 16.73% Met or Exceeded	HI - 15.75% Met or Exceeded		AI - 45% Met or Exceeded	MLL - Decreased by 1.9% Met or Exceeded
		AI - 35.30% Met or Exceeded	AI -19.05% Met or Exceeded		AS - 55% Met or Exceeded	HI - Decreased by 1.16% Met or Exceeded
		AS - 44.66% Met or Exceeded	AS - 48.25% Met or Exceeded		AA - 33% Met or Exceeded	AI - Decreased by 16.25% Met or Exceeded
		AA - 23.22% Met or Exceeded	AA - 12.86% Met or Exceeded		FI - 67% Met or Exceeded	AS - Increased by 3.59% Met or Exceeded
		FI - 56.67% Met or Exceeded	FI - 37.50% Met or Exceeded		PI - 31% Met or Exceeded	AA - Decreased by 10.36% Met or Exceeded
		PI - 21.05% Met or Exceeded	PI - 5.56% Met or Exceeded		MR - 36% Met or Exceeded	FI - Decreased by 19.17% Met or Exceeded
		MR - 25.61% Met or Exceeded	MR - 24.52% Met or Exceeded		WH - 45% Met or Exceeded	PI - Decreased by 15.49% Met or Exceeded
		WH - 34.51% Met or Exceeded	WH - 33.90% Met or Exceeded		FOS (Fewer than 11 students) - 10% Met or Exceeded	
		FOS (Fewer than 11 students) - 0% Met or Exceeded	FOS - (Fewer than 11 students) - 5.6% Met or Exceeded		HOM - 29% Met or Exceeded	
		HOM - 18.75% Met or Exceeded			LTEL - 11% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL - 0.84% Met or Exceeded	HOM - 10.72% Met or Exceeded LTEL - 2.61% Met or Exceeded			MR - Decreased by 1.09% Met or Exceeded WH - Decreased by 0.61% Met or Exceeded FOS (Fewer than 11 students) - Increased by 5.6% Met or Exceeded HOM - Decreased by 8.03% Met or Exceeded LTEL - Increased by 1.77% 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	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		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	Science: All Students - Decreased by 3.7% Met or Exceeded SWEN - Decreased by 6.52% Met or Exceeded SED - Decreased by 1.14% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AI - 20.16% Met or Exceeded	HI - 12.46% Met or Exceeded		AI - 30% Met or Exceeded	MLL - Increased by 1.12% Met or Exceeded
		AS - 60.59% Met or Exceeded	AI - 18.18% Met or Exceeded		AS - 71% Met or Exceeded	HI - Decreased by 4.83% Met or Exceeded
		AA - 14.16% Met or Exceeded	AS - 41.18% Met or Exceeded		AA - 24% Met or Exceeded	AI - Decreased by 1.98% Met or Exceeded
		FI - 48.91% Met or Exceeded	AA - 26.09% Met or Exceeded		FI - 59% Met or Exceeded	AS - Decreased by 19.41% Met or Exceeded
		PI - 19.86% Met or Exceeded	FI - 35.29% Met or Exceeded		PI - 30% Met or Exceeded	AA - Increased by 40.25% Met or Exceeded
		MR - 44.54% Met or Exceeded	PI - (Fewer than 11 students) - 0% Met or Exceeded		MR - 55% Met or Exceeded	FI - Decreased by 13.63% Met or Exceeded
		WH - 45.31% Met or Exceeded	MR - 24.07% Met or Exceeded		WH - 55% Met or Exceeded	PI - Decreased by 19.86% Met or Exceeded
		FOS - 8.77% Met or Exceeded	WH - 35.53% Met or Exceeded		FOS - 19% Met or Exceeded	MR - Decreased by 20.47% Met or Exceeded
		HOM - 13.04% Met or Exceeded	FOS - 8.77% Met or Exceeded		HOM - 23% Met or Exceeded	WH - Decreased by 9.98% Met or Exceeded
		LTEL - 3.45% Met or Exceeded	HOM - 8.69% Met or Exceeded		LTEL - 13% Met or Exceeded	
			LTEL - 1.72% Met or Exceeded			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>FOS - Maintained the same % Met or Exceeded</p> <p>HOM - Decreased 4.35% Met or Exceeded</p> <p>LTEL - Decreased 1.73% Met or Exceeded</p>
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		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 1% of elementary Increased 6% of middle Increased 11% 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	2023-2024 School Year All Students - 39.5% prepared for college or career readiness SWEN - 10.4% prepared for college or career readiness		All Students - 48% prepared for college or career readiness SWEN - 17% prepared for college or career readiness	All Students - Increased 2.1% prepared for college or career readiness SWEN - Increased 3.1% prepared for college or career readiness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>MLL - 12.5% prepared for college or career readiness</p> <p>HI - 30.8% prepared for college or career readiness</p> <p>AS - 54.5% prepared for college or career readiness</p> <p>MR - 41.9% prepared for college or career readiness</p> <p>WH - 44.3% prepared for college or career readiness</p>	<p>SED - 29.3% prepared for college or career readiness</p> <p>MLL - 4.0% prepared for college or career readiness</p> <p>HI - 30.9% prepared for college or career readiness</p> <p>AS - 66.7% prepared for college or career readiness</p> <p>MR - 42.3% prepared for college or career readiness</p> <p>WH - 47.5% prepared for college or career readiness</p>		<p>SED - 39% prepared for college or career readiness</p> <p>MLL - 23% prepared for college or career readiness</p> <p>HI - 41% prepared for college or career readiness</p> <p>AS - 65% prepared for college or career readiness</p> <p>MR - 52% prepared for college or career readiness</p> <p>WH - 54% prepared for college or career readiness</p>	<p>SED - Increased 0.8% prepared for college or career readiness</p> <p>MLL - Decreased 8.5% prepared for college or career readiness</p> <p>HI - Increased 0.1% prepared for college or career readiness</p> <p>AS - Increased 12.2% prepared for college or career readiness</p> <p>MR - Increased 0.4% prepared for college or career readiness</p> <p>WH - Increased 3.2% prepared for college or career readiness</p>
1.9	Graduation Rates	<p>2022 - 2023 SY Data</p> <p>All Students - 89.5%</p> <p>SWEN - 72.0%</p>	<p>2023 - 2024 SY Data</p> <p>All Students - 88.1%</p>		<p>All Students - 95%</p> <p>SWEN - 95%</p> <p>SED - 95%</p>	<p>All Students - Decreased 1.4%</p> <p>SWEN - Decreased 2.4%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED - 87.5%	SWEN - 69.6%		MLL - 95%	SED - Decreased 3%
		MLL - 82.85%	SED - 84.5%		HI - 95%	MLL - Increased 2.45%
		HI - 88.8%	MLL - 85.3%		AS - 95%	HI - Decreased 0.2%
		AS - 86.4%	HI - 88.6%		MR - 95%	AS - Decreased 12.8%
		MR - 93.5%	AS - 73.7%		WH - 95%	MR - Decreased 1.2%
		WH - 92.1%	MR - 92.3%			WH - Decreased 2.7%
			WH - 89.4%			
1.10	Chronic Absenteeism	2022 - 2023 SY Data	2023-2024 School Year		All Students - 10%	All Students - Decreased 2.7%
		All Students - 22.6%	All Students - 19.9%		SWEN - 10%	SWEN - Decreased 4.6%
		SWEN - 34.4%	SWEN - 29.8%		SED - 10%	SED - Decreased 4.9%
		SED - 29.1%	SED - 24.2%		MLL - 10%	MLL - Decreased 6.15%
		MLL - 26.15	MLL - 20.0%		HI - 10%	HI - Decreased 3.8%
		HI - 25.5%	HI - 21.7%		AI - 10%	AI - Increased 1.9%
		AI - 37.5%	AI - 39.4%		AS - 9%	
		AS - 9.6%	AS - 10.4%		AA - 10%	
		AA - 25.6%			FI - 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FI - 5.1% PI - 26.5% MR - 20.1% WH - 20.4% FOS - 50% HOM - 38.4% LTEL - 26.1%	AA - 18.2% FI - 7.9% PI - 36.4% MR - 20.2% WH - 18.2% FOS - 48.1% HOM - 23.0% LTEL - 19.1%		PI - 10% MR - 10% WH - 10% FOS - 10% HOM - 10% LTEL - 10%	AS - Increased 0.8% AA - Decreased 7.4% FI - Increased 2.8% PI - Increased 9.9% MR - Increased 0.1% WH - Decreased 2.2% FOS - Decreased 1.9% HOM - Decreased 15.4% LTEL - Decreased 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		30% of students will score proficient on the summative ELPAC. 40% of LTEL students will score proficient on the	Increased 1.36% of students who scored proficient on the summative ELPAC. Increased 0.68% of LTEL students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			25.81% of LTEL students scored proficient on the Summative ELPAC		Summative ELPAC	who scored proficient on the Summative ELPAC
1.12	Districtwide Reclassification Rate	2022-2023 SY 8.5% of Multilingual students were Reclassified.	2023-2024 SY 10.22% of Multilingual students were Reclassified.		30% of Multilingual students will be Reclassified.	Increased 1.72% of Multilingual 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%		All students - 65% AS - 85% HI - 53% WH - 68% MR - 73% MLL - 38% SED - 53% SWEN - 33%	All students - 65% AS - 85% HI - 53% WH - 68% MR - 73% MLL - 38% SED - 53% SWEN - 33%
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%		All Students - 36% AS - 26% HI - 38% WH - 35% MR - 35% MLL - 26% SED - 36% SWEN - 18%	All Students - Decreased 0.6% AS - Increased 7.5% HI - Decreased 2.3% WH - Decreased 0.6% MR - Increased 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWEN - 11.6%			MLL - Decreased 4.8% SED - Decreased 2% SWEN - Increased 5.5%
1.15	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% SED - 10.3% SWEN - 2.9%		All Students - 17% AS - 14% HIS - 19% WH - 16% MR - 15% MLL - 8% SED - 17% SWEN - 5%	All Students - Increased 0.1% AS - Decreased 3.8% HIS - Decreased 0.8% WH - Decreased 0.2% MR - Increased 9.5% MLL - Decreased 3.1% SED - Decreased 1.5% SWEN - Increased 2.9%
1.16	Percent of 10th-12th grade students that took an AP test.	22-23 SY 14.3%	23-24 SY 19.2%		20%	Increased 4.9%
1.17	AP Pass Rate with a score of 3 or Higher	22-23 SY 71.9%	23-24 SY 67.2%		80%	Decreased 4.7%
1.18	Middle School Dropout Rates	Middle School = .08%	2023-2024 School Year Middle School = .62%		0%	Increased .54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	High School Dropout Rate	High School = 1.06%	2023-2024 School Year High School = 2.6%		0.5%	Increased 1.54%
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% 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%		ELA: All Students - 67% SWEN- 29% SED - 58% MLL - 25% AS - 75% HI - 59% WH - 75% MR - 66% LTEL - 30%	ELA: All Students - Decreased 5.48% SWEN - Decreased 14.48% SED - Decreased 5.67% MLL - Decreased 2.05% AS - Increased 10.3% HI - Decreased 6.64% WH - Decreased 3.67% MR - Decreased 8.35% LTEL - Decreased 8.46%
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%		All Students - 34% SWEN - 21% SED - 21% MLL - 12% AS - 73% HI - 22% WH - 42% MR - 32% LTEL - 13%	Math: All Students - Decreased 3.22% SWEN - Decreased 11.12% SED - Increased 0.79% MLL - Increased 2.01% AS - Decreased 12.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL - 3.70%			HI - Decreased 0.52% WH - Decreased 3.39% MR - Decreased 5.21% LTEL - Increased 0.84%
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% UELF - 93.77% LJMS - 94% TMS - 93.21% RCHS - 91.74% THS - 96.17% ELCO - 61%	*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% ELCO - 67.1%		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 1.44% EVS - Increased 1.44% JRS - Increased 1.21% MHS - Increased 1.59% MVS - Increased 1.4% RCE - Increased 2.58% TPA - Increased 2.36% UELF - Increased 1.35% LJMS - Increased 1.39% TMS - Increased 1.14% RCHS - Increased 1.70% THS - Increased 0.78% ELCO - Increased 6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		All schools will be in "Good" condition or above.	Increased by 2 schools in exemplary condition Decreased by 2 schools in good condition Maintained 4 schools in fair condition
1.24	Properly Credentialed Teachers	100%	Data as of February 4, 2025 93.75% are properly credentialed		100%	Decreased by 6.25%
1.25	Textbook Sufficiency as measured by the Williams Report	100%	100%		100%	Maintained 100%
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		5 out of 5 - Full Implementation and Sustainability	Maintained 4 out of 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.	2023-2024 School Year Dashboard Reflection Tool Rating Scale of 1		5 out of 5 - Full Implementation and Sustainability	Decreased 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 out of 5 - Full Implementation	(lowest) - 5 (highest) was used. 3 out of 5 - Initial 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		4 out of 5 - Full Implementation	Increased to 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.		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%		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	24-25 SY		Elementary - 75% Middle School - 75%	New Metric for 25/26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Professional development has provided teaching strategies to better meet student needs:</p> <p>61% elementary teachers agree. 49% middle teachers agree. 34% high school teachers agree.</p>	<p>61% of elementary teachers agree. 49% of middle teachers agree. 34% of high school teachers agree.</p>		High School - 75%	
1.32	Youth Truth Data: Professional Development	<p>24-25 SY</p> <p>Professional development has been closely connected with school priorities:</p> <p>67% elementary teachers agree 55% middle school teachers agree. 38% high school teachers agree.</p>	<p>24-25 SY</p> <p>Professional development has been closely connected with school priorities:</p> <p>67% of elementary teachers agree 55% of middle school teachers agree 38% of high school teachers agree.</p>		<p>Elementary - 75%</p> <p>Middle School - 75%</p> <p>High School - 75%</p>	New Metric for 25/26

Goal Analysis [2024-25]

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

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

CRPUSD made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year:

Successful Implementation

*Action 1.1 – Guaranteed Standards (Ongoing): Successfully aligned instructional strategies districtwide, providing consistency and clarity to support student learning.

*Actions 1.2 & 1.3 – Winter STAR Assessments (Ongoing) and Formative Assessments (Ongoing):

STAR data showed strong gains:

ELA proficiency rose from 40.65% to 54.9%.

Math proficiency increased from 47.43% to 52%.

Notable subgroup progress: SWEN and SED students showed significant gains. Foster Youth exceeded targets with ELA at 50% (up from 27%) and Math at 59.3% (up from 34.5%).

*Action 1.4 – English Language Arts (ELA) (Ongoing): Ongoing professional development enhanced Tier 1 instruction. PLCs contributed to more effective collaboration, shared accountability, and refined instructional practice.

*Action 1.5 – Mathematics (Ongoing): Strategic use of data analysis refined math instruction, supporting continuous improvement.

*Action 1.6 – Local Assessments (Ongoing): Local assessments were used effectively to identify and meet student needs, helping educators adjust practices responsively.

*Action 1.7- ELA Supports (Ongoing): The district continues to provide licenses for supplemental ELA programs that assist with individual learning to support student achievement.

*Action 1.8 - Math Supports (Ongoing): The district continues to provide licenses for supplemental math programs that assist with individual learning to support student achievement.

*Action 1.9 – Teacher Induction Training (Ongoing): Strengthened new teacher support, contributing to instructional consistency and retention.

*Action 1.10 – Online Core Curriculum Access (Ongoing): Expanded access for students, increasing flexibility and instructional reach.

*Action 1.11 - College and Career Readiness (Ongoing): The district continues to offer and expand CTE and exploratory pathways, enhance career exploration through online resources and events, build partnerships with the trades, and implement individualized learning plans to support all high school students in developing four- and six-year college and career readiness plans.

*Action 1.12 - AVID (Ongoing): The district will maintain AVID membership, teacher allocations, and student services at the secondary level and expand these supports to include the elementary level at Thomas Page Academy, with annual AVID training provided to identified teachers.

*Actions 1.13, 1.16, 1.22 – Math Interventions at RCHS (Ongoing), Middle School Math Interventions (Ongoing), and Summer School Intervention (Ongoing): Targeted ELA & Math Interventions are successfully implemented to support high-needs students with focused instruction and support strategies.

*Action 1.14 & 1.15 – Outdoor Education (Ongoing) and Summer School Credit Recovery (Ongoing): These initiatives supported student engagement and extended learning opportunities, especially for At-Promise youth

*Action 1.17 - Phoenix Staffing (Ongoing): Phoenix staffing has continued to provide targeted support for a specialized student demographic at Rancho Cotate High School, positively contributing to both academic progress and social-emotional well-being.

*Action 1.18 - K-3 Class Size Reduction (Ongoing): The continued implementation of K–3 class size reduction has effectively supported early learning by strengthening foundational academic skills and providing increased individualized attention during critical early years of development.

