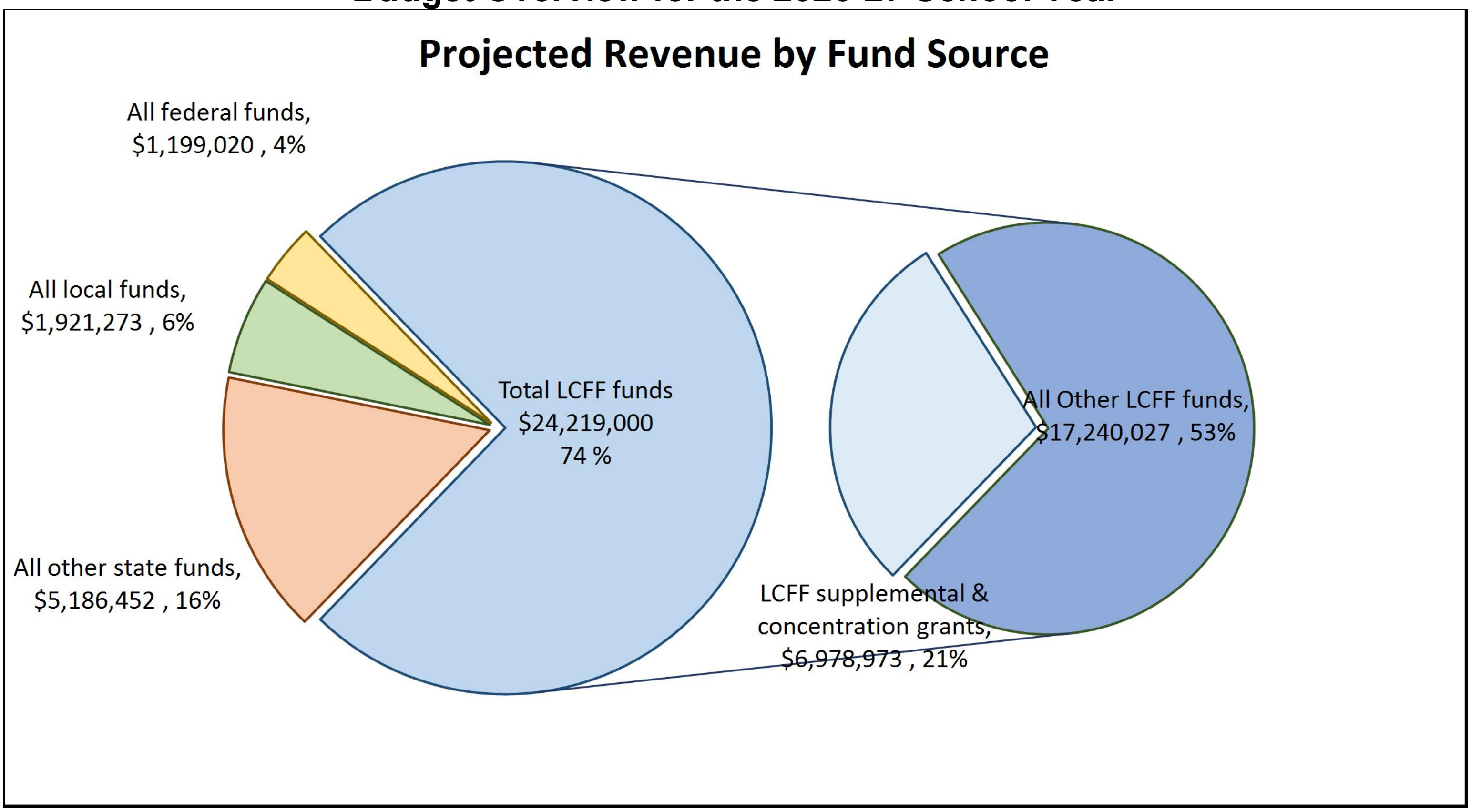
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverdale Joint Unified School District
CDS Code: 10754080000000
School Year: 2026-27
LEA contact information:
Jeff Percell
Superintendent
jpercell@rjusd.org
(559) 867-8200

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

Budget Overview for the 2026-27 School Year

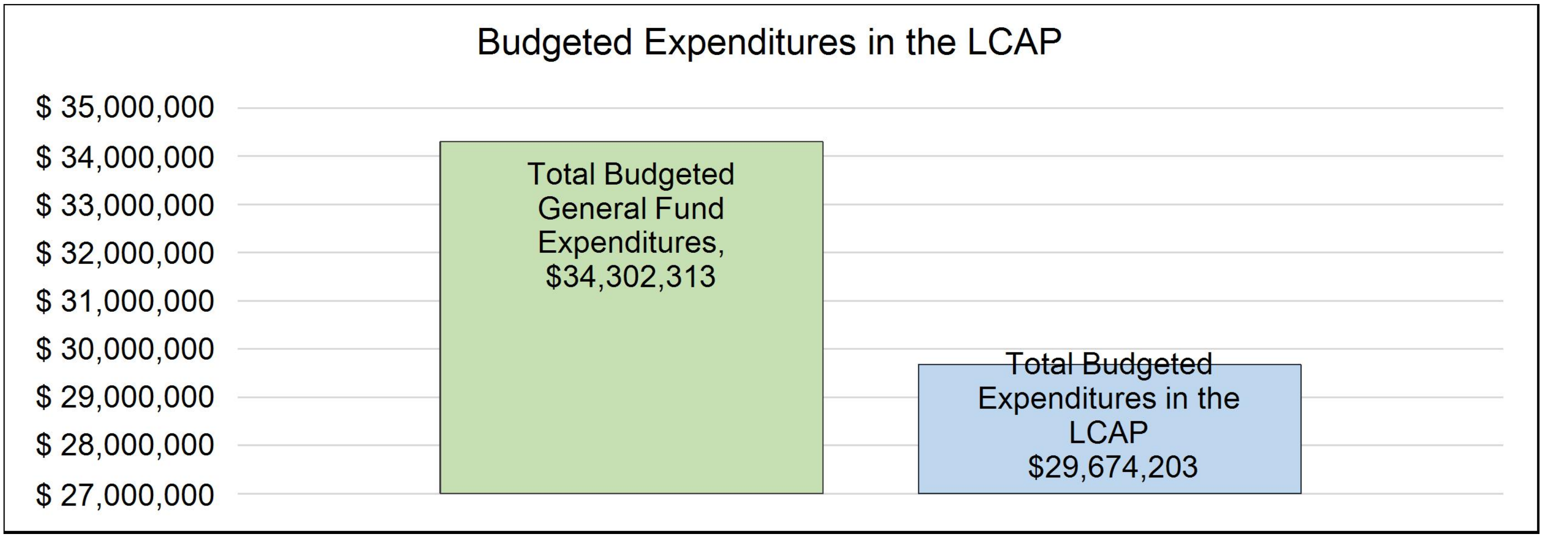


This chart shows the total general purpose revenue Riverdale Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverdale Joint Unified School District is $32,525,745, of which $24,219,000.00 is Local Control Funding Formula (LCFF), $5,186,452.00 is other state funds, $1,921,273.00 is local funds, and $1,199,020.00 is federal funds. Of the $24,219,000.00 in LCFF Funds, $6,978,973.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Riverdale Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverdale Joint Unified School District plans to spend $34,302,313 for the 2026-27 school year. Of that amount, $29,674,203.00 is tied to actions/services in the LCAP and $4,628,110 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

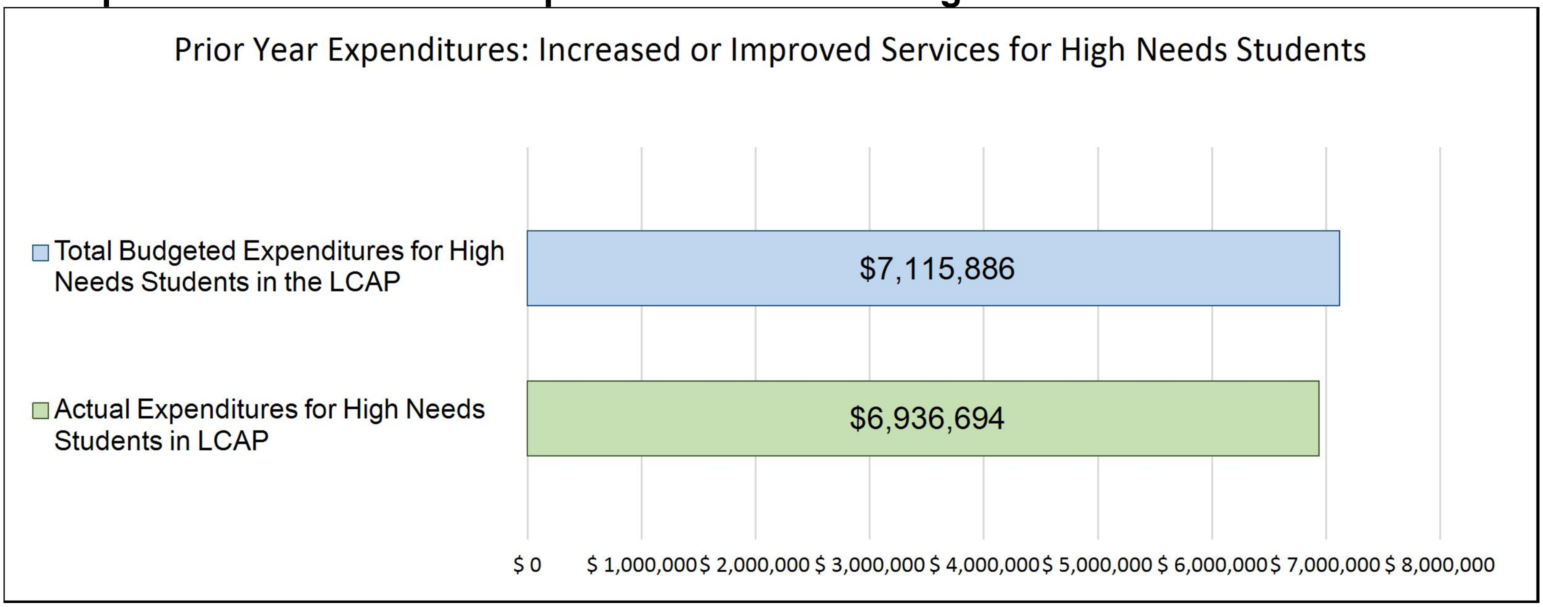
Expenditures not included in the LCAP will show an overall amount of $4,628,110. This amount of $4,628,110 stems from other various funding sources. California provided finances in the form of the Extended Learning Opportunities Program (ELOP) that is helping provide more opportunities to our students through our ELP. Other funding sources are the Community Schools Grant which will be used towards a coordinator, SRO, intervention teacher, intervention tutors, counselor, and other materials and services. Also Lottery Funds that are used on teacher substitute salary and benefits.The only other general fund expenditures not included in the LCAP is the STRS on Behalf which is included to meet legal requirements of funding.

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

In 2026-27, Riverdale Joint Unified School District is projecting it will receive $6,978,973.00 based on the enrollment of foster youth, English learner, and low-income students. Riverdale Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Riverdale Joint Unified School District plans to spend $7,397,307.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Riverdale Joint 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 Riverdale Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Riverdale Joint Unified School District's LCAP budgeted $7,115,886.00 for planned actions to increase or improve services for high needs students. Riverdale Joint Unified School District actually spent $6,936,694.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $179,192 had the following impact on Riverdale Joint Unified School District’s ability to increase or improve services for high needs students:

The reasons for $179,192 less being spent in 2025-2026 was due to mainly in part with (Goal 1 Action 7, Goal 2 Action 3, Goal 1 Action 3) not fully spending the projected supplies and services funds budgeted. Also that (Goal 3 Action 9) we had vacancies throughout the school year in the positions of playground aides.

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
Riverdale Joint Unified School District	Jeff Percell Superintendent	jpercell@rjusd.org (559) 867-8200

Plan Summary [2026-27]

General Information

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

The Riverdale Joint Unified School District is located approximately 25 miles southwest of Fresno in the heart of prime agricultural land. Farming and farm related enterprises are the principal businesses for the area. Riverdale Joint Unified School District is a TK-12 school district with five schools, Fipps Primary (TK-3), Riverdale Elementary (4-8), Riverdale High School (9-12), Horizon Continuation High School (9-12) and Riverdale Virtual School an Independent Study -Student Learner Lead Program (TK-12). Riverdale Joint Unified School District also provides an Adult Transition Program for students receiving services until the age of 22 years old. Riverdale Joint Unified School District provides services to approximately 1372 students. Riverdale Joint Unified School District is fortunate to have a student body which is ethnically and culturally diverse. Riverdale Joint Unified School District has approximately 1372 students for which the ethnicity of the District is 91.03% Hispanic; 8.09% White; 0.36% Black/African American, and the remainder made up of other groups. Approximately 1250 students for a percentage of 91.1% receive free/reduced breakfast/lunch. In examining other student groups, RJUSD has a composition of approximately 27.9% English Learner (EL), 3.4% Long Term English Learner (LTEL), 10.9% Students with Disabilities (SWD), and a Foster Youth (FY) group that is too small to have a measurement size but individuals are tracked internally. The District employs eighty-nine classroom teachers, nineteen tutors, six paraprofessionals, three library clerks, one school safety member, five school site counselors, two school psychologists, three principals, three assistant principals, a Director who oversees Curriculum & Instruction, an Assistant Superintendent of Educational Services, a Superintendent, as well as additional support staff. RJUSD works with the Fresno County Sheriff’s Department and has a School Resource Officer (SRO) assigned to their district. Students in grades TK-6 are taught in self-contained classrooms and grades 7-12 are taught in a departmentalized instruction program. Riverdale Virtual School, which opened in 2024-2025, serves students virtually in grades TK - 12. Riverdale Joint Unified School District is staffed with a faculty which is professionally skilled and personally committed to meeting the District goals of providing an enriching educational experience.

The 2025-2026 school year overall was a successful year in that Riverdale Joint Unified School District was able to make progress on many of their planned operations, projects and procedures as stated in their LCAP. The district made progress in their professional development work by having teachers continue their work from the previous year in mapping out the standards of their curriculum. The ability to collectively map out content standards for student instruction will bring about consistency among grade levels and subject areas. Teachers have begun implementing their adjusted standards and examine student data to reflect on results for effectiveness and potential adjustments that may be needed. RJUSD expanded their MTSS system by implementing a reading intervention program for students at Fipps Primary last school year. The program was viewed as being very successful and was continued for the 2025-2026 school year. Efforts to expand and build upon community engagement and parent connection continues to be a focus as school site liaisons use a variety of methods to inform families of events at their school site. Events like Back-to-School Night, District Wide Literacy Night, Parent Educational Opportunities and various forums serve as opportunities for parent engagement and discussion. RJUSD continues to offer and grow student opportunities through events in the Agriculture Department, Science Olympiad teams, expansion in arts education, expansion of clubs such as the Science Outreach Club, after-school opportunities where students are able to explore different medical pathways and obtain CPR certification. Recent additions of Riverdale Virtual School, adding a counselor to work with Horizon High students, the expansion of having two school psychologists, having a School Resource Officer (SRO), and an Athletic Trainer were all continued. In November of 2025, RJUSD began construction on their new stadium and athletic fields and facilities. Construction is scheduled to end in late fall of 2026. Construction of this project is funded by a local bond so the finalized project will benefit students, staff and community.

The two greatest achievements that took place in 2025-2026 were the district's exit from Differentiated Assistance (DA) in different areas and Compliance Improvement Monitoring (CIM) in Special Education. RJUSD had been in DA status for the past two years for English Learners (EL) in performance of both ELA and Math scores along with a high suspension rate. Over the past two years, RJUSD has worked very hard in addressing this issue. As RJUSD was exiting this two year cycle of improvement, the District was informed that they no longer qualified for DA assistance as scores and marks had improved. Simultaneously, RJUSD also learned of their exit from the CIM process. Two years earlier, RJUSD was placed in CIM due to being Significantly Disproportionate in the over identification of Hispanic students in the area of Intellectual Disability (ID). The Special Education Department of RJUSD had spent numerous hours examining protocols, assessments and procedures to address this identification. While RJUSD had been experiencing a decline in their over identification, it was not until February 2026 that the district learned they had exited CIM classification and will exit California Department of Education (CDE) oversight at the conclusion of the 2026 year.

Riverdale Joint Unified School District has two school sites that qualify for Equity Multiplier (EM) Funds in 2026-2027. Equity Multiplier Funds are an additional allocation of funding from the Local Control Funding Formula (LCFF) to schools with high non-stability rates and socioeconomically disadvantaged pupil rates. Horizon High School (HHS), identified as a continuation school, has received these funds over the past couple of years. Through conversations and input from the various stakeholders of Horizon High, funds in the 25-26 school year were used to address the suspension rate by having a school counselor work along with students on challenging issues. In addition, students of Horizon High were provided vocational field trip options to create interest in various career pathways. Horizon High has been able to reduce their suspension rate using the tools created for them. The 2025 CA School Dashboard revealed that Horizon High no longer has any color associated not only in suspension but in any category. While there is no indicator from the CA Dashboard requiring HHS to address, students, staff and parents have asked for the EM funds to continue to be used in their current format. Riverdale Virtual School (RVS), an Independent Study - Student Learner Lead program, received EM Funds for the first time last year and based their need on low academic marks in ELA from district assessments. As RVS is eligible to receive EM funds for the 26-27 year, the 2025 CA School

Dashboard only provided a color of “Blue” in the area of suspension for the school. Since the suspension rate was recognized as appropriate and the school did not receive any other color markings, RVS will continue to focus on ELA academic marks. In continuing to address the already established concern, RVS will continue to use their EM funds towards a tutor to support student identified needs. To monitor the development of these two school sites using their EM Funds, these plans can be found within the 26-27 LCAP and can be reviewed within Goals 5 and Goal 6.

While there were many achievements in 2025-2026, RJUSD is continuing to work on areas of improvement. Challenges still remain for RJUSD as they continue to experience declining school enrollment. Since 2020, Riverdale Joint Unified School District has experienced a decline of about 250 students bringing the current enrollment to 1372, a decline of 54 students from the previous year. The reduction in student enrollment presents less money the district is eligible to receive which is challenging with consistently increasing educational costs. In addition, Special Education costs continue to rise as service costs increase but are needed to meet levels that are appropriate for students. RJUSD continues to examine the academic gaps amongst student groups and social-emotional issues in connection with student behavior support as challenges to address. The methods to continue to financially support the wide range of services for students does present challenges that the district continues to find unique methods to address while supporting student learning and growth.

Reflections: Annual Performance

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

Riverdale Joint Unified School District experienced both successes and challenges from Dashboard and local data that will impact the district’s 2026-2027 LCAP.

Some of the successes were found in examining data for the 2026-2027 year where, RJUSD was able to continue their decline in Chronic Absenteeism for K-12 with a rate of 11.4% which is a drop of 4.5% from the baseline, the Graduation Rate for Riverdale continues to serve as a positive both for the district and the community. RJUSD through the California Dashboard displayed a graduation rate of 96.9% which was slightly above last year’s high number of 96.4% that the Graduation Rate increased to 96.4% from 93.6% the previous year. Other data points reveal that the AP Passage Rate had a 10.2% increase from the baseline and CTE enrollment had 15 more students when compared to the baseline. The suspension rate as a district fell 2.0% from its baseline with Riverdale High displaying a drop of 3.0% in both all students and specifically English Learners. Riverdale Elementary witnessed declines among Hispanics and Homeless students but kept their overall rate the same. While not a LCAP goal or action specifically, one of the greatest successes in the 2025-2026 year from the community’s perspective was the district’s ability to begin construction on a new football stadium and athletic facilities. There are several areas connected to athletics and student opportunities in the LCAP that will benefit from new athletic facilities.

While the examination of data brought some areas of success, it also revealed or demonstrated the continuation of various challenges. Both District Assessments (English Language Arts) and State Level Assessments (English Language Arts and Mathematics) disclosed declines in almost all areas. While “All Students” did see small gains, specific groups struggled in comparison to the previous year. EL Reclassification had a decline of 4% from the previous year and English Learner Progress Towards English Proficiency also saw a 4% decline. While these numbers are of concern, RJUSD was able to see tremendous progress in their Professional Development for teachers as staff is making progress on the realignment of standards and introducing new approaches to the instruction of curriculum.

Riverdale Joint Unified School District was able to exit from Differentiated Assistance based on the criteria from the Dashboard. The district had been placed in Differentiated Assistance (DA) through the California School Dashboard in the 23-24 school year due to be placed in the "Red" category in different areas for different demographics of students. The district was cited for English Learners being in the "Red" for English Language Arts scores under state testing. RJUSD was also cited in the area of Suspensions for the following student groups placing in the "Red" due to their suspension rate: All students, EL students, Homeless students, Socially-Economically Disadvantaged (SED) students, and Hispanic students. The student group of English Learners in the areas of English Language Arts and Suspension Rate were found both at Riverdale Elementary and Riverdale High. Riverdale High also had been cited for English Learners in the area of Mathematics at Riverdale High. In addition to English Learners placing in the "Red" for Suspensions at Riverdale Elementary, this school site also had additional groups such as Homeless, Socio-Economically Disadvantaged (SED) and Hispanic students also placed in the "Red" category. RJUSD was able to improve their suspension rate and did not have any student groups in the "Red" for ELA. While the district did have a few groups in the "Red" for math, improvements in the other areas allowed RJUSD to exit DA status in 2025-2026. However, due to their placement in these areas for the 2023-2024 school year, RJUSD must continue to focus on these items for the 2026-2027 LCAP and continue to monitor these areas until the 2026-2027 year comes to a close.

While RJUSD was excited for the removal of the DA status, there were mixed results with the district's desire for academic growth. The District Benchmarks produced increases of proficiency for "All students (2% increase for K-8 and 5% increase for secondary)" and "Low Income (2% increase for K-8 and 2% increase for secondary)", English Learners did experience growth. State assessments also produced mixed results with most leaning towards disappointment. In examining this data however, certificated staff and administrators were happy with the overall increases on district assessments as they felt those trends represented the PD work and execution of the fall 2025 semester while the CAASPP results were from the spring of 2025. The district is looking forward to their spring 2026 results. For academics, Riverdale Joint Unified School District will continue to address the areas of "Red" as identified on the CA School Dashboard through a district wide approach instead of individual school sites for the duration of the current 3-year LCAP which closes in 2026-2027. The items identified as "Red" are being focused on through the following LCAP areas: Goal 1, Action 2 (Staff Collaboration),Goal 2, Action 2 (Professional Development),Goal 2, Action 4 (Professional Development ELD), and Goal 2, Action 5 (ELD Supplemental Materials) . RJUSD certificated staff were happy to see the continued work in this area for the 26-27 LCAP.

As mentioned earlier, RJUSD was able to exit DA status which was the result of increased academic and decreased suspensions. While the suspension rate was lowered overall as a district, there were mixed results between Riverdale Elementary and Riverdale High School. In the previous year, RES had experienced a decrease in suspension while the high school witnessed an increase. In examination of last year's data, the trend for both school sites switched as RES remained the same (5.1% for all students) but the EL students (5.4% from 5.1%) had an increase and RHS had a decrease both overall (4.4% from 7.4% for all students and 6.1% from 9.3% for EL students). As mentioned earlier, RJUSD will continue to focus on these identified 23-24 DA areas through their LCAP through 2026-2027. For suspensions, RJUSD will continue these areas of concern in the DA process, along with the "Red" determination, through the LCAP in the areas of: Goal 1, Action 2 (Staff Collaboration), Goal 2, Action 2 (Professional Development), and Goal 3, Action 11 (Alternative Means of Suspension Programs). There were some mixed results in 25-26 with the outcomes of student discipline as some staff felt the consequences did not measure to levels of accountability. RJUSD is happy overall with the decrease in suspensions and will examine student outcomes of accountability during the 2026-2027 school year.