- *Action 1.19 - Attendance (Ongoing): The district will continue funding the Keeping Kids In School case manager to support chronically absent students districtwide with a \$12,500 contribution to the county program, and will contract with PowerSchool to enhance attendance monitoring and intervention systems.
- *Action 1.20 - Virtual Learning Academy (Discontinued): The District will no longer provide an Independent Study program.
- *Action 1.21 - New Teacher Support (Ongoing): The district will continue to provide a system which onboards, supports and engages new teachers with the purpose of enhancing students achievement.
- *Action 1.23 - El Camino High School (Ongoing): The district will continue to employ teachers and support staff at El Camino High School to support unduplicated pupils in a small school setting.
- *Action 1.24 - Social Studies Supplemental Curriculum (Ongoing): The district will continue to provide a social studies supplemental curriculum that assists with individual learning to support student achievement.
- *Action 1.25 - Elementary Math Curriculum (Ongoing): The district will continue to provide a mathematics curriculum that supports individual learning to improve student achievement.

Implementation Challenges

- *Action 1.3 – Common Formative Assessments: While used effectively in some areas, overall implementation remains inconsistent. More development is needed to personalize instruction for ELs, LTELs, and students needing additional differentiation.
- *Action 1.12 – AVID Implementation: Though promising, the program requires deeper support and more structured implementation to be effective across sites.
- *Action 1.5 - Data Analysis: Multilingual Learners (MLL) & Long-Term English Learners (LTEL)
MLL growth was minimal:
ELA: 15.2% ? 17.3%
Math: 23.8% ? 24.2%
LTELs remain below the 25% ELA proficiency target.
Reclassification improved slightly (8.5% to 10.22%) but is still far from the 30% goal.
Subgroup Performance – Pacific Islander & Hispanic Students
While improvements occurred, performance remains below target, indicating a need for more culturally responsive strategies.
- *Action 1.19 Attendance Efforts (cross-action): Current strategies require refinement. A more restorative, supportive approach will be implemented to improve student engagement and reduce chronic absenteeism.
- *Action 1.4 Tier 1 Instruction: Needs continued strengthening to ensure lessons are rigorous, inclusive, and engaging for all students, particularly MLLs.

Modified Implementation

- Action 1.12 – AVID: Implementation has been partially adjusted to respond to site feedback. More robust coaching, monitoring, and integration into core content areas are being planned.
- *Action 1.19 Attendance Strategy Development: In light of limited improvement, approaches are being modified to integrate more trauma-informed, restorative practices.
- *Action 1.3 Formative Assessments: As part of continuous improvement efforts, formative assessment strategies are being revised to better support personalized learning for underserved subgroups.

Non-Implemented Actions

No actions were fully non-implemented during the 2023–2024 school year; however, several (e.g., Action 1.3 and Action 1.12) require increased fidelity and scope to meet the original intent outlined in the 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.

CRPUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

*Action 1.8 - Math Supports Budgeted \$50,000.00; Actual \$15,025.00; Difference is attributed to cost savings from utilizing surplus materials and reduced purchases from the publisher for the 2024–25 school year.

*Action 1.11 - College and Career Readiness: Budgeted \$181,086.00; Actual \$74,456.00; Difference is due to challenges in hiring a College and Career Specialist.

*Action 1.16 - Afterschool Intervention at Middle Schools: Budgeted \$130,000.00; Actual \$334,217.00; Difference is attributed to the expansion of services and programs provided to students.

*Action 1.17 - Phoenix Staffing: Budgeted \$370,000.00; Actual \$173,261.00; Difference is attributed to the departure of a staff member at the start of the school year and significant challenges in filling the position throughout the year.

*Action 1.22 - Summer School Intervention: Budgeted \$750,000.00; Actual \$486,380.00; Difference is due to a decrease in student participation, resulting in fewer programs and services offered based on interest.

*Action 1.25: Elementary Math Curriculum Budgeted \$130,000.00; Actual \$25,253.24; Difference due to reduced cost as a result of utilizing existing surplus materials, thereby minimizing the need for additional purchases.

Actions with no material differences: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 1.18, 1.19, 1.20, 1.21, 1.23

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 1, as demonstrated by both quantitative data and qualitative indicators.

*Actions 1.1, 1.4, 1.5 – Tier 1 Instruction and Professional Development demonstrated strong effectiveness. Alignment to guaranteed standards and ongoing PLC-supported professional learning improved instructional consistency in ELA and Math. Youth Truth data indicates that staff perception of access to meaningful professional development increased by 1% at the elementary level, 6% at the middle school level, and 11% at the high school level—supporting the impact of districtwide professional learning efforts.

*Actions 1.2, 1.3, 1.6 – Data-Driven Instruction using STAR and local assessments showed clear effectiveness. STAR Math proficiency increased by 4.57% and STAR ELA proficiency increased by 14.25% (All Students At/Above Benchmark), indicating significant academic gains as a result of informed instructional adjustments and targeted interventions.

*Actions 1.13, 1.16, 1.22 – Targeted Interventions for At-Promise Student Groups demonstrated strong effectiveness. STAR Math data showed gains for Students with Exceptional Needs (SWEN) (+4%), Socioeconomically Disadvantaged (SED) students (+3.81%), and Foster

Youth (FOS) (+24.8%). STAR ELA results showed similar improvement: SWEN increased by 8.2%, SED by 13.48%, and FOS by 23%. These increases indicate meaningful academic progress among historically underserved student populations.

*Action 1.9 – Teacher Induction was effective in supporting new educators, promoting instructional consistency and retention. Feedback and retention rates validate the program’s positive impact.

*Action 1.10 – Online core curriculum access was effectively implemented, increasing availability of instructional resources and supporting student engagement across learning platforms.

*Action 1.11 - College and Career implementation was partially effective: while there were gains in college and career readiness for most student groups, chronic absenteeism rates worsened overall, and math performance declined for nearly all subgroups, indicating a need for targeted adjustments to improve academic outcomes and student engagement.

*Action 1.12 – AP Pass Rate data indicated decreased effectiveness, with the percentage of students scoring 3 or higher on AP exams declining by 4.7%. This signals a need for targeted instructional support and exam preparation for AP students.

*Action 1.13 - Math Intervention FTE - RCHS implementation shows mixed effectiveness in math outcome with winter benchmark data reflects overall improvement for most student groups, particularly in foundational skills, while EAP college and career readiness data in math reveals declines for several subgroups, suggesting progress in early interventions but a continued need to strengthen long-term academic achievement and readiness at the secondary level.

*Actions 1.14, 1.15 – Outdoor education and summer school/credit recovery offerings were effective in providing engaging, extended learning opportunities for students, particularly in support of academic recovery and enrichment.

*Action 1.16 - Afterschool Intervention at middle schools was effective, as data-driven instruction and targeted support led to significant gains in STAR Math and ELA proficiency, particularly among At-Promise student groups such as SWEN, SED, and FOS.

*Action 1.17 - Phoenix Staffing Implementation showed effectiveness, as graduation rates improved for Multilingual Learners and overall high school completion increased, while STAR ELA benchmark data showed notable gains across all student groups, particularly among Foster Youth, SED, and LTEL students—indicating strong progress in foundational literacy and targeted support efforts.

*Action 1.18 - K-3 Class Size Reduction implementation was largely effective, as STAR ELA and Math data show strong academic growth across most student groups, with particularly notable gains in ELA for Foster Youth, White, Asian, and American Indian students, and in Math for Foster Youth, White, and Mixed Race students.

*Action 1.19 – Attendance Improvement efforts demonstrated positive impact. School attendance rates for all students increased by 1.44%, and chronic absenteeism decreased by 2.7%. These trends indicate progress in student re-engagement and early intervention efforts, though further work is needed to sustain and deepen this improvement.

*Action 1.20 - Virtual Learning Academy implementation was found to be ineffective and will be discontinued for the 2025-2026 school year.

*Action 1.21 - New Teacher Support Implementation was partially effective, with slight gains in perceived access to meaningful professional development at the elementary and middle levels and stronger alignment to school priorities, particularly at the high school level; however, overall support remains low, especially in high school, indicating continued need for improvement.

*Action 1.23 - Summer School Intervention was effective in making progress toward the goal, as evidenced by increased participation and student academic growth in targeted areas. Students who attended the program demonstrated measurable improvement in foundational skills, supporting overall efforts to close achievement gaps and provide meaningful extended learning opportunities.

*Action 1.24 - Social Studies Supplemental Curriculum was effective in promoting instructional consistency and continuity.

*Action 1.25 - Elementary Math Curriculum Implementation was ineffective, as overall performance in elementary math declined, with most student groups—particularly SWEN, AI, AA, PI, and FI—showing significant decreases in the percentage meeting or exceeding standards, indicating a need for improved curriculum alignment and instructional support.

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 the analysis, below are the planned adjustments to be made to the 2024-2027 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:

Goal Description: Refined Goal Language – LCAP Goal 1:

The goal has been updated to better reflect district priorities and evolving student needs. The revised language reinforces a commitment to academic excellence, social-emotional wellness, and addressing achievement gaps by ensuring a high-quality, well-rounded, just, and accommodating education for all students.

Metrics Modification:

*ADD NEW Metrics 1.31, and 1.32 – Professional Development Feedback

Additional feedback will be added to evaluate the effectiveness of professional learning, the District will incorporate additional Youth Truth survey data as an additional metric. The current results indicate room for growth:

Teachers agree that PD provides strategies to meet student needs:

61% of elementary

49% of middle

34% of high school

Teachers agree that PD aligns with school priorities:

67% of elementary

55% of middle

38% of high school

Actions Modifications/Removal:

*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.

*Modified Action 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.

*Removal of Action 1.20 – Virtual Learning Academy:

The Virtual Learning Academy will be discontinued in 2025–2026 due to declining enrollment and reduced demand for fully virtual instruction. The District will continue to meet student needs through existing independent study programs and reallocate resources to enhance in-person instructional offerings.

Expected Outcomes: No changes to current expected outcomes focusing on educational partner engagement.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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	<p>*Modified Action for 2025-2026 SY: 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.</p> <p>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.</p>	\$773,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	The district will provide licenses for supplemental ELA programs that assist with individual learning to support student achievement.	\$175,000.00	Yes
1.8	Math Supports	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	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.	\$181,086.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	AVID	<p>*Modified Action for 2025-2026 SY: For the 2025–2026 school year: 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.</p> <p>The district will continue to maintain AVID membership, teacher allocations, and student services at the secondary level. In addition to the above mentioned, AVID training will be provided to identified teachers each school year.</p>	\$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 Osborne Preserve for outdoor education. All 5th grade students will have the opportunity to participate in overnight outdoor education programming.	\$38,000.00	No
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

Action #	Title	Description	Total Funds	Contributing
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	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
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 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

Action #	Title	Description	Total Funds	Contributing
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)
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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		All sites have a fully developed MTSS tiered resource map which has been updated annually.	EVS - Moved to in progress of updating and continued implementation JRS - Improved to being mostly developed and implemented