Riverdale Joint Unified School District receives Learning Recovery Emergency Block Grant (LREBG) funds that were provided to help school districts address the academic and emotional impacts of the COVID-19 pandemic. Riverdale will use their 2025-2026 Learning Recovery Emergency Block Grant (LREBG) dollars in the 2026-2027 LCAP. The Learning Recovery Emergency Block Grant funds were provided to help school districts address the academic and emotional impacts stemming from the COVID-19 pandemic a few years earlier. LREBG funds need to be directed towards the support of academic learning recovery and the social emotional well-being of students. RJUSD conducted a needs assessment to assist in the determination of where LREBG Funds could be directed. In examining the student needs assessment, RJUSD was able to identify in both the examination of data through the CA School Dashboard and the Healthy Kids Survey conducted in November 2025, the continued need towards reading intervention programs to address low ELA and reading scores throughout the district along with social emotional support services as identified by students in the aforementioned surveys. An analysis of the needs assessment also concluded that further professional development in English Language Arts and Mathematics is needed as students continue to demonstrate lower than desired academic marks through state and district level assessments. In using the needs assessments, RJUSD is able to direct these funds towards allowable items as determined by Ed Code 32526(c) to address the learning recovery and social emotional well-being of the students the district serves. The LREBG-funded actions are aimed at the Reading Intervention Programs, social emotional support services and professional development. These three areas of need for LREBG funds to be used towards, will be found within three already established actions within the RJUSD LCAP. Action 1.6 which addresses Targeted Instruction and focuses on reading interventions will be used towards a separate reading intervention program for staff and materials. Action 2.2, Professional Development, focuses on the areas of English Language Arts and Mathematics as RJUSD has made these two academic areas areas of focus. Action 3.10 is aimed at Social Emotional Support and LREBG funds will be used towards our expanded psychological services provided within the district. Each action description explains the rationale for selecting the selected actions. Riverdale may receive additional LREBG funds for the 2026-2027 school year in the fall of 2026. RJUSD will identify any additional LREBG funds received in 2026-2027 as part of the 2027-2028 LCAP.

The data from the Dashboard and local data, from various resources, provided successes and challenges that influenced Riverdale Joint Unified School District in the shaping and creation of their 2026-2027 LCAP.

Reflections: Technical Assistance

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

During the 2025-2026 school year, the Riverdale Joint Unified School District (RJUSD) reached two significant milestones: exiting Differentiated Assistance (DA) and concluding the Compliance Improvement Monitoring (CIM) process for Special Education.

For the previous two years, RJUSD was in DA status due to the performance of English Learners (EL) in ELA and Mathematics, compounded by high suspension rates. Through a dedicated district-wide effort, RJUSD successfully reduced suspension rates for English Learners and all other student subgroups. This improvement, alongside a shift on the CA School Dashboard from "Red" to "Orange" in English Language Arts, served as the catalyst for the district’s formal exit from the DA cycle.

Simultaneously, the district successfully navigated its exit from the CIM process. Initially placed in CIM due to significant disproportionality—specifically the over-identification of Hispanic students with Intellectual Disabilities (ID)—the Special Education Department conducted a rigorous overhaul of assessment protocols and procedural frameworks. These efforts culminated in February 2026, when the district was notified of its exit from CIM classification. RJUSD is on track to conclude all California Department of Education (CDE) oversight by the end of 2026.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Mid-Year Report (2025-2026 LCAP)	A mid-year report on the 2025-2026 LCAP was provided and presented to Riverdale Joint Unified School Board in a Public Hearing on January 14, 2026. The RJUSD Board was presented and informed on the current progress of RJUSD in their current work on the 2025-2026 LCAP along with the Budget Overview for Parents on the financial expenditures. The presentation of this information prior to February 28, 2026 satisfied the requirement set in Senate Bill 114 (2023).
Teachers (Certificated Staff)	Different site meetings took place where certificated staff gathered to provide input and receive information on the LCAP on early release days. Meetings were led by site administration through various conversation dates. On occasion, the Assistant Superintendent would join into or lead the conversations. For most part, meetings were held during the teachers' contracted day to ensure full participation. Site principals followed up with their respective school staff to investigate the priorities and provide input that was more specifically relevant to their school site. Topics on current work of realigning standards and vertical alignment, utilizing different district assessments other than Fastbridge, challenges in EL support, professional development redesign needs, expand and improve current interventions, and continuation of current approaches were shared, discussed and/or introduced. Site Principals would delve into deeper conversations on how their specific school site would support the goals of the District's LCAP while addressing needs specifically through their School Plan for Student Achievement (SPSA). RJUSD also uses these

Educational Partner(s)	Process for Engagement
	opportunities to discuss categorical funding and gather input on categorical funding for Titles I, II, III and IV. Dates: 9/4.25, 9/18/25, 9/25/25, 10/8/25, 10/16/25, 10/23/25, 11/6/25, 11/20/25, 12/4/25, 12/18/25, 1/15/26, 1/21,26, 2/5/26, 2/19/26, 2/26/26, 3/5/26, 3/9/26, 3/19/26 . In addition, the Healthy Kids Survey was conducted in November 2025 for Certificated employees to take part in.
District Administration & Leadership Teams	Conversations occur on a weekly basis, throughout the 2025-2026 school year, between the Superintendent, the Assistant Superintendent, Site Principals and District Level Administrators. One Monday a month, Assistant Principals from the school site join in the conversations. Conversations center on topics raised by the Superintendent but also allow for questions and items of discussion to be raised by all members. Various elements of the LCAP are discussed throughout the year but a specific focus on the development of the LCAP takes place during spring meetings. Discussions held allow Principals and Directors to lead conversations to their staff while also presenting questions, concerns and thoughts by their groups to the district discussion. RJUSD also uses these opportunities to discuss categorical funding and gather input on categorical funding for Titles I, II, III and IV. Dates: Mondays throughout the 2025-2026 school year. In addition, the Healthy Kids Survey was conducted in November 2025 for administrators to participate in.
Other Employees (Classified Staff)	Meetings with classified staff took place with each site principal, on their prospective campus, to discuss the LCAP process as well as the status and development of each of the district's goals. Classified topics discussed were centered on roles of tutors, professional development opportunities in Social-Emotional Learning and addressing behaviors when working with Special Education students, and job duties. Principals followed up with classified staff through an open dialogue discussion to collect input and feedback. Similar to certificated meetings, classified meetings were held during the contracted day to ensure opportunities for input and contribution. RJUSD also uses these opportunities to discuss categorical funding and gather input on categorical funding for Titles I, II, III and IV. Dates: 8/18/25, 9/18/25, 10/15/25, 11/20/25, 12/18/25, 1/22/26, 2/26/26, 3/20/26, 3/23/26 3/26/26. In addition, the Healthy Kids

Educational Partner(s)	Process for Engagement
	Survey was conducted in November 2025 for Classified employees to participate in.
Local Bargaining Units (Certificated & Classified)	The Superintendent meets on a regular basis with the certificated bargaining unit, Riverdale Teachers Association (RTA) and the classified bargaining unit, Service Employee International Union (SEIU). The Certificated meetings occur with the President of the RTA and they discuss items in a 1-1 format. Meetings frequently center on student learning and the various aspects connected to the district's LCAP. Meetings with SEIU occur in a similar fashion and are held on a regular basis with the officers of the Riverdale SEIU. Topics of discussion center on staffing for various roles classified employees held by positions created in the LCAP. Student learning and how to support these roles are also discussed. While the Superintendent held a meeting with the RTA President to discuss and review a final draft of the LCAP on 5/28/26, the Assistant Superintendent held a meeting with the officers of the Riverdale SEIU to discuss and review a final draft of the LCAP on 5/20/26.
Parents	Each site Principal held various meetings with parents, from their school site, to discuss the progress that specific site had accomplished under the 2025 - 2026 LCAP and to receive parental feedback on the development of the new 2026-2027 LCAP. Principals led the conversations with parents and while discussing the District's LCAP, site leaders also focused on their School Plan for Student Achievement. Parents raised questions and spoke about different items such as greater inclusion of all students in General Education classes (SpEd), the continuation of the reading intervention program at Fipps, increased staff awareness about different cultures in Riverdale, greater equity and recognition of all sports programs and not just the large ones, expand parent opportunities after 3:30pm, concern about academic performance for EL students, construction plans for the new football stadium, social-emotional programs and support for their children, concerns about vaping in restrooms and parent education on vaping and alcohol were also expressed. The School Plan for Student Achievement (SPSA) is a specific plan for how each site, under the District LCAP, will specifically address student growth and learning. Dates: 8/26/25, 8/27/25, 9/4/25, 3/3/26, 3/6/26, 3/10/26, 3/16/26. In addition, the Healthy Kids Survey was

Educational Partner(s)	Process for Engagement
	conducted in November 2025 for parents in all grades throughout the district.
Students	Input from students, towards the LCAP, was carried out in a variety of means. Principals spoke with students, in grades 4 - 12, both in small groups such as classroom settings along with student leadership groups. Meetings were conducted in an open discussion format with students asked to provide input or feedback on the different goals the district had established. Students provided input on the necessity for higher level math courses and asked if classes could have a focus like “Business” English class or “Business” math, questions about the timeline for the new football stadium, dress code and the ability to decorate their graduation caps, Horizon high students expressed that rules for that program made them feel like criminals, continuation of counselors and All-4-Youth staff, club to address or focus on anti-bullying, food choices for 4th - 8th grade, rotate students helpers to assist kids so it is not the same person, improved sports equipment, more time for assignments, less assignments for homework, transportation for curricular events, and types of elective opportunities available. The input of students not in formal leadership roles was sought through some formally structured forums at both the elementary, junior high and high school levels. Meeting dates were: 3/13/26, 3/17/26, 3/18/26, 3/19/26. In addition, the Healthy Kids Survey was conducted in November 2025 for grades 4th - 11th.
Parent Advisory Committee (PAC)	This committee has become a traditional part of RJUSD for over ten years. The composition of the committee is representative of the community of Riverdale and the Title I designation of the district. Parents include but are not limited to represent various demographics of low-income, foster youth and English Learners. To meet recent requirements, membership of PAC members includes parents of students with disabilities. RJUSD was able to include the required parent groups along with other parent representation. The format of the PAC is open to the public and allows all parents to meet district administration, including the superintendent, and hold conversations on student learning. Conversations center specifically on the opportunity to discuss the LCAP and garner input from RJUSD parents. RJUSD also uses these opportunities to discuss categorical funding and gather input on categorical funding for Titles I, II, III and

Educational Partner(s)	Process for Engagement
	IV. The Parent Advisory Committee is made up of parents who represent each school site. The Parent Advisory Committee is intended to meet on a frequent basis to discuss and provide input on the LCAP and other district concerns. Many times conversations centered on academic support for English Learners and Students with Disabilities. Parents have expressed to hold these meetings during school hours so that they may attend while their children are in class. Meetings occur at the District Office in the Boardroom. Dates: 9/19/25, 10/17/25, 1/16,26, 2/20/26, 3/20/26, 4/17/26 and 5/22/26 . A draft of the 2026-2027 LCAP was provided and reviewed by the Parent Advisory Committee on 5/22/26. No questions were raised or presented by parents thus not requiring the Superintendent to respond in writing. The Superintendent did not respond in writing since no questions were presented. Parents did express their gratitude for the many systems continuing in the 26-27 LCAP from previous years.
District English Learner Advisory Committee (DELAC)	The DELAC, composed of parents of students identified as English Learners, was consulted regarding the LCAP, and specific feedback was sought. This advisory group was also advised of their right to provide specific feedback to the superintendent and receive a written response to their recommendations. DELAC meetings are held at the District Office. Parents' requests for meetings to be held during the school day as child supervision is reduced while their kids are in class. Throughout the year, DELAC members took part in the conversation on the progress of English Learners in the district. Questions also were raised about the improvement in EL proficiency along with the academic achievement of English Learners. RJUSD also uses these opportunities to discuss categorical funding and gather input on categorical funding for Titles I, II, III and IV. The DELAC also provides approval of the District’s Federal Addendum. Dates: 10/22/25 and 2/25/26. School sites held their English Learner Advisory Committee (ELAC) meetings on the following dates: 9/24/25, 10/22/25, 11/19/25, 2/25/26, 3/25/26, 5/27/26. A draft of the 2026-2027 LCAP was presented and reviewed on 5/7/26 to both the DELAC and ELAC groups. The District English Learner Advisory (DELAC) did not provide specific feedback to the Superintendent on the final proposed LCAP. Since there was no specific feedback

Educational Partner(s)	Process for Engagement
	towards the LCAP, the Superintendent was not required to respond in writing. The Superintendent did not respond in writing since no questions were presented.
Student Advisory Committee (SAC)	For both the junior high and high school levels, a specific Student Advisory Group was created starting last year in 2023-2024. The Student Advisory Group for both Riverdale Elementary and Riverdale High School is made up of students from diverse backgrounds representing several demographics. Students were asked to provide input or feedback on the different goals the district had established. Students provided input about the expansion of ROP classes like culinary or athletic trainer, teachers need to update grades on a more regular basis, high-school students should be allowed to leave campus at lunch, expand activities on the high school campus, school safety - bullying and social media, dress code, teachers should have a wider range of asking for student performance, , and types of elective opportunities available. While many groups of students were asked for input, only the SAC at the junior high and high school levels were provided a final draft to review. A draft of the 2026-2027 LCAP was provided and reviewed by the SAC on 5/19/26 and 5/21/26. RJUSD also uses these opportunities to discuss categorical funding and gather input on categorical funding for Titles I, II, III and IV. Dates: 10/3/25, 1/15/26, 3/19/26, 3/23/26, 3/25/26, 3/26/26. No questions were presented on the final draft for the SAC to review. The Superintendent did not respond in writing since no questions were presented.
Special Education Local Plan Area (SELPA)	Riverdale Joint Unified School District is a member of the Fresno County SELPA as a means to work with the county to provide a comprehensive range of special education programs and services for students. Members of the meetings consisted of Fresno County Superintendent of Schools personnel who make up the Special Education Department led by their Director along with district representation from each member school district. Discussions were held where both information and input was provided that centered on the LCAP and the support for students from each member school district. Conversations on academic support and strategies for Students with Disabilities was the focal point. As SELPA meetings occur every month, LCAP conversations were recognized throughout

Educational Partner(s)	Process for Engagement
	the 2025-2026 year. Riverdale Joint Unified School District specifically discussed with the FCOE SELPA their current status of being under a Compliance and Improvement Monitoring (CIM) Plan since 2024. In conversation with the SELPA, it was shared that RJUSD received notification in February 2026 that due to their improvements, RJUSD would be exiting their CIM Plan effective December 2026. The steps that RJUSD had taken to improve under the CIM Plan are items that will be continued in the 2026-2027 LCAP. The SELPA agreed that the steps taken in recent years were successful and for ongoing student growth and development, RJUSD should continue these steps going forward. Meetings throughout the 2025-2026 year were held in either a virtual or physical format. Dates: 9/11/25, 10/14/25, 11/12/25, 1/20/26, 2/19/26, 3/12/26, 4/16/26 and 5/21/26.
Schools Receiving Equity Multiplier Funding	Riverdale Joint Unified will have two school sites receiving Equity Multiplier Funds in 2026-2027. Horizon High began receiving multiplier funds in the 24-25 school year while Riverdale Virtual began in 25-26. Through conversations with their educational partners, both Horizon High and Riverdale Virtual expressed continuing the current plans and processes in place. Horizon High has had a counselor and career exploration be elements that address behavior and the site has continued to witness a decreased suspension rate for which was the reason their goal was initially created. Educational partners for Horizon High continued to express their desire for the continuation of these programs in the 2026-2027 school year through the LCAP. Students expressed that the offering of different career pathways was uplifting and provided them with renewed perspectives for possibilities after high school. Dates: 2/24/26 and 3/5/26 Riverdale Virtual had added a tutor to their program to address lower performance scores in English Language Art Proficiency. The addition of a tutor has contributed to improved proficiency scores overall. Parents appreciated the addition of a tutor as they felt it gave

Educational Partner(s)	Process for Engagement
	more support for their children especially in areas that they were unsure on how to support them academically. Riverdale Virtual partners expressed that they wanted to see the continuation of the tutor especially since there was data that showed how the elementary kids had grown. The tutor position will be continued as a part of Goal 6 in the 26-27 LCAP. Dates: 3/3/26 and 3/18/26.
Public Comment Period	Riverdale Joint Unified School District opened up their LCAP for a public comment period from 5/11/26 - 5/29/26 through their district webpage. The public is welcome to make comments and submit them to the Superintendent. RJUSD invited the public to provide comments/feedback to the district LCAP either by email or in person at a public hearing at the June 10,2026 RJUSD School Board. The 26-27 RJUSD LCAP was presented to the school board on June 10, 2026.
Public Hearing	The Public Hearing date was set for 6/10/26 allowing the public to comment. The District School Board collected public comments from 5/11/26 through 5/29/26.
LCAP Adoption by the Governing Board	The Riverdale Joint Unified School District's LCAP for 2026-2027 was approved by the governing board on 6/24/26.
Budget Adoption and Local Indicator Report to Governing Board	The Riverdale Joint Unified School District's Budget for 2026-2027 was approved by the governing board on 6/24/26. The 2025-2026 Local Indicators for the California School Dashboard were presented to the Riverdale Joint Unified School Board in conjunction with the approval of the district's 2026-2027 LCAP and 2026-2027 budget on 6/24/26.

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

Feedback from various formats such as in-person meetings, conversations, and surveys all played a great influence on the development of the 2026-2027 Riverdale Joint Unified School District LCAP. Through different mediums such as surveys, in-person meetings through groups and various conversations, educational partners expressed their desire to see RJUSD continue their goals and actions as established in the initial 2024-2025 LCAP as it is a three year plan and it is coming to a conclusion. While the goals and actions remain the same, approaches on how to carry out these may experience some difference in the 2026-2027 school year through the LCAP. RJUSD was excited to see that their time as being designated for Differentiated Assistance (DA) had come to an end and no future placement was needed. The 2024-2025 LCAP however contained elements to address the district's placement in DA and will need to remain until the closure of the current LCAP (26-27). RJUSD stakeholders however were content to see items relating to DA remain as they felt progress had been made and wished to see it continue despite the removal of DA designation. Educational partners expressed that the actions relating to items connected to DA Placement (EL academics for English Language Arts and Math along with Suspensions) were areas of their concern as well.

Based on educational partner input sessions, RJUSD will continue many of the established actions under each goal from the previous LCAP but use a different approach while trying to meet student needs. While there are areas of progress noticed in the 2025-2026 school year, a majority of educational partners identified the necessity to continue working towards student growth for all students with a continued focus on identified groups such as English Learner, Low Income and Students with Disabilities in the 2026-2027 LCAP. In 2024-2025 LTEL students, a demographic of EL students who have been in the United States for six years or more without any significant progress in their English Language acquisition, became a new area of focus for state accountability. Educational partners expressed their desire to see this group, LTEL students, continue to receive support through the 26-27 LCAP. Discussions with educational partners through forums, district meetings and individual conversations revealed groups do not want to see the contraction of programs. It was explained to educational partners that contraction would not occur and that some programs and opportunities may be expanded through other funding sources outside of LCFF dollars. As RJUSD experiences declining enrollment and potential funding challenges from the State of California, the task of continuing programs does present obstacles.

To maintain the consistency of the district's vision, as expressed by educational partners, RJUSD will continue their current six goals. Goals 1 -4 have become foundational pillars of the district's LCAP while Goal 5 was added in the 24-25 LCAP and Goal 6 was added in the 25-26 LCAP. Goals 5 and 6 were added based upon RJUSD qualifying and receiving Equity Multiplier (EM) funds. The six goals for the 2025-2026 LCAP are: (1) Student Learning, (2) Professional Growth, (3) School Climate and Culture, (4) Community Engagement, (5) Suspensions - Horizon High School and (6) Academic Support - Riverdale Virtual School.

District staff provided consistent feedback regarding the continuation of the systems in place to monitor student growth and specifically the growth of ELL, including LTEL, students, and Students with Disabilities. Certificated staff expressed desire to continue the system of ongoing collaboration time for staff, the continued presence of administration for structured observations, and a continuation of student centered professional development opportunities. Certificated staff have expressed the desire to continue their current professional development work of realigning standards and presenting them to increase student mastery. RJUSD has continued to narrow the scope of professional development to allow for a more concentrated focus. In 24-25, RJUSD did narrow the focus by having teachers work on aligning their standards within their curriculum or grade level. The alignment of curriculum and instructional approaches has been greatly valued and staff expressed the need to continue this work for the 26-27 year. Evidence of this feedback on student growth and professional development can be found in Goal 1, Actions 4 and 11 and Goal 2, Actions 4 and 7. Teachers also expressed that while RJUSD is no longer in Differentiated Assistance, they want to continue to see the action put into motion continue. RJUSD was placed in DA for EL Students in English Language Arts and Mathematics and Suspensions for the student groups of EL, LI, Homeless and Hispanic in 23-24. RJUSD did not expand their level of DA in the 24-25 or the 25-26 school year. Evidence of addressing these concerns however are found in Goal 1: Action 2, Goal 2: Action 2 and Goal 3: Action 11.

Educational partners and specifically EL parents stated their desire to see the continuation of ELD teachers and EL supports going into the 26-27 LCAP. It was shared that while RJUSD was not placed into DA during the 25-26 school year they were still committed to the work of the identified groups as the plan established in the 24-25 LCAP was a three year plan. While parents want to continue the current support, comments were raised about the LTEL group and why their progress is at a slower pace. Parents were informed that ELD teachers would not be reduced and that the district would continue past practices while changing approaches in their methodology. Evidence of this feedback can be found in Goal 1, Actions 2, 5 and 6. Goal 2, Actions 2, 4 and 5.

Certificated staff offered feedback on the continuation of the district's ELD program along with its continued focus on literacy. Teacher input specifically addressed the need to continue approaches of integrated and designated ELD instruction with a focus on reading and writing strategies for both EL and LTEL students. Instructional staff recognize the need to address low performance as identified through the Differentiated Assistance process for EL students in ELA and Math. This focus is found in the 2026-2027 LCAP. Evidence of this teacher input can be found in Goal 1: Action 2 and Goal 2: Actions 2, 4 and 6.

Teachers and parents provided input on their desire to have continued progress for students in the area of English Language Arts and Mathematics. Much of these conversations stemmed from evidence in some of the district's mid-year assessments which produced higher results. Certificated and classified staff expressed that they felt the mid-year results were evidence of new approaches being used in the first half of the 25-26 school year (Fall 2025) . Teachers shared their opinion regarding the need for the district to continue their current professional development plan into the 26-27 LCAP. The perspectives of educational partners are in alignment with the district's need to continue work on the areas for which the district was placed in DA in 23-24. English Language Arts and Mathematics for English Learner students are the focus. Evidence of this can be found in Goal 2, Actions 2 and 6.