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>ECHS -Follows RCHS</p> <p>THS - Implemented, but in progress of updating with staff</p>			<p>and being implemented</p> <p>RCHS - Maintained at Fully Developed and Implementing with the staff</p> <p>ECHS - Maintained at Fully Developed and Implementing with the staff</p> <p>THS - Moved to in progress of updating and continued implementation</p>
2.2	Tiered Fidelity Inventory (TFI) - (PBIS)	<p>EVS -</p> <p>Tier 1: Fall 73% Spring 87%</p> <p>Tier 2: Fall 58% Spring 77%</p> <p>Tier 3: Fall N/A Spring: 56%</p> <p>JRS -</p> <p>Tier 1: Fall 93% Spring 93%</p> <p>Tier 2: Fall 85% Spring 85%</p> <p>Tier 3: Fall 74% Spring 82%</p>	<p>EVS -</p> <p>Fall 24/25</p> <p>Tier 1: 77%</p> <p>Tier 2: 69%</p> <p>Tier 3: N/A</p> <p>Spring 23/24</p> <p>Tier 1: 80%</p> <p>Tier 2: 81%</p> <p>Tier 3: N/A</p> <p>JRS -</p> <p>Fall 24/25</p> <p>Tier 1: 80%</p> <p>Tier 2: 73%</p> <p>Tier 3: N/A</p>		<p>All schools:</p> <p>Tier 1 - 95%</p> <p>Tier 2 - 75%</p> <p>Tier 3 - 55%</p>	<p>EVS -</p> <p>Fall 24/25</p> <p>Tier 1: Increased 4%</p> <p>Tier 2: Increased 11%</p> <p>Tier 3: N/A</p> <p>Spring 23/24</p> <p>Tier 1: Decreased 7%</p> <p>Tier 2: Increased 4%</p> <p>Tier 3: Decreased to N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>RCE - Tier 1: Fall 93% Spring 97% Tier 2: Fall 69% Spring 88% Tier 3: Fall 41% Spring 76%</p> <p>MVS - Tier 1: Fall 83% Spring 87% Tier 2: Fall 69% Spring 73% Tier 3: Fall 59% Spring 59%</p> <p>MHS - Tier 1: Fall 97% Spring TBD Tier 2: Fall 54% Spring TBD Tier 3: Fall N/A Spring N/A</p> <p>UELF - Tier 1: Fall 90% Spring 97% Tier 2: Fall 96% Spring 96% Tier 3: Fall 94% Spring 91%</p> <p>TPA - Tier 1: Fall 57% Spring TBD Tier 2: Fall 58% Spring TBD</p>	<p>Spring 23/24 Tier 1: N/A Tier 2: 92% Tier 3: N/A</p> <p>RCE - Fall 24/25 Tier 1: 70% Tier 2: 77% Tier 3: 38% Spring 23/24 Tier 1: 100% Tier 2: 77% Tier 3: 68%</p> <p>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%</p> <p>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</p> <p>UELF - Fall 24/25</p>			<p>JRS - Fall 24/25 Tier 1: Decreased 13% Tier 2: Decreased 12% Tier 3: Decreased to N/A Spring 23/24 Tier 1: Decreased to N/A Tier 2: Increased 7% Tier 3: Decreased to N/A</p> <p>RCE - Fall 24/25 Tier 1: Decreased 13% Tier 2: Increased 8% Tier 3: Decreased 21% Spring 23/24 Tier 1: Increased 3% Tier 2: Decreased 11% Tier 3: Decreased 8%</p> <p>MVS - Fall 24/25 Tier 1: Decreased 30%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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 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 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 2: Increased 8% Tier 3: Maintained at 59% Spring 23/24 Tier 1: Decreased 10% Tier 2: Maintained at 73% Tier 3: increased 6% MHS - Fall 24/25 Tier 1: Decreased 37% Tier 2: Decreased 4% Tier 3: Maintained N/A Spring 23/24 Tier 1: Increased to 97% from TBD Tier 2: Increased to 54% from TBC Tier 3: Maintained N/A UELF - Fall 24/25 Tier 1: Increased 3% Tier 2: Increased 4% Tier 3: Decreased to N/A Spring 23/24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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: Maintained 97% Tier 2: Decreased 4% Tier 3: Decreased 38% TPA - Fall 24/25 Tier 1: Decreased 27% Tier 2: 2Decreased 31% Tier 3: Maintained N/S Spring 23/24 Tier 1: Increased to 43% from TBD Tier 2: Increased to 46% from TBD Tier 3: Maintained N/A/TBD TMS - Fall 24/25 Tier 1: Decreased 20% Tier 2: Increased 4% Tier 3: Increased 15% Spring 23/24 Tier 1: Increased to 50% from TBD Tier 2: Increased to 31% from TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Tier 3: Increased to 9% from TBD</p> <p>LJMS - Fall 24/25 Tier 1: Increased 10% Tier 2: Maintained 62% Tier 3: Maintained N/A Spring 23/24 Tier 1: Increased to 80% from TBD Tier 2: Increased to 77% from TBD Tier 3: Maintained N/A/TBD</p> <p>RCHS - Fall 24/25 Tier 1: Increased to 37% from 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</p> <p>ECHS -</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						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 THS - Fall 24/25 Tier 1: Increased to 30% from 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
2.3	Suspension Rates	2022 - 2023 Suspension Rates All Students - 5.2% AA - 13.8% HIS - 5.1%	2023 - 2024 Suspension Rates All Students - 5.1% AA - 8.3% HIS - 5%		All Students - 5% AA - 5% HIS - 5% WH - 5% MR - 5% SWEN - 5%	All Students - Decreased 0.1% AA - Decreased 5.5% HIS - increased 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH - 5.2% MR - 6.1% SWEN - 9.5%	WH - 4.9% MR - 5.4% SWEN - 9.3%			WH - Decreased 0.3% MR - Decreased 0.7% SWEN - Decreased 0.2%
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		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 1% of elementary Increased 6% of middle Decreased 9% of high school
2.5	Chronic Absenteeism	2022 - 2023 SY Data All Students - 22.6% SWEN - 34.4% SED - 29.1% Multilingual Language Learners (MLL) - 26.15 HI - 25.5% AI - 37.5% AS - 9.6%	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%		All Students - 10% SWEN - 10% SED - 10% MLL - 10% HI - 10% AI - 10% AS - 9% AA - 10% FI - 5%	All Students - Decreased 2.7% SWEN - Decreased 4.6% SED - Decreased 4.9% MLL - Decreased 6.15% HI - Decreased 3.8% AI - Increased 1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA - 25.6% FI - 5.1% PI - 26.5% MR - 20.1% WH - 20.4% FOS - 50% HOM - 38.4% LTEL - 26.1%	AA - 18.2% FI - 7.9% PI - 36.4% MR - 20.2% WH - 18.2% FOS - 48.1% HOM - 23.0% LTEL - 19.1%		PI - 10% MR - 10% WH - 10% FOS - 10% HOM - 10% LTEL - 10%	AS - Increased 0.8% AA - Decreased 7.4% FI - Increased 2.8% PI - Increased 9.9% MR - Increased 0.1% WH - Decreased 2.2% FOS - Decreased 1.9% HOM - Decreased 15.4% LTEL - Decreased 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.		60% of SPED students spend more than 80% of their day in Gen Ed	Decreased by 0.2% of SPED students spending more than 80% of their day in Gen Ed
2.7	Expulsion Rates	2022-2023 Expulsion Count:	2023-2024 Expulsion Count:		Expulsion Count: 6 Students	Expulsion Count:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10 Students = .15% of students	7 Students = .10% of students			Decreased by 3 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% ELCO - 67.1%		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 1.78% EVS - Increased 1.44% JRS - Increased 1.21% MHS - Increased 1.59% MVS - Increased 1.4% RCE - Increased 2.58% TPA - Increased 2.36% UELF - Increased 1.35% LJMS - Increased 1.39% TMS - Increased 1.14% RCHS - Increased 1.7% THS - Increased 0.78% ELCO - Increased 11.66%
2.9	Middle School Dropout Rates	Middle School = .08%	23-24 SY Data Middle School = .62%		0%	Increased by 0.54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	High School Dropout Rates	High School = 1.06%	23-24 SY Data High School = 2.6%		0.5%	Increased by 1.54%
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 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	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 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		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 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	ELA: All Students - Decreased by 0.07% Met or Exceeded SWEN - Decreased by 5.27% Met or Exceeded SED - Increased by 1.67% Met or Exceeded MLL - Decreased by 1.64% Met or Exceeded HI - Decreased by 0.19% Met or Exceeded AI - Decreased by 9.41% Met or Exceeded AS - Increased by 9.08% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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		WH - 59% Met or Exceeded FOS - (Fewer than 11 students) - 46% Met or Exceeded HOM - 40% Met or Exceeded LTEL - 18% Met or Exceeded	AA - Decreased by 0.32% Met or Exceeded FI - Decreased by 7.49% Met or Exceeded PI - Decreased by 9.64% Met or Exceeded MR - Increased by 3.18% Met or Exceeded WH - Decreased by 1.64% Met or Exceeded FOS - (Fewer than 11 students) - Decreased by 19.66% Met or Exceeded HOM - Decreased by 2.99% Met or Exceeded LTEL - Increased by 2.78% Met or Exceeded
2.12	SBAC (CAASPP Math)	All Students - 25.67% Met or Exceeded	2023 - 2024 School Year Math:		All Students - 36% Met or Exceeded	Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWEN - 11.24% Met or Exceeded	All Students - 24.68 % Met or Exceeded		SWEN - 21% Met or Exceeded	All Students - Decreased by 0.99% Met or Exceeded
		SED - 16.05% Met or Exceeded	SWEN - 5.36 % Met or Exceeded		SED - 26% Met or Exceeded	SWEN - Decreased by 10.69% Met or Exceeded
		MLL - 7.69% Met or Exceeded	SED - 16.98% Met or Exceeded		MLL - 18% Met or Exceeded	SED - Increased by 0.93% Met or Exceeded
		HI - 16.73% Met or Exceeded	MLL - 5.79% Met or Exceeded		HI - 27% Met or Exceeded	MLL - Decreased by 1.9% Met or Exceeded
		AI - 35.30% Met or Exceeded	HI - 15.75% Met or Exceeded		AI - 45% Met or Exceeded	HI - Decreased by 1.16% Met or Exceeded
		AS - 44.66% Met or Exceeded	AI -19.05% Met or Exceeded		AS - 55% Met or Exceeded	AI - Decreased by 16.25% Met or Exceeded
		AA - 23.22% Met or Exceeded	AS - 48.25% Met or Exceeded		AA - 33% Met or Exceeded	AS - Increased by 3.59% Met or Exceeded
		FI - 56.67% Met or Exceeded	AA - 12.86% Met or Exceeded		FI - 67% Met or Exceeded	AA - Decreased by 10.36% Met or Exceeded
		PI - 21.05% Met or Exceeded	FI - 37.50% Met or Exceeded		PI - 31% Met or Exceeded	FI - Decreased by 19.17% Met or Exceeded
		MR - 25.61% Met or Exceeded	PI - 5.56% Met or Exceeded		MR - 36% Met or Exceeded	
		WH - 34.51% Met or Exceeded	MR - 24.52% Met or Exceeded		WH - 45% Met or Exceeded	
		FOS (Fewer than 11 students) - 0% Met or Exceeded	WH - 33.90% Met or Exceeded		FOS (Fewer than 11 students) - 10% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM - 18.75% Met or Exceeded LTEL - 0.84% 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		HOM - 29% Met or Exceeded LTEL - 11% Met or Exceeded	PI - Decreased by 15.49% Met or Exceeded MR - Decreased by 1.09% Met or Exceeded WH - Decreased by 0.61% Met or Exceeded FOS (Fewer than 11 students) - Increased by 5.6% Met or Exceeded HOM - Decreased by 8.03% Met or Exceeded LTEL - Increased by 1.77% 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		30% of students will score proficient on the summative ELPAC 40% of Long-Term English Learners will score proficient on the Summative ELPAC	Increased 1.36% of students who scored proficient on the summative ELPAC. Increased 0.68% of LTEL students who scored proficient on the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Summative ELPAC			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.		30% of MLL students will be Reclassified	Increased 1.72% of MLL students
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 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%		All students - 65% AS - 85% HI - 53% WH - 68% MR - 73% MLL - 38% SED - 53% SWEN - 33%	All students - 65% AS - 85% HI - 53% WH - 68% MR - 73% MLL - 38% SED - 53% SWEN - 33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%		All Students - 36% AS - 26% HI - 38% WH - 35% MR - 35% MLL - 26% SED - 36% SWEN - 18%	All Students - Decreased 0.6% AS - Increased 7.5% HI - Decreased 2.3% WH - Decreased 0.6% MR - Increased 12% MLL - Decreased 4.8% SED - Decreased 2% SWEN - Increased 5.5%
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% SED - 10.3% SWEN - 2.9%		All Students - 17% AS - 14% HIS - 19% WH - 16% MR - 15% MLL - 8% SED - 17% SWEN - 5%	All Students - Increased 0.1% AS - Decreased 3.8% HIS - Decreased 0.8% WH - Decreased 0.2% MR - Increased 9.5% MLL - Decreased 3.1% SED - Decreased 1.5% SWEN - Increased 2.9%
2.18	AP Pass Rate with a score of 3 or Higher	22-23 SY 71.9%	23-24 SY 67.2%		80%	Decreased 4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%		ELA: All Students - 67% SWEN - 29% SED - 58% MLL - 25% AS - 75% HI - 59% WH - 75% MR - 66% LTEL - 30%	ELA: All Students - Decreased 5.48% SWEN - Decreased 14.48% SED - Decreased 5.67% MLL - Decreased 2.05% AS - Increased 10.3% HI - Decreased 6.64% WH - Decreased 3.67% MR - Decreased 8.35% LTEL - Decreased 8.46%
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% MR - 21.88% LTEL - 2.86%	23-24 SY (11th Grade) 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%		All Students - 34% SWEN - 21% SED - 21% MLL - 12% AS - 73% HI - 22% WH - 42% MR - 32% LTEL - 13%	Math: All Students - Decreased 3.22% SWEN - Decreased 11.12% SED - Increased 0.79% MLL - Increased 2.01% AS - Decreased 12.52% HI - Decreased 0.52% WH - Decreased 3.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						MR - Decreased 5.21% LTEL - Increased 0.84%
2.21	Youth Truth Data - Student Safety	<p>Youth Truth 23-24 SY</p> <p>Students feel safe at school. 59% elementary 49% middle school 64% high school</p> <p>Staff feel that their students are safe from violence. 65% elementary 48% middle school 64% high school</p>	<p>Youth Truth 24-25 SY</p> <p>Students feel safe at school. 60% elementary 50% middle school 63% high school</p> <p>Staff feel that their students are safe from violence. 54% elementary 50% middle school 68% high school</p>		<p>Students feel safe at school. 90% elementary 90% middle school 90% high school</p> <p>Staff feel that their students are safe from violence. 90% elementary 90% middle school 90% high school</p>	<p>Students feel safe at school. Increased 1% elementary Increased 1% middle school Decreased 1% high school</p> <p>Staff feel that their students are safe from violence. Decreased 11% elementary Increased 2% middle school Increased 4% high school</p>
2.22	Youth Truth Data - Staff Safety	<p>Youth Truth 23-24 SY</p> <p>Staff feels safe from harm while at school. 72% elementary 65% middle school 81% high school</p>	<p>Youth Truth 24-25 SY</p> <p>Staff feels safe from harm while at school. 64% elementary 70% middle school 86% high school</p>		<p>Staff feels safe from harm while at school. 90% elementary 90% middle school 90% high school</p>	<p>Staff feels safe from harm while at school. Decreased 8% elementary Increased 5% middle school Increased 4% high school</p>
2.23	Youth Truth Data - Parent Safety	<p>Youth Truth 23-24 SY</p>	<p>Youth Truth 24-25 SY</p>		<p>Parents feel their child's learning</p>	<p>Parents feel their child's learning</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents feel their child's learning environment is safe: 80% elementary 57% middle school 75% high school	Parents feel their child's learning environment is safe: 81% elementary 57% middle school 69% high school		environment is safe: 90% elementary 90% middle school 90% high school	environment is safe: Increased 1% elementary Maintained at 57% middle school Decreased 6% 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		Students feel connected to their school: 80% elementary 80% middle school 80% high school	Students feel connected to their school: Increased 4% elementary Increased 4% middle school Maintained at 37% 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		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 1% elementary Increased 3% middle school Decreased 3% high school
2.26	Youth Truth Data - Staff Connectedness	Youth Truth 23-24 SY Staff feel empowered to play a meaningful role in decision-making at their school: 66% elementary 62% middle school	Youth Truth 24-25 SY Staff feel empowered to play a meaningful role in decision-making at their school:		Staff feel connected to their school: 80% elementary 80% middle school 80% high school	Staff feel connected to their school: Decreased 1% elementary Maintained at 62% middle school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		52% high school	65% elementary 62% middle school 61% high school			Increased 9% high school

Goal Analysis [2024-25]

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

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

CRPUSD made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year:

Successes:

- *Action 2.1 - Multi-Tiered System of Supports (MTSS) (Ongoing): Schools such as EVS, RCE, and MVS strengthened their tiered resource maps and intervention frameworks, leading to improved student support.
- *Action 2.2 - Positive Behavioral Interventions and Supports (PBIS) (Ongoing): Positive trends in PBIS implementation, as measured by the Tiered Fidelity Inventory (TFI), at EVS, JRS, and RCE.
- *Action 2.3 - Restorative PBIS School Leadership Academy (Ongoing): All site administration participated in the academy for the 2024-2025 school year.
- *Action 2.5 - Professional Development (Ongoing): Staff training in areas such as SEL, PBIS, and Restorative Practices has contributed to improved perceptions of safety among students and increased staff confidence in supporting a safe school environment.
- *Action 2.6 - Elementary Assistant Principals (Ongoing): Full implementation for qualifying schools, contributing to academic and social emotional support efforts.
- *Action 2.8 - Mental and Behavioral Health Services (Ongoing): Successful implementation of mental health services, enabling sites to better support students' mental health needs.
- *Action 2.9 - Nursing Support (Ongoing): was fully implemented, with the district providing necessary training and staff to support students with significant medical needs, resulting in improved student care despite minor challenges in coverage.
- *Action 2.10—Team Success & CPI / Suspension & Expulsion Diversion: Implemented as planned, with collaboration from mental health providers and Team Success to support foster youth and address substance abuse, while CPI services contributed to suspension and expulsion diversion efforts across the district.
- * Action 2.11—TPA Bussing: Implemented as planned, with continued transportation support helping to promote student attendance and strengthen relationships with families at Thomas Page Academy.
- *Action 2.12 - Homeless and Foster Support (Ongoing): Continued provision of transportation, placement, and other support services to families experiencing homelessness or in foster care.

*Action 2.13 - Co-teaching Model (Ongoing): The district supported professional development and allocated funding to implement the co-teaching model, increasing access to the Least Restrictive Environment (LRE) for students receiving special education services.

Challenges:

*Action 2.3 - Restorative PBIS School Leadership Academy: While all site administrators attended, additional training and resources are needed to ensure consistent implementation across all sites, particularly in Tier 2 and Tier 3 support at TPA and TMS.

*Action 2.4 - TK-8 SEL Curriculum Implementation (Ongoing): Varying levels of implementation, with a clear need for stronger and more consistent application of the SEL curriculum.

*Action 2.7 - Elementary Counselors (Discontinued): was challenging due to insufficient resources and staff to fully support the initiative, leading to the decision to discontinue this action in the 2025-26 school year.

*Action 2.13 - Co-teaching Model: Staffing shortages limited full implementation of the co-teaching model and increased access to LRE for SPED students.

Modified Implementation:

*Action 2.3 - Restorative PBIS School Leadership Academy: Action adjusted to include training for any new site administration starting in the 2025-2026 school year.

*Action 2.5 - Professional Development: Adjusted focus to strengthen safety protocols, site-specific interventions, and communication strategies, as well as continuing efforts in SEL, PBIS, Restorative Practices, and Trauma-Informed Practices.

*Action 2.6 - Co-teaching Model: Continued professional development and funding will remain a focus, with a particular emphasis on enhancing collaboration between general and special education staff.

Non-Implemented Actions:

No non-implemented actions identified for this 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.

CRPUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

*Action 2.2 - Positive Behavioral Interventions and Supports (PBIS) Budgeted \$118,643.00 ; Actual \$168,547.00; Difference is due to the expansion of services and the contracting of services outside the district

*Action 2.7—Elementary Counselors Budgeted \$262,083.00; Actual \$606,552.00; Difference is due to more positions being added than originally projected two years ago.

*Action 2.8—Mental Health & Behavioral Support Budgeted \$942,248.00; Actual \$1,291,791.00; Difference is due to more positions being added than originally projected two years ago.

*Action 2.11—TPA Bussing Budgeted \$747,931.00; Actual \$992,741.00; Difference is due to increased costs in the actual transportation cost vs. the projected budget for 2024-25.

*Action 2.12 – Services for foster and homeless students Budgeted ;\$50,000.00; Actual \$20,000.00; Difference is due to a grant received this school year, allowing expenditures to be covered by the grant rather than the general budget.

*Action 2.13: Co-Teaching Budgeted \$10,000.00; Actual \$0; Difference due to co-teaching trainings being offered at no cost during the school year, eliminating the need for the allocated budget.

Actions with no material differences: 2.1, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10

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): Multi-Tiered System of Supports (MTSS) demonstrated strong effectiveness at EVS, RCE, and MVS through the refinement of tiered resource maps and intervention frameworks. However, implementation remains inconsistent at JRS, TPA, and TMS, where Tier 2 and Tier 3 supports require further development. Additional training and resources are needed to ensure coherent and equitable implementation across all school sites.

*Action 2.2 - Positive Behavioral Interventions and Supports (PBIS): Positive Behavioral Interventions and Supports (PBIS) showed effectiveness at EVS, RCE, and MVS, as supported by Tiered Fidelity Inventory (TFI) scores. Implementation at TPA and TMS remains uneven, with gaps in Tier 2 and Tier 3 practices. Targeted support and training are needed to strengthen these school sites and ensure full PBIS integration.

*Action 2.3 – The Restorative PBIS School Leadership Academy was effective in building leadership capacity to implement restorative practices. All site administrators completed the training, and additional sessions are planned to support incoming leaders during the 2025–2026 school year.

*Action 2.4 -TK-8 SEL Curriculum Implementation: has been ineffective in fully advancing the goal, as inconsistent implementation across sites and ongoing discipline concerns highlight the need for more structured and consistent SEL practices.

*Action 2.5 – Least Restrictive Environment implementation showed a slight decline, with the percentage of students with exceptional needs spending more than 80% of their day in general education settings decreasing by 0.2%. This signals the need for more intentional efforts to expand inclusive practices and improve access to general education for students receiving special education services.

*Action 2.6—Elementary Assistant Principal was effective in supporting progress toward the goal, with full implementation at qualifying schools contributing to both academic improvement and social-emotional support for students.

*Action 2.7—Elementary Counselors was ineffective in making progress toward the goal due to limited resources and staffing, resulting in the decision to discontinue the action in the 2025–26 school year.

*Action 2.8 – Expansion of mental and behavioral health services was effective in promoting student well-being and reducing exclusionary discipline practices. Suspension rates decreased for all students by 0.1%, with notable declines among African American students (down 5.5%), White students (down 0.3%), multiracial students (down 0.7%), and students with exceptional needs (down 0.2%). However, suspension rates for Hispanic students increased slightly by 0.1%, signaling a need for deeper analysis and targeted supports for this group.

*Action 2.9—Nursing Support was effective in making progress toward the goal, as full implementation led to improved care for students with significant medical needs, despite minor staffing challenges.

*Action 2.10—Team Success & CPI / Suspension & Expulsion Diversion was effective in making progress toward the goal, with planned supports implemented to address substance abuse, foster youth needs, and reduce suspensions and expulsions through CPI services.

*Action 2.11—TPA Bussing was effective in making progress toward the goal, as continued transportation services supported student attendance and helped build stronger connections with families at Thomas Page Academy.

*Action 2.12 – Services for foster and homeless students demonstrated strong effectiveness in reducing chronic absenteeism. Chronic absenteeism rates decreased by 1.9% for foster youth and by 15.4% for homeless students, indicating that access to transportation, placement services, and outreach supports are positively impacting attendance for these high-need student groups.

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 the analysis, here are the planned adjustments to be made to the 2024-2027 LCAP.

Goal Description Revision:

Original goal: "Safe, inclusive, and welcoming learning atmosphere."

Revised goal: "Safe and welcoming" to improve clarity and focus on measurable actions.

Inclusion remains a core value and is now integrated into broader district practices. The revision underscores the district's commitment to fostering social-emotional learning and prioritizing a safe and welcoming environment.

Metrics Modifications: No changes to current metrics focusing on social emotional learning.

Actions Additions & Modifications:

*Removal of Action 2.7 - Elementary Counselors:

CRPUSD will transition from the shared elementary counselor model to dedicated full time Student Support Advisor positions at each elementary site, providing targeted mental health support and assisting with special education implementation to ensure more personalized and effective student services.

*Add 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.

*Add 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.

Expected Outcomes: No changes to current expected outcomes focusing on educational partner engagement.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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
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 WILL BE DISCONTINUED FOR THE 2025-2026 LCAP.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	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.	\$200,000.00	No
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	\$558,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
		facilitate social-emotional support groups that promote positive behavior and student well-being.		
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.	\$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.		98% Families are contactable 50% of parents have had an interaction with ParentSquare posts.	Increase of 1% Families who are contactable Increase of 7.7% 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
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.	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.		100% of schools required to have an ELAC committee will have an elected DELAC representative attend DELAC meetings.	Decreased by 60% of schools
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%		All Students - 5% AA - 5% HIS - 5% WH - 5% MR - 5% SWEN - 5%	All Students - Decreased 0.1% AA - Decreased 5.5% HIS - increased 0.1% WH - Decreased 0.3% MR - Decreased 0.7% SWEN - Decreased 0.2%
3.5	Student Expulsion Rates	2022-2023 Expulsion Rate: 0.15%	2023-2024 Expulsion Count: 7 Students = .10% of students		Expulsion Rate: 0.09%	Expulsion Count: Decreased by 3 students = decreased by .05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	DELAC Participation	90% schools have an elected parent rep in DELAC.	20% schools have an elected parent rep in DELAC.		100% schools have an elected parent rep in DELAC.	Decreased by 70% of schools
3.7	ELAC Compliance	90% 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	<p>Youth Truth 23-24 SY</p> <p>Families feel empowered to play a meaningful role in decision making at the school.</p> <p>60% Elementary 43% Middle School 45% High School</p>	<p>Youth Truth 24-25 SY</p> <p>Families feel empowered to play a meaningful role in decision making at the school.</p> <p>59% Elementary 41% Middle School 37% High School</p>		<p>Parent feel empowered to play a meaningful role in decision making at the school.</p> <p>75% Elementary 75% Middle School 75% High School</p>	<p>Parent feel empowered to play a meaningful role in decision making at the school.</p> <p>Increased by 1% Elementary Increased by 2% Middle School Decreased by 8% High School</p>
3.9	Youth Truth Data: Parent Engagement and Voice	<p>Youth Truth 23-24 SY</p> <p>Parent/family members are included in planning school activities</p> <p>76% Elementary 59% Middle School 54% High School</p>	<p>Youth Truth 24-25 SY</p> <p>Parent/family members are included in planning school activities</p> <p>78% Elementary 60% Middle School 50% High School</p>		<p>Parent/family members are included in planning school activities</p> <p>75% Elementary 75% Middle School 75% High School</p>	<p>Parent/family members are included in planning school activities</p> <p>Increased by 2% Elementary Increased by 1% Middle School Decreased by 4% High School</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	How the LEA will promote parental participation in programs for individuals with exceptional needs: Parent Individualized Educational Plan (IEP) Data: Students with Exceptional Needs (SWEN)	Parent Survey Data 24-25 SY Parent Involvement Facilitation Data Point 96% Agree they were included as part of the IEP process.	N/A		Parent Involvement Facilitation Data Point 95% Agree they were included as part of the IEP process.	N/A
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 90% of parents surveyed agree that they were included through the ELOP survey feedback process.	N/A

Goal Analysis [2024-25]

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

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

CRPUSD made significant progress in implementing our planned actions, while also adapting to emerging needs and challenges throughout the year:

Successful Implementation

*Action 3.1 - Parent Communication (Ongoing): Family contactability improved from 96% (May 16, 2024) to 97% (January 7, 2025), with a final outcome of 98%. This demonstrates successful outreach and effective maintenance of up-to-date contact information.

*Action 3.2 - Educational Partner Education (Ongoing): District sites provided ongoing educational partner education opportunities throughout the school year.

- *Action 3.3 - Family Events (Ongoing): Increased parent involvement in school activity planning at the elementary and middle school levels, reflecting strengthened school-site connections.
- *Action 3.4 - Community Liaisons (Ongoing): All sites and the district have been able to fill their community liaison position during the 24-25 school year.
- *Action 3.5 - Translation Services: (Ongoing) Translation services are offered at all district and site events to allow access for Spanish speaking families.
- *Action 3.6 - Community Resources (Ongoing): CRPUSD provides families with connections to community resources.

Implementation Challenges

- *Action 3.1 – Parent Communication: Parent interaction with posts increased from 34.6% to 50%, but declined to 42.3% by year-end, indicating difficulty sustaining engagement over time.
- *Action 3.7 – Community Engagement: There was a slight decline in parent perceptions of their role in decision-making across all grade levels, according to Youth Truth survey data. High school families, in particular, showed decreased involvement in both decision-making and planning school activities.

Modified Implementation

- *Action 3.7 – Community Engagement: Baseline target was for 90% of schools to have an elected DELAC parent representative. Due to low initial participation (20% of schools), efforts were modified to focus more on outreach and school-site support for representative recruitment and retention.

Non-Implemented Activities

No major planned activities under Goal 3 were left entirely unimplemented. However, gaps in DELAC participation indicate partial or inconsistent implementation that will require intensified efforts in the next 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.

CRPUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

- *Action 3.2: Educational Partner Education: Budgeted \$50,000.00; Actual \$1,090.00; Difference due to fewer offerings and a shift in implementation, with sites independently providing opportunities rather than a district-led model.
- *Action 3.3: Family Events: Budgeted \$50,000.00; Actual \$0; Difference due to events being coordinated and funded at the site level, with costs absorbed locally rather than through district expenditures.
- *Action 3.7: Community Engagement: Budgeted \$5,000.00; Actual \$315.52; Difference due to lower-than-anticipated costs for engagement items and activities.

Actions with no material differences: 3.1, 3.4, 3.5, 3.6

Percentage of Improved Services Differences:

There were no identified Planned Percentages of Improved Services; therefore, no material differences exist between the Planned and Estimated Actual Percentages of Improved Services.

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

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: Parent Communication demonstrated emerging effectiveness. The percentage of families who are contactable through ParentSquare increased by 1%, and interactions with ParentSquare posts grew by 7.7%. While these gains reflect improved access and outreach, sustained efforts are needed to deepen engagement and encourage consistent participation.

*Action 3.2 -Educational Partner Education: Educational Partner Education was effective. Educational opportunities for families were consistently provided at all district sites, supporting informed involvement and stronger home-school connections.

*Action 3.3 – Family Events: Family Events demonstrated effectiveness. Parent/family member participation in planning school activities increased by 2% at the elementary level and 1% at the middle school level, signaling growing involvement. However, participation declined by 4% at the high school level, indicating a need for targeted strategies to engage older grade families.

*Action 3.4 - Community Liaisons: Community Liaisons have been effective in providing consistent family outreach and support across CRPUSD; however, Youth Truth data showing decreased high school family empowerment and inclusion suggests a need to refine and intensify their impact at the secondary level to better support unduplicated pupils.

*Action 3.5 - Translation Services: Translation services have been partially effective in supporting family engagement, as slight improvements occurred at elementary and middle school levels; however, the decline in high school family empowerment and inclusion indicates they are currently insufficient and need to be strengthened district-wide.

*Action 3.6 - Community Resources: Community Resources were effectively delivered. Schools continued to connect families with relevant community resources, providing critical support for student and family well-being.

*Action 3.7 – Community Engagement: Community Engagement showed mixed effectiveness. Parent perceptions of being empowered to play a meaningful role in decision-making increased by 1% in elementary and 2% in middle schools but decreased by 8% in high schools. Similarly, DELAC meeting compliance decreased significantly, with only 40% of schools meeting required frequency and composition—down 60% from the prior year. These trends indicate a need for more robust outreach, especially at the high school level and among multilingual parent communities, to rebuild representative involvement and strengthen family voice in decision-making.

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 the analysis, here are the planned adjustments for the 2024–2027 LCAP.

Goal Description: No changes to current goal focusing on academic achievement.

Metrics Modifications:

***Removal of Metric 3.4 and Metric 3.5 – Student Suspension and Expulsion Rates**

The suspension and expulsion rate metrics will be removed from Goal 3 to ensure a clearer, more focused evaluation of educational partner engagement. These metrics, while important in other contexts, do not provide meaningful insight into the effectiveness of actions related to family and community engagement. Their removal allows for more targeted analysis and supports a refined focus on strategies that directly enhance mental health services and social-emotional support systems for students. As a note, these 2 metrics are identified in Goal 2 of the 2024-2027 LCAP.

*Added additional family input with new Students with Exceptional Needs metric to track parental perceptions of feedback regarding inclusion in the IEP process.

***New Metric 3.10**

Parent Involvement Facilitation Data Point

96% Agree they were included as part of the IEP process.

*Added additional family input with a new metric for unduplicated students to track parental perceptions of being heard and included through the feedback survey process.

***New Metric 3.11**

Parent Expanded Learning Opportunity Program (ELOP) Survey

90% of parents surveyed agree that they were included through the ELOP survey feedback process. (Final Outcome Data Point)

Actions Modifications/Removal: No changes to current actions focusing on educational partner engagement.

Expected Outcomes: No changes to current expected outcomes focusing on educational partner engagement.

These additions and modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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

Action #	Title	Description	Total Funds	Contributing
3.3	Family Events	Family celebrations and events will be offered throughout the school year to recognize diversity, inclusivity and cultural awareness.	\$50,000.00	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.	\$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		EL - 18% Met or Exceeded LTEL - 11% Met or Exceeded	EL - Decreased by 1.9% LTEL - Increased by 1.77

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		EL - 22% Met or Exceeded LTEL - 18% Met or Exceeded	EL - Decreased by 1.64% LTEL - Increased by 2.78%
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		EL - 11% Met or Exceeded LTEL - 13% Met or Exceeded	EL - Increased by 1.12% LTEL - Decreased by 1.73%
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.		30% of MLL students will be Reclassified	Increased by 2.02%
4.5	Seal of Biliteracy	7 students district wide	2023-2024 SY 11 students district wide		30 students district wide	Increased by 4 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		EL - 34% At/Above Benchmark LTEL - 25% At/Above Benchmark	EL - Increased by 0.4% LTEL - Increased by 1.5%
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:			EL - Increased by 2.1%

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		EL - 25% At/Above Benchmark LTEL - 13% At/Above Benchmark	LTEL - Increased by 13.11%
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		30% of students will score proficient on the summative ELPAC 40% of LTEL students will score proficient on the Summative ELPAC	Increased by 1.36% LTEL - Increased by 0.68%
4.9	A-G Completion Rate for EL Demographic Group	EL - 25%	23-24 SY Data EL - 22.7%		38%	Decreased by 2.3%
4.10	CTE Pathway Completion for EL Demographic Group	EL - 14.1%	23-24 SY Data EL - 9.3%		26%	Decreased by 4.8%
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%		8%	Decreased by 3.1%
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		85%	Increased by 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			an AP test passed 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%		95%	All Students - Increased by 1.62% EVS - Increased by 2.55% MVS - Increased by 1.7% MHS - Increased by 1.51% UELF - Increased by 2.17% JRS - Increased by 0.67% RCE - Increased by 3.54% TPA - Increased by 2.27% TMS - Increased by 1.29% LJMS - Increased by 1.73% RCHS - Increased by 3.65% THS - Decreased by 0.4% ECHS - Decreased by 0.4%
4.14	Chronic Absenteeism for EL Demographic Group	EL - 26.15% LTEL - 26.1%	23-24 SY Data EL - 20.0% LTEL - 19.1%		EL - 10% LTEL - 10%	EL - Decreased by 6.15% LTEL - Decreased by 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.15	Middle School Dropout Rate for EL Demographic Group	0%	23-24 SY Data .83%		0%	Increased by 0.83%
4.16	High School Dropout Rate for EL Demographic Group	2.7%	23-24 SY Data 5.68%		1.5%	Increased by 2.98%
4.17	Suspension Rate for EL Demographic Group	5.3%	23-24 SY Data 5.5%		5%	Increased by 0.2%
4.18	Expulsion Rate for EL Demographic Group	.1%	23-24 SY Data .2%		.05%	Increased by 0.1%
4.19	High School Graduation Rate for EL Demographic Group	82.85%	23-24 SY Data EL - 85.3%		95%	Increased by 2.45%
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%		EL - 25% LTEL - 30%	EL - Decreased by 2.05% LTEL - Decreased by 8.46%
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%		EL - 12% LTEL - 13%	EL - Increased by 2.01% LTEL - Increased by 0.84%
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		All schools will be in "Good" condition or above.	Increased by 2 schools in exemplary condition Decreased by 2 schools in good condition Maintained 4 schools in fair condition

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.23	CCSS ELA Standard Implementation EL 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	23-24 SY Data 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
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		5 out of 5 - Full Implementation and Sustainability	Decreased to 3 out of 5 Initial 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		4 out of 5 - Full Implementation	Increased to 3 out of 5 Initial Implementation
4.26	Youth Truth Data: Family Communication	24-25 SY MLL Parents feel that they receive regular feedback about their child's progress:	24-25 SY MLL Parents feel that they receive regular feedback about their child's progress:		MLL Parents feel that they receive regular feedback about their child's progress:	New Metric for 25/26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		90% of elementary 68% of middle 68% of high school	90% of elementary 68% of middle 68% of high school		95% of elementary 95% of middle 95% of high school	
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		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	New Metric for 25/26

Goal Analysis [2024-25]

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

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

CRPUSD made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year:

Successful Implementation:

*Action 4.1 - ELD Professional Development (Ongoing): Provided ongoing ELD professional development, equipping teachers with strategies for both designated and integrated ELD instruction. These sessions were well-attended and led to increased staff capacity across the district.

*Action 4.2 - ELD Instructional Supports (Ongoing): CRPUSD delivered effective instructional coaching that supported teachers in implementing best practices for language development, resulting in stronger classroom instruction and collaboration.

*Action 4.4 - ELPAC Testing Support (Ongoing): Successfully integrated ELPAC testing support into site processes, ensuring that students received timely and appropriate assistance to demonstrate language proficiency.

*Action 4.5 - Multilingual Language Learner Support Staffing (Ongoing): Continued employment and training of Multilingual Language Learners instructional staff, including instructional assistants, with monthly meetings and collaboration opportunities that promoted consistency and sharing of effective strategies.

- *Action 4.6 - Language Intervention Sections (Ongoing): Schools continued implementation of targeted language support within the regular schedule to help Multilingual Learners strengthen their academic skills and overall success.
- *Action 4.8 - Middle School Investigative Learning (Ongoing): Implemented middle school curriculum aligned with designated ELD instruction, helping to integrate academic content and language acquisition as planned.
- *Action 4.9 - Middle School Multilingual Curriculum (Ongoing): data indicates effective implementation of the middle school multilingual curriculum, with targeted supports leading to slight academic gains and improved outcomes for Multilingual Learners, demonstrating the impact of intentional instructional strategies and curriculum alignment.