Educational partners, particularly Low Income families, continued to express the necessity of having the district continue their 1:1 deployment of computers for students in grades 7th - 12th. EL and LI parents expressed their inability to have internet connection without the district's ability to provide connectivity. In 2024-2025, RJUSD changed their approach for district issued laptops to extend only to students in grades 7th - 12th. Students in grades TK-6th no longer have district appointed laptops as teachers changed their instructional approaches to include more technology based items within their classroom. 7th-12th grade teachers however continued to express their perspective on appropriate grade level students having laptops at home due to increasing work with technology for instructional purposes. Overall, the approach used in 24-25 remained positive for the 25-26 school year and this policy will continue in the 26-27 school year. Evidence of this input can be found in Goal 2, Action 3.

Feedback from educational partners on the topic of school safety and offering a welcoming environment for Social Emotional needs for students continued to serve as a contribution to the development of the LCAP. Concerns about the suspension rate were discussed as a result of the DA designation for English Learners, Low Income, Homeless and Hispanic students in the 24-25 LCAP. RJUSD has been able to decrease the suspension rate overall but some criticism arose over approaches being perhaps too "soft" and staff wanting greater accountability for student behaviors. RJUSD will continue the current practices that have helped to reduce student suspension in the 26-27 LCAP while maintaining a level of accountability for student actions as appropriate. Input was provided by the certificated and classified staff along with students and parents regarding school safety. Both staff and parents raised questions about vaping concerns, alcohol usage, bullying, escalating student behavior in younger grades and overall staff safety. Administrators shared their challenges in addressing student behavior in the area of suspensions particularly when RJUSD is using various methods to reduce the suspension rate in the district. Ideas were presented from different conversations that will create alternative means of suspension both in a proactive and reactive fashion through various tiers. Riverdale Elementary School, which was able to reduce their suspension, witnessed a slight increase while the high school was able to reduce their rate after previously being higher. Students and parents, through the Healthy Kids Survey taken in November 2025, expressed comments that reflect in the upkeep and cleanliness of campuses and facilities through the district. RJUSD will continue the current approaches while also seeking other means to address the expressed concerns. Evidence of this feedback can be found in Goal 3: Actions 1, 2, 5, 6, 9 and 11.

RJUSD was able to create Riverdale Virtual School as an alternative means for long term independent study. Riverdale Virtual serves students from TK-12. The availability of an online program has received positive feedback from parents and students who expressed they want to see this service continue in the 26-27 LCAP. Students and parents have stated Riverdale Virtual, as an online program, has served as a resource for students facing various social-emotional challenges and issues. The continuation of Riverdale Virtual will continue and the program will be expanded based on student need. The convenience of an Independent Study program such as Riverdale Virtual helps students to remain in the district instead of pursuing other educational opportunities for which English Learner and low-income parents expressed a challenge in transportation to get their children to other programs. Evidence of this feedback can be found in Goal 1: Action 1 and Goal 3: Action 10.

Parents, students, and staff members continue to state the need for a systematic approach to character education, expectation, and protocol for climate and behavior. This desire was elevated due to the district's placement into DA under Suspensions for EL, LI, Homeless and Hispanic students in the 24-25 LCAP and certificated and classified employee feedback has expressed desire to continue it but make sure student accountability is taking place in the 26-27 LCAP. Parents, students and staff all expressed the desire to see the offering of some type of evidence-based framework but questions about the continuation of PBIS have begun to form. While RJUSD will use PBIS for the 2026-2027 school year, they will begin to examine other approaches for the greater future of addressing concerns for student accountability. Parents from both ELAC and DELAC meetings, along with parents from Social-Economic disadvantaged situations, expressed concern over elements of their children feeling safe at school and being at a greater potential for bullying. These concerns have increased with outside social-political concerns and pressures over immigration. While RJUSD follows CA laws for addressing immigration, RJUSD does understand that comments from students can be insensitive at times and fall in line with bullying. Comments from both teachers and parents will cause the district to examine the three tiers of support in the current PBIS structure. The continuation of the PBIS program, along with an examination of the expansion of programs within the tier system, will take place in the 26-27 LCAP but a deeper look into other programs will occur. Comments from teachers, students and parents brought about both proactive and reactive changes to the LCAP for the 26-27 school year. Evidence of this feedback can be found in Goal 3: Actions 1, 9, 10 and 11.

Parents as educational partners expressed the desire to build upon the increased relationships and connectedness between school sites amongst parents and students. Survey data revealed slight improvements in some areas of demonstrating connectedness between parents and school. Connectedness for students increased last year but were still down from their initial baseline year. Parents during ELAC meetings expressed the greatest level of disconnectedness due to language barriers with instructional staff. Low-income parents expressed increased levels of connectedness but want to see relationships continue to improve. While teachers stated they felt stronger connections they would like to see improved conversations on the topics of student attendance, academics and overall communication. RJUSD will continue the Home to School Liaison positions. The liaisons have been able to provide a connection between students/families with school sites. The focus will be on attendance patterns, academics and other methods of support not discussed among counselors with English Learners and Low-income students/families. Parents raised questions about the constant change in the liaisons at each school site. Parents expressed that they enjoyed the work of the current Home to School Liaisons. The Home-to-School Liaisons were a stable group of employees in the 25-26 school year. The stability of this group allows for greater connections and trust to be built. RJUSD will continue these positions in the 26-27 LCAP. Evidence of this input from various partners can be found in Goal 3: Action 9 and 10 along with Goal 4: Action 3, 6, and 7.

As social-emotional issues continue to serve as a focal point. Nearly all educational partners have presented their concerns about the continuation and possible expansion of services to support students. All educational partners recognized the benefit of having additional counseling staff available for students' social-emotional needs. EL parents have directly expressed in meetings that the stigma of mental health issues is a challenge within their culture and wish to see services continue and grow. Families from lower socio-economic backgrounds have expressed their appreciation of services due to their inability to pay for such items but do also wish to see programs expanded. It was shared that the counseling services for English Learners and Low Income, who are potentially at a higher risk of bullying as indicated by parent groups, would continue to be a focus group and the examination of expanding services would be explored.   Evidence of this input can be found in Goal 3: Action 10.

Educational partners of students in athletics provided feedback expressing the need for greater medical support for their children when playing sports. RJUSD over several years, through a couple of LCAPs, had been searching for an Athletic Trainer. In early 2025 the district was able to fill this position and kept it filled during the 2025-2026 school year. Parents were extremely happy with the acquisition of an Athletic Trainer and have expressed their hope that the position remains filled. Parents of low-income students continue to express they are at a greater disadvantage because many times they are not financially able to take their child for every injury they received in sports to have it examined when the district should provide that first line of support or intervention. RJUSD plans to continue the Athletic Trainer position and is hopeful of keeping it filled. RJUSD realizes the benefit that the position brings to support student athletes and in particular offers an intervention of medical support to help low-income families. Both EL and LI parents continue to request for their children to have access to extra and co-curricular programs for their social and academic value. RJUSD requires that students in athletic programs maintain certain academic status while many after-school and club programs present various academic enrichment opportunities. Parents want transportation access and placement access for their children due to increased academic accountability and support. Evidence of this input can be found in Goal 3: Action 4, 6 and 8.

Feedback was received from parents and teachers regarding the desire for continued and increased intervention opportunities for struggling students, enrichment opportunities for students, and tutorial support in the After School Programs at the sites. Determination of the continuation of these programs was made not only by educational partner input but the examination of various metrics.   The offering of specialized programs have been a continued conversation item from stakeholders as they see the programs a necessity for their incorporation of language support and their culturally relevant content to enhance comprehension and engagement for English Learners and Low income students. Evidence of this feedback can be found in Goal 1: Actions 8. Goal 3: Actions 4, 8, 9 and 10.

Parents provided input, as educational partners, that the parent education workshops provided in the 2025-2026 year were extremely helpful and beneficial. RJUSD redesigned parent workshops back in the 23-24 school year to better suit parent needs and desire of courses. The workshops focus as educational classes that contribute to parents becoming involved with their child's education. Parents continue to express their desire to see parent workshop opportunities continue to grow within the district. Community Engagement is a goal within RJUSD. The opportunity to provide a meaningful program that supports the engagement of families and specifically English Learner families is essential. Evidence of this feedback can be found in Goal 4, Actions 1, 5 and 6.

Riverdale Joint Unified School District has two goals that address specific school sites due to receiving Equity Multiplier (EM) Funds. These goals and schools are Goal 5 for Horizon High School and Goal 6 for Riverdale Virtual School. Equity Multiplier Funds equate to $50,500 for each school site. Educational stakeholder information is collected specifically for these two goals. In examining student needs based on the requirements of the California School Dashboard, RJUSD will keep the focus of the two goals for the 26-27 LCAP. Goal #5, for Horizon High School, is based on the suspension rate. The overall suspension rate declined to 22% from 31% the previous year and 29% at its baseline. The suspension rate for Hispanic students also declined to 26.1% from 32.1% but remained the same as its baseline (26.1%). Educational Partners from Horizon High School (HHS) decided to continue to address the suspension rate by continuing the current status of counseling support for HHS students along with expanded career exploration opportunities. Evidence of this feedback is found in Goal 5: Actions 1 and 2. For Riverdale Virtual School (RVS) their educational partners decided to continue their focus on academic support. With the sample size of students too small to produce data within the California Schools Dashboard, District data on mid-year academic assessments was used. In the examination of the school's mid-year assessments, a positive increase occurred for elementary students but a decline for secondary students. RVS Educational Partners expressed their desire to see continued academic support of a tutor to be present. The group also expressed that it should be noted that the sample size for the secondary was so small that the actions of a small few can impact outcomes as was the case for the secondary level. Evidence of this feedback is found in Goal 6: Actions 1 and 2.

Riverdale Joint Unified School District will have unspent Learning Recovery Emergency Block Grant (LREBG) funds that will be spent within the 2026-2027 LCAP. In examining student needs as identified in both the examination of data through the CA School Dashboard and the Healthy Kids Survey conducted in November 2025, RJUSD will use their LREBG funds towards reading intervention programs and social emotional support services. These two areas of need for LREBG funds to be used towards will be found within two already established actions within the RJUSD LCAP. Action 1.6 which addresses Targeted Instruction and focuses on reading interventions will be used towards two separate reading intervention programs for staff and materials. Action 3.10 is aimed at Social Emotional Support and LREBG funds will be used towards our expanded psychological services provided within the district. Evidence of RJUSD spending their unused LREBG funds will be found in Goal 1, Action 6 and Goal 3, Action 10.

Riverdale Joint Unified School District took input provided by various educational partners and applied it into the development of the 2026-2027 LCAP. The various educational partners were informed of their contributions to the development of the LCAP through various final presentations carried out through the district. The feedback received and offered served as a contribution to the development of a document that supports the learning and success of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	STUDENT LEARNING - Goal 1: All students, including those identified as socio-economically disadvantaged (SED), English Learners (EL), Reclassified Fluent English Proficient (R-FEP), students with disabilities (SWD), and foster youth, will demonstrate academic growth annually while engaged in diverse, individualized educational experiences.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

After internal and external reviews of student data on the subject of student learning, the goal of ALL students is to demonstrate academic growth annually while engaged in diverse, individualized educational experiences. The academic progress of many students in all subgroups is below the grade level expectation in various content (subject) areas as assessed using various measures, such as State assessments and district benchmarks. In addition, progress towards mastery of the English language for students identified as English Learners (EL) is not occurring at the expected rate of 3-5 years for oral proficiency and 4-7 years for academic English proficiency as determined in various measures. Based on the 2023 California School Dashboard, RJUSD was placed in Differentiated Assistance for English Learners in English Language Arts and Mathematics. RJUSD has committed to focusing on the academic improvement of English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	District Benchmarks - ELA Proficiency Rates	All Students - K-8: 46% & 9-12: 42% EL - K-8: 17% & 9-12: 3% SED - K-8: 42% & 9-12: 37%	All Students - K-8: 29% & 9-12: 30% EL - K-8: 12% & 9-12: 1% SED - K-8: 29% & 9-12: 30%	All Students - K-8: 31% & 9-12: 35% EL - K-8: 10.7% & 9-12: 1.25% SED - K-8: 31% & 9-12: 32%	All Students - K-8: 33% & 9-12: 37% EL - K-8: 14% & 9-12: 3% SED - K-8: 33% & 9-12: 35%	All Students - K-8: -15% & 9-12: -7% EL - K-8: -6.3% & 9-12: -1.75% SED - K-8: -11% & 9-12: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL - 3-8: 6.8% & 9-12: 0% SWD - K-8: 27% & 9-12: 26% Data Year: 2023-2024 Data Source: Illuminate	LTEL - 3-8: 1% & 9-12: 1% SWD - K-8: 12% & 9-12: 9% Data Year: 2024-2025 Data Source: Illuminate	LTEL - 3-8: N/A & 9-12: 0% SWD - K-8: 11.67% & 9-12: 6% Data Year: 2025-2026 Data Source: Illuminate	LTEL - 3-8: 10% & 9-12: 4% SWD - K-8: 13% & 9-12: 8% Data Year: 2026-2027 Data Source: Illuminate	LTEL - 3-8: N/A & 9-12: 0% SWD - K-8: -15.33% & 9-12: -20%
1.2	CAASPP Met Achievement - ELA	All Students - 3rd-8th: 34.91% & 11th: 43.48% Fipps - EL:12.5% Riverdale Elementary - EL: 4.4% Riverdale High - EL: 20% SED - 3rd-8th: 33.09% & 11th: 41.32% LTEL - 3rd-8th & 11th: 9.86% SWD - 3rd-8th & 11th: 12.7% Data Year: Spring 2023 Data Source: CAASPP	All Students - 3rd-8th: 34.57% & 11th: 42.85% Fipps - EL: 20.59% Riverdale Elementary - EL: 7.11% Riverdale High - EL: 2.78% SED - 3rd-8th: 31.76% & 11th: 37.4% LTEL - 3rd-8th: 1% & 11th: 6.67% SWD - 3rd-8th & 11th: 5.56% Data Year: Spring 2024 Data Source: CAASPP	All Students - 3rd-8th: 33.69% & 11th: 44.85% Fipps - EL: 14.71% Riverdale Elementary - EL: 6.68% Riverdale High - EL: 0% SED - 3rd-8th: 31.66% & 11th: 41.13% LTEL - 3rd-8th: 0% & 11th: 0% SWD - 3rd-8th & 11th: 6.26% Data Year: Spring 2025 Data Source: CAASPP	All Students - 3rd-8th: 35% & 11th: 46% Fipps - EL:16% Riverdale Elementary - EL: 8% Riverdale High - EL: 4% SED - 3rd-8th: 33% & 11th: 43% LTEL - 3rd-8th & 11th: 3% SWD - 3rd-8th & 11th: 8% Data Year: Spring 2026 Data Source: CAASPP	All Students - 3rd-8th: -1.22% & 11th: +1.37% Fipps - EL: +2.21% Riverdale Elementary - EL: +2.28% Riverdale High - EL: -20% SED - 3rd-8th: -1.43% & 11th: -0.19% LTEL - 3rd-8th & 11th: -9.86% SWD - 3rd-8th & 11th: -6.44%
1.3	CAASPP Met Achievement - Math	All Students - 3rd-8th: 31.73% & 11th: 20.15% Fipps - EL: 18.75% Riverdale Elementary - EL: 7.2% Riverdale High - EL: 0% SED - 3rd-8th: 30.4% & 11th: 21.31%	All Students - 3rd-8th: 28.7% & 11th: 18.8% Fipps - EL: 8.82% Riverdale Elementary - EL: 5.43%	All Students - 3rd-8th: 24.7% & 11th: 19.85% Fipps - EL: 14.71% Riverdale Elementary - EL: 3.6%	All Students - 3rd-8th: 29% & 11th: 11% Fipps - EL: 17% Riverdale Elementary - EL: 6%	All Students - 3rd-8th: -7.03% & 11th: -0.3% Fipps - EL: -4.04% Riverdale Elementary - EL: -3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL - 3rd-8th & 11th: 5.63% SWD - 3rd-8th & 11th: 12.7% Data Year: Spring 2023 Data Source: CAASPP	Riverdale High - EL: 0% SED - 3rd-8th: 26.3% & 11th: 14.78% LTEL - 3rd-8th: 2.78% & 11th: 0% SWD - 3rd-8th & 11th: 5.56% Data Year: Spring 2024 Data Source: CAASPP	Riverdale High - EL: 0% SED - 3rd-8th: 23.53% & 11th: 16.93% LTEL - 3rd-8th: 3.84% & 11th: 0% SWD - 3rd-8th & 11th: 6.56% Data Year: Spring 2025 Data Source: CAASPP	Riverdale High - EL: 2% SED - 3rd-8th: 27% & 11th: 19% LTEL - 3rd-8th & 11th: 5% SWD - 3rd-8th & 11th: 9% Data Year: Spring 2026 Data Source: CAASPP	Riverdale High - EL: 0% SED - 3rd-8th: -6.87% & 11th: -4.38% LTEL - 3rd-8th & 11th: -5.63% SWD - 3rd-8th & 11th: -6.14%
1.4	CAST Met Achievement - Science (5th, 8th, & 11th)	All Students - 21.67% EL - 2.78% SED - 20.32% LTEL - 2.5% SWD - 6.45% Data Year: Spring 2023 Data Source: CAASPP	All Students - 5th, 8th, & 11th: 30.7% EL - 2.36% SED - 20.73% LTEL - 1% SWD - 8% Data Year: Spring 2024 Data Source: CAASPP	All Students - 5th, 8th, & 11th: 17.38% EL - 1.2% SED - 14.42% LTEL - 0% SWD - 3.33% Data Year: Spring 2025 Data Source: CAASPP	All Students - 5th, 8th, & 11th: 20% EL - 3% SED - 17% LTEL - 3% SWD - 6% Data Year: Spring 2026 Data Source: CAASPP	All Students: -4.29% EL: -1.58% SED: -5.9% LTEL: - 2.5% SWD: -3.12%
1.5	EL Reclassification	EL Students Reclassified: 15.4% LTEL Students reclassified: 23% Data Year: 2022-2023 Data Source: District Internal	EL Students Reclassified: 19.3% LTEL Students reclassified: 23% Data Year: 2023-2024 Data Source: District Internal	EL Students Reclassified: 15% LTEL Students reclassified: 12% Data Year: 2024-2025 Data Source: District Internal	EL Students Reclassified: 17% LTEL Students Reclassified: 15% Data Year: 2025-2026 Data Source: District Internal	EL Students Reclassified: -0.4% LTEL Students reclassified: -11.0%
1.6	EL Progress Towards English Proficiency	EL Making Progress Towards Proficiency: 53.6%	EL Making Progress Towards Proficiency: 43.4%	EL Making Progress Towards Proficiency: 39.27%	EL Making Progress Towards Proficiency: 43%	EL Making Progress Towards Proficiency: -14.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL Making Progress Towards Proficiency: 48% Status: Green Data Year: 2022-23 Data Source: English Learner Progress - CA Dashboard & RJUSD Internal Report	LTEL Making Progress Towards Proficiency: 39.9% Status: Red Data Year: 2023-2024 Data Source: English Learner Progress - CA Dashboard & RJUSD Internal Report	LTEL Making Progress Towards Proficiency: 41.52% Status: Orange Data Year: 2024-2025 Data Source: English Learner Progress - CA Dashboard & RJUSD Internal Report	LTEL Making Progress Towards Proficiency: 44% Status: Green Data Year: 2025-26 Data Source: English Learner Progress - CA Dashboard & RJUSD Internal Report	LTEL Making Progress Towards Proficiency: -6.48%
1.7	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Implementation of Standards: 3.6 Initial Data Year 2022-2023 Data Source: Local Performance Indicator - CA Dashboard	Implementation of Standards: 3.8 Initial Data Year 2023-2024 Data Source: Local Performance Indicator - CA Dashboard	Implementation of Standards: 4.0 Initial Data Year 2024-2025 Data Source: Local Performance Indicator - CA Dashboard	Implementation of Standards: 3.6 or Higher Data Year 2025-2026 Data Source: Local Performance Indicator - CA Dashboard	Implementation of Standards: +0.4 Initial
1.8	College Career Indicator - High School	All Students - 52.2% EL - 19% SED - 49.2% SWD - 18.2% Data Year: 2022-2023 Data Source: College/Career Indicator - CA Dashboard	All Students - 49.6% EL - 23.7% LTEL - 20.6% SED - 47.6% SWD - 8.3% Data Year: 2023-2024 Data Source: College/Career Indicator - CA Dashboard	All Students - 46.9% EL - 20.5% LTEL - 18.4% SED - 44.9% SWD - N/A Data Year: 2024-2025 Data Source: College/Career Indicator - CA Dashboard	All Students - 50% EL - 22% LTEL - 20% SED - 48% SWD - 10% Data Year: 2025-2026 Data Source: College/Career Indicator - CA Dashboard	All Students: -5.3% EL: +1.5% LTEL: New Indicator 24-25: -2.2% SED: -4.3% SWD: N/A
1.9	A-G Completion Rate	All Students - 42% EL - 2% SED - 30%	All Students - 52% EL - 1.3% SED - 52.5%	All Students - 43.6% EL - 3.8%	All Students - 46% EL - 2% SED - 30%	All Students: +1.6% EL: +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: CALPADS Report (1.22 & 1.23)	Data Year: 2023-2024 Data Source: CALPADS Report (1.22 & 1.23)	SED - 40.5% Data Year: 2024-2025 Data Source: CALPADS Report (1.22 & 1.23)	Data Year: 2025-2026 Data Source: CALPADS Report (1.22 & 1.23)	SED: +10.5%
1.10	AP Passage Rate	39% - AP Score of 3 or higher Data Year: 2022-2023 Data Source: AP College Board	46% - AP Score of 3 or higher Data Year: 2023-2024 Data Source: AP College Board	49.2% - AP Score of 3 or higher Data Year: 2024-2025 Data Source: AP College Board	45% - AP Score of 3 or higher Data Year: 2025-2026 Data Source: AP College Board	+10.2% - AP Score of 3 or higher
1.11	CTE Pathway Completion Rate	All Students - 86% EL - 12% SED - 69% SWD - 4% Data Year: 2022-2023 Data Source: CALPADS Report (3.14 & 3.19)	All Students - 95% EL - 14% SED - 95% SWD - 6% Data Year: 2023-2024 Data Source: CALPADS Report (3.14 & 3.19)	All Students - 90% EL - 15% SED - 92% SWD - 6% Data Year: 2024-2025 Data Source: CALPADS Report (3.14 & 3.19)	All Students - 90% EL - 16% SED - 75% SWD - 8% Data Year: 2025-2026 Data Source: CALPADS Report (3.14 & 3.19)	All Students: +4% EL: +3% SED: +23% SWD: +2%
1.12	A-G Completion & CTE Pathway Completion Rate	25% - 12th CTE/a-g Completion Rate Data Year: 2023-2024 Data Source: Aeries 2023-2024	27% - 12th CTE/a-g Completion Rate Data Year: 2024-2025 Data Source: Aeries 2024-2025	28.7% - 12th CTE/a-g Completion Rate Data Year: 2025-2026 Data Source: Aeries 2025-2026	30% - 12th CTE/a-g Completion Rate Data Year: 2025-2026 Data Source: Aeries 2025-2026	+3.7% - 12th CTE/a-g Completion Rate
1.13	EAP ELA - Ready	EAP ELA Ready 2022-2023: 43.48% - 11th grade Data Year: 2022-2023 Data Source: CAASPP 2022-2023	EAP ELA Ready 2023-2024: 43% - 11th grade Data Year: 2023-2024 Data Source: CAASPP 2023-2024	EAP ELA Ready 2024-2025: 44.85% - 11th grade Data Year: 2024-2025	EAP ELA Ready 2024-2025: 45% - 11th grade Data Year: 2025-2026 Data Source: CAASPP 2025-2026	EAP ELA Ready - 11th grade: +1.37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Source: CAASPP 2024-2025		
1.14	EAP Mathematics - Ready	EAP Math Ready 2022-2023: 20.15% - 11th grade Data Year: 2022-2023 Data Source: CAASPP 2022-2023	EAP Math Ready 2023-2024: 19% - 11th grade Data Year: 2023-2024 Data Source: CAASPP 2023-2024	EAP Math Ready 2024-2025: 19.85% - 11th grade Data Year: 2024-2025 Data Source: CAASPP 2024-2025	EAP Math Ready 2024-2025: 20% - 11th grade Data Year: 2025-2026 Data Source: CAASPP 2025-2026	-0.3% EAP Math Ready
1.15	High School CTE Enrollment	All Students - 100 EL - 15 SED - 82 SWD - 5 Data Year: 2022-2023 Data Source: CALPADS Report (3.14 & 3.19)	All Students - 108 EL - 19 SED - 92 SWD - 4 Data Year: 2023-2024 Data Source: CALPADS Report (3.14 & 3.19)	All Students - 115 EL - 20 SED - 105 SWD - 5 Data Year: 2024-2025 Data Source: CALPADS Report (3.14 & 3.19)	All Students - 110 EL - 20 SED - 87 SWD - 10 Data Year: 2025-2026 Data Source: CALPADS Report (3.14 & 3.19)	All Students: +15 EL: +5 SED: +23 SWD: N/A
1.16	Appropriately assigned and fully credentialed teachers	93.8% of RJUSD teachers marked "Clear" Data Year: 2022-2023 Data Source: Local Indicator - CA Dashboard	90.3% of RJUSD teachers marked "Clear" Data Year: 2023-2024 Data Source: Local Indicator - CA Dashboard	81.6% of RJUSD teachers marked "Clear" Data Year: 2024-2025 Data Source: Local Indicator - CA Dashboard	Maintain 90% of RJUSD teachers marked "Clear" or higher Data Year: 2025-2026 Data Source: Local Indicator - CA Dashboard	RJUSD teachers marked "Clear": -12.2%
1.17	Access to a broad course of study	100% of students had access to a broad course of study Data Year: 2023-2024 Data Source: Aeries	100% of students had access to a broad course of study Data Year: 2024-2025	100% of students had access to a broad course of study Data Year: 2025-2026	Maintain High % of students having access to a broad course of study	Maintain High % of students having access to a broad course of study

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Aeries	Data Source: Aeries	Data Year: 2026-2027 Data Source: Aeries	

Goal Analysis [2025-26]

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

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

Riverdale Joint Unified School District demonstrated strong overall implementation of Goal 1 during the 2025-26 school year. Of the nine actions within this goal, eight were fully implemented as planned (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, and 1.8), and one was partially implemented (Action 1.9).