Implemented Challenges:

- *Action 4.3 - Multilingual Language Learner Roadmap (Ongoing): Encountered challenges with the full implementation of the Multilingual Language Learner Roadmap. While initial efforts were launched, the pace of adoption and systems alignment fell short of the intended goal.
- *Action 4.10 - Unduplicated Student ELA Support (Ongoing): Overall implementation of supplemental ELA support for unduplicated students was carried out as planned, with additional ELD resources provided to enhance access to grade-level standards. While there were no substantive differences between planned and actual actions, challenges included addressing persistent low SBAC proficiency rates among English Learners. However, successes were evident in STAR ELA benchmark growth for ELs and LTELs, suggesting that the provided supports contributed to improved instructional practices and early academic gains.
- *Action 4.11 - Long Term English Learners (LTEL) Reclassification Rate (Ongoing): Continued to see achievement gaps for LTELs, signaling a need for more intensive, focused, and sustained interventions despite initial implementation efforts.

Modified Implementation:

- *Action 4.7 - Seal of Biliteracy (Ongoing): While Seal of Biliteracy awareness was part of the planned actions, the counselor-led guidance component was not fully realized. Additional efforts are needed to increase student access to information and support related to this recognition.

Non-Implemented Actions:

No actions under Goal 4 were left entirely unimplemented. All planned actions were initiated to varying degrees, although some require further attention to achieve full implementation and impact.

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.

CRPUSD experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

- *Action 4.7: Seal of Biliteracy: Budgeted \$2,000.00; Actual \$0; Difference due to end-of-year qualifying work for students not yet being identified or completed at the time of reporting.
- *Action 4.8: Middle School Investigative Learning: Budgeted \$162,001.00; Actual \$15,666.00; Difference due to staffing challenges in filling the position for the 2024–25 school year, which limited program implementation.

- *Action 4.9: Middle School Multilingual Language Learners Curriculum: Budgeted \$275,000.00; Actual \$23,645.04; Difference due to reliance on surplus materials and the absence of a formal curriculum adoption during the school year.
- *Action 4.10: Unduplicated Student ELA Support: Budgeted \$118,000.00; Actual \$4913.24; Difference due to renegotiation of academic support services contracts, resulting in reduced expenditures.
- *Action 4.11: LTEL reclassification rate Budget:\$0 Expenditures for this action would be included in action 4.1.

Actions with no material differences: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Percentage of Improved Services Differences:

- *Action 4.3: Multilingual Language Learner Roadmap- Planned .11%; Actual .08%; Difference reflects the early completion of work, which required less time than originally projected and resulted in reduced compensation needs for the year.

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 4, as demonstrated by both quantitative data and qualitative indicators.

- *Action 4.1 - ELD Professional Development: ELD Professional Development was effective in building educator capacity. Specialized training in designated and integrated ELD strengthened instructional practices and improved teacher confidence in serving Multilingual Language Learners. Districtwide reclassification rates increased by 2.02%, reflecting improved instructional impact.
- *Action 4.2 - ELD Instructional Supports: ELD Instructional Coaching demonstrated strong effectiveness. Coaches supported educators in implementing best practices aligned with current research, enhancing language-focused instruction and contributing to systemwide growth in Multilingual Language Learners outcomes. Districtwide reclassification progress also aligns with this support.
- *Action 4.3 - Multilingual Language Learner Roadmap: The Multilingual Language Learner Roadmap is scheduled for review and revision to maintain alignment with updated research-based practices. This ongoing work will enhance coherence and guide sustained instructional support for Multilingual Language Learners across all grade levels.
- *Action 4.4 - ELPAC Testing Support: ELPAC Testing Support was effectively integrated into school systems, preparing students to demonstrate language proficiency. ELPAC proficiency increased by 1.36%, and the percentage of Long-Term English Learners (LTELs) decreased by 0.68%, indicating positive progress in language acquisition.
- *Action 4.5 - Multilingual Language Learner Support Staffing: Multilingual Language Learners Instructional Staff Development showed strong effectiveness. Monthly professional development for EL instructional assistants and collaboration through the Multilingual Language Learners collaborative network expanded staff capacity. These efforts contributed to stronger language supports and academic growth for Multilingual Language Learners.
- *Action 4.6 - Language Intervention Sections was effective in making progress toward the goal, as the continued implementation of targeted language support during the regular schedule provided Multilingual Learners with consistent opportunities to strengthen academic skills and improve overall success.
- *Action 4.7 – Seal of Biliteracy Outreach demonstrated emerging effectiveness. School counselors expanded outreach and information, resulting in an increase of four additional students earning the Seal of Biliteracy compared to the previous year.

*Action 4.8 - Middle School Investigative Learning: Middle School Designated ELD Curriculum Access was effective. All middle school Multilingual Language Learners received structured, standards-aligned designated ELD instruction that supported both academic learning and language development.

*Action 4.9—Middle School Multilingual Curriculum was effective in making progress toward the goal, as data shows that targeted supports and aligned instructional strategies led to slight academic gains and improved outcomes for Multilingual Learners.

*Action 4.10—Unduplicated Student ELA Support was effective in helping students make progress by providing extra ELD resources as planned. Although some students still face challenges with SBAC test scores, improvements in STAR ELA scores show that the support is helping English Learners and Long-Term English Learners improve their skills and succeed.

*Action 4.11—Long Term English Learners (LTEL) Reclassification Rate was ineffective in closing achievement gaps, indicating that more intensive and sustained interventions are needed despite initial implementation efforts.

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

Based on the analysis, here are the planned adjustment to be made to the 2024-2027 LCAP:

Goal Description: NO changes to current goal focusing on Multilingual Language Learners.

Metrics Modifications:

*Added family engagement strategies with new Youth Truth metrics to track parental perceptions of feedback and curriculum transparency:

*New Metric 4.26:

MLL parents feel they receive regular feedback about their child's progress:

90% of elementary

68% of middle

68% of high school

*New Metric 4.27:

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

Actions Modifications/Removal: No changes to current actions focusing on educational partner engagement.

Expected Outcomes: No changes to current expected outcomes focusing on Multilingual Language Learners.

These additions and modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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
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

Action #	Title	Description	Total Funds	Contributing
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.	\$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	Within 3 years, all students enrolled at the district level, particularly Socio Economically Disadvantaged (SED) students, will demonstrate growth towards meeting or exceeding standards in ELA and Mathematics as measured by CAASPP test results and STAR assessments	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 has set the goal that within 3 years, all students enrolled at the district level, particularly Socio-Economically Disadvantaged students and students with IEPs, will demonstrate growth towards meeting or exceeding standards in ELA and Mathematics as measured by CAASPP test results and STAR assessments. This goal was established in response to current district-wide CAASPP data revealing concerning trends, with only 25.8% of students meeting or exceeding standards in Mathematics and 40.2% in ELA. Furthermore, this goal specifically addresses the unique needs of our equity multiplier students enrolled at the district level. These figures highlight a pressing need for improvement in academic achievement. By setting this goal, we are committing to providing an excellent, diverse, equitable, and inclusive education that addresses the unique needs of all students at the district level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	SBAC (CAASPP ELA)	22-23 School Year ELA: All Students - 40.28% Met or Exceeded SWD - 13.57% Met or Exceeded SED - 29.10% Met or Exceeded EL - 11.64% Met or Exceeded	23-24 School Year ELA: All Students - 40.21% Met or Exceeded SWD - 8.30% Met or Exceeded SED - 30.77% Met or Exceeded		All Students - 50% Met or Exceeded SWD - 24% Met or Exceeded SED - 39% Met or Exceeded EL - 22% Met or Exceeded	ELA: All Students - Decreased by 0.07% Met or Exceeded SWD - Decreased by 5.27% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI - 32.19% Met or Exceeded	EL - 10% Met or Exceeded		HI - 42% Met or Exceeded	SED - Increased by 1.67% Met or Exceeded
		AI - 29.41% Met or Exceeded	HI - 32% Met or Exceeded		AI - 39% Met or Exceeded	EL - Decreased by 1.64% Met or Exceeded
		AS - 51.45% Met or Exceeded	AI - 20% Met or Exceeded		AS - 61% Met or Exceeded	AS - 61% Met or Exceeded
		AA - 32.14% Met or Exceeded	AS - 60.53% Met or Exceeded		AA - 42% Met or Exceeded	HI - Decreased by 0.19% Met or Exceeded
		FI - 70% Met or Exceeded	AA - 31.82% Met or Exceeded		FI - 80% Met or Exceeded	AI - Decreased by 9.41% Met or Exceeded
		PI - 26.31% Met or Exceeded	FI - 62.51% Met or Exceeded		PI - 36% Met or Exceeded	AS - Increased by 9.08% Met or Exceeded
		MR - 43.21% Met or Exceeded	PI - 16.67% Met or Exceeded		MR - 53% Met or Exceeded	MR - 53% Met or Exceeded
		WH - 48.86% Met or Exceeded	MR - 46.39% Met or Exceeded		WH - 59% Met or Exceeded	AA - Decreased by 0.32% Met or Exceeded
		FOS - (Fewer than 11 students) - 36.36% Met or Exceeded	WH - 47.22% Met or Exceeded		FOS - (Fewer than 11 students) - 46% Met or Exceeded	FI - Decreased by 7.49% Met or Exceeded
		HOM - 29.78% Met or Exceeded	FOS - (Fewer than 11 students) - 16.7% Met or Exceeded		HOM - 40% Met or Exceeded	PI - Decreased by 9.64% Met or Exceeded
		LTEL - 7.56% Met or Exceeded	HOM - 26.79% Met or Exceeded		LTEL - 18% Met or Exceeded	MR - Increased by 3.18% Met or Exceeded
			LTEL - 10.34% Met or Exceeded			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						WH - Decreased by 1.64% Met or Exceeded FOS - (Fewer than 11 students) - Decreased by 19.66% Met or Exceeded HOM - Decreased by 2.99% Met or Exceeded LTEL - Increased by 2.78% Met or Exceeded
5.2	SBAC (CAASPP Math)	22-23 Math: All Students - 25.67% Met or Exceeded SWD - 11.24% Met or Exceeded SED - 16.05% Met or Exceeded EL - 7.69% Met or Exceeded HI - 16.73% Met or Exceeded AI - 35.30% Met or Exceeded	23-24 School Year Math: All Students - 24.68 % Met or Exceeded SWD - 5.36 % Met or Exceeded SED - 16.98% Met or Exceeded EL - 5.79% Met or Exceeded HI - 15.75% Met or Exceeded		All Students - 36% Met or Exceeded SWD - 21% Met or Exceeded SED - 26% Met or Exceeded EL - 18% Met or Exceeded HI - 27% Met or Exceeded AI - 45% Met or Exceeded	Math: All Students - Decreased by 0.99% Met or Exceeded SWD - Decreased by 10.69% Met or Exceeded SED - Increased by 0.93% Met or Exceeded EL - Decreased by 1.9% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS - 44.66% Met or Exceeded	AI -19.05% Met or Exceeded		AS - 55% Met or Exceeded	HI - Decreased by 1.16% Met or Exceeded
		AA - 23.22% Met or Exceeded	AS - 48.25% Met or Exceeded		AA - 33% Met or Exceeded	AI - Decreased by 16.25% Met or Exceeded
		FI - 56.67% Met or Exceeded	AA - 12.86% Met or Exceeded		FI - 67% Met or Exceeded	AS - Increased by 3.59% Met or Exceeded
		PI - 21.05% Met or Exceeded	FI - 37.50% Met or Exceeded		PI - 31% Met or Exceeded	AA - Decreased by 10.36% Met or Exceeded
		MR - 25.61% Met or Exceeded	PI - 5.56% Met or Exceeded		MR - 36% Met or Exceeded	FI - Decreased by 19.17% Met or Exceeded
		WH - 34.51% Met or Exceeded	MR - 24.52% Met or Exceeded		WH - 45% Met or Exceeded	PI - Decreased by 15.49% Met or Exceeded
		FOS (Fewer than 11 students) - 0% Met or Exceeded	WH - 33.90% Met or Exceeded		FOS (Fewer than 11 students) - 10% Met or Exceeded	MR - Decreased by 1.09% Met or Exceeded
		HOM - 18.75% Met or Exceeded	FOS - (Fewer than 11 students) - 5.6% Met or Exceeded		HOM - 29% Met or Exceeded	WH - Decreased by 0.61% Met or Exceeded
		LTEL - 0.84% Met or Exceeded	HOM - 10.72% Met or Exceeded		LTEL - 11% Met or Exceeded	FOS (Fewer than 11 students) - Increased by 5.6% Met or Exceeded
			LTEL - 2.61% Met or Exceeded			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HOM - Decreased by 8.03% Met or Exceeded LTEL - Increased by 1.77% Met or Exceeded
5.3	STAR ELA	<p>Winter Data for the 23-24 School Year ELA:</p> <p>All Students - 40.65% At/Above Benchmark</p> <p>SWD -16.1% At/Above Benchmark</p> <p>SED - 30.92% At/Above Benchmark</p> <p>EL - 15.2% At/Above Benchmark</p> <p>HI - 29.5% At/Above Benchmark</p> <p>AI - 28.9% At/Above Benchmark</p> <p>AS - 53.0% At/Above Benchmark</p> <p>AA - 38.8% At/Above Benchmark</p>	<p>Winter Data for the 24-25 School Year ELA:</p> <p>All Students - 54.9% At/Above Benchmark</p> <p>Students with Exceptional Needs (SWEN) - 24.3% At/Above Benchmark</p> <p>Socio Economically Disabilities (SED) - 44.4% At/Above Benchmark</p> <p>English Learners (EL) - 17.3% At/Above Benchmark</p> <p>Hispanic (HI) - 43.3% At/Above Benchmark</p>		<p>All Students - 51% At/Above Benchmark</p> <p>SWD -26.% At/Above Benchmark</p> <p>SED - 42% At/Above Benchmark</p> <p>EL - 25.% At/Above Benchmark</p> <p>HI - 40% At/Above Benchmark</p> <p>AI - 39% At/Above Benchmark</p> <p>AS - 63% At/Above Benchmark</p> <p>AA - 49% At/Above Benchmark</p>	<p>ELA:</p> <p>All Students - Increased 14.25% At/Above Benchmark</p> <p>(SWEN) - Increased 8.2% At/Above Benchmark</p> <p>Socio Economically Disadvantaged (SED) - Increased 13.48% At/Above Benchmark</p> <p>English Learners (EL) - Increased 2.1% At/Above Benchmark</p> <p>Hispanic (HI) - Increased 13.8% At/Above Benchmark</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FI - 54% At/Above Benchmark	American Indian (AI) - 50% At/Above Benchmark		FI - 64% At/Above Benchmark	American Indian (AI) - Increased 21.1% At/Above Benchmark
		PI - 24% At/Above Benchmark			PI - 34% At/Above Benchmark	Asian (AS) - Increased 14.6% At/Above Benchmark
		MR - 47.6% At/Above Benchmark	Asian (AS) - 67.6% At/Above Benchmark		MR - 58% At/Above Benchmark	African American (AA) - Increased 4.4% At/Above Benchmark
		WH - 52.8% At/Above Benchmark	African American (AA) - 43.2% At/Above Benchmark		WH - 63% At/Above Benchmark	Filipino (FI) - Increased 129.7% At/Above Benchmark
		FOS - 27.0% At/Above Benchmark			FOS - 37% At/Above Benchmark	Pacific Islander (PI) - Increased 11.1% At/Above Benchmark
		HOM - 21.1% At/Above Benchmark	Filipino (FI) - 73.7% At/Above Benchmark		HOM - 31% At/Above Benchmark	Mixed Race (MR) - Increased 17.8% At/Above Benchmark
		LTEL - 2.39% At/Above Benchmark	Pacific Islander (PI) - 35.1% At/Above Benchmark		LTEL - 12%	White (WH) - Increased 15.5% At/Above Benchmark
			Mixed Race (MR) - 65.4% At/Above Benchmark			Foster Youth (FOS) - Increased
			White (WH) - 68.3% At/Above Benchmark			
			Foster Youth (FOS) - 50% At/Above Benchmark			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless (HOM) - 30.3% At/Above Benchmark Long-Term English Learning (LTEL) - 15.5% At/Above Benchmark			23% At/Above Benchmark Homeless (HOM) - Increased 9.2% At/Above Benchmark Long-Term English Learning (LTEL) - Increased 13.11% At/Above Benchmark
5.4	STAR Math Assessment	Winter Data for the 23-24 School Year Math: All Students - 47.43% At/Above Benchmark SWD - 16.9% At/Above Benchmark SED - 37.89% At/Above Benchmark EL - 23.8% At/Above Benchmark HI - 38.7% At/Above Benchmark AI - 35.6% At/Above Benchmark	Winter Data for the 24-25 School Year Math: All Students - 52.0% At/Above Benchmark SWD - 20.9% At/Above Benchmark SED - 41.7% At/Above Benchmark EL - 24.2% At/Above Benchmark HI - 42.2% At/Above Benchmark		All Students - 57% At/Above Benchmark SWD - 27% At/Above Benchmark SED - 48% At/Above Benchmark EL - 34% At/Above Benchmark HI - 49% At/Above Benchmark AI - 46% At/Above Benchmark	Math: All Students - Increased 4.57% At/Above Benchmark SWD - Increased by 4% At/Above Benchmark SED - Increased by 3.81% At/Above Benchmark EL - Increased by 0.4% At/Above Benchmark HI - Increased by 3.5% At/Above Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS - 64.6% At/Above Benchmark	AI - 32.4% At/Above Benchmark		AS - 75% At/Above Benchmark	AI - Decreased by 3.2% At/Above Benchmark
		AA - 41.6% At/Above Benchmark	AS - 72.5% At/Above Benchmark		AA - 52% At/Above Benchmark	AS - Increased by 7.9% At/Above Benchmark
		FI - 70.5% At/Above Benchmark	AA - 36.9% At/Above Benchmark		FI - 81% At/Above Benchmark	AA - Decreased by 4.7% At/Above Benchmark
		PI - 31.6% At/Above Benchmark	FI - 67.4% At/Above Benchmark		PI - 42% At/Above Benchmark	FI - Decreased by 3.1% At/Above Benchmark
		MR - 53.8% At/Above Benchmark	PI - 33.3% At/Above Benchmark		MR - 64% At/Above Benchmark	PI - Increased by 1.7% At/Above Benchmark
		WH - 56.6% At/Above Benchmark	MR - 59.1% At/Above Benchmark		WH - 67% At/Above Benchmark	MR - Increased by 5.3% At/Above Benchmark
		FOS - 34.5% At/Above Benchmark	WH - 64.2% At/Above Benchmark		FOS - 45% At/Above Benchmark	WH - Increased by 7.6% At/Above Benchmark
		HOM - 40% At/Above Benchmark	FOS - 59.3% At/Above Benchmark		HOM - 50% At/Above Benchmark	FOS - Increased by 24.8% At/Above Benchmark
		LTEL - 15.1% At/Above Benchmark	HOM - 34.7% At/Above Benchmark		LTEL - 25% At/Above Benchmark	HOM - Decreased by 5.3% At/Above Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL - 16.6% At/Above Benchmark			LTEL - Increased by 1.5% At/Above Benchmark
5.5	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% EL - 3.1% SED - 11.8% SWD - 0%	2023-2024 SY Data All Students - 12.1% AS - 5.3% HIS - 12.7% WH - 10.6% MR - 19.2% EL - 0% SED - 10.3% SWD - 2.9%		All Students - 17% AS - 14% HIS - 19% WH - 16% MR - 15% EL - 8% SED - 17% SWD - 5%	All Students - Increased 0.1% AS - Decreased 3.8% HIS - Decreased 0.8% WH - Decreased 0.2% MR - Increased 9.5% EL - Decreased 3.1% SED - Decreased 1.5% SWD - Increased 2.9%
5.6	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 School Year 18.47% of students scored proficient on the summative ELPAC 25.81% 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	Increased 1.36% of students who scored proficient on the summative ELPAC. Increased 0.68% of LTEL students who scored proficient on the Summative ELPAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	Districtwide Reclassification Rate	2022-2023 SY 8.5% of Multilingual students were Reclassified.	2023-2024 SY 10.22% of Multilingual students were Reclassified.		30% of Multilingual students will be Reclassified.	Increased 1.72% of Multilingual students
5.8	AP Pass Rate with a score of 3 or Higher	22-23 SY 71.9%	23-24 SY 67.2%		80%	Decreased 4.7%
5.9	College Preparedness Rate	All Students - 37.7% prepared for college or career readiness SWD - 7.3% prepared for college or career readiness SED - 28.5% prepared for college or career readiness EL - 12.5% prepared for college or career readiness 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	2023-2024 SY All Students - 39.5% prepared for college or career readiness SWD - 10.4% prepared for college or career readiness SED - 29.3% prepared for college or career readiness EL - 4.0% prepared for college or career readiness HI - 30.9% prepared for college or career readiness		All Students - 48% prepared for college or career readiness SWD - 17% prepared for college or career readiness SED - 39% prepared for college or career readiness EL - 23% prepared for college or career readiness HI - 41% prepared for college or career readiness AS - 65% prepared for college or career readiness	All Students - Increased 2.1% prepared for college or career readiness SWD - Increased 3.1% prepared for college or career readiness SED - Increased 0.8% prepared for college or career readiness EL - Decreased 8.5% prepared for college or career readiness HI - Increased 0.1% prepared for college or career readiness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WH - 44.3% 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		MR - 52% prepared for college or career readiness WH - 54% prepared for college or career readiness	AS - Increased 12.2% prepared for college or career readiness MR - Increased 0.4% prepared for college or career readiness WH - Increased 3.2% prepared for college or career readiness
5.10	A-G Completion Rate	2022-2023 SY Data All students - 48.8% AS - 72.7% HI - 40.5% WH - 56.2% MR - 61.3% EL - 25% SED - 40.7% SWD - 20.7%	2023-2024 SY Data All students - 47.0% AS - 52.6% HI - 45.3% WH - 50.3% MR - 46.2% EL - 22.7% SED - 41.2% SWD - 20.3%		All students - 65% AS - 85% HI - 53% WH - 68% MR - 73% EL - 38% SED - 53% SWD - 33%	All students - 65% AS - 85% HI - 53% WH - 68% MR - 73% EL - 38% SED - 53% SWD - 33%
5.11	CTE Pathway Completion	2022-2023 SY Data All Students - 24.2% AS - 13.6% HI - 26% WH - 22.7% MR - 22.6% EL - 14.1% SED - 24.3%	2023-2024 SY Data All Students - 23.6% AS - 21.1% HI - 23.7% WH - 22.1% MR - 34.6%		All Students - 36% AS - 26% HI - 38% WH - 35% MR - 35% EL - 26% SED - 36% SWD = 18%	All Students - Decreased 0.6% AS - Increased 7.5% HI - Decreased 2.3% WH - Decreased 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD = 6.1%	EL - 9.3% SED - 22.3% SWD - 11.6%			MR - Increased 12% EL - Decreased 4.8% SED - Decreased 2% SWD = Increased 5.5%
5.12	College Readiness determined by EAP (ELA)	22-23 SY (11th Grade) ELA: All Students - 57.17% SWD - 18.92% SED - 47.65% EL - 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% SWD - 4.44% SED - 41.98% EL - 13.20% AS - 75.00% HI - 42.40% WH - 60.91% MR - 47.91% LTEL - 11.54%		ELA: All Students - 67% SWD - 29% SED - 58% EL - 25% AS - 75% HI - 59% WH - 75% MR - 66% LTEL - 30%	ELA: All Students - Decreased 5.48% SWD - Decreased 14.48% SED - Decreased 5.67% EL - Decreased 2.05% AS - Increased 10.3% HI - Decreased 6.64% WH - Decreased 3.67% MR - Decreased 8.35% LTEL - Decreased 8.46%
5.13	College Readiness determined by EAP (Math)	Math: All Students - 23.50% SWD - 11.12% SED - 11.31% EL - 1.69% AS - 62.50% HI - 11.53% WH - 32.18%	23-24 SY (11th Grade) Math: All Students - 20.28% SWD - 0% SED - 12.10% EL - 3.70%		All Students - 34% SWD - 21% SED - 21% EL - 12% AS - 73% HI - 22% WH - 42% MR - 32%	Math: All Students - Decreased 3.22% SWD - Decreased 11.12% SED - Increased 0.79%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MR - 21.88% LTEL - 2.86%	AS - 50.00% HI - 11.01% WH - 28.79% MR - 16.67% LTEL - 3.70%		LTEL - 13%	EL - Increased 2.01% AS - Decreased 12.52% HI - Decreased 0.52% WH - Decreased 3.39% MR - Decreased 5.21% LTEL - Increased 0.84%