No substantive differences were reported for the eight fully implemented actions. Action 1.9 (Standards Aligned Assessments) experienced a substantive difference in that the process of realigning curriculum standards to develop appropriate assessments proved to be more time-consuming than originally anticipated. While certificated staff made meaningful progress on the standards realignment work during the 2025-26 year, the process was not completed. The district is well-positioned to complete this work in the 2026-27 school year, after which appropriate assessments aligned to the realigned standards will be examined and developed. The district was encouraged, however, by mid-year assessment results that showed increases for most students, which staff attributed to the instructional work implemented during the fall 2025 semester.

Several successes were noted across Goal 1. Through Action 1.2 (Staff Collaboration), staff were able to work together on professional development focused on standards realignment, strengthening instructional coherence across the district. Action 1.4 (Supplemental Materials – Special Education) contributed to a significant district accomplishment as RJUSD successfully exited the Compliance Improvement Monitoring (CIM) process after addressing the over-identification of Hispanic students in the area of Intellectual Disability. Through Action 1.5 (Instructional Steering Committee), the committee's focused approach in 2025-26 was well received by participants, and collaborative work across grade levels and departments produced meaningful movement on the realignment of standards. Action 1.7 (Specialized Programs) saw an increase of 15 students in ROP/CTE enrollment, strong performance in STEM and AVID programs, and near-full staffing of the VAPA program.

Challenges were also identified across Goal 1. A recurring theme emerged through Actions 1.6 (Targeted Instruction) and 1.8 (Instructional Support) regarding the need for greater professional development for EL tutors to develop their skills and strategies when working with English Learner students. Action 1.7 (Specialized Programs) experienced a challenge with the College and Career Indicator on the 2025 CA Dashboard producing lower results than expected for the high school, along with a vacancy for a music teacher at the early education level. Through Action 1.9 (Standards Aligned Assessments), while mid-year assessment results were positive for most students, EL student scores remained a challenge and did not demonstrate growth to the district's satisfaction. The district is looking forward to the spring 2026 CAASPP results to further evaluate the impact of the instructional work underway.

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.

In examining material differences between Budgeted Expenditures and Estimated Actual Expenditures, RJUSD had two areas that displayed a difference greater than 10%. These two areas were Action 1.2 and Action 1.9. Action 1.2 is connected with supplemental materials and $60,417.00 less were spent in the 25-26 school year. The difference of $60,000 less being spent was due to two factors. One, some items purchased ended up being cheaper than initially believed and two, teachers did not purchase as many materials as first thought. Action 1.9 is directly related to the district's Instructional Steering Committee. Action 1.9 witnessed $22,223.00 more being spent than projected. The increase of greater than $20,000 was due to an increase in salaries due to the 25-26 contract and RJUSD did schedule an additional meeting. These two factors contributed to the increase in cost for Action 1.9. All actions in Goal 1 were fully implemented in the 2025-2026 school year.

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

Action Effectiveness:
1.1 Highly Effective & Qualified Staff = Partially Effective – Eligible staff in place; broad course access maintained; credentialing trend needs attention
1.2 Staff Collaboration = Meaningful Effectiveness – DA exit achieved; strong standards alignment work; elementary EL gains; LTEL focus needed
1.3 Supplemental Materials = Transitional – Realignment underway; reclassification impacts EL data composition
1.4 Supplemental Materials – Special Ed = Limited Measurable Effectiveness – Modified IEP curricula misaligned with grade-level assessments
1.5 Instructional Steering Committee = Meaningful Effectiveness – DA exit validates strategic direction; systemic changes underway
1.6 Targeted Instruction = Differentiated Effectiveness – Strong at elementary; LTEL challenges at secondary
1.7 Specialized Programs = Effective – Strong gains across CTE, A-G, AP, and enrollment metrics
1.8 Instructional Support = Limited but Emerging – Marginal success; tutor training gap identified
1.9 Standards Aligned Assessments = Foundational Phase – Redesign of assessments aligned to essential standards underway

Action 1.1: Highly Effective & Qualified Staff
This action focuses on ensuring all instructional staff are highly effective and that qualified classified and certificated employees are in place to support the overall learning structure for students.

The aligned metric, Metric 1.16 (Appropriately Assigned and Fully Credentialed Teachers), shows a current difference from baseline of -12.2%, declining from 93.8% to 81.6%. Metric 1.17 (Access to a Broad Course of Study) has been maintained at 100%.

While the percentage of teachers marked as "Clear" has declined by 12.2 percentage points (Metric 1.16), it is important to note that RJUSD has been able to maintain instructors who meet the various eligibility requirements to effectively teach their assigned classes. The decline in the "Clear" designation does not necessarily indicate that classrooms are staffed with unqualified individuals, as many instructors hold other valid credentials or authorizations that allow them to fulfill their teaching assignments effectively. The district has maintained 100% access to a broad course of study for all students (Metric 1.17), which demonstrates that staffing levels have been sufficient to offer the full range of courses. This action shows partial effectiveness — while the district has ensured eligible and capable staff are in classrooms and maintained broad course access, the continued decline in fully credentialed teachers warrants ongoing attention to recruitment and credentialing pathways to strengthen this metric over time.

Action 1.2: Staff Collaboration
This action provides opportunities for instructional staff to collaborate on English Learner student assessment data, progress toward goals, instructional design, and decisions pertaining to intervention and enrichment. It was developed in direct response to RJUSD's placement in Differentiated Assistance (DA) for English Learners placed in the "Red" on the CA School Dashboard in the areas of English Language Arts and Mathematics.

Aligned metrics for English Learners include:
Metric 1.1 (District Benchmarks – ELA): EL K-8: -6.3%, 9-12: -1.75%.
Metric 1.2 (CAASPP ELA): Fipps EL: +2.21%; Riverdale Elementary EL: +2.88%; Riverdale High EL: -20%; LTEL: -9.86%.
Metric 1.3 (CAASPP Math): Fipps EL: -4.04%; Riverdale Elementary EL: -3.6%; Riverdale High EL: 0%; LTEL: -5.63%.

One of the most notable outcomes connected to this action is that RJUSD has exited Differentiated Assistance status. The district had been placed in DA for English Learners in the "Red" on the CA School Dashboard in both ELA and Mathematics, and through the dedicated work of staff collaboration, the district demonstrated sufficient improvement to no longer qualify for DA. This exit represents a meaningful accomplishment and speaks to the effectiveness of the collaborative structures that were put in place to address the identified concerns.

Beyond the DA exit, the collaboration efforts have yielded significant qualitative progress that is foundational to continued academic gains. Teachers have made tremendous progress in aligning standards and identifying methods to reorganize standards as essential for student learning. This standard alignment work represents a critical structural shift in instructional practice that is expected to continue producing measurable academic improvements. The positive gains for EL students at Fipps (+2.21%, Metric 1.2) and Riverdale Elementary (+2.88%, Metric 1.2) in CAASPP ELA suggest that collaboration is translating into results at the elementary level. The challenges at Riverdale High (-20% for EL in CAASPP ELA, Metric 1.2) reflect the increased complexity of working with Long Term English Learners (LTEL), who represent a larger proportion of the EL population at the secondary level and present unique instructional challenges. LTEL students show declines in both CAASPP ELA (-9.86%, Metric 1.2) and CAASPP Math (-5.63%, Metric 1.3).

While RJUSD is no longer in DA status, the district remains committed to continuing the work of improving learning results for EL students. This action demonstrates meaningful effectiveness — the district's exit from DA is a direct indicator that the collaborative efforts have produced recognized improvement, and the foundational work of standards alignment positions the district well for continued growth. Ongoing attention to LTEL student needs at the secondary level will be an important area of continued focus.

Action 1.3: Supplemental Materials (Contributing – EL, LI)

This action provides supplemental materials to increase state and local assessment scores for English Learners (EL), Low Income (LI), and Foster Youth (FY) students.

Aligned metrics and current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): All Students K-8: -15%, 9-12: -7%; EL K-8: -6.3%, 9-12: -1.75%; SED K-8: -11%, 9-12: -5%; LTEL 3-8: N/A, 9-12: 0%; SWD K-8: -15.33%, 9-12: -20%.
Metric 1.2 (CAASPP ELA): All Students 3rd-8th: -1.22%, 11th: +1.37%; SED 3rd-8th: -1.43%, 11th: -0.19%; LTEL: -9.86%; SWD: -6.44%.
Metric 1.3 (CAASPP Math): All Students 3rd-8th: -7.03%, 11th: -0.3%; SED 3rd-8th: -6.87%, 11th: -4.38%; LTEL: -5.63%; SWD: -6.14%.
Metric 1.4 (CAST Science): All Students: -4.29%; EL: -1.58%; SED: -5.9%; LTEL: -2.5%; SWD: -3.12%.

While the current data across these metrics shows declines from baseline for nearly all student groups, it is important to understand the context behind these numbers. The district is currently spending time realigning instructional approaches, which means that supplemental materials are being evaluated and adjusted alongside broader shifts in how instruction is delivered. Additionally, RJUSD has had a large population of EL students successfully reclassified, which has a direct impact on the composition of the remaining EL student group. When higher-performing EL students are reclassified, the remaining EL population tends to include students with greater academic challenges, which can cause the group's overall performance metrics to appear to decline even when individual students are making progress. The remaining EL students have become the focus of more appropriate and targeted strategies. SED students show declines across all four metrics, including -11% in district benchmarks K-8 (Metric 1.1) and -6.87% in CAASPP Math 3rd-8th (Metric 1.3). LTEL students show -9.86% in CAASPP ELA (Metric 1.2) and -5.63% in CAASPP Math (Metric 1.3). Foster Youth data is tracked internally due to small group size. This action is currently in a transitional phase of effectiveness — the realignment of instructional approaches and the shifting composition of the EL student group provide important context for the current data trends. The district should continue to monitor whether the realigned approaches and targeted strategies for the remaining EL, LI, and FY students begin to produce measurable gains in the coming year.

Action 1.4: Supplemental Materials – Special Education

This action provides special education assessment and services to students identified as needing these supports, including instructional aides in both general and special education classrooms.

Aligned metrics and current differences from baseline for Students with Disabilities include:
Metric 1.1 (District Benchmarks – ELA): SWD K-8: -15.33%, 9-12: -20%.
Metric 1.2 (CAASPP ELA): SWD 3rd-8th & 11th: -6.44%.
Metric 1.3 (CAASPP Math): SWD 3rd-8th & 11th: -6.14%.
Metric 1.4 (CAST Science): SWD: -3.12%.

While the data shows declines from baseline across all aligned metrics for Students with Disabilities, it is essential to consider the unique circumstances of this student group. Many students with disabilities have modified curriculums based on their Individualized Education Programs (IEPs), which are tailored to meet their specific learning needs. State-level assessments such as CAASPP and CAST are based on non-modified, grade-level standards, making it inherently challenging for students on modified curricula to demonstrate proficiency on these measures. The declines in district benchmarks (Metric 1.1) of -15.33% for K-8 and -20% for 9-12, along with declines in CAASPP ELA (-6.44%, Metric 1.2), CAASPP Math (-6.14%, Metric 1.3), and CAST Science (-3.12%, Metric 1.4) should be interpreted with this context in mind. The district's recent exit from Compliance Improvement Monitoring (CIM) in Special Education demonstrates that RJUSD has made meaningful progress in improving its identification and service delivery processes. This action shows limited measurable effectiveness on state and district assessments due to the inherent misalignment between modified IEP curricula and grade-level assessment standards. The district may want to explore additional measures that capture the academic growth of SWD students relative to their IEP goals to provide a more complete picture of progress.

Action 1.5: Instructional Steering Committee (Contributing – EL, LI)

This action purchases time for district and site leaders to gather to discuss, develop, and continue educational practices to support English Learners (EL), Low Income (LI), and Foster Youth (FY) students. The Instructional Steering Committee played a key role in the district's response to its placement in Differentiated Assistance (DA) for English Learners in the "Red" on the CA School Dashboard in the areas of ELA and Mathematics.

Aligned metrics (1.1, 1.2, 1.3, 1.4) and current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): All Students K-8: -15%, 9-12: -7%; EL K-8: -6.3%, 9-12: -1.75%; SED K-8: -11%, 9-12: -5%.
Metric 1.2 (CAASPP ELA): All Students 3rd-8th: -1.22%, 11th: +1.37%; SED 3rd-8th: -1.43%, 11th: -0.19%; LTEL: -9.86%; SWD: -6.44%.
Metric 1.3 (CAASPP Math): All Students 3rd-8th: -7.03%, 11th: -0.3%; SED 3rd-8th: -6.87%, 11th: -4.38%; LTEL: -5.63%; SWD: -6.14%.
Metric 1.4 (CAST Science): All Students: -4.29%; EL: -1.58%; SED: -5.9%; LTEL: -2.5%; SWD: -3.12%.

A significant indicator of this action's effectiveness is that RJUSD has exited Differentiated Assistance status. The Instructional Steering Committee was instrumental in directing the district's strategic response to the DA placement for English Learners in the "Red" for ELA and Mathematics on the CA School Dashboard. The committee's leadership in guiding the realignment of standards, increasing staff awareness of data trends, and directing systemic changes in instructional practice contributed directly to the improvements that led to the district's exit from DA. This exit is a concrete, externally validated measure of progress that demonstrates the committee's impact on the district's trajectory.

While the quantitative metrics still show declines from baseline for several student groups — including EL students in district benchmarks K-8 (-6.3%, Metric 1.1) and 9-12 (-1.75%, Metric 1.1), SED students across all four metrics, and LTEL students in CAASPP ELA (-9.86%, Metric 1.2) and CAASPP Math (-5.63%, Metric 1.3) — the steering committee has been successful in directing foundational changes that are producing recognized results at the system level. The committee's strategic direction has provided the framework for the standards alignment and essential standards identification work that teachers are currently implementing across the district. Foster Youth data is tracked internally due to small group size.

Although RJUSD is no longer in DA status, the district remains committed to continuing the improvement of learning results for EL students through the ongoing work of the Instructional Steering Committee. This action demonstrates meaningful effectiveness — the district's exit from DA validates the strategic direction provided by the committee, and the systemic changes it has guided are expected to continue yielding improved academic outcomes for EL, LI, and FY students as the realigned instructional approaches are fully implemented. Continued monitoring of SED, LTEL, and SWD student performance will be important to ensure that the committee's work addresses the needs of all unduplicated student groups.

Action 1.6: Targeted Instruction (Contributing – EL, LI)

This action employs tutors, ELD curriculum, and Reading Resource teachers to provide targeted instruction for English Learners (EL), Low Income (LI), and Foster Youth (FY) students. LREBG funds support additional reading intervention teachers and program needs.

Aligned metrics (1.1, 1.2, 1.3, 1.4, 1.5, 1.6) and current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): EL K-8: -6.3%, 9-12: -1.75%; SED K-8: -11%, 9-12: -5%; LTEL 9-12: 0%; SWD K-8: -15.33%, 9-12: -20%.
Metric 1.2 (CAASPP ELA): Fipps EL: +2.21%; Riverdale Elementary EL: +2.28%; Riverdale High EL: -20%; SED 3rd-8th: -1.43%, 11th: -0.19%; LTEL: -9.86%.
Metric 1.3 (CAASPP Math): Fipps EL: -4.04%; Riverdale Elementary EL: -3.6%; Riverdale High EL: 0%; SED 3rd-8th: -6.87%, 11th: -4.38%; LTEL: -5.63%.
Metric 1.4 (CAST Science): EL: -1.58%; SED: -5.9%; LTEL: -2.5%; SWD: -3.12%.
Metric 1.5 (EL Reclassification): EL: -0.4%; LTEL: -11.0%.
Metric 1.6 (EL Progress Towards Proficiency): EL: -14.3%; LTEL: -6.48%.

The trends in this action are improving, particularly at the lower grade levels, where targeted instruction and reading intervention programs are finding success. EL students at Fipps show a +2.21% gain in CAASPP ELA (Metric 1.2) and EL students at Riverdale Elementary show a +2.28% gain in CAASPP ELA (Metric 1.2), indicating that the reading intervention and targeted instruction efforts are producing positive results for younger EL students. At the high school level, the challenges are more pronounced, as the EL population increasingly consists of Long Term English Learners (LTEL), who present unique and more complex instructional challenges for achieving proficiency. EL students at Riverdale High declined -20% in CAASPP ELA (Metric 1.2), and LTEL students show declines in reclassification (-11.0%, Metric 1.5), progress towards proficiency (-6.48%, Metric 1.6), CAASPP ELA (-9.86%, Metric 1.2), and CAASPP Math (-5.63%, Metric 1.3). The overall EL progress towards proficiency declined by -14.3% (Metric 1.6), which is partly influenced by the reclassification of higher-performing EL students, leaving a more academically challenged cohort. SED students show declines across all metrics. Foster Youth data is tracked internally. This action demonstrates differentiated effectiveness — it is showing promising results at the primary and elementary levels while the secondary level requires continued refinement of strategies specifically designed for LTEL students. The district's awareness of this distinction positions it well to make targeted adjustments.

Action 1.7: Specialized Programs (Contributing – EL, LI)

This action employs teachers to provide courses in VAPA, CTE, and STEM for English Learners (EL), Low Income (LI), and Foster Youth (FY) students to ensure access to a broad course of study, a-g courses, and ROP/CTE programs.

Aligned metrics and current differences from baseline include:
Metric 1.8 (College Career Indicator): All Students: -5.3%; EL: +1.5%; LTEL: -2.2%; SED: -4.3%; SWD: N/A.
Metric 1.9 (A-G Completion Rate): All Students: +1.6%; EL: +1.8%; SED: +10.5%.
Metric 1.10 (AP Passage Rate): +10.2%.
Metric 1.11 (CTE Pathway Completion Rate): All Students: +4%; EL: +3%; SED: +23%; SWD: +2%.
Metric 1.12 (A-G Completion & CTE Pathway Completion Rate): +3.7%.
Metric 1.15 (High School CTE Enrollment): All Students: +15; EL: +5; SED: +23; SWD: N/A.

This action has been one of the most effective actions within Goal 1. Multiple metrics show strong positive gains from baseline, particularly for the unduplicated student groups this action is principally directed toward. The A-G Completion Rate (Metric 1.9) shows gains for All Students (+1.6%), EL students (+1.8%), and a notable +10.5% for SED students. The AP Passage Rate (Metric 1.10) increased by +10.2%, surpassing the Year 3 target. CTE Pathway Completion (Metric 1.11) shows impressive gains across all groups — All Students (+4%), EL (+3%), SED (+23%), and SWD (+2%). The combined A-G and CTE Completion Rate (Metric 1.12) increased by +3.7%. CTE Enrollment (Metric 1.15) grew for All Students (+15), EL (+5), and SED (+23). EL students also showed a +1.5% gain on the College Career Indicator (Metric 1.8). The decline in the overall College Career Indicator for All Students (-5.3%) and SED (-4.3%) warrants monitoring, as does the -2.2% decline for LTEL students (Metric 1.8). Foster Youth data is tracked internally. The specialized programs are clearly expanding access, engagement, and completion for EL, LI, and FY students, and the language support and culturally relevant content incorporated into these programs appear to be enhancing comprehension and engagement as intended.

Action 1.8: Instructional Support (Contributing – EL, LI)

This action employs tutors and certificated staff to work with English Learners (EL), Low Income (LI), and Foster Youth (FY) students for instructional support.

Aligned metrics (1.1, 1.2, 1.3, 1.4) and current differences from baseline include:

Metric 1.1 (District Benchmarks – ELA): All Students K-8: -15%, 9-12: -7%; EL K-8: -6.3%, 9-12: -1.75%; SED K-8: -11%, 9-12: -5%; LTEL 9-12: 0%; SWD K-8: -15.33%, 9-12: -20%.
Metric 1.2 (CAASPP ELA): All Students 3rd-8th: -1.22%, 11th: +1.37%; SED 3rd-8th: -1.43%, 11th: -0.19%; LTEL: -9.86%; SWD: -6.44%.
Metric 1.3 (CAASPP Math): All Students 3rd-8th: -7.03%, 11th: -0.3%; SED 3rd-8th: -6.87%, 11th: -4.38%; LTEL: -5.63%; SWD: -6.14%.
Metric 1.4 (CAST Science): All Students: -4.29%; EL: -1.58%; SED: -5.9%; LTEL: -2.5%; SWD: -3.12%.

While the data shows declines from baseline across most student groups and metrics, marginal success has been found as the district navigates the changing of instructional approaches. The transition to realigned standards and essential standards has created a period of adjustment for both certificated staff and tutors. A key challenge identified is that tutors have received limited support in the changes to instruction, which has affected their ability to fully align their work with the evolving instructional strategies being implemented by classroom teachers. EL students show declines in district benchmarks (Metric 1.1) at K-8 (-6.3%) and 9-12 (-1.75%). SED students show declines across all four metrics. LTEL students show steep declines in CAASPP ELA (-9.86%, Metric 1.2) and CAASPP Math (-5.63%, Metric 1.3). Foster Youth data is tracked internally. This action demonstrates limited but emerging effectiveness — the marginal success noted reflects the early stages of a significant instructional shift. The district recognizes the need to provide tutors with greater professional development and support aligned to the new instructional approaches so that instructional support staff can more effectively serve EL, LI, and FY students. Addressing this gap in tutor training could strengthen the impact of this action moving forward.

Action 1.9: Standards Aligned Assessments (Contributing – EL, LI)

This action purchases time for educators to develop and refine standards-aligned assessments to support English Learners (EL), Low Income (LI), and Foster Youth (FY) students in instructional and academic growth.

Aligned metrics (1.1, 1.2, 1.3, 1.4) and current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): All Students K-8: -15%, 9-12: -7%; EL K-8: -6.3%, 9-12: -1.75%; SED K-8: -11%, 9-12: -5%; LTEL 9-12: 0%; SWD K-8: -15.33%, 9-12: -20%.
Metric 1.2 (CAASPP ELA): All Students 3rd-8th: -1.22%, 11th: +1.37%; SED 3rd-8th: -1.43%, 11th: -0.19%; LTEL: -9.86%; SWD: -6.44%.
Metric 1.3 (CAASPP Math): All Students 3rd-8th: -7.03%, 11th: -0.3%; SED 3rd-8th: -6.87%, 11th: -4.38%; LTEL: -5.63%; SWD: -6.14%.
Metric 1.4 (CAST Science): All Students: -4.29%; EL: -1.58%; SED: -5.9%; LTEL: -2.5%; SWD: -3.12%.

While the data shows declines from baseline across most student groups and metrics, this action is directly connected to the broader redesign of instructional approaches currently underway in the district. RJUSD is in the process of having teachers realign standards and identify essential standards, which fundamentally changes how assessments are developed and used. The current declines in metrics should be understood within the context of this significant instructional transition. As teachers refine their understanding of essential standards and align their assessments accordingly, the data generated from these assessments will become a more precise tool for identifying and addressing the specific needs of EL, LI, and FY students. EL students show declines in district benchmarks (Metric 1.1) at K-8 (-6.3%) and 9-12 (-1.75%). SED students show declines across all four metrics. LTEL students show -9.86% in CAASPP ELA (Metric 1.2) and -5.63% in CAASPP Math (Metric 1.3). Foster Youth data is tracked internally. This action is in a foundational phase of effectiveness — the redesign of assessments aligned to essential standards is a necessary step in the district's broader instructional improvement strategy. The district should monitor whether the refined assessments lead to more targeted instruction and improved outcomes for EL, LI, and FY students as the realignment process matures.

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.

Riverdale Joint Unified made various adjustments to their Year 3 Outcomes based on educational partner input and data analysis from the 2025-2026 school year.

Academic outcomes continue to be the largest discussion point in conversations with various stakeholders. Several metrics were adjusted based on conversations. Some of the discussion on district assessments is the point that RJUSD used a different system in the 2023-2024 school year. A new system was put into place in the 2024-2025 school year and continued in the 2025-2026 year. Improvements were seen from the 24-25 year to 25-26 year but the system was based on a measurement no longer in use. For projected Year 3 District Benchmark Outcomes, the following were adjusted: All Students K-8: 50% to 33% and 9-12: 46% to 37%. EL Students: K-8: 23% to 14% and 9-12: from 9% to 3%. SED: K-8: 48% to 33% and 9-12: 43% to 35%. LTEL: 3-8: 10% to 2% and 9-12: 4% to 2%. SWD: K-8: 31% to 13% and 9-12: 30% to 8%.

In addition to District Benchmarks, CAASPP Data was also examined in ELA, Math and Science. RJUSD has been redesigning instructional practices as a result of various professional development opportunities that are geared towards improving student learning. While the change in the district benchmarks has occurred, it is resulting in slower but more effective student growth. In examining this approach, RJUSD adjusted Year 3 Outcomes in ELA, Math and Science (CAST). ELA: All Students: 3-8: 39% to 35% and 11th: 48% to 46%. Fipps EL did not change. RES EL: 10% to 8% and RHS EL: 26% to 4%. SED: 3-8: 39% to 33% and 11th: 47% to 43%. LTEL 3-8th/11th: 15% to 3%. SWD: 3-8th/11th: 17% to 8%. Math: All Students: 3-8: 36% to 29% and 11th: 24% to 11%. Fipps EL: 24% to 17%. RES EL: 14% to 6% and RHS

EL: 6% to 2%. SED: 3-8: 36% to 27% and 11th: 27% to 19%. LTEL: 3-8/11th: 11% to 5%. SWD: 3-8/11th: 16% to 9%. In the adjustment of CAST scores, CDE has created a new grading system for the CAST. RJUSD created projected scores in the 23-24 year based on criteria that are no longer in effect. Adjusted Year 3 Outcomes reflect a better trajectory of how the state is assessing and how RJUSD can improve student learning in this area. CAST is administered to grades 5th, 8th and 11th in RJUSD. CAST: All students: 35% to 20%, EL students 9% to 3%, SED: 26% to 17%, LTEL: 8% to 3%, SWD: 10% to 6%.

The student population of English Learners (EL) were also discussed and Year 3 Outcomes in EL Reclassification and EL Progress towards English Proficiency were adjusted. In conversations, it was shared how RJUSD has been able to reclassify students thus producing a smaller number of EL students to measure. The smaller population can produce challenging data outcomes as few students in a small population can create larger changes. The number of LTEL students in this discussion also bear an impact in the ability to move students. Adjusted outcomes in EL Reclassification were EL: 20% to 17% and LTEL: 28% to 15%. Adjustments in EL Progress was EL: 59% to 43% and LTEL: 54% to 44%.

A few other adjustments were made in various metrics based on conversations from stakeholders at different points throughout the school year. The College and Career Indicator was adjusted for All Students from 56% to 50%, EL: 25% to 22%, LTEL: 22% to 20%, SED: 55% to 48% and SWD: 22% to 10%. A-G Completion Rate for All Students: 55% to 46%. EAP ELA - Ready: 47% to 45% and EAP Math Ready - All Students: 25% to 20%.

Actions 1.1 through 1.9 under Goal 1 did not change thus keeping LREBG funding for Action 1.6 remaining. RJUSD did not alter any of their actions and intends to carry out the essence of each action for the 26-27 LCAP thus marking the end of the current 3 year LCAP Plan.

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	Highly Effective & Qualified Staff	All instructional staff are considered to be highly effective to fulfill their teaching assignment. Qualified and capable classified and certificated employees are in place to support the overall learning structure for students.	$12,662,774.00	No
1.2	Staff Collaboration	RJUSD was placed in Differentiated Assistance (DA) for English Learners in the areas of English Language Arts (ELA) and Mathematics. On the fall 2023 CA Dashboard, RJUSD had English Learners in ELA categorized as "Red" at the LEA Level, Riverdale Elementary , and both ELA and Math at Riverdale High School.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		To examine this discovery, RJUSD completed a needs assessment to determine the root causes of the low performance of English Learners in both academic areas. As part of the needs assessment, RJUSD disaggregated data to look at academic performance of all students and the identified group of English Learners along with empathy interviews with instructional staff. RJUSD found that teachers and tutors lacked the opportunity to work together to discuss, create and collaborate ideas towards English Learners. Riverdale Joint Unified School District will provide opportunities for instructional staff to collaborate on the topic of English Learner student assessment data and progress toward goals, design instruction, and make decisions pertaining to intervention and enrichment of this identified group. The focus of this work will be aimed for English Learners at Riverdale Elementary in ELA and English Learners at Riverdale High in both ELA and Math. The discussions raised from these opportunities will directly allow RJUSD staff at both RES and RHS to address the “Red” indicators on the dashboard for English Learners. Collaboration opportunities will occur during the school day and allow instructional staff to use this time to focus on the topic of student assessment data and progress toward goals, design instruction, and make decisions pertaining to intervention and enrichment. RJUSD however does believe that this opportunity for collaboration amongst instructional staff will create moments in which instructional staff can discuss all students thus providing circumstances for English Learners and all students.		
1.3	Supplemental Materials	The district will provide supplemental materials to increase state and local assessment scores for English Learners and Low Income students.	$584,284.00	Yes
1.4	Supplemental Materials - Special Education	RJUSD is working under a Compliance and Improvement (CIM) Plan in the Special Education Department due to the over identification of Hispanic students in a particular area.	$1,366,551.00	No

Action #	Title	Description	Total Funds	Contributing
		To address this, RJUSD will provide special education assessment and services to students identified as being in need of these assessments and support services. Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data, Students with Disabilities are at greater risk of not achieving grade level standards.		
1.5	Instructional Steering Committee	The district will purchase time for district and site leaders to gather to discuss, develop and continue educational practices to support English Learners and Low Income students.	$15,044.00	Yes
1.6	Targeted Instruction	LREBG funds will be used to purchase additional reading intervention tutors. The district will employ tutors and ELD curriculum along with Reading Resource teachers to provide targeted instruction for English Learners and Low Income students based on their needs assessment which included an analysis of 2024 Dashboard for RJUSD and local data related to ELA and Math achievement. While S&C dollars will be used towards EL and SED students for reading intervention needs, LREBG funds will be used for additional Reading Resource teachers and other program needs. Our needs assessment revealed significant needs regarding English Language Arts and Math (Metrics: 1.1 - 1.4) among English Learners (EL and LTEL) and Low Income (LI) students. In response, RJUSD will focus on additional reading support programs for identified students to use. This action aligns with the allowable fund uses in the area of LREBG funds. A review of state and local data indicates a need for greater academic support among English Learners and Socio-Economically Disadvantaged students. This action directly addresses the need to increase academic support for students to improve their academic ability in ELA and Math. This action aligns with allowable uses of funds in Ed Code 32526(c) as these programs are aimed at learning recovery. The programs RJUSD will be using are in areas supporting students who have not met the achievement standard in ELA and Math. Research indicates that providing students, from disadvantaged backgrounds, targeted instruction in academic intervention programs like reading can be effective in improving their ELA and Math achievement. Additionally, when a	$791,308.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted instruction program is offered, it can lead to measurable academic gains and long-term improvements. LCFF Funds: Will be used towards targeted services for ELs and LI students including certificated instructors, ELD instruction, and intervention, reading resource teacher, and classified tutors. LREBG Funds: Will be used towards additional intervention teachers and program needs of materials. Metrics: 1.1, 1.2, 1.3, & 1.4 LREBG Funds: $274,481		
1.7	Specialized Programs	The district will employ teachers to provide courses specialized in VAPA, CTE, and STEM for English Learners and Low Income students so that they can have access to a broad course of study with access to a-g courses and ROP/CTE programs.	$2,016,677.00	Yes
1.8	Instructional Support	The district will employ tutors and certificated staff to work with English Learners and Low Income students for instructional support.	$708,251.00	Yes
1.9	Standards Aligned Assessments	The district will purchase time for educators to develop and refine standards aligned assessments to support English Learners and Low Income students in instructional and academic growth.	$93,884.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PROFESSIONAL GROWTH - Goal 2a): Instruction of grade level academic content and performance standards, as well as English Language Development standards, will be evident in every classroom. 2b): Learning experiences incorporating 21st Century skills, tools, and applications will be evident in every classroom.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Pursuing the goal of ALL students demonstrating growth annually while engaged in diverse, individualized educational experiences requires the establishment of a system of communication across the organization that possesses accountability, support and meets the needs of teachers. Teachers have identified that professional growth in curriculum such as (a) Implementation of the California State Standards, Next Generation English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and additional content standards adopted by the State of California during the term of this Local Control Accountability Plan is necessary for effective instruction to facilitate achievement. Teachers have also identified that professional growth in (b) 21st Century Skills include critical thinking, communication, collaboration, and creativity and the ability to apply these skills utilizing technology will contribute to student academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Access to Standards Aligned Instructional Materials	100% Access to Standards Aligned Instructional Materials Data Year: 2023-2024 Data Source: Board Approval	100% Access to Standards Aligned Instructional Materials Data Year: 2024-2025 Data Source: Board Approval	100% Access to Standards Aligned Instructional Materials Data Year: 2025-2026 Data Source: Board Approval	100% Access to Standards Aligned Instructional Materials Data Year: 2026-2027 Data Source: Board Approval	Maintain Access to Standards Aligned Instructional Materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student Access to Technology	All students: 100% EL: 100% LI: 100% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report	All students: 100% EL: 100% LI: 100% Data Year: 2024-2025 Data Source: Technology Dept. Asset Report	All students: 100% EL: 100% LI: 100% Data Year: 2025-2026 Data Source: Technology Dept. Asset Report	All students: 100% EL: 100% LI: 100% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report	Maintained Student Access to Technology
2.3	Student Connectivity to Internet at Home Available	All students: 100% EL: 100% LI: 100% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report	All students: 100% EL: 100% LI: 100% Data Year: 2024-2025 Data Source: Technology Dept. Asset Report	All students: 100% EL: 100% LI: 100% Data Year: 2025-2026 Data Source: Technology Dept. Asset Report	All students: 100% EL: 100% LI: 100% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report	Maintained Student Connectivity to Internet
2.4	Classroom Observations	86% of Teachers Observed > 3x During the Year Data Year: 2023-2024 Data Source: District Measurement	87% of Teachers Observed > 3x During the Year Data Year: 2024-25 Data Source: District Measurement	89% of Teachers Observed > 3x During the Year Data Year: 2025-26 Data Source: District Measurement	90% of Teachers Observed > 3x During the Year Data Year: 2026-2027 Data Source: District Measurement	+3% of Teachers Observed > 3x During the Year
2.5	Staff Survey	57.6% Staff Survey Participation Rate Data Year: 2023-2024 Data Source: Local Survey	60.1% Staff Survey Participation Rate Data Year: 2023-2024 Data Source: Local Survey	65% Staff Survey Participation Rate Data Year: 2024-2025 Data Source: Local Survey	66% Staff Survey Participation Rate Data Year: 2026-2027 Data Source: Local Survey	+7.4% Staff Survey Participation Rate

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, Riverdale Joint Unified School District fully implemented all eight actions within Goal 2. Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8 were all fully implemented as planned with no substantive differences between the planned actions and actual implementation.

The district experienced several notable successes across the goal. In Action 2.1 (Standards Aligned Instructional Materials), the district was successful in purchasing instructional time for teachers to collaborate, though a challenge persisted in the availability of substitute teachers when collaboration time occurred during the instructional day, making it difficult for teachers to work together without adequate sub coverage. Action 2.2 (Professional Development) was met with strong receptivity from both teachers and administrators. Teachers made significant strides in the realignment of their curriculum, and professional development for site and district administrators expanded their perspectives on connecting materials with staff. While the majority of professional development remained focused on English Language Arts, a challenge continues in the need to expand professional development in the area of mathematics. Professional development focused on English Learner strategies was also beneficial, though instructors expressed the need for additional time to implement the strategies learned. Action 2.3 (Instructional Technology) successfully provided both English Learner and Low Income students with instructional technology that benefited their learning in the classroom.

In Action 2.4 (Professional Development ELD), the professional development provided was successful; however, a challenge remains in seeing consistent positive results from students that reflect the professional development that has occurred. There were some pieces of evidence that initial strategies are beginning to find success. Action 2.5 (ELD Supplemental Materials) was fully implemented with nothing specific to note regarding successes or challenges. Action 2.6 (Staff Collaboration) provided teachers with time to work on realigning standards, which has been very successful. A challenge remains in seeing the full evidence of this work, as English Learner and Long Term English Learner scores still remain low overall, though there has been some improvement in LTEL students making progress towards English proficiency.

Action 2.7 (Instructional Coaching) supported the district's significant progress in teachers realigning their curriculum to support student needs. The transition from strategies focused on all students to those specifically targeting English Learner and Long Term English Learner students has been a slower process, as teachers continue to work on implementing the strategies they have been learning. The instructional coach has been guiding staff in this work and in how progress can be captured through assessments. Action 2.8 (Library Staff) experienced successes at the lower grade levels, where programs encouraging greater reading have contributed to improved reading scores connected to students finding books of interest in the library. At the secondary level, a greater challenge exists as students are not as engaged in reading. Librarians at the upper grades are seeking different methods and mediums to draw student interest in reading.

Overall, the district demonstrated strong commitment to the full implementation of all actions within Goal 2. The professional development work, curriculum realignment, and collaborative structures have laid a strong foundation for continued growth. Key challenges that remain include the availability of substitute teachers for collaboration time, the need to expand professional development in mathematics, the ongoing transition of applying learned strategies specifically for English Learner and Long Term English Learner students, and engaging secondary students in reading.

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.

In examining material differences in Goal 2, RJUSD did experience changes of 10% or greater from their projected expenditures to their actual costs. In Action 2.1, there was a difference of $108,315.00 left due to the fact that the EL adoption of materials did not occur because the state of California will have a new curriculum out in December 2026 thus requiring RJUSD to purchase in the 26-27 school year. Action 2.4 experienced $9,837.00 more being spent in Professional Development due to both an increase in the FCSS contract and the cost of substitutes. Action 2.5 had $19,962.00 less spent on instructional materials for English Learner students. The reason for this is similar to the textbook adoption as staff decided to wait for the state to finish their adoption before new materials were purchased. Instruction was still able to occur with the delay in purchase. The final difference that was greater than 10% in Goal 2 was seen in Action 2.6. $7,781.00 less was spent because the Social Science Department in the district did not attend the AP Conference and California Council Social Studies Conference in 25-26 due to staff decisions in discussion with school site administration. Despite a few financial changes between estimated and actual costs, all actions in Goal 2 were fully implemented.

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

Action Effectiveness:
2.1 Standards Aligned Instructional Materials = Effective – 100% access maintained
2.2 Professional Development = Emerging Effectiveness – DA exit; elementary EL gains; increased observations and staff engagement; secondary and LTEL challenges remain
2.3 Instructional Technology = Effective – 100% access and connectivity maintained for all groups including EL, LI, and FY
2.4 Professional Development ELD = Differentiated Effectiveness – Elementary EL gains; significant LTEL challenges persist
2.5 ELD Supplemental Materials = Limited Effectiveness – Elementary gains; LTEL declines; greater material scrutiny needed
2.6 Staff Collaboration = Effective – Classroom observations increased; collaborative structures supporting realignment
2.7 Instructional Coaching = Emerging Effectiveness – Coaching infrastructure in place; academic gains not yet consistent
2.8 Library Staff = Limited Measurable Effectiveness – Declines across most metrics; longer-term literacy investment

Action 2.1: Standards Aligned Instructional Materials
This action focuses on purchasing instructional time for teachers to access Standards Aligned Instructional Materials for students.

The aligned metric, Metric 2.1 (Access to Standards Aligned Instructional Materials), has been maintained at 100% throughout the LCAP cycle, showing no change from baseline.

This action has been effective in maintaining full access to standards-aligned instructional materials for all students. The district has consistently ensured that every student has access to the materials needed for instruction aligned to California state standards. The sustained 100% access rate demonstrates that RJUSD has prioritized this foundational element of instruction. Maintaining this level of access is essential as the district continues its broader work of realigning standards and instructional approaches across all grade levels and content areas.

Action 2.2: Professional Development
This action has been effective in maintaining full access to standards-aligned instructional materials for all students. The district has consistently ensured that every student has access to the materials needed for instruction aligned to California state standards. The sustained 100% access rate demonstrates that RJUSD has prioritized this foundational element of instruction. The EL adoption did not occur in 25-26 however as the adoption of EL materials on the state's level will not take place until December 2026. While new materials were not purchased in 25-26, it did not impact instruction. Maintaining this level of access is essential as the district continues its broader work of realigning standards and instructional approaches across all grade levels and content areas.

The action description specifically identifies Metrics 1.1, 1.2, 1.3, and 1.4 as the metrics to monitor effectiveness. Current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): All Students K-8: -15%, 9-12: -7%; EL K-8: -6.3%, 9-12: -1.75%; SED K-8: -11%, 9-12: -5%; LTEL 3-8: N/A, 9-12: 0%; SWD K-8: -15.33%, 9-12: -20%.
Metric 1.2 (CAASPP ELA): All Students 3rd-8th: -1.22%, 11th: +1.37%; Fipps EL: +2.21%; Riverdale Elementary EL: +2.88%; Riverdale High EL: -20%; SED 3rd-8th: -1.43%, 11th: -0.19%; LTEL: -9.86%; SWD: -6.44%.
Metric 1.3 (CAASPP Math): All Students 3rd-8th: -7.03%, 11th: -0.3%; Fipps EL: -4.04%; Riverdale Elementary EL: -3.6%; Riverdale High EL: 0%; SED 3rd-8th: -6.87%, 11th: -4.38%; LTEL: -5.63%; SWD: -6.14%.
Metric 1.4 (CAST Science): All Students: -4.29%; EL: -1.58%; SED: -5.9%; LTEL: -2.5%; SWD: -3.12%.

Additionally, Metric 2.4 (Classroom Observations) shows a current difference from baseline of +3%, increasing from 86% to 89% of teachers observed more than three times during the year. Metric 2.5 (Staff Survey Participation) shows a current difference from baseline of +7.4%, increasing from 57.6% to 65%.
While the academic metrics (1.1–1.4) show declines from baseline for most student groups, there are important contextual factors and indicators of progress to consider. The professional development work has been directly connected to the district's response to its DA placement for English Learners in ELA and Mathematics. The fact that RJUSD has exited Differentiated Assistance is a significant indicator that the professional development strategies are contributing to recognized improvement for English Learners. EL students at Fipps (+2.21%, Metric 1.2) and Riverdale Elementary (+2.88%, Metric 1.2) show gains in CAASPP ELA, suggesting that the professional learning focused on aligned instructional approaches is beginning to take hold at the elementary level. The increase in classroom observations (+3%, Metric 2.4) indicates that administration is maintaining a consistent presence in classrooms to support the implementation of professional development strategies. The increase in staff survey participation (+7.4%, Metric 2.5) suggests growing staff engagement in the district's improvement processes.

However, challenges remain. EL students at Riverdale High declined -20% in CAASPP ELA (Metric 1.2). LTEL students show significant declines in CAASPP ELA (-9.86%, Metric 1.2) and CAASPP Math (-5.63%, Metric 1.3). SED students show declines across all four academic metrics. SWD students show declines across all academic metrics, with the steepest being -20% in district benchmarks 9-12 (Metric 1.1).

This action demonstrates emerging effectiveness — the DA exit validates the direction of professional development efforts, elementary-level EL gains are encouraging, and increased classroom observations and staff engagement reflect a strengthening professional culture. The district should continue to refine professional development to specifically address the needs of LTEL students at the secondary level and to support strategies that benefit SED and SWD students across all grade spans.