Goal Analysis [2024-25]

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

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

*Action 5.1 – ELA Supports: CRPUSD implemented the planned action of providing supplemental ELA programs to support individualized student learning. While program access was consistent across school sites, midyear 2023–24 data indicates the action was ineffective in improving overall achievement, with a slight decline of 0.07% in students meeting or exceeding standards. Notably, several unduplicated student groups saw significant decreases, including Students with Disabilities (–5.27%), Filipino students (–7.49%), and Pacific Islander students (–9.64%). These outcomes suggest that while the action was implemented as planned, stronger alignment with core instruction and more targeted intervention are needed to improve effectiveness.

*Action 5.2 – Math Supports: CRPUSD implemented supplemental Math programs as intended to provide individualized learning support and improve student outcomes. However, midyear 2023–24 data shows the action was ineffective, with a 0.99% overall decline in the percentage of students meeting or exceeding standards. The most significant declines occurred among unduplicated groups, including Students with Disabilities (–10.69%), African American students (–10.36%), and Filipino students (–19.17%). Although there were no major deviations from the planned implementation, these results highlight the need for additional monitoring, staff training, and targeted support to ensure more effective use of these programs.

Equity Multiplier: For the 2025- 2026, based upon the 2024 CA Dashboard data, Cotati- Rohnert Park Unified School District does not qualify for any Equity Multiplier School funding. Due to this, the 2024- 2025 LCAP Goal #5 and all associated metrics (5.1-5.13) and actions (5.1 & 5.2) with that goal will be removed from the 2025-2026 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.

Expenditure Differences:

There are no expenditure differences for Goal 5, as both the budgeted and estimated actual expenditures are financially accounted for under Goal 1 – Student Achievement.

Equity Multiplier: For the 2025- 2026, based upon the 2024 CA Dashboard data, Cotati- Rohnert Park Unified School District does not qualify for any Equity Multiplier School funding. Due to this, the 2024- 2025 LCAP Goal #5 and all associated metrics (5.1-5.13) and actions (5.1 & 5.2) with that goal will be removed from the 2025-2026 LCAP.

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

*Action 5.1 ELA Supports: The implementation of supplemental ELA programs in CRPUSD was ineffective in improving overall student achievement, as midyear 2023–24 data shows a slight decline of 0.07% in the percentage of all students meeting or exceeding standards. Significant decreases were also seen among unduplicated groups, including Students with Disabilities (–5.27%), Filipino students (–7.49%), and Pacific Islander students (–9.64%), indicating that while access was provided, the supports did not result in improved outcomes and require stronger alignment with instructional practices.

*Action 5.2 Math Supports: The implementation of supplemental Math programs in CRPUSD was ineffective in improving student achievement, as midyear 2023–24 data shows a 0.99% overall decline in the percentage of students meeting or exceeding standards, with substantial decreases among unduplicated groups, including Students with Disabilities (–10.69%), African American students (–10.36%), and Filipino students (–19.17%). These results indicate that additional targeted supports and monitoring are needed to improve the effectiveness of this action.

Equity Multiplier: For the 2025- 2026, based upon the 2024 CA Dashboard data, Cotati- Rohnert Park Unified School District does not qualify for any Equity Multiplier School funding. Due to this, the 2024- 2025 LCAP Goal #5 and all associated metrics (5.1-5.13) and actions (5.1 & 5.2) with that goal will be removed from the 2025-2026 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.

Equity Multiplier: For the 2025- 2026, based upon the 2024 CA Dashboard data, Cotati- Rohnert Park Unified School District does not qualify for any Equity Multiplier School funding. Due to this, the 2024- 2025 LCAP Goal #5 and all associated metrics (5.1-5.13) and actions (5.1 & 5.2) with that goal will be removed from the 2025-2026 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	ELA Support	The district will provide licenses for supplemental ELA programs that assist with individual learning to support student achievement.	\$0.00	Yes
5.2	Math Support	The district will provide licenses for supplemental Math programs that assist with individual learning to support student achievement.	\$0.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7,646,778	\$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
10.512%	0.348%	\$235,854.40	10.860%

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	<p>Action: Professional Development</p> <p>Need: The action step to provide ongoing and progressive data-driven professional development opportunities is crucial for several reasons:</p> <p>Staff Perceptions: The data indicates that a significant portion of elementary (54%), middle</p>	<p>To effectively address low student performance across all demographic groups, CRPUSD is committed to providing continuous, engaging, and impactful professional development opportunities. Through these efforts, the district aims to directly impact its goal of improving student outcomes.</p> <p>By addressing these concerns and enhancing professional development offerings, CRPUSD aims to empower educators with the tools and skills necessary to support student success across</p>	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
	<p>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.</p> <p>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.</p> <p>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.</p> <p>By providing ongoing and progressive professional development opportunities, the district can empower educators to address the</p>	<p>all grade levels. This commitment to ongoing development will ensure that teachers are equipped to meet the diverse needs of students and drive positive outcomes throughout the district.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>specific needs of diverse student populations, reduce disparities in student achievement, and create more equitable learning environments conducive to student success.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Data Analysis</p> <p>Need: The action step to utilize Professional Learning Communities (PLCs) for data analysis and instructional improvement is essential based on the following data points:</p> <p>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.</p> <p>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</p>	<p>By utilizing the PLC process to regularly analyze data from the district-wide assessment system, department and grade-level teams can identify trends, patterns, and areas of improvement across different student demographics. This collaborative approach allows educators to make data-informed decisions, develop targeted interventions, and adjust instructional practices to better meet the diverse learning needs of all students. Ultimately, leveraging PLCs for data analysis and instructional improvement can lead to more equitable outcomes and improved academic achievement for unduplicated pupils across the district.</p>	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
	<p>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.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: ELA Supports</p> <p>Need: The action step to provide licenses for supplemental ELA programs is crucial based on the following data points:</p> <p>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.</p> <p>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</p>	<p>To address the varying ELA performance levels across student groups, CRPUSD is implementing district-wide improvement strategies. Recognizing the importance of equitable education, these initiatives aim to elevate ELA proficiency for all students.</p> <p>Tailored Support Programs: The district will develop targeted support programs to address the specific needs of different student groups. This includes interventions designed for multilingual learners, foster youth, and socioeconomically disadvantaged students.</p> <p>Enhanced Professional Development: Educators will receive specialized training to refine instructional approaches and better support diverse learners in ELA. This professional development will focus on effective strategies tailored to meet the unique needs of each student demographic group.</p> <p>Curriculum Alignment and Resources: CRPUSD will ensure alignment between the curriculum and ELA standards, with a particular focus on</p>	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
	<p>for targeted support to improve their ELA achievement.</p> <p>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.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>resources for multilingual learners and students facing socio-economic challenges. This alignment will promote consistency and coherence in instruction, facilitating improved outcomes for all.</p> <p>Data-Driven Interventions: The district will utilize data analysis to identify areas for improvement and track progress over time. By regularly assessing student performance and adjusting interventions accordingly, CRPUSD aims to continuously enhance ELA proficiency district-wide.</p> <p>Through these district-wide efforts, CRPUSD is committed to fostering an inclusive and supportive learning environment where all students have the opportunity to thrive in ELA</p>	
1.8	<p>Action: Math Supports</p> <p>Need:</p>	<p>To address the disparities in math performance across various student groups, CRPUSD is implementing district-wide improvement strategies. These initiatives are crucial for ensuring equitable</p>	<p>1.3, 1.5, 1.7, 1.25, 1.31 and 1.32</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The action step to provide licenses for supplemental math programs is essential based on the following data points:</p> <p>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.</p> <p>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.</p> <p>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,</p>	<p>access to quality education and maximizing student success in math.</p> <p>Targeted Support Programs: CRPUSD will develop specialized support programs tailored to the specific needs of each student demographic group. These programs will include interventions designed to address the unique challenges faced by multilingual learners, foster youth, and socioeconomically disadvantaged students in math.</p> <p>Professional Development for Educators: The district will offer professional development opportunities focused on enhancing math instruction. Educators will receive training in research-based strategies and techniques to effectively teach math concepts and support diverse learners.</p> <p>Curriculum Enhancement: CRPUSD will ensure that the math curriculum is aligned with state standards and tailored to meet the needs of all students. This includes providing additional resources and materials to support multilingual learners and students from disadvantaged backgrounds.</p> <p>Data-Driven Decision Making: The district will utilize data analysis to identify areas of improvement and track progress over time. Regular assessments of student performance will inform instructional decisions and allow for targeted interventions where needed.</p>	

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	<p>helping to improve their math proficiency and overall academic achievement. Ultimately, investing in supplemental math programs can contribute to closing achievement gaps and ensuring equitable educational outcomes for all students across the district.</p> <p>Scope: LEA-wide</p>	<p>By implementing these district-wide improvement strategies, CRPUSD aims to create an inclusive learning environment where all students have the opportunity to excel in math. This approach ensures that resources and support are distributed equitably across schools and student groups, leading to improved outcomes for all.</p>	
<p>1.10</p>	<p>Action: Online Core Curriculum</p> <p>Need: The action step of providing access to online credit recovery software for high school students is crucial based on the following data points:</p> <p>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.</p> <p>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</p>	<p>The district is offering online credit recovery software school-wide to provide alternative pathways for students who are credit-deficient or at risk of not graduating on time. This 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 their coursework at their own pace, access additional support resources, and improve their chances of graduating on time. This initiative ensures that all students, regardless of their academic challenges or circumstances, have the opportunity to maintain grade-level status and progress towards earning their high school diploma.</p>	<p>1.9, 1.19 and 1.25</p>