Action 2.3: Instructional Technology (Contributing – EL, LI)
This action provides instructional technology to English Learners (EL), Low Income (LI), and Foster Youth (FY) students.

Aligned metrics and current differences from baseline include:
Metric 2.2 (Student Access to Technology): All Students: Maintained at 100%; EL: Maintained at 100%; LI: Maintained at 100%.
Metric 2.3 (Student Connectivity to Internet at Home): All Students: Maintained at 100%; EL: Maintained at 100%; LI: Maintained at 100%.

This action has been effective in achieving and maintaining its intended outcomes. All students, including English Learners, Low Income students, and Foster Youth, have maintained 100% access to instructional technology (Metric 2.2) and 100% connectivity to the internet at home (Metric 2.3) throughout the LCAP cycle. This is particularly significant for EL and LI families, as educational partners have consistently expressed that these student groups would not have internet connectivity or access to technology unless provided by the district. The sustained access ensures that EL, LI, and FY students can engage in 21st Century learning opportunities both in the classroom and at home, supporting their ability to access coursework through the instructional mediums teachers are using. The district's decision to adjust the laptop deployment model to grades 7-12 while ensuring classroom-based technology access for TK-6 has maintained full access while adapting to evolving instructional approaches. This action continues to effectively address the identified need and close the technology access gap for unduplicated student groups.

Action 2.4: Professional Development ELD (Contributing – Limited to EL)
This action provides professional development opportunities in the area of ELD for instructional staff to use specifically with English Learners (EL) and Long Term English Learners (LTEL).

Aligned metrics and current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): EL K-8: -6.3%, 9-12: -1.75%; LTEL 3-8: N/A, 9-12: 0%.
Metric 1.2 (CAASPP ELA): Fipps EL: +2.21%; Riverdale Elementary EL: +2.88%; Riverdale High EL: -20%; LTEL: -9.86%.
Metric 1.3 (CAASPP Math): Fipps EL: -4.04%; Riverdale Elementary EL: -3.6%; Riverdale High EL: 0%; LTEL: -5.63%.
Metric 1.4 (CAST Science): EL: -1.58%; LTEL: -2.5%.
Metric 1.5 (EL Reclassification): EL: -0.4%; LTEL: -9.0%.
Metric 1.6 (EL Progress Towards Proficiency): EL: -14.3%; LTEL: -6.48%.
Metric 2.4 (Classroom Observations): +3%.

The data presents a mixed picture of effectiveness for this action. On the positive side, EL students at Fipps show a +2.21% gain in CAASPP ELA (Metric 1.2) and EL students at Riverdale Elementary show a +2.88% gain (Metric 1.2), suggesting that ELD professional development is translating into improved instructional practices at the elementary level. Classroom observations have increased by +3% (Metric 2.4), indicating that administration is monitoring the implementation of ELD strategies in classrooms.

However, significant challenges persist for English Learners and particularly for LTEL students. EL students at Riverdale High declined -20% in CAASPP ELA (Metric 1.2). LTEL students show concerning declines across multiple metrics: CAASPP ELA (-9.86%, Metric 1.2), CAASPP Math (-5.63%, Metric 1.3), CAST Science (-2.5%, Metric 1.4), reclassification (-9.0%, Metric 1.5), and progress towards proficiency (-6.48%, Metric 1.6). Overall EL progress towards proficiency declined by -14.3% (Metric 1.6), and EL reclassification declined by -0.4% (Metric 1.5). It is important to note that the reclassification of higher-performing EL students changes the composition of the remaining EL group, making the remaining population more academically challenged and potentially contributing to the appearance of declining performance.

This action demonstrates differentiated effectiveness — professional development in ELD appears to be producing positive results at the elementary level, but the unique and complex needs of LTEL students, particularly at the secondary level, require continued refinement of professional development strategies. The district's commitment to specific LTEL-focused professional development is an important step, and continued attention to strategies that address the distinct academic and language development needs of long-term English learners will be critical.

Action 2.5: ELD Supplemental Materials (Contributing – Limited to EL)
This action purchases ELD supplemental instructional materials to be used for English Learner (EL) and Long Term English Learner (LTEL) students.

Aligned metrics and current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): EL K-8: -6.3%, 9-12: -1.75%; LTEL 3-8: N/A, 9-12: 0%.
Metric 1.2 (CAASPP ELA): Fipps EL: +2.21%; Riverdale Elementary EL: +2.88%; Riverdale High EL: -20%; LTEL: -9.86%.
Metric 1.3 (CAASPP Math): Fipps EL: -4.04%; Riverdale Elementary EL: -3.6%; Riverdale High EL: 0%; LTEL: -5.63%.
Metric 1.4 (CAST Science): EL: -1.58%; LTEL: -2.5%.
Metric 1.5 (EL Reclassification): EL: -0.4%; LTEL: -9.0%.
Metric 1.6 (EL Progress Towards Proficiency): EL: -14.3%; LTEL: -6.48%.
Metric 2.4 (Classroom Observations): +3%.

The data shows a mixed picture of effectiveness for this action. EL students at the elementary level show gains in CAASPP ELA at Fipps (+2.21%, Metric 1.2) and Riverdale Elementary (+2.88%, Metric 1.2), suggesting that ELD supplemental materials may be contributing to improved outcomes for younger English Learners. However, EL students at Riverdale High show a significant decline of -20% in CAASPP ELA (Metric 1.2). LTEL students show declines across all aligned metrics, including CAASPP ELA (-9.86%, Metric 1.2), CAASPP Math (-5.63%, Metric 1.3), CAST Science (-2.5%, Metric 1.4), reclassification (-9.0%, Metric 1.5), and progress towards proficiency (-6.48%, Metric 1.6). Overall EL progress towards proficiency declined by -14.3% (Metric 1.6). EL district benchmarks show declines at both K-8 (-6.3%) and 9-12 (-1.75%) in Metric 1.1.

As noted in the action description, the district has committed to conducting greater scrutiny in the purchase of materials to be used with LTEL students to ensure they are appropriate for the identified needs of this student group. The LTEL population presents a unique challenge, as these students have been designated as English Learners for an extended period and require materials specifically designed to address their distinct academic and language development needs. The increase in classroom observations (+3%, Metric 2.4) provides an opportunity for administration to monitor whether ELD supplemental materials are being effectively integrated into instruction.

This action demonstrates limited effectiveness to date, particularly for LTEL students. While there are encouraging signs at the elementary level, the district's recognition of the need for greater scrutiny in material selection for LTEL students is an important step. Continued evaluation of whether the supplemental materials are appropriately matched to the specific skill gaps and language development needs of both EL and LTEL students will be essential for improving the impact of this action.

Action 2.6: Staff Collaboration (Contributing – EL, LI)
This action purchases time for instructional staff to provide opportunities for collaboration to develop and enhance a system of academic support for English Learners (EL), Low Income (LI), and Foster Youth (FY) students.

The aligned metric, Metric 2.4 (Classroom Observations), shows a current difference from baseline of +3%, increasing from 86% to 89% of teachers observed more than three times during the year.

This action has been effective in its aligned metric. The increase in classroom observations (+3%, Metric 2.4) indicates that the collaborative structures being developed are being supported by administrative presence in classrooms. The purchased time for instructional staff to collaborate on vertical articulation of curriculum and professional learning workshops is contributing to a more aligned system of academic support. The collaboration time supports the broader district effort of standards realignment and the development of multi-tiered systems of support for EL, LI, and FY students. As instructional staff continue to use this collaboration time to refine their approaches, the district should monitor whether the collaborative work translates into improved academic outcomes for English Learners, Low Income students, and Foster Youth across the academic metrics in Goal 1. The sustained investment in collaboration time is a positive indicator of the district's commitment to building a cohesive instructional support system for its unduplicated student groups.

Action 2.7: Instructional Coaching (Contributing – EL, LI)
This action provides instructional coaching to teachers and support staff working with English Learners (EL), Low Income (LI), and Foster Youth (FY) students in an academic setting.

Aligned metrics and current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): All Students K-8: -15%, 9-12: -7%; EL K-8: -6.3%, 9-12: -1.75%; SED K-8: -11%, 9-12: -5%; LTEL 3-8: N/A, 9-12: 0%; SWD K-8: -15.33%, 9-12: -20%.
Metric 1.2 (CAASPP ELA): All Students 3rd-8th: -1.22%, 11th: +1.37%; SED 3rd-8th: -1.43%, 11th: -0.19%; LTEL: -9.86%; SWD: -6.44%.
Metric 1.3 (CAASPP Math): All Students 3rd-8th: -7.03%, 11th: -0.3%; SED 3rd-8th: -6.87%, 11th: -4.38%; LTEL: -5.63%; SWD: -6.14%.
Metric 1.4 (CAST Science): All Students: -4.29%; EL: -1.58%; SED: -5.9%; LTEL: -2.5%; SWD: -3.12%.
Metric 1.5 (EL Reclassification): EL: -0.4%; LTEL: -9.0%.
Metric 1.6 (EL Progress Towards Proficiency): EL: -14.3%; LTEL: -6.48%.
Metric 2.4 (Classroom Observations): +3%.

The data presents a mixed picture of effectiveness for this action. The increase in classroom observations (+3%, Metric 2.4) suggests that instructional coaching is being supported by a consistent administrative presence, which is essential for monitoring the implementation of coaching strategies. The 11th grade All Students group shows a +1.37% gain in CAASPP ELA (Metric 1.2), which may reflect the influence of coaching on secondary instructional practices.

However, most academic metrics show declines from baseline. English Learners show declines in district benchmarks (Metric 1.1) at K-8 (-6.3%) and 9-12 (-1.75%). SED students show declines across all four academic metrics, including -11% in district benchmarks K-8 (Metric 1.1) and -6.87% in CAASPP Math 3rd-8th (Metric 1.3). LTEL students show steep declines in CAASPP ELA (-9.86%, Metric 1.2), CAASPP

Math (-5.63%, Metric 1.3), reclassification (-9.0%, Metric 1.5), and progress towards proficiency (-6.48%, Metric 1.6). Overall EL progress towards proficiency declined by -14.3% (Metric 1.6). Foster Youth data is tracked internally due to small group size.

It is important to recognize that instructional coaching is operating within the context of the district's broader instructional realignment, including the standards alignment and essential standards work being led through collaboration and the Instructional Steering Committee. Coaching is designed to support teachers in implementing these evolving practices, and the full impact of coaching may take additional time to manifest in student outcome data. This action demonstrates emerging effectiveness — the coaching infrastructure is in place and supported by increased classroom observations, but the academic data has not yet reflected consistent gains for EL, LI, and FY students. The district should continue to evaluate whether coaching is being targeted to the areas of greatest need, particularly for LTEL students and in mathematics across all grade spans.

Action 2.8: Library Staff (Contributing – EL, LI)
This action employs librarians at each school site to provide a wide assortment of reading materials for English Learners (EL), Low Income (LI), and Foster Youth (FY) students.

Aligned metrics and current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): All Students K-8: -15%, 9-12: -7%; EL K-8: -6.3%, 9-12: -1.75%; SED K-8: -11%, 9-12: -5%; LTEL 3-8: N/A, 9-12: 0%; SWD K-8: -15.33%, 9-12: -20%.
Metric 1.2 (CAASPP ELA): All Students 3rd-8th: -1.22%, 11th: +1.37%; SED 3rd-8th: -1.43%, 11th: -0.19%; LTEL: -9.86%; SWD: -6.44%.
Metric 1.3 (CAASPP Math): All Students 3rd-8th: -7.03%, 11th: -0.3%; SED 3rd-8th: -6.87%, 11th: -4.38%; LTEL: -5.63%; SWD: -6.14%.
Metric 1.4 (CAST Science): All Students: -4.29%; EL: -1.58%; SED: -5.9%; LTEL: -2.5%; SWD: -3.12%.
Metric 1.5 (EL Reclassification): EL: -0.4%; LTEL: -9.0%.
Metric 1.6 (EL Progress Towards Proficiency): EL: -14.3%; LTEL: -6.48%.

The data shows declines from baseline across most aligned metrics for the student groups this action is principally directed toward. English Learners show declines in district benchmarks (Metric 1.1) at K-8 (-6.3%) and 9-12 (-1.75%). SED students show declines across all metrics, including -11% in district benchmarks K-8 (Metric 1.1) and -5.9% in CAST Science (Metric 1.4). LTEL students show significant declines in CAASPP ELA (-9.86%, Metric 1.2), CAASPP Math (-5.63%, Metric 1.3), reclassification (-9.0%, Metric 1.5), and progress towards proficiency (-6.48%, Metric 1.6). Overall EL progress towards proficiency declined by -14.3% (Metric 1.6). Foster Youth data is tracked internally due to small group size.
While the presence of library staff at each school site provides an important resource for encouraging reading and increasing literacy skills among EL, LI, and FY students, the academic data has not yet reflected measurable gains in the aligned metrics. It is important to note that the impact of library services on reading and literacy development is often a longer-term investment, and the library staff's role in gathering student perspectives to offer reading materials that appeal to student interest and trends contributes to a broader culture of literacy. This action demonstrates limited measurable effectiveness to date based on the current difference from baseline data. The district may want to explore ways to more directly connect library services to the targeted literacy and reading intervention strategies being implemented through other actions, particularly for EL, LI, and FY students who may benefit from curated reading materials aligned to their language development levels and academic needs.

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.

In examining the various metrics and their sustainment or growth under Goal 2, Riverdale Joint Unified School District did not change or alter their metrics, actions or intent towards their goal with the exception of the projected out for Classroom Observations.. The opportunity for professional growth, as identified under Goal 2, is essential for educators and support staff to hone, enhance and develop instructional strategies to work with the identified groups. While some of the academic metrics performed lower than expected for all students including English Learners and low-income, teachers through educational partner conversations along with administrators believe the district is moving in the right direction for instructional practices. The work being conducted through professional development centered on the alignment of standards and the district has seen growth and plans to continue this practice in the 26-27 school year as RJUSD will close out the current 3-year LCAP. RJUSD changed their approach in students taking home laptops in 2024-2025 as the district limited it to grades 7th - 12th. This approach was still supported in the 2025-2026 school year by staff and parents. While some parents voiced they would prefer for students in the younger grades to have a laptop at home, the overwhelming opinion was to have laptops available to students in grades 7th and above for home usage. This practice will continue in the 2026-2027 school year. Students in all grades are exposed to technology in various forms from TK-12 grade. Technology serves as an important medium for students to use as a tool. The district was also pleased to see a continual increase in staff participation on surveys. In conversations with labor unions, the district understands the importance of creating variable times for classified employees to take part in the annual survey as their times of opportunity do not always correlate to those of certificated staff. Greater opportunities were provided for Classified staff to participate in 25-26. These new practices will continue in the 26-27 year and moving forward. Conversations were held about continuing LREBG funds towards Action 2.2 and input provided will continue this funding towards professional development. The one item of change in Goal 2 was Metric 2.4 - Classroom Observations. While classroom observations are an important part of witnessing how learned instructional practices from various professional development opportunities are taking place, the desired high frequency of visiting every teacher 3 times per school year has proven to be a challenge. The metric set was at 100% of teachers. The revised desired outcome is now set at 90%. RJUSD is in the process of working with certificated employees and their union representation along with classified employees and their representation in creating a revised approach of how observations can occur in a more productive fashion. RJUSD will edit this goal for the 2026-2027 school year, along with creating a revised process during the same 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	Standards Aligned Instructional Materials	RJUSD will purchase instructional time for teachers to access Standards Aligned Instructional Materials for students.	$122,333.00	No
2.2	Professional Development	LREBG funds will be used towards professional development directed at addressing learning recovery involving approaches and strategies.	$200,303.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG funds will be paying for a portion of the FCSS PD contract, the areas it is paying for are ELA/ELD/HSS, Math and leadership coaching. For the federal fund portion of this goal and action, RJUSD will be using federal funds to pay for subs that cover our staff when attending PD. Any remaining federal funds will be used at a portion of the FCSS PD contract outside the areas receiving LREBG funds and in the areas of Technology and Science. The needs assessment substantiated findings from the 2024 Dashboard and district data related to ELA and Math Achievement of English Learners. In addition, RJUSD was placed in Differentiated Assistance (DA) for English Learners in the areas of English Language Arts (ELA) and Mathematics. On the fall 2023 CA Dashboard, RJUSD had English Learners in ELA categorized as "Red" at the LEA Level, Riverdale Elementary , and both ELA and Math at Riverdale High School. To examine this discovery, RJUSD completed a needs assessment to determine the root causes of the low performance of English Learners in both academic areas. As part of the needs assessment, RJUSD disaggregated data to look at academic performance of all students and the identified group of English Learners along with empathy interviews with instructional staff. RJUSD found that teachers and tutors varied in instructional approaches when working with English Learners and that even common strategies being used varied in approaches. Riverdale Joint Unified School District will provide professional learning opportunities, including on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops to bring about a more aligned approach to instructional practices and approaches in working with English Learners. The focus of this work will be aimed for English Learners at Riverdale Elementary in ELA and English Learners at Riverdale High in both ELA and Math. The discussions raised from these opportunities will directly allow RJUSD staff at both RES and RHS to address the "Red" indicators on the dashboard for English Learners. The portions of Professional Development that are centered at Learning Recovery and being paid out of LREBG funds are in alignment with the outlined allowable expenses. This action, involving LREBG directed funds towards specific professional development, aligns with allowable uses of		

Action #	Title	Description	Total Funds	Contributing
		funds in Ed Code 32526(c) as these programs are aimed at learning recovery. The professional development RJUSD will be using are in areas directed towards to support them as they have not met the achievement standard in ELA and Math. Research indicates that using research based aligned approaches will provide proven strategies for instructional staff and administrators to use with English Learners and focus on their academic growth and development. Professional development opportunities will occur during the school day and allow instructional staff and administrators to use these strategies with English Learners for academic growth. RJUSD however does believe the learned strategies will be applicable to all students thus providing structured learning opportunities for English Learners and all students thus leading to measurable academic growth in both English Language Arts and Mathematics. Metrics: 1.1, 1.2, 1.3, & 1.4 LREBG Funds: $172,356		
2.3	Instructional Technology	The district will provide instructional technology to English Learners and Low Income students.	$939,081.00	Yes
2.4	Professional Development ELD	The district will provide professional development opportunities in the area of ELD for instructional staff to use specifically with English Learners and Long Term English Learners.	$46,489.00	Yes
2.5	ELD Supplemental Materials	The district will purchase ELD supplemental instructional materials to be used for English Learner and Long Term English Learner students.	$13,039.00	Yes
2.6	Staff Collaboration	The district will purchase time for instructional staff to provide opportunities for collaboration to develop and enhance a system of academic support for English Learners and Low Income students.	$22,477.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Instructional Coaching	The district will provide instructional coaching to teachers and support staff working with English Learners and Low Income students in an academic setting.	$213,065.00	Yes
2.8	Library Staff	The district will employ librarians at each school site to provide a wide assortment of reading materials for English Learners and Low Income students.	$203,352.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SCHOOL CLIMATE & CULTURE - Goal 3: District staff and each school site staff will work collaboratively with safety personnel to access materials and resources, and to improve and sustain a clean, healthy, and safe learning environment for students, in which they can fully engage academically, physically, and emotionally.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A school is a place for education, and it's also a place where kids can socialize and develop skills that will help them later in life. It is the goal for ALL students and staff to learn and work in a positive climate and culture that supports the learning and overall well-being of every student, as well as for staff members, parents, and the community. A positive climate and culture can be measured through a safe and clean learning environment for all students and staff in which they can engage academically, physically, and emotionally. Providing a learning environment that is clean, appealing, and safe where students are attending on a high rate, involved in various programs, and feel connected are elements that contribute to success both academically and emotionally. Based on the 2023 California School Dashboard, RJUSD was placed in Differentiated Assistance for All Students in the area of suspension. In addition to All Students, there were specific subgroups identified in the "Red" for the CA Dashboard. These subgroups were English Learners, Homeless, Socioeconomically Disadvantaged, and Hispanic students. English Language Arts . RJUSD has committed to focusing on the suspension rate of identified student subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate	All students - 15.9% EL - 16.7% SED - 17% SWD - 22.2%	All students - 13.2% EL - 13.4% SED - 13.9%	All students - 11.4% EL - 13.8% SED - 12.3%	All students - 12% EL - 12% SED - 13% SWD - 17%	All students: - 4.5% EL: -2.9% SED: -4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: DataQuest	SWD - 18.1% Data Year: 2023-2024 Data Source: DataQuest	SWD - 16.0% Data Year: 2024-2025 Data Source: DataQuest	Data Year: 2025-2026 Data Source: DataQuest	SWD: -6.2%
3.2	Student Attendance Rate	94.92% Attendance Rate Data Year 2023-2024 Data Source: Aeries (P2 Report)	94.92% Attendance Rate Data Year 2024-2025 Data Source: Aeries (P2 Report)		Maintain Above 92% Attendance Rate Data Year 2026-2027 Data Source: Aeries (P2 Report)	No Change/Maintained Attendance Rate
3.3	High School Graduation Rate	All students - 93.6% EL - 88.4% SED - 92.6% SWD - 45.5% Data Year: 2022-2023 Data Source: CA Dashboard	All students - 96.4% EL - 94.7% LTEL - 94.1% SED - 96% SWD - 75% Data Year: 2023-2024 Data Source: CA Dashboard	All students - 96.9% EL - 97.7% LTEL - 97.4% SED - 97.5% SWD - N/A% Data Year: 2024-2025 Data Source: CA Dashboard	All students - 95% EL - 90% LTEL - 96% SED - 95% SWD - 50% Data Year: 2025-2026 Data Source: CA Dashboard	All students: +3.3% EL: +9.3% LTEL: New Metric in 24-25: +3.3% SED: +4.9% SWD: N/A
3.4	High School Drop-out Rate	.02% High School Dropout Rate Data Year: 2022-2023 Data Source: CALPADS (1.24) 2022-2023	.03% High School Dropout Rate Data Year: 2023-2024 Data Source: CALPADS (1.24) 2023-2024	.01% High School Dropout Rate Data Year: 2024-2025 Data Source: CALPADS (1.24) 2024-2025	Maintain Low % High School Dropout Rate Data Year: 2025-2026 Data Source: CALPADS (1.24) 2025-2026	-0.01 Maintain Low % High School Dropout Rate
3.5	Middle School Drop-out Rate	0% Middle School Dropout Rate Data Year: 2022-2023 Data Source: CALPADS (1.12)2022-2023	0% Middle School Dropout Rate Data Year: 2023-2024	0% Middle School Dropout Rate Data Year: 2024-2025	Maintain Low % Middle School Dropout Rate Data Year: 2025-2026	Maintain Low % Middle School Dropout Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CALPADS (1.12) 2023-2024	Data Source: CALPADS (1.12) 2024-2025	Data Source: CALPADS (1.12) 2025-2026	
3.6	Suspension Rate	RJUSD: All Students - 5.7% EL - 6.6% SED - 5.9% SWD - 5.5% Hispanic - 5.4% Homeless - 12.8% Riverdale Elementary: All Students - 9.8% EL - 10.8% SED - 10.2% Hispanic - 9.7% Homeless - 16.2% Riverdale High School: All Students - 4.6% EL - 9% Data Year: 2022-2023 Data Source: CA Dashboard	RJUSD: All Students - 5% EL - 5% SED - 5.3% SWD - 4.8% Hispanic - 5.2% Homeless - 5.8% Riverdale Elementary: All Students - 5.1% EL - 5.1% SED - 5.6% Hispanic - 5.3% Homeless - 8.1% Riverdale High School: All Students - 7.4% EL - 9.3% Data Year: 2023-2024 Data Source: CA Dashboard	RJUSD: All Students - 3.7% EL - 4% SED - 3.7% SWD - 2.8% Hispanic - 3.6% Homeless - 4.3% Riverdale Elementary: All Students - 5.1% EL - 5.4% SED - 5.1% Hispanic - 5.1% Homeless - 6.3% Riverdale High School: All Students - 4.4% EL - 6.1% Data Year: 2024-2025 Data Source: CA Dashboard	RJUSD: All Students - 4% EL - 3% SED - 3% SWD - 3% Hispanic - 3 Homeless - 8% Riverdale Elementary: All Students - 7% EL - 7% SED - 7% Hispanic - 6% Homeless - 10% Riverdale High School: All Students - 3% EL - 6% Data Year: 2025-2026 Data Source: CA Dashboard	RJUSD: All Students: -2.0% EL: -2.6% SED: -2.2% SWD: -2.7% Hispanic: -1.8% Homeless: -8.5% Riverdale Elementary: All Students: -4.7% EL: -5.4% SED: -5.1% Hispanic: -4.6% Homeless: -9.9% Riverdale High School: All Students: -0.2% EL: -2.9%
3.7	Expulsion Rate	All Students - 1.0% Data Year: 2022-2023 Data Source: Data Quest	All Students - 0.1% Data Year: 2023-2024 Data Source: Data Quest	All Students - 0.1% Data Year: 2024-2025 Data Source: Data Quest	All Students - Maintain Low % Data Year: 2025-2026 Data Source: Data Quest	All Students: -0.9%
3.8	Co-Curricular/Extra-Curricular Participation Rate	26.2% Co-Curricular/Extra -	27.9% Co-Curricular/Extra -	29.6% Co-Curricular/Extra -	30% Co-Curricular/Extra -	+3.4% Co-Curricular/Extra -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Curricular Participation Rate Data Year: 2023-2024 Data Source: Local Census	Curricular Participation Rate Data Year: 2024-2025 Data Source: Local Census	Curricular Participation Rate Data Year: 2025-2026 Data Source: Local Census	Curricular Participation Rate Data Year: 2026-2027 Data Source: Local Census	Curricular Participation Rate
3.9	After-School Program Participation Rate	25.3% After-School Program Participation Rate Data Year: 2023-2024 Data Source: Local Census	27.5% After-School Program Participation Rate Data Year: 2024-2025 Data Source: Local Census	28.2% After-School Program Participation Rate Data Year: 2025-2026 Data Source: Local Census	30% After-School Program Participation Rate Data Year: 2026-2027 Data Source: Local Census	+2.9% After-School Program Participation Rate
3.10	Facilities Inspection Tool (FIT) Program	Status: Good Data Year 2023-2024 Data Source: FIT Evaluation	Status: Good Data Year 2024-2025 Data Source: FIT Evaluation	Status: Exemplary Data Year 2025-2026 Data Source: FIT Evaluation	Status: Maintain Good Status Data Year 2026-2027 Data Source: FIT Evaluation	Maintain Good Status
3.11	Student Survey Participation	79% Student Survey Participation Rate Data Year: 2023-2024 Data Source: HK Survey	81% Student Survey Participation Rate Data Year: 2024-2025 Data Source: HK Survey	74.5% Student Survey Participation Rate Data Year: 2025-2026 Data Source: HK Survey	82% Student Survey Participation Rate Data Year: 2026-2027 Data Source: HK Survey	-4.5% Student Survey Participation Rate
3.12	Sense of Safety	Students - 61.3% Staff - 96% Parents - 89% Data Year: 2023-2024 Data Source: HK Survey	Students - 56% Staff - 89% Parents - 90% Data Year: 2024-2025 Data Source: HK Survey	Students - 63% Staff - 94% Parents - 84% Data Year: 2025-2026 Data Source: HK Survey	Students - 65% Staff - Maintain In 90% Range Parents - 93% Data Year: 2026-2027 Data Source: HK Survey	Students: +1.7% Staff: -2.0% Parents: -5.0%
3.13	Sense of Connectedness	Students - 63% Staff - 90%	Students - 55.6% Staff - 93%	Students - 61% Staff - 93%	Students - 65%	Students: -2.0% Staff: +3.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents - 78% Data Year: 2023-2024 Data Source: HK Survey	Parents - 80% Data Year: 2024-2025 Data Source: HK Survey	Parents - 81% Data Year: 2025-2026 Data Source: HK Survey	Staff - Maintain In 90% Range Parents - 82% Data Year: 2026-2027 Data Source: HK Survey	Parents: +3.0%