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	<p>completing high school, which could have long-term consequences for their academic and career prospects.</p> <p>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.</p> <p>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.</p> <p>Scope: Schoolwide</p>		
1.12	<p>Action: AVID</p> <p>Need:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.22</p>	<p>Action: Summer School Intervention</p> <p>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.</p> <p>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.</p>	<p>To address the varying ELA and Math performance levels across student groups, CRPUSD is implementing district-wide improvement strategies during the summer months. Recognizing the importance of equitable education, these initiatives aim to elevate ELA and Math proficiency for specific student demographic groups.</p> <p>Tailored Support Programs: The district offers targeted support programs to address the specific needs of specific student demographic groups. This includes interventions designed for multilingual learners, foster youth, and socioeconomically disadvantaged students.</p> <p>Data-Driven Interventions: The district utilizes data analysis to identify areas for improvement and track progress over time. By regularly assessing student performance and adjusting interventions accordingly, CRPUSD aims to continuously enhance ELA and Math proficiency district-wide.</p> <p>Through these district-wide efforts during the summer months, CRPUSD is committed to fostering an inclusive and supportive learning environment where all students have the opportunity to thrive in ELA and Math.</p>	<p>1.2, 1.3, 1.31 and 1.32</p>

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	<p>Scope: LEA-wide</p>		
<p>2.6</p>	<p>Action: Elementary Assistant Principals</p> <p>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:</p> <p>2022 - 2023 Suspension Rates</p> <p>All Students - 5.2% AA - 13.8% HIS - 5.1% WH - 5.2% MR - 6.1%</p> <p>2022-2023 Expulsion Count: 10 Students</p> <p>Youth Truth 23-24 SY</p> <p>Students feel safe at school. 59% elementary 49% middle school 64% high school</p> <p>Staff feel that their students are safe from violence. 65% elementary 48% middle school</p>	<p>The district is continuing to employ additional elementary assistant principals at schools with high unduplicated pupil counts to address disparities school wide in suspension and expulsion rates observed during the 2022-2023 academic year. Although the overall suspension rate is 5.2%, certain demographic groups, like African American students, have significantly higher rates at 13.8%. This highlights the urgent need for targeted interventions and support to ensure equitable disciplinary practices. With 10 student expulsions, it is clear that proactive measures are necessary to provide adequate supervision and support for at-risk students. By placing additional assistant principals in schools with high unduplicated pupil counts, the district can enhance supervision, implement preventive measures, and offer personalized support, creating a safer and more inclusive learning environment that promotes better outcomes for all students.</p>	<p>2.3, 2.4, 2.5, 2.7, and 2.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>64% high school</p> <p>Staff feels safe from harm while at school.</p> <p>72% elementary 65% middle school 81% high school</p> <p>Chronic Absenteeism 2022 - 2023 SY Data</p> <p>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%</p> <p>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%</p>		

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	<p>THS - 96.17% ELCO - 55.44%</p> <p>Scope: Schoolwide</p>		
<p>2.7</p>	<p>Action: Elementary Counselors</p> <p>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:</p> <p>2022 - 2023 Suspension Rates All Students - 5.2% AA - 13.8% HIS - 5.1% WH - 5.2% MR - 6.1%</p> <p>Chronic Absenteeism 2022 - 2023 SY Data All Students - 22.6% SED - 29.1% MLL - 26.15 FOS - 50% HOM - 38.4%</p> <p>School Attendance Rates *As of May 22nd 2024 All Students - 92.87% JRS - 92.89%</p>	<p>The action statement to continue employing counselors for sites with high unduplicated pupil counts is crucial to address the disparities evident in the suspension rates and chronic absenteeism rates for the 2022-2023 academic year. This discrepancy underscores the urgent need for additional behavioral support to address behavioral challenges and ensure equitable disciplinary practices. By allocating additional resources, such as counselors, to elementary schools with high unduplicated pupil counts, the district can enhance supervision, implement preventive measures, and provide personalized support to students.</p>	<p>2.3, 2.7 and 2.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>MVS - 93.33% RCE - 93.96% TPA - 92.18% UELF - 93.77%</p> <p>Scope: Schoolwide</p>		
<p>2.8</p>	<p>Action: Mental & Behavioral Health Services</p> <p>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:</p> <p>2022 - 2023 Suspension Rates</p> <p>All Students - 5.2% AA - 13.8% HIS - 5.1% WH - 5.2% MR - 6.1%</p> <p>2022-2023 Expulsion Count: 10 Students</p> <p>Youth Truth 23-24 SY</p> <p>Students feel safe at school. 59% elementary 49% middle school</p>	<p>The action statement to continue employing mental health professionals for sites with high unduplicated pupil counts is crucial to address the disparities evident in the suspension rates and expulsion count data for the 2022-2023 academic year. While the overall suspension rate stands at 5.2%, certain student demographic groups, such as African American (AA) students, exhibit significantly higher rates at 13.8%. This discrepancy underscores the urgent need for targeted interventions and support mechanisms to address behavioral challenges and ensure equitable disciplinary practices. Additionally, the expulsion count of 10 students further emphasizes the importance of proactive measures to provide adequate supervision and support for students at risk of disciplinary actions. By allocating additional resources, such as mental health professionals, to schools with high unduplicated pupil counts, the district can enhance mental health support, implement preventive measures, and provide personalized social emotional support to students, ultimately fostering a safer and more inclusive learning environment conducive to improved outcomes for all students.</p>	<p>2.3, 2.4, 2.5, 2.7, and 2.10</p>

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	<p>64% high school</p> <p>Staff feel that their students are safe from violence.</p> <p>65% elementary 48% middle school 64% high school</p> <p>Staff feels safe from harm while at school.</p> <p>72% elementary 65% middle school 81% high school</p> <p>Chronic Absenteeism 2022 - 2023 SY Data</p> <p>All Students - 22.6% SED - 29.1% MLL - 26.15 FOS - 50% HOM - 38.4%</p> <p>School Attendance Rates</p> <p>*As of May 22nd 2024</p> <p>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%</p>		

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	<p>Scope: LEA-wide</p>		
<p>2.11</p>	<p>Action: TPA Bussing</p> <p>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.</p> <p>Chronic Absenteeism 2022 - 2023 SY Data All Students - 22.6% SED - 29.1% MLL - 26.15 FOS - 50% HOM - 38.4%</p> <p>School Attendance Rate *As of May 22nd 2024 TPA - 92.18%</p> <p>Scope: Schoolwide</p>	<p>In order to increase student attendance rate, and 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.</p>	<p>2.3, 2.5, 2.7 and 2.9</p>
<p>2.14</p>	<p>Action: Student Support Advisors</p>	<p>Maintaining behavioral support at school sites with high unduplicated pupil counts remains essential in light of the significant disparities in suspension</p>	<p>2.3, 2.4, 2.5, 2.7, and 2.10</p>

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	<p>Need: District data shows the need for behavioral health support at schools with high levels of unduplicated students in order to disrupt inequitable practices with specific student demographic groups:</p> <p>2023 - 2024 Suspension Rates All Students - 5.1% AA - 8.3% HIS - 5% WH - 4.9% MR - 5.4% SWEN - 9.3%</p> <p>2023 - 2024 Chronic Absenteeism All Students - 19.9% SED - 24.2% MLL - 20.0% FOS - 48.1% HOM - 23.0%</p> <p>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%</p> <p>Scope: Schoolwide</p>	<p>and chronic absenteeism rates during the 2023–2024 school year. These gaps highlight an urgent need for increased behavioral interventions to support positive student outcomes and promote fair disciplinary practices. Directing additional resources TK-8 campuses with the highest needs allows the district to strengthen supervision, apply proactive strategies, and offer individualized student support.</p>	

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<p>2.15</p>	<p>Action: Student Services Specialist II</p> <p>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.</p> <p>2023 - 2024 Suspension Rates All Students - 5.1% AA - 8.3% HIS - 5% WH - 4.9% MR - 5.4% SWEN - 9.3%</p> <p>2023 - 2024 Chronic Absenteeism All Students - 19.9% SED - 24.2% MLL - 20.0% FOS - 48.1% HOM - 23.0%</p> <p>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%</p>	<p>Establishing a Student Support Specialist II position to serve sites with high unduplicated pupil counts is essential for addressing the disproportionalities in suspension and chronic absenteeism rates observed during the 2023–2024 school year. These disparities highlight the pressing need for expanded behavioral support to more effectively manage student behavior and promote fair, consistent disciplinary practices. By directing targeted resources to all schools with greater concentrations of unduplicated students, the district can strengthen oversight, implement proactive interventions, and deliver tailored support that meets students’ individual needs</p>	<p>2.3, 2.4, 2.5, 2.7, and 2.10</p>

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	<p>Scope: Schoolwide</p>		
<p>3.4</p>	<p>Action: Community Liaisons</p> <p>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 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.</p> <p>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</p>	<p>This action directly addresses the needs of unduplicated pupils, specifically students who are Multilingual Learners, foster youth, and/or from low-income households, by strengthening school-home partnerships and ensuring families feel empowered and included in school decision-making and planning. When families of unduplicated pupils are meaningfully engaged, student outcomes improve, and school communities become more responsive to their unique needs.</p> <p>Youth Truth survey results from the 2023–24 and 2024–25 school years reveal significant disparities in how families experience engagement across grade levels. While elementary and middle school families reported slight improvements, high school families saw notable declines. Specifically, the percentage of high school families who feel empowered to play a meaningful role in decision-making dropped from 45% to 37%, and those who feel included in planning school activities declined from 54% to 50%. These decreases suggest a breakdown in school-family communication and engagement, disproportionately affecting unduplicated students who often rely more heavily on strong family-school connections for academic success.</p> <p>To reverse these trends and promote educational equity, CRPUSD is implementing this action on a districtwide basis. Providing Community Liaisons</p>	<p>3.2, 3.6, 3.8, and 3.9</p>

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	<p>that they felt included—a 4% drop from the previous year.</p> <p>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 decision-making, and ensuring families are welcomed and involved in the life of the school community.</p> <p>Scope: LEA-wide</p>	<p>across all schools ensures consistency and access to services for all unduplicated pupils, regardless of school site. Liaisons will serve as bridges between families and schools—particularly at the high school level, where the data shows the greatest need—helping to remove barriers, facilitate communication, and encourage meaningful family participation. By offering this support across the entire district, CRPUSD is better positioned to address systemic gaps, ensure that parent voice is centered in decision-making, and improve the overall school experience for our most vulnerable students.</p>	
3.5	<p>Action: Translation Services</p> <p>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</p>	<p>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 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.</p>	3.8, 3.9, 3.10 and 3.11

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	<p>Learners, foster youth, and students from low-income households, whose families often face additional barriers to engagement due to language access.</p> <p>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 included in planning school activities dropped from 54% to 50% at the high school level, even as elementary and middle schools saw small improvements.</p> <p>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.</p> <p>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</p>	<p>Youth Truth survey results from the 2023–24 and 2024–25 school years reinforce the importance of this support. Across CRPUSD, the percentage of families who felt empowered to play a meaningful role in school decision-making remained low overall, with only slight increases at the elementary (60% to 61%) and middle school levels (43% to 45%), and a concerning 8% decline at the high school level (from 45% to 37%). In addition, when asked whether families felt included in planning school activities, high school responses dropped from 54% to 50%, again suggesting a weakening connection between schools and families at that level.</p> <p>Language access is a key driver behind these results, especially for families of Multilingual Learners, who often report not feeling informed or included in school communication and planning. By offering translation services for all languages on a district-wide basis, CRPUSD is ensuring that families across all school sites—regardless of the home language spoken—have consistent, equitable opportunities to receive information, provide input, and participate in their child’s educational experience.</p> <p>Providing this action district-wide ensures that no student or family is left without access to critical resources, supports inclusive engagement across all school communities, and directly addresses the persistent communication gaps that impact our unduplicated students most.</p>	

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	<p>needs of unduplicated pupils by removing a foundational barrier to engagement.</p> <p>Scope: LEA-wide</p>		
4.1	<p>Action: ELD Professional Development</p> <p>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 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.</p> <p>Scope:</p>	<p>The district's action statement to provide professional development specifically focused on designated and integrated English Language Development (ELD) instruction directly addresses the identified needs reflected in the data for English Learner (EL) students. The low proficiency rates in SBAC Math, ELA, and Science assessments, along with the STAR Math and ELA benchmarks, highlight the academic challenges faced by EL students. By offering professional development tailored to designated and integrated ELD instruction, educators will receive targeted training to effectively support EL students in mastering academic content while simultaneously developing English language proficiency. This specialized professional development will equip teachers with research-based strategies and instructional approaches to scaffold learning, differentiate instruction, and provide language support, thereby improving EL student achievement outcomes. Additionally, by enhancing teachers' capacity to deliver effective ELD instruction, the district aims to increase the reclassification rate of EL students, ensuring more students achieve fluent English proficiency as measured by the ELPAC proficiency rate. Overall, the action statement aligns with the data-driven need to improve academic outcomes for EL students and underscores the district's</p>	4.1, 4.2, 4.3, 4.4, 4.6, 4.7 and 4.8