Goal Analysis [2025-26]

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

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

Riverdale Joint Unified School District fully implemented all eleven actions within Goal 3: School Climate & Culture during the 2025-26 school year. Actions 3.1 (PBIS), 3.2 (Student Recognition), 3.3 (Student Transportation), 3.4 (Transportation Co-curricular/Extra-curricular Activities), 3.5 (Clean Campuses/Facilities), 3.6 (Health and Support Services), 3.7 (After School Programs), 3.8 (Student Opportunities), 3.9 (Supervision & Support), 3.10 (Social Emotional Support), and 3.11 (Alternative Means of Suspension Programs) were all implemented as planned with no substantive differences between planned and actual implementation.

The district experienced several notable successes across this goal. One of the most significant achievements was the district's exit from Differentiated Assistance for suspensions, a direct result of the combined efforts of Actions 3.1 and 3.11. The suspension rate declined across all previously identified student groups, including English Learners, Low Income, Hispanic, and Homeless students. The PBIS framework and alternative means of suspension programs worked in tandem to produce these meaningful reductions. The district also celebrated the successful hiring of an Athletic Trainer (Action 3.8), which was a major request from parents, particularly low-income families who face geographic and financial barriers to accessing medical services for their children participating in sports. The wide range of athletic programs offered from upper elementary through high school provides valuable opportunities for students in a rural community where families may have limited access to other activities. The transition to a new Coordinator of Safety (Action 3.9) was handled smoothly after the retirement of a long-tenured employee, and the new individual has continued to build meaningful relationships with students. The role has become increasingly important as current political issues, such as immigration, have created unsettledness among students, particularly English Learners. The comprehensive social emotional support system (Action 3.10), which includes five counselors, two psychologists, and the All-4-Youth program through Fresno County, continues to provide multiple levels of intervention for students expressing mental health needs. Facilities across the district (Action 3.5) were maintained at a high level despite construction projects occurring at every campus, with visitors commenting on the impressive appearance and cleanliness of the sites. Health and support services (Action 3.6) were maintained without challenges, with two LVNs and contracted services providing essential support, particularly for low-income families. After-school programs (Action 3.7) continued at every school site with strong student interest, and student recognition efforts (Action 3.2) were well received by students and parents alike, with site administration maintaining a thoughtful balance between recognition events and instructional time. Transportation services (Actions 3.3 and 3.4) proved essential, as evidenced by significantly lower attendance on days when transportation was cancelled due to foggy weather conditions.

The district also experienced several challenges. A recurring philosophical tension emerged around the balance between providing alternative consequences for student behavior and maintaining appropriate levels of student accountability (Actions 3.1 and 3.11). While the suspension rate has decreased, some staff expressed concern that the alternative approaches may not hold students sufficiently accountable for their actions. The district office and administrators continue to work carefully to maintain this balance. Transportation for co-curricular and extra-curricular events (Action 3.4) was occasionally disrupted when the contracted transportation company experienced driver shortages or conflicts with mandatory driving hour limitations, requiring coaches and teachers to arrange alternative transportation. After-school programs (Action 3.7), while popular and appealing to students, experienced personnel turnover through the contracted provider, which at times resulted in programs not being offered or being cut short. A continued challenge with social emotional support services (Action 3.10) involves building parent comfort with mental health services, particularly when privacy laws such as HIPAA limit the sharing of information between providers and families, creating hesitancy among some parents.

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.

In reviewing expenditures under Goal 3, while RJUSD did experience minor fluctuations between estimated and actual expenditures, none of the actuals for any of the actions in Goal 3 created a difference larger than 10%. Minor fluctuations were associated with cost variances due to inflation, increases in salaries and benefits under a new employee contract for the 2025-2026 year or utilities costs. RJUSD was very pleased in their ability to project costs for the 25-26 school year and keep changes under a 10% variation. All actions in Goal 3 were fully implemented.

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

Action Effectiveness:
3.1 PBIS = Effective – Suspension reductions across all identified groups; chronic absenteeism declining; graduation rate increasing
3.2 Student Recognition = Mixed – Staff and parent connectedness up; student connectedness declined
3.3 Student Transportation = Effective – Attendance maintained; chronic absenteeism declining
3.4 Transportation Co-curricular/Extra-curricular = Effective – Participation up; chronic absenteeism and suspensions declining
3.5 Clean Campuses/Facilities = Effective – FIT status improved from Good to Exemplary
3.6 Health and Support Services = Partially Effective – Attendance and absenteeism positive; staff and parent safety concerns
3.7 After School Programs = Effective – Participation rate increased
3.8 Student Opportunities = Mixed but Predominantly Positive – Participation and climate metrics positive; academic metrics still declining
3.9 Supervision & Support = Mixed – Absenteeism and suspensions declining; staff and parent safety concerns persist
3.10 Social Emotional Support = Mixed but Predominantly Positive – Absenteeism declining; connectedness for staff and parents up; student connectedness declined
3.11 Alternative Means of Suspension Programs = Effective – All identified DA student groups show suspension reductions; DA exit achieved

Action 3.1: PBIS (Contributing – EL, LI)

This action provides alternative means to suspension through programs like PBIS for English Learners (EL), Low Income (LI), and Foster Youth (FY) students. RJUSD purchases time for staff to work together to develop, enhance, and provide the PBIS curriculum. This action was developed to support the recognized need of addressing the suspension rate of EL and LI students who were identified in the "Red" category on the 2023 CA School Dashboard.

Aligned metrics and current differences from baseline include:
Metric 3.1 (Chronic Absenteeism): All Students: -4.5%; EL: -2.9%; SED: -4.7%; SWD: -6.2%.
Metric 3.2 (Student Attendance Rate): No Change/Maintained at 94.92%.
Metric 3.3 (Graduation Rate): All Students: +3.3%; EL: +9.3%; LTEL: +3.3% (new metric in 24-25); SED: +4.9%; SWD: N/A.
Metric 3.4 (High School Drop-out Rate): -0.01% (maintained low).
Metric 3.5 (Middle School Drop-out Rate): Maintained at 0%.
Metric 3.6 (Suspension Rate):
RJUSD: All Students: -2.0%; EL: -2.6%; SED: -2.2%; SWD: -2.7%; Hispanic: -1.8%; Homeless: -8.5%.
Riverdale Elementary: All Students: -4.7%; EL: -5.4%; SED: -5.1%; Hispanic: -4.6%; Homeless: -9.9%.
Riverdale High: All Students: -0.2%; EL: -2.9%.
Metric 3.7 (Expulsion Rate): All Students: -0.9%.
Metric 3.8 (Co-Curricular/Extra-Curricular Participation Rate): +3.4%.
Metric 3.9 (After-School Program Participation Rate): +2.9%.
Metric 3.11 (Student Survey Participation): -4.5%.
Metric 3.12 (Sense of Safety): Students: +1.7%; Staff: -2.0%; Parents: -5.0%.

This action has been effective in making progress toward the goal, particularly in the area of suspension reduction. The district-wide suspension rate has declined for every identified student group, including EL students (-2.6%), SED students (-2.2%), Hispanic students (-1.8%), Homeless students (-8.5%), and SWD students (-2.7%) in Metric 3.6. Riverdale Elementary, which had multiple student groups in the "Red" for suspensions, shows particularly strong reductions: EL (-5.4%), SED (-5.1%), Hispanic (-4.6%), and Homeless (-9.9%). Riverdale High also shows reductions for All Students (-0.2%) and EL students (-2.9%). Chronic absenteeism (Metric 3.1) has declined for all groups, including EL (-2.9%), SED (-4.7%), and SWD (-6.2%). The graduation rate (Metric 3.3) has increased for All Students (+3.3%), EL (+9.3%), and SED (+4.9%). Co-curricular participation (Metric 3.8) increased by +3.4% and after-school participation (Metric 3.9) increased by +2.9%. The expulsion rate (Metric 3.7) declined by -0.9%. Student sense of safety increased slightly (+1.7%, Metric 3.12). Foster Youth data is tracked internally due to small group size.

Areas for continued attention include the decline in student survey participation (-4.5%, Metric 3.11), the decline in staff sense of safety (-2.0%, Metric 3.12), and the decline in parent sense of safety (-5.0%, Metric 3.12). The PBIS framework, combined with the district's broader efforts to provide alternative means to suspension, has contributed meaningfully to the reduction in suspensions for EL, LI, and FY students and the improvement in school climate indicators.

Action 3.2: Student Recognition
This action enhances opportunities for student recognition to include a wide range of students and families.

While this action does not have a dedicated standalone metric, it aligns broadly with the school climate metrics in Goal 3:

Metric 3.12 (Sense of Safety): Students: +1.7%; Staff: -2.0%; Parents: -5.0%.
Metric 3.13 (Sense of Connectedness): Students: -2.0%; Staff: +3.0%; Parents: +3.0%.

This action shows mixed effectiveness. Staff sense of connectedness increased by +3.0% and parent sense of connectedness increased by +3.0% (Metric 3.13), suggesting that recognition efforts may be contributing to stronger connections between the school community and families. Student sense of safety increased slightly (+1.7%, Metric 3.12). However, student sense of connectedness declined by -2.0% (Metric 3.13), and parent sense of safety declined by -5.0% (Metric 3.12). Riverdale will examine whether student recognition efforts are reaching a broad and diverse range of students and whether the recognition opportunities are contributing to students feeling more connected to their school community.

Action 3.3: Student Transportation
This action maintains transportation to support positive school attendance for all students.

Aligned metrics and current differences from baseline include:
Metric 3.1 (Chronic Absenteeism): All Students: -4.5%; EL: -2.9%; SED: -4.7%; SWD: -6.2%.
Metric 3.2 (Student Attendance Rate): No Change/Maintained at 94.92%.

This action has been effective in supporting positive school attendance. The attendance rate has been maintained at 94.92% (Metric 3.2), and chronic absenteeism has declined significantly for All Students (-4.5%), EL students (-2.9%), SED students (-4.7%), and SWD students (-6.2%) in Metric 3.1. The continued provision of transportation is a foundational service that supports students' ability to physically access school, and the sustained attendance rate combined with declining chronic absenteeism suggests that transportation services are contributing positively to student engagement and attendance patterns across all student groups.

Action 3.4: Transportation Co-curricular/Extra-curricular Activities (Contributing – EL, LI)
This action provides transportation for English Learner (EL), Low Income (LI), and Foster Youth (FY) students in co-curricular and extra-curricular programs.

Aligned metrics and current differences from baseline include:
Metric 3.1 (Chronic Absenteeism): All Students: -4.5%; EL: -2.9%; SED: -4.7%; SWD: -6.2%.
Metric 3.6 (Suspension Rate): RJUSD All Students: -2.0%; EL: -2.6%; SED: -2.2%; Hispanic: -1.8%; Homeless: -8.5%.
Metric 3.8 (Co-Curricular/Extra-Curricular Participation Rate): +3.4%.
Metric 3.13 (Sense of Connectedness): Students: -2.0%; Staff: +3.0%; Parents: +3.0%.

This action has been effective in making progress toward the goal. The co-curricular/extra-curricular participation rate increased by +3.4% (Metric 3.8), indicating that more students, including EL, LI, and FY students, are participating in activities outside the classroom. Chronic absenteeism (Metric 3.1) has declined for all groups, including EL (-2.9%) and SED (-4.7%), suggesting that participation in co-curricular activities may be contributing to students' desire to attend school. The suspension rate (Metric 3.6) has declined for all identified groups, including EL (-2.6%), SED (-2.2%), and Homeless (-8.5%). Parent sense of connectedness increased by +3.0% (Metric 3.13), and staff sense of connectedness increased by +3.0% (Metric 3.13). Foster Youth data is tracked internally.

The one area of concern is the decline in student sense of connectedness (-2.0%, Metric 3.13), which suggests that while participation is increasing, the district may want to explore whether the co-curricular and extra-curricular experiences are fostering deeper connections for EL, LI, and FY students. Overall, the provision of transportation to these activities is removing a significant barrier for unduplicated student groups and contributing to increased engagement.

Action 3.5: Clean Campuses/Facilities
This action maintains clean campuses that are in good repair, addresses facilities needs relating to enrollment and increased course offerings, and improves current facilities.

The aligned metric, Metric 3.10 (Facilities Inspection Tool - FIT), shows that the status has improved from "Good" to "Exemplary", maintaining a positive trajectory from baseline.

This action has been effective. The improvement from "Good" to "Exemplary" on the FIT evaluation (Metric 3.10) demonstrates that the district has not only maintained but enhanced the condition of its facilities. Clean and well-maintained campuses contribute to a positive learning environment for all students and staff. This improvement aligns with feedback from students and parents through the Healthy Kids Survey who expressed interest in the upkeep and cleanliness of campuses and facilities. The district's investment in maintaining and improving facilities is producing measurable results.

Action 3.6: Health and Support Services
This action maintains contracted health and support services for all students.

While this action does not have a dedicated standalone metric, it aligns broadly with school climate and well-being metrics:
Metric 3.1 (Chronic Absenteeism): All Students: -4.5%; EL: -2.9%; SED: -4.7%; SWD: -6.2%.
Metric 3.2 (Student Attendance Rate): No Change/Maintained at 94.92%.
Metric 3.12 (Sense of Safety): Students: +1.7%; Staff: -2.0%; Parents: -5.0%.

This action has been partially effective. The decline in chronic absenteeism across all student groups (Metric 3.1) and the maintained attendance rate (Metric 3.2) suggest that health and support services are contributing to students' ability to attend school consistently. Student sense of safety increased slightly (+1.7%, Metric 3.12). However, the decline in staff sense of safety (-2.0%) and parent sense of safety (-5.0%) in Metric 3.12 suggest that there may be areas where health and support services could be expanded or better communicated to address the safety concerns of staff and parents. The district should continue to monitor these trends and explore whether additional health and support services are needed to address the expressed concerns.

Action 3.7: After School Programs
This action provides quality after-school programs at each school site.

The aligned metric, Metric 3.9 (After-School Program Participation Rate), shows a current difference from baseline of +2.9%, increasing from 25.3% to 28.2%.

This action has been effective in increasing participation in after-school programs. The +2.9% increase (Metric 3.9) indicates that more students are engaging in after-school opportunities across the district's school sites. After-school programs provide academic enrichment, tutorial support, and social engagement opportunities that benefit all students. The steady growth in participation suggests that the programs are meeting student needs and interests. The district should continue to monitor participation rates and ensure that the programs are accessible and appealing to a diverse range of students, including those from unduplicated student groups.

Action 3.8: Student Opportunities (Contributing – EL, LI)
This action provides opportunities for participation in athletic programs for English Learners (EL), Low Income (LI), and Foster Youth (FY) students by paying for Athletic Trainers, Coaches, and materials for the athletic program.

Aligned metrics and current differences from baseline include:
Metric 1.1 (District Benchmarks – ELA): All Students K-8: -15%, 9-12: -7%; EL K-8: -6.3%, 9-12: -1.75%; SED K-8: -11%, 9-12: -5%.
Metric 1.2 (CAASPP ELA): All Students 3rd-8th: -1.22%, 11th: +1.37%; SED 3rd-8th: -1.43%, 11th: -0.19%.
Metric 1.3 (CAASPP Math): All Students 3rd-8th: -7.03%, 11th: -0.3%; SED 3rd-8th: -6.87%, 11th: -4.38%.
Metric 1.4 (CAST Science): All Students: -4.29%; EL: -1.58%; SED: -5.9%.
Metric 3.1 (Chronic Absenteeism): All Students: -4.5%; EL: -2.9%; SED: -4.7%; SWD: -6.2%.
Metric 3.6 (Suspension Rate): RJUSD All Students: -2.0%; EL: -2.6%; SED: -2.2%; Hispanic: -1.8%; Homeless: -8.5%.
Metric 3.8 (Co-Curricular/Extra-Curricular Participation Rate): +3.4%.
Metric 3.13 (Sense of Connectedness): Students: -2.0%; Staff: +3.0%; Parents: +3.0%.

This action shows mixed but predominantly positive effectiveness in the school climate metrics. The co-curricular/extra-curricular participation rate increased by +3.4% (Metric 3.8), indicating that more EL, LI, and FY students are participating in athletic and other programs. Chronic absenteeism (Metric 3.1) declined for all groups, including EL (-2.9%) and SED (-4.7%). The suspension rate (Metric 3.6) declined for all identified groups, including EL (-2.6%), SED (-2.2%), and Homeless (-8.5%). Parent sense of connectedness increased by +3.0% and staff sense of connectedness increased by +3.0% (Metric 3.13). The district's successful filling of the Athletic Trainer position has been well received by parents, particularly LI families who expressed the financial hardship of seeking medical services for their children playing sports. Foster Youth data is tracked internally.

The academic metrics (1.1–1.4) show declines from baseline for most student groups. While RJUSD maintains a 2.0 GPA requirement and a no "F" policy for athletic eligibility, the academic data has not yet reflected gains that can be directly attributed to athletic participation. Student sense of connectedness declined by -2.0% (Metric 3.13). Riverdale Joint Unified School District will continue to monitor whether athletic participation is contributing to improved academic accountability for EL, LI, and FY students and explore ways to strengthen the connection between athletic involvement and academic performance.

Action 3.9: Supervision & Support (Contributing – EL, LI)
This action employs a Coordinator of Safety and other personnel, such as playground staff, custodians, and teacher supervision time, to work and interact with English Learners (EL), Low Income (LI), and Foster Youth (FY) students to increase levels of perceived student safety.

Aligned metrics and current differences from baseline include:
Metric 3.1 (Chronic Absenteeism): All Students: -4.5%; EL: -2.9%; SED: -4.7%; SWD: -6.2%.

Metric 3.2 (Student Attendance Rate): No Change/Maintained at 94.92%.
Metric 3.6 (Suspension Rate): RJUSD All Students: -2.0%; EL: -2.6%; SED: -2.2%; SWD: -2.7%; Hispanic: -1.8%; Homeless: -8.5%.
Metric 3.8 (Co-Curricular/Extra-Curricular Participation Rate): +3.4%.
Metric 3.11 (Student Survey Participation): -4.5%.
Metric 3.12 (Sense of Safety): Students: +1.7%; Staff: -2.0%; Parents: -5.0%.
Metric 3.13 (Sense of Connectedness): Students: -2.0%; Staff: +3.0%; Parents: +3.0%.

This action shows mixed effectiveness. Several metrics demonstrate positive progress. Chronic absenteeism (Metric 3.1) has declined for all groups, including EL (-2.9%), SED (-4.7%), and SWD (-6.2%). The suspension rate (Metric 3.6) has declined across all identified groups, including EL (-2.6%), SED (-2.2%), Hispanic (-1.8%), and Homeless (-8.5%). The attendance rate has been maintained (Metric 3.2). Co-curricular participation increased by +3.4% (Metric 3.8). Student sense of safety increased by +1.7% (Metric 3.12), and both staff and parent sense of connectedness increased by +3.0% each (Metric 3.13). Foster Youth data is tracked internally.