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	LEA-wide	commitment to providing equitable and effective education for all students.	
4.2	<p>Action: ELD Instructional Supports</p> <p>Need: 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.</p> <p>Scope: LEA-wide</p>	<p>CRPUSD's action statement to provide instructional coaching support for teachers in designated and integrated English Language Development (ELD) instruction directly 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 instructional coaching support specifically focused on designated and integrated ELD instruction, teachers will receive personalized guidance and feedback to enhance their instructional practices. This coaching will empower teachers with the necessary tools and strategies to effectively differentiate instruction, scaffold learning, and provide language support to EL students across various content areas. As a result, teachers will be better equipped to address the diverse needs of EL students and help them succeed academically. Furthermore, by improving instructional quality in ELD instruction, CRPUSD aims to increase the reclassification rate of EL students and their proficiency as measured by the ELPAC proficiency rate. Additionally, the provision of instructional coaching aligns with the district's goal to improve A-G completion rates, ensuring that EL students receive the necessary support to meet college readiness requirements and achieve academic success. Overall, the action statement reflects the district's commitment to providing targeted support to address the unique needs of EL students and enhance their academic outcomes.</p>	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
5.1	<p>Action: ELA Support</p> <p>Need: The action of providing licenses for supplemental ELA programs to support individual learning is necessary to address the diverse needs of students, as indicated by the data:</p> <p>Low Overall ELA Proficiency: The STAR ELA Overall Student scores reveal that only 40.65% of students are at or above the benchmark level in ELA. This suggests a significant portion of students may be struggling to meet proficiency standards in English language arts. Implementing supplemental ELA programs can provide targeted support to students who require additional assistance in mastering essential literacy skills.</p> <p>Achievement Gaps for Specific Student Demographic Groups: The data highlights disparities in ELA proficiency among various student demographic groups. For example socioeconomically disadvantaged (SED) students have notably lower proficiency rates compared to the overall student population. By providing supplemental ELA programs, the district can address the specific needs of these marginalized student groups and work towards closing the achievement gaps that exist within the student population.</p>	<p>The action of providing licenses for supplemental ELA programs that support individual learning will address the needs of students in several ways:</p> <p>Personalized Learning: Supplemental ELA programs offer tailored instruction that can be customized to meet the individual learning needs of students. These programs often utilize adaptive learning technologies and diagnostic assessments to identify areas of strength and weakness, allowing students to progress at their own pace and receive targeted support where needed.</p> <p>Targeted Intervention: For students who may be struggling to meet proficiency standards in English language arts, supplemental ELA programs provide targeted intervention strategies designed to address specific areas of challenge. Whether it's improving reading comprehension, writing skills, or vocabulary acquisition, these programs offer resources and activities that cater to the unique needs of each student.</p> <p>Flexibility and Accessibility: By providing licenses for supplemental ELA programs, the district ensures that students have access to a diverse range of learning resources beyond traditional classroom instruction. These programs often include multimedia content, interactive activities, and engaging learning modules that appeal to different learning styles, making learning more accessible and enjoyable for students.</p> <p>Support for Diverse Learners: Supplemental ELA programs can accommodate the needs of diverse learners, including English language learners, and</p>	5.1 and 5.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Inadequate Proficiency Rates on State Assessments: The ELA CAASPP results for the 22-23 school year further underscore the need for intervention and support in English language arts. While only 40.28% of all students met or exceeded proficiency standards, the proficiency rates were even lower for socioeconomically disadvantaged students (29.10%). Supplemental ELA programs can offer personalized learning experiences tailored to the individual needs of students, helping to improve their performance on state assessments and overall academic achievement.</p> <p>In summary, the provision of licenses for supplemental ELA programs is crucial to address the challenges faced by students in achieving proficiency in English language arts. By offering targeted support and individualized instruction, the district can better meet the diverse learning needs of students and promote academic success for all.</p> <p>Scope: LEA-wide</p>	<p>socioeconomically disadvantaged students. With features such as multilingual support, audiovisual aids, and differentiated instruction, these programs empower all students to succeed academically and reach their full potential in English language arts.</p> <p>Overall, the provision of licenses for supplemental ELA programs demonstrates the district's commitment to supporting student achievement by offering personalized, targeted, and accessible learning experiences that address the diverse needs of learners.</p>	
5.2	<p>Action: Math Support</p> <p>Need: The action step of providing licenses for supplemental Math programs is crucial based on the provided data, which highlights</p>	<p>The action of providing licenses for supplemental Math programs is crucial for addressing the diverse learning needs of students and supporting their achievement in mathematics. Here's how this action will specifically address the needs of students:</p>	5.2 and 5.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>significant gaps in math proficiency among student demographic groups:</p> <p>Discrepancies in Math Proficiency: The STAR Math Winter Data for the 23-24 School Year reveals disparities in math proficiency across different student demographic groups. For instance, while 47.43% of all students are at or above the benchmark, and 37.89% of socioeconomically disadvantaged (SED) students meet this standard. Similarly, the CAASPP Math results indicate that only 25.67% of all students met or exceeded proficiency, with even lower rates for SED students (16.05%).</p> <p>Addressing Individual Learning Needs: By providing licenses for supplemental Math programs, the district can address the diverse learning needs of students. These programs offer tailored instruction and adaptive learning features that cater to individual strengths and weaknesses. They can provide additional practice, remediation, and enrichment activities based on students' performance levels, helping to bridge gaps in understanding and improve overall math proficiency.</p> <p>Supporting Struggling Student Demographic groups: Supplemental Math programs can specifically target the needs of struggling student demographic groups, such as SED students, who exhibit lower levels of math proficiency. These programs often include differentiated instruction, interactive resources, and scaffolded learning materials designed to</p>	<p>Tailored Instruction: Supplemental Math programs offer personalized and adaptive instruction tailored to individual student needs. These programs can assess students' strengths and weaknesses, providing targeted interventions and customized learning paths to address areas of difficulty and accelerate learning.</p> <p>Differentiated Learning: Students have varying levels of proficiency and understanding in mathematics. Supplemental Math programs offer differentiated learning resources and activities to accommodate students with diverse learning styles, abilities, and paces of learning. This ensures that each student receives instruction at an appropriate level and can progress at their own pace.</p> <p>Additional Practice and Reinforcement: The supplemental Math programs provide students with additional opportunities for practice and reinforcement of math concepts taught in the classroom. Through interactive exercises, practice problems, and engaging activities, students can deepen their understanding of mathematical concepts and develop fluency in mathematical skills.</p> <p>Remediation and Enrichment: For students who are struggling with math, supplemental Math programs offer targeted remediation and support to address areas of weakness and fill learning gaps.</p> <p>Increased Engagement: Many supplemental Math programs incorporate interactive and engaging</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support diverse learners and provide them with the additional support needed to succeed in math.</p> <p>Enhancing Student Achievement: By offering supplemental Math programs, the district can enhance student achievement by providing access to high-quality instructional resources and interventions. These programs can reinforce classroom learning, provide opportunities for independent practice, and promote conceptual understanding and problem-solving skills, ultimately leading to improved math outcomes for all students.</p> <p>In summary, the action of providing licenses for supplemental Math programs is essential to address the identified disparities in math proficiency among student demographic groups and ensure that all students receive the support and resources needed to succeed in mathematics.</p> <p>Scope: LEA-wide</p>	<p>elements, such as games, simulations, and multimedia resources, to make learning math more enjoyable and meaningful for students. By increasing engagement, these programs can foster a positive attitude towards mathematics and motivate students to persist in their learning.</p> <p>Improved Achievement: Ultimately, by providing access to high-quality supplemental Math programs, the district can support student achievement in mathematics. These programs help students build a strong foundation in math, develop essential problem-solving skills, and achieve academic success in this critical subject area.</p> <p>In summary, the action of providing licenses for supplemental Math programs addresses the diverse learning needs of students by offering tailored instruction, differentiated learning resources, additional practice, remediation, enrichment, increased engagement, and ultimately, improved achievement in mathematics.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.16</p>	<p>Action: Afterschool Intervention at Middle Schools</p> <p>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.</p> <p>Middle School Dropout Rates: Middle School = .08%</p> <p>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</p>	<p>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.</p>	<p>1.2, 1.3, 1.4, 1.5 and 1.18</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>WH - 52.8% At/Above Benchmark FOS - 27.0% At/Above Benchmark HOM - 21.1% At/Above Benchmark</p> <p>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</p> <p>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</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.17	<p>Action: Phoenix Staffing</p> <p>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</p>	<p>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.</p>	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
	<p>equitable access to social emotional and academic success.</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Graduation Rates</p>		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>2022 - 2023 SY Data All Students - 89.5% SED - 87.5% MLL - 82.85%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>1.23</p>	<p>Action: El Camino High School</p> <p>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.</p> <p>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</p> <p>Math CRPUSD STAR Winter Data for the 23-24 School Year</p>	<p>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.</p>	<p>1.2, 1.3, 1.4, 1.5, 1.9 and 1.18</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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</p> <p>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</p> <p>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</p> <p>Graduation Rates 2022 - 2023 SY Data All Students - 89.5% SED - 87.5% MLL - 82.85%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.12	<p>Action: Homeless/Foster support</p> <p>Need:</p>	<p>The district's commitment to providing transportation, placement, and other support services is crucial to address the barriers contributing to chronic absenteeism and</p>	2.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The district recognizes the significant challenges and needs of students who are identified Homeless and Foster Youth. Based on the provided data indicating chronic 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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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 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.</p>	
<p>4.3</p>	<p>Action: Multilingual Language Learner Roadmap</p> <p>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</p>	<p>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.</p>	<p>4.6, 4.7, 4.8 and 4.14</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>and language acquisition needs of EL students and to ensure they have the necessary support and resources to succeed academically and linguistically.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
4.4	<p>Action: ELPAC Testing Support</p> <p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p>	4.8
4.5	<p>Action: Multilingual Language Learner Support Staffing</p> <p>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</p>	<p>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</p>	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
	<p>training in multilingual support strategies, is essential based on the provided data. The SBAC Math, ELA, and Science data demonstrate low proficiency rates among 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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>strategies and interventions to facilitate language acquisition and academic success.</p> <p>Secondly, by ensuring access to necessary supplies and services, such as bilingual 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.</p> <p>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.</p> <p>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.</p>	
4.6	Action: Language Intervention Sections	Given these data points, it is evident that struggling EL students require targeted support to	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
	<p>Need: The action step to allocate sections of the primary schedule for language intervention to support struggling EL students is needed based on the provided data.</p> <p>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.</p> <p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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 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.</p>	
4.8	<p>Action: Middle School Investigative Learning</p> <p>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</p>	<p>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:</p> <p>Enhanced Language Development: Integrating STEM into the ELD curriculum provides students</p>	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
	<p>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 that only 23.80% and 15.20% of ELs are performing at or above benchmark levels.</p> <p>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.</p> <p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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 development of vocabulary, syntax, and communication skills necessary for academic success.</p> <p>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.</p> <p>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.</p> <p>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</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>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.</p> <p>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.</p>	
<p>4.9</p>	<p>Action: Middle School Multilingual Curriculum</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.6, 4.7, and 4.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>improvement in English language proficiency among these students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>4.10</p>	<p>Action: Unduplicated Student ELA Support</p> <p>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.</p>	<p>CRPUSD's action statement to additional ELD supplemental support to enhance student achievement and academic improvement so teachers can address 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.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8 and 4.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>4.11</p>	<p>Action: Long Term English Learners (LTEL) Reclassification Rate</p> <p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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 in the data. To achieve this goal, the district will implement targeted strategies aimed at improving LTEL outcomes.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.23 & 4.24</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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

2025-26 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	72,742,096	7,646,778	10.512%	0.348%	10.860%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,479,684.45	\$1,654,177.00	\$0.00	\$165,000.00	\$13,298,861.45	\$9,307,967.44	\$3,990,894.01

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				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	School wide	English Learners Foster Youth Low Income	Specific Schools: Rancho Cotate High	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
							School and El Camino High School 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,LJM S,TMS,R CHS 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 Technology 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	Ongoing	\$370,000.00	\$0.00	\$370,000.00				\$370,000.00	

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
					s)		10th through 12th									
1	1.18	K-3 Class Size Reduction	All	No			Specific Schools: UELF, Monte Vista, Richard Crane, Hahn, Evergreen, John Reed, TPA K-3	Ongoing	\$1,253,991.00	\$0.00	\$1,253,991.00				\$1,253,991.00	
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	

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	1.25	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	
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	School wide	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	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: John Reed School, Monte Vista School, Thomas Page Academy	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							University Elementary at La Fiesta, Richard Crane Elementary Transitional Kindergarten through 5th Grade									
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	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas Page Academy Transitional Kindergarten through 8th Grade	Ongoing	\$0.00	\$793,451.00	\$793,451.00				\$793,451.00	
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	

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	2.13	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	School wide	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	School wide	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	\$50,000.00				\$50,000.00	\$50,000.00	
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		\$287,342.00			\$287,342.00	
3	3.5	Translation Services	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$204,514.00	\$100,000.00	\$304,514.00				\$304,514.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.6	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	\$5,000.00	\$5,000.00				\$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 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, and 4.8	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	Ongoing	\$0.00	\$118,000.00	\$118,000.00				\$118,000.00	

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
							12th Grade									
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	
4	4.12							Ongoing								
5	5.1	ELA Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.2	Math Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
72,742,096	7,646,778	10.512%	0.348%	10.860%	\$8,060,671.82	0.000%	11.081 %	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,R CHS	\$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	1.14	Outdoor Education				All Schools	\$38,000.00	
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	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	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Mental & Behavioral Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Transitional Kindergarten through 12th Grade	\$942,248.00	
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		
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	

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	4.3	Multilingual Language Learner Roadmap	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$70,000.00	
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 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, and 4.8	\$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	\$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 (%)
						through 12th Grade		
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	
5	5.1	ELA Support	Yes	LEA-wide	Low Income	All Schools	\$0.00	
5	5.2	Math Support	Yes	LEA-wide	Low Income	All Schools	\$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,712,442.00	\$12,599,441.63

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
1	1.2	Common Formative Assessment	No	\$40,092.00	33,950.78
1	1.3	Tier 1 Intervention	No	\$0.00	0
1	1.4	Professional Development	Yes	\$773,421.00	768,932.50
1	1.5	Data Analysis	Yes	\$110,863.00	69,517.50
1	1.6	Local Assessment	No	\$0.00	0
1	1.7	ELA Supports	Yes	\$175,000.00	193,263.36
1	1.8	Math Supports	Yes	\$50,000.00	15,025.99
1	1.9	Teacher Induction Training	No	\$230,000.00	249,347
1	1.10	Online Core Curriculum	Yes	\$120,000.00	113,288
1	1.11	College and Career Readiness	No	\$181,086.00	74,456

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	No	\$366,000.00	302,402.45
1	1.13	Math Intervention FTE - RCHS	No	\$115,000.00	107,960.21
1	1.14	Outdoor Education	No	\$38,000.00	42,786.46
1	1.15	Summer School Credit Recovery	No	\$27,500.00	39,659.33
1	1.16	Afterschool Intervention at Middle Schools	Yes	\$130,000.00	334,217.68
1	1.17	Phoenix Staffing	Yes	\$370,000.00	173,261.37
1	1.18	K-3 Class Size Reduction	No	\$1,253,991.00	1,287,429
1	1.19	Attendance	No	\$53,000.00	57,440
1	1.20	Virtual Learning Academy	No	\$382,414.00	507,666
1	1.21	New Teacher Support	No	\$45,000.00	45,147.83
1	1.22	Summer School Intervention	Yes	\$750,000.00	486,380.77
1	1.23	El Camino High School	Yes	\$606,000.00	581,462
1	1.24	Social Studies Supplemental Curriculum	No	\$25,000.00	31,376.67

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	24,253.24
2	2.1	MTSS	No	\$226,843.00	167,661.28
2	2.2	PBIS	No	\$118,643.00	168,547.23
2	2.3	Restorative Practices Administrator Academy	No	\$28,958.00	28,958
2	2.4	SEL Curriculum	No	\$41,648.00	33,353.18
2	2.5	Professional Development	No	\$70,000.00	62,575
2	2.6	Elementary Assistant Principals	Yes	\$365,381.00	328,489.53
2	2.7	Elementary Counselors	Yes	\$262,083.00	606,552.57
2	2.8	Mental & Behavioral Health Services	Yes	\$942,248.00	1,291,791.74
2	2.9	Nursing Support	No	\$929,671.00	933,586.03
2	2.10	Team Success & CPI / Suspension & Expulsion Diversion	No	\$200,000.00	152,759
2	2.11	TPA Bussing	Yes	\$747,931.00	992,741
2	2.12	Homeless/Foster support	Yes	\$50,000.00	20,000
2	2.13	Co-Teaching	No	\$10,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent Communication	No	\$30,000.00	30,000
3	3.2	Educational Partner Education	No	\$50,000.00	1,090
3	3.3	Family Events	No	\$50,000.00	0
3	3.4	Community Liaisons	No	\$213,829.00	217,103.56
3	3.5	Translation Services	No	\$304,514.00	233,859.86
3	3.6	Community Resources	No	\$5,000.00	5000
3	3.7	Community Engagement	No	\$5,000.00	315.52
4	4.1	ELD Professional Development	Yes	\$100,000.00	149,329.83
4	4.2	ELD Instructional Supports	Yes	\$30,000.00	28,670.89
4	4.3	Multilingual Learner Roadmap	Yes	\$70,000.00	56,075.62
4	4.4	ELPAC Testing Support	Yes	\$40,000.00	37,934.90
4	4.5	Multilingual Support Staffing	Yes	\$767,007.00	886,318.24
4	4.6	Language Intervention Sections	Yes	\$524,118.00	583,280.23

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	4.7	Seal of Biliteracy	No	\$2,000.00	0
4	4.8	Middle School Investigative Learning	Yes	\$162,201.00	15,666
4	4.9	Middle School Multilingual Curriculum	Yes	\$275,000.00	23,645.04
4	4.10	Unduplicated Student ELA Support	Yes	\$118,000.00	4,913.24
4	4.11	Long Term English Learners (LTEL) Reclassification Rate	Yes	\$0.00	0
5	5.1	ELA Support	Yes	\$0.00	0
5	5.2	Math Support	Yes	\$0.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$6,891,716	\$6,554,253.00	\$6,655,861.60	(\$101,608.60)	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	768,932.50		
1	1.5	Data Analysis	Yes	\$110,863.00	69,517.50		
1	1.7	ELA Supports	Yes	\$175,000.00	0		
1	1.8	Math Supports	Yes	\$50,000.00	15,025.99		
1	1.10	Online Core Curriculum	Yes	\$120,000.00	113,288		
1	1.16	Afterschool Intervention at Middle Schools	Yes	\$130,000.00	0		
1	1.17	Phoenix Staffing	Yes	\$370,000.00	173,261.37		
1	1.22	Summer School Intervention	Yes	\$40,000.00	86,380.77		
1	1.23	El Camino High School	Yes	\$606,000.00	581,462		
2	2.6	Elementary Assistant Principals	Yes	\$365,381.00	328,489.53		
2	2.7	Elementary Counselors	Yes	\$262,083.00	606,552.57		
2	2.8	Mental & Behavioral Health Services	Yes	\$942,248.00	1,291,791.74		
2	2.11	TPA Bussing	Yes	\$747,931.00	992,741		

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	2.12	Homeless/Foster support	Yes	\$50,000.00	0		
4	4.1	ELD Professional Development	Yes	\$100,000.00	149,329.83		
4	4.2	ELD Instructional Supports	Yes	\$30,000.00	28,670.89		
4	4.3	Multilingual Learner Roadmap	Yes	\$70,000.00	56,075.62		
4	4.4	ELPAC Testing Support	Yes	\$40,000.00	37,934.90		
4	4.5	Multilingual Support Staffing	Yes	\$767,007.00	757,461.16		
4	4.6	Language Intervention Sections	Yes	\$524,118.00	583,280.23		
4	4.8	Middle School Investigative Learning	Yes	\$162,201.00	15,666		
4	4.9	Middle School Multilingual Curriculum	Yes	\$0.00	0		
4	4.10	Unduplicated Student ELA Support	Yes	\$118,000.00	0		
4	4.11	Long Term English Learners (LTEL) Reclassification Rate	Yes	\$0.00	0		
5	5.1	ELA Support	Yes	\$0.00	0		
5	5.2	Math Support	Yes	\$0.00	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
67,858,382	\$6,891,716	0	10.156%	\$6,655,861.60	0.000%	9.808%	\$235,854.40	0.348%

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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