However, areas of concern remain. Student survey participation declined by -4.5% (Metric 3.11), staff sense of safety declined by -2.0% (Metric 3.12), parent sense of safety declined by -5.0% (Metric 3.12), and student sense of connectedness declined by -2.0% (Metric 3.13). The decline in staff and parent sense of safety is notable given that this action is specifically designed to increase perceived safety. The Coordinator of Safety's work with site administration on Restorative Practices, campus safety presentations, and positive interactions with law enforcement are important components, but the data suggests that additional efforts may be needed to address the safety concerns expressed by staff and parents. The district should continue to examine the specific safety concerns raised by educational partners, including vaping, bullying, and escalating student behavior, and ensure that supervision and support strategies are responsive to these concerns for EL, LI, and FY students.

Action 3.10: Social Emotional Support (Contributing – EL, LI)
This action employs counselors, psychologists, and staff for an Alternative School of Choice program (Riverdale Virtual School) to provide various opportunities of social emotional support for English Learners (EL), Low Income (LI), and Foster Youth (FY) students. LREBG funds support All-4-Youth counseling services and a psychologist.

Aligned metrics as identified in the action description (Metrics 3.1, 3.2, 3.8, 3.11, 3.13) and current differences from baseline include:
Metric 3.1 (Chronic Absenteeism): All Students: -4.5%; EL: -2.9%; SED: -4.7%; SWD: -6.2%.
Metric 3.2 (Student Attendance Rate): No Change/Maintained at 94.92%.
Metric 3.8 (Co-Curricular/Extra-Curricular Participation Rate): +3.4%.
Metric 3.11 (Student Survey Participation): -4.5%.
Metric 3.13 (Sense of Connectedness): Students: -2.0%; Staff: +3.0%; Parents: +3.0%.

This action shows mixed but predominantly positive effectiveness. Chronic absenteeism (Metric 3.1) has declined significantly for all groups, including EL (-2.9%), SED (-4.7%), and SWD (-6.2%), suggesting that social emotional support services are contributing to students' ability and willingness to attend school. The attendance rate has been maintained at 94.92% (Metric 3.2). Co-curricular/extra-curricular participation increased by +3.4% (Metric 3.8), indicating that students may be feeling more engaged and connected to school activities. Staff sense of connectedness increased by +3.0% and parent sense of connectedness increased by +3.0% (Metric 3.13), which may reflect the positive impact of expanded counseling services and the availability of the Independent Study program (Riverdale Virtual School) as an alternative for students facing social-emotional challenges. Foster Youth data is tracked internally.

Areas for continued attention include the decline in student survey participation (-4.5%, Metric 3.11) and the decline in student sense of connectedness (-2.0%, Metric 3.13). The district has expanded psychological services, maintained counseling staff, and continued the Riverdale Virtual School program, all of which provide important social emotional support for EL, LI, and FY students. EL parents have expressed that the stigma of mental health issues is a challenge within their culture, and LI families have expressed appreciation for services they would otherwise be unable to afford. The district should continue to monitor student connectedness and explore ways to increase student engagement in surveys to better capture the impact of social emotional services on EL, LI, and FY students.

Action 3.11: Alternative Means of Suspension Programs
This action provides staffing to implement an Alternative Means to Suspension Program and social-emotional support for identified student groups. It was developed in direct response to RJUSD's placement in Differentiated Assistance for the student groups of English Learners, Socio-Economically Disadvantaged, Hispanic, Homeless, and All Students in the "Red" for suspensions on the 2023 CA School Dashboard.

Aligned metrics for the identified student groups in the suspension rate include:
Metric 3.6 (Suspension Rate):
*RJUSD: All Students: -2.0%; EL: -2.6%; SED: -2.2%; SWD: -2.7%; Hispanic: -1.8%; Homeless: -8.5%.
*Riverdale Elementary: All Students: -4.7%; EL: -5.4%; SED: -5.1%; Hispanic: -4.4%; Homeless: -9.9%.
*Riverdale High: All Students: -0.2%; EL: -2.9%.

This action has been effective in making progress toward the goal. Every identified student group that was placed in the "Red" on the 2023 CA School Dashboard for suspensions has shown a decline in suspension rate from baseline. At the district level (Metric 3.6), All Students declined by -2.0%, English Learners by -2.6%, Socio-Economically Disadvantaged students by -2.2%, Hispanic students by -1.8%, and Homeless students by -8.5%. Riverdale Elementary, which had multiple groups in the "Red," shows particularly strong reductions: All Students (-4.7%), EL (-5.4%), SED (-5.1%), Hispanic (-4.4%), and Homeless (-9.9%). Riverdale High also shows reductions for All Students (-0.2%) and EL students (-2.9%).

The district's exit from Differentiated Assistance further validates the effectiveness of this action. The implementation of individualized behavior support and monitoring, targeted social-emotional skills development, and the identification of students at risk of suspension to connect them and their families with supports have contributed to meaningful reductions across all identified student groups. The district should continue these practices and monitor whether the reductions are sustained, particularly at Riverdale High where the reductions, while positive, are smaller than those at Riverdale Elementary.

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.

In examination of the Goal 3, community partners were both satisfied and pleased with the progress that has occurred. RJUSD is on track to reach many of their projected goals or to surpass them. As a result, Riverdale Joint Unified School District only made one small change to the metrics while keeping the actions intact for Goal 3. Many positive areas of data were found in Goal 3. Metrics on attendance (3.1 & 3.2), graduation rate and dropout rate (3.3 - 3.5), suspension and expulsion rates (3.6 and 3.7), participation rates in various programs (3.8 and 3.9) all provided statistical data that all students and in particular specific groups of students in some metrics were all improving. RJUSD will continue using portions of LREBG (Learning Recovery Educational Block Grant) funds towards Action 3.10. RJUSD did however make a small change to the projected outcome result of metric 3.13. Previously the metric began at 63% and was set with a goal of 68% for students feeling connected as found in the district's annual survey. The work associated with this metric is Action 3.10 Social-Emotional Support. The work in this area has been more difficult than anticipated. The data took a significant dip in the 24-25 school year but did see an increase in 25-26. Community partners have expressed that the work involved towards this goal under Action 3.10 is important and should continue. This is evidenced by RJUSD continuing to place their LREBG funds towards this work. The projected outcome has been reduced from 68% to 65% which is a number that is appropriate with the pattern of demonstrated growth.

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	PBIS	The district will provide alternative means to suspension through programs like PBIS for English Learners and Low Income students. In providing alternative means, RJUSD will purchase time for staff to work together to develop, enhance and provide the curriculum of PBIS. This action will support the recognized need according to the 2023 CA School Dashboard of addressing the suspension rate of English Learners and Low Income students as these groups were identified in the "Red" category for that Dashboard.	$44,606.00	Yes
3.2	Student Recognition	Enhance opportunities for student recognition to include a wide range of students and families.	$2,000.00	No
3.3	Student Transportation	Maintain transportation to support positive school attendance.	$1,066,561.00	No
3.4	Transportation Co-curricular/Extra-curricular Activities	The district will provide transportation for English Learner and Low Income students in co-curricular and extra curricular programs.	$115,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Clean Campuses/Facilities	Maintain clean campuses that are in good repair, address facilities needs relating to enrollment needs and increased course offerings, and improve current facilities.	$3,909,986.00	No
3.6	Health and Support Services	Maintain contracted health and support services.	$790,162.00	No
3.7	After School Programs	Provide quality after school programs at each school site.	$100,000.00	No
3.8	Student Opportunities	The district will provide opportunities for participation in athletic programs for English Learners and Low Income students by paying for individuals to serve as Athletic Trainers and Coaches along with materials for the program to work within the athletic realm so that opportunities for athletic programs are available.	$1,036,696.00	Yes
3.9	Supervision & Support	The district will employ a Coordinator of Safety and other personnel, such as playground staff, custodians, and teacher supervision time, to work and interact with English Learners and Low Income students to increase levels of perceived student safety.	$557,433.00	Yes
3.10	Social Emotional Support	LREBG funds will be used towards the social-emotional services of All-4-Youth counselors in the district along with a psychologist. LREBG funds do not have supplement and supplant rules applicable to them. RJUSD will use S&C Funds towards school site counselors salaries and benefits. The needs assessment substantiated findings from the 2024 Dashboard and district data related to the chronic absentee rate and social-emotional support of students in RJUSD. An analysis of the needs assessment identified English Learners and Low-income students at a greater need for mental health support due to these groups' greater abilities to access such services. Our needs assessment revealed significant needs regarding mental health support (Metrics: 3.1, 3.2, 3.8, 3.11, and 3.13) among English Learners (EL and LTEL) and Low Income (LI) students. In response, RJUSD will focus on mental health support programs for	$1,413,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		identified students to use. This action aligns with the allowable fund uses in the area of LREBG funds. To provide such services to address social-emotional concerns and address chronic absenteeism, RJUSD will employ counselors, psychologists, and staff for an Alternative School of Choice program to provide various opportunities of social emotional support for English Learners and Low Income students.The All-4-Youth Counseling Services along with the psychologist will be paid out of LREBG funds which are in alignment with the outlined allowable expenses under social-emotional student need. This action, involving LREBG directed funds towards social-emotional well-being, aligns with the allowable uses of funds in Ed Code 32526(c) as these programs are aimed at supporting the social and emotional well being of students. Research indicates that providing counseling and mental health support will provide a nurturing emotional well-being and social development. This approach will provide a deeper understanding of students' emotional and social well-being creating opportunities for them to attend school and enhance their academic performance. LCFF Funds: Will be used towards school site counselors, an Independent Study program and a district psychologist LREBG Funds: Will be used towards school psychologists and All-4-Youth, a supplemental mental health service through Fresno County. Metrics: 3.1, 3.2, 3.8, 3.11, and 3.13 LREBG Funds: $439,766		
3.11	Alternative Means of Suspension Programs	On the fall 2023 CA Dashboard, RJUSD had the identified student groups of English Learners, Socio-Economically Disadvantaged, Hispanic, Homeless and all students placed in the “Red” at the LEA level. Riverdale Elementary had the identified student groups of English Learners, Socio-Economically Disadvantaged, Hispanic, Homeless, and all students placed in the “Red” and Riverdale High School English Learners placed in the “red” on the Dashboard for suspension.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		To examine this discovery, RJUSD completed a needs assessment to determine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for All Students, English Learners, SED students, Hispanic students, and Homeless Students. RJUSD found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships. Riverdale Joint Unified School District will provide staffing to implement an Alternative Means to Suspension Program and social-emotional support for the identified student groups. The implemented social-emotional supports will focus on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. Designated staff will identify students at risk of suspension in order to connect them and their families with supports that meet their individual needs. The staff of Riverdale Elementary will conduct a closer examination of the student groups that were identified as “Red” for suspensions. The groups of students identified as a “Red” for suspensions at RES were English Learners, Homeless, Socio-Economically Disadvantaged, and Hispanic students. A similar process will be carried out by Riverdale High staff as they will conduct a deeper examination of English Learners who were identified as a “Red” group for suspensions by the CA School Dashboard. The program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	COMMUNITY ENGAGEMENT - Goal 4: District and school staff, in collaboration with parents and students, will implement specific strategies and opportunities to increase family engagement in order to support the students' educational experience.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Communication is essential for all educational partners working together to support student learning. RJUSD has witnessed that while parent support is strong, the number of families and parents who actively take part in various functions is not proportionally grounded. Opportunities for parent involvement and engagement must be further developed and better communicated. To measure the effectiveness of parental support and engagement, RJUSD needs to examine the level of parent workshops and opportunities for parents to engage in meaningful conversations with RJUSD staff at all levels which includes the parental view of their opportunities and ability to provide input. The district's ability to increase parent involvement, input and engagement will result in greater community engagement and strengthen the educational partnership with families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Survey Participation	23% Parent Survey Participation Rate Data Year: 2023-2024 Data Source: HK Survey	23% Parent Survey Participation Rate Data Year: 2024-2025 Data Source: HK Survey	24.2% Parent Survey Participation Rate Data Year: 2025-2026 Data Source: HK Survey	29% Parent Survey Participation Rate Data Year: 2026-2027 Data Source: HK Survey	+1.2%
4.2	Parent Involvement Opportunities District wide	24 Parent Involvement Opportunities District wide Data Year: 2023-2024 Data Source: Local Survey	26 Parent Involvement Opportunities District wide Data Year: 2024-2025	28 Parent Involvement Opportunities District wide Data Year: 2025-2026	27 Parent Involvement Opportunities District wide Data Year: 2026-2027	+4 opportunities in the district

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local Survey	Data Source: Local Survey	Data Source: Local Survey	
4.3	Parent Engagement Rate	26% Parent Engagement Rate Data Year: 2023-2024 Data Source: Local Survey	29% Parent Engagement Rate Data Year: 2024-2025 Data Source: Local Survey	29.6% Parent Engagement Rate Data Year: 2025-2026 Data Source: Local Survey	30% Parent Engagement Rate Data Year: 2026-2027 Data Source: Local Survey	+3.6% Parent Engagement Rate
4.4	School Actively Seeks Parental Input	81% School Actively Seeks Parental Input Data Year: 2023-2024 Data Source: HK Survey	81% School Actively Seeks Parental Input Data Year: 2024-2025 Data Source: HK Survey	77% School Actively Seeks Parental Input Data Year: 2025-2026 Data Source: HK Survey	85% School Actively Seeks Parental Input Data Year: 2026-2027 Data Source: HK Survey	-4.0%
4.5	Parent Input & Participation in Programs for Unduplicated Students and Students with Exceptional Needs	20% Parents Actively Provided Input & Participation Data Year: 2023-2024 Data Source: Local Survey	24% Parents Actively Provided Input & Participation Data Year: 2024-2025 Data Source: Local Survey	27% Parents Actively Provided Input & Participation Data Year: 2025-2026 Data Source: Local Survey	30% Parents Actively Provided Input & Participation Data Year: 2026-2027 Data Source: Local Survey	+7% Parents Actively Provided Input & Participation
4.6	Parent Square Outreach Rate	All students: 96% EL: 97% SED: 97% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report	All students: 95% EL: 97% SED: 96% Data Year: 2024-2025 Data Source: Technology Dept. Asset Report	All students: 95% EL: 95% SED: 97% Data Year: 2025-2026 Data Source: Technology Dept. Asset Report	All students: Maintain 95% or Above EL: Maintain 95% or Above SED: Maintain 95% or Above Data Year: 2026-2027 Data Source: Technology Dept. Asset Report	All students: -1.0%; Maintain 95% or Above EL: -2.0%; Maintain 95% or Above SED: N/C; Maintain 95% or Above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Parent Workshops Participation	63 Parents Attended A Site Workshop Data Year: 2023-2024 Data Source: Local Survey	96 Parents Attended A Site Workshop Data Year: 2024-2025 Data Source: Local Survey	105 Parents Attended A Site Workshop Data Year: 2025-2026 Data Source: Local Survey	80 Parents Attended A Site Workshop Data Year: 2026-2027 Data Source: Local Survey	+42 Parents Attended A Site Workshop

Goal Analysis [2025-26]

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

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

Riverdale Joint Unified School District fully implemented all seven actions within Goal 4: Community Engagement during the 2025-26 school year (Actions 1, 2, 3, 4, 5, 6, and 7). There were no substantive differences between the planned actions and the actual implementation of these actions.

The district experienced several notable successes across Goal 4. Through Action 1 (Parent Workshops), the Parent Institute for Quality Education (PIQUE) workshops continued to be a tremendous success, with growing enrollment at each school site. These workshops empower parents to actively engage in their children's K-12 education and foster partnerships between home and school. In addition, school sites expanded the number of opportunities inviting all parents to campus through events such as District Literacy Night, Back to School Night, Art Programs, and Principal Forums. While the PIQUE workshops have been highly successful, the district noted that the audience is primarily composed of parents of English Learners, and efforts are underway to expand participation to include traditional English-speaking families.

Through Action 2 (Parent Volunteerism), the district continued to encourage parent involvement by covering fingerprinting fees, removing a financial barrier for all parents, including low-income families, to volunteer in classrooms and attend field trips. Action 3 (Parent Communication) saw the district offer a wide range of communication methods, including electronic messaging, phone calls, flyers, marquee postings, and in-person meetings, many of which are offered in Spanish to meet the language needs of the Riverdale community. The home-to-school liaisons played an extremely important role in informing families of opportunities, events, and making connections to help parents better understand school activities.

Action 4 (Parent Survey) continued as the district's single largest event for gathering parental input. Conducted annually over a three-week period in November, the survey saw continued growth in participation, though the district is still seeking greater input. School sites coordinated events to draw parents in as a method to encourage in-person survey responses. Action 5 (Parent Access) provided computer workstations at each school site and the District Office to assist families who may not have a computer or internet access. While the workstations are not utilized on a consistent basis, they address an important need for parents lacking computer access. Action 6 (Parent School Engagement) was fully implemented with no specific successes or challenges noted.

Through Action 7 (Communication Needs for Parents), bilingual staff and Home-to-School Liaisons continued to serve a vital function in communicating with Spanish-speaking families and bridging the language barrier that results in lower communication levels with school sites for English Learner families. The district identified an emerging challenge in providing language support for its growing Arabic-speaking families. While some staff members can assist with Arabic-speaking families, the number is small and the district would like to increase this capacity.

Overall, the district demonstrated a strong commitment to community engagement through the full implementation of all actions within Goal 4, with particular strengths in expanding parent workshop opportunities, removing barriers to volunteerism, and providing multilingual communication to families of English Learners and Low Income students.

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.

In examining material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 4, RJUSD had three actions that experienced a difference greater than 10%. Action 4.4, Parent Survey, was projected at a cost of $4,000. However, in working with WestEd to administer the Annual Healthy Kids Survey, Riverdale Joint Unified School District qualified for several discounts which took the cost of the surveys for students, staff and parents to $628.00. Action 4.6 also experienced a difference between the budgeted and estimated actual expenditures. In providing Parent School Engagement, Action 4.6, RJUSD ended up spending less in the 25-26 year because more classes were offered online thus reducing the cost of childcare as the primary reason for the $6,731 less. The final change in expenditures that was greater than 10% was in Action 4.7, Communication Needs for Parents. To assist with parental communication, RJUSD uses secretaries for translation assistance. The secretary position at Riverdale Elementary School (RES) moved fully to S/C expenditures when previously a portion was attributed to Title I funding. The move to a fully funded S/C position increased the cost to a little over $32,000. All in all however, Goal 4 witnessed a decrease of $7,121.00 from the estimated to actual cost. All actions in Goal 4 were fully implemented.

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

Action Effectiveness:
4.1 Parent Workshops = Effective – Workshop participation up significantly (+42 parents); engagement rate and opportunities increasing
4.2 Parent Volunteerism = Effective – Engagement rate and unduplicated parent input both increasing
4.3 Parent Communication = Mixed – Outreach rate maintained for EL, LI, FY; perception of school seeking input declined
4.4 Parent Survey = Partially Effective – Modest increase in participation; overall rate still low
4.5 Parent Access = Emerging Effectiveness – Growing participation producing more representative data; engagement rate increasing
4.6 Parent School Engagement = Mixed but Predominantly Positive – Workshops and opportunities growing for EL families; perception of input seeking declined
4.7 Communication Needs for Parents = Predominantly Positive – Multiple engagement metrics increasing for EL families; perception of input seeking declined

Action 4.1: Parent Workshops

This action focuses on increasing and improving opportunities for parent workshops.

Aligned metrics and current differences from baseline include:
Metric 4.1 (Parent Survey Participation): +1.2%, increasing from 23% to 24.2%.
Metric 4.2 (Parent Involvement Opportunities District Wide): +4 opportunities, increasing from 24 to 28.
Metric 4.3 (Parent Engagement Rate): +3.6%, increasing from 26% to 29.6%.
Metric 4.7 (Parent Workshops Participation): +42 parents, increasing from 63 to 105 parents attending a site workshop.

This action has been effective in making progress toward the goal. The number of parents attending site workshops has increased significantly by 42 parents (Metric 4.7), growing from 63 to 105, which represents a substantial increase in participation. The number of parent involvement opportunities district wide increased by 4 (Metric 4.2), growing from 24 to 28 opportunities, demonstrating that the district is expanding the availability of engagement events. The parent engagement rate increased by +3.6% (Metric 4.3), and parent survey participation increased by +1.2% (Metric 4.1). Educational partners have expressed that the redesigned parent workshops have been extremely helpful and beneficial, and the continued growth in participation reflects the district's responsiveness to parent needs and desires for educational courses that contribute to their involvement in their child's education. The district should continue to build upon this momentum and explore additional workshop topics and formats that appeal to a broad range of families.

Action 4.2: Parent Volunteerism
This action provides fingerprinting sessions to increase and improve opportunities for parent volunteerism.

While this action does not have a dedicated standalone metric, it aligns broadly with the parent engagement metrics in Goal 4:
Metric 4.3 (Parent Engagement Rate): +3.6%, increasing from 26% to 29.6%.
Metric 4.5 (Parent Input & Participation in Programs for Unduplicated Students and Students with Exceptional Needs): +7%, increasing from 20% to 27%.

This action has been effective in supporting the broader goal of increasing parent engagement. The parent engagement rate increased by +3.6% (Metric 4.3), and parent input and participation in programs for unduplicated students and students with exceptional needs increased by +7% (Metric 4.5). By providing fingerprinting sessions, the district removes a practical barrier that can prevent parents from volunteering at school sites. The increase in parent engagement and input suggests that efforts to make volunteerism more accessible are contributing to a more engaged parent community. The district should continue to offer these sessions and explore whether additional barriers to volunteerism exist that could be addressed.

Action 4.3: Parent Communication (Contributing – EL, LI)
This action provides varied methods of electronic communication and home-to-school liaisons to the families of English Learners (EL), Low Income (LI), and Foster Youth (FY) students.

Aligned metrics and current differences from baseline include:
Metric 4.4 (School Actively Seeks Parental Input): -4.0%, declining from 81% to 77%.
Metric 4.6 (Parent Square Outreach Rate): All Students: Maintained at 95% or above; EL: Maintained at 95% or above; SED: Maintained at 95% or above.

This action shows mixed effectiveness. On the positive side, the Parent Square Outreach Rate (Metric 4.6) has been maintained at 95% or above for All Students, EL students, and SED students, demonstrating that the district's electronic communication tools are reaching the vast majority of families, including those of EL, LI, and FY students. The sustained high outreach rate ensures that families are being informed of school events and opportunities through multiple communication channels.

However, the metric measuring whether the school actively seeks parental input (Metric 4.4) declined by -4.0%, from 81% to 77%. This decline suggests that while the district is effectively reaching families through electronic communication, parents may not feel that the school is actively seeking their input to the same degree as in previous years. For EL families, the home-to-school liaisons play a critical role in bridging communication gaps, and parents have expressed their appreciation for the stability of liaisons in the current year after inconsistencies in prior years. LI families also benefit from the multiple communication methods that ensure they remain informed. Foster Youth data is tracked internally.

The district should examine why parents perceive a decline in the school actively seeking their input (Metric 4.4) and explore whether the communication methods being used are creating two-way dialogue opportunities rather than primarily one-way information sharing for EL, LI, and FY families. Riverdale is also aware that as more parents take part in the annual survey, the data results could flatten out to some degree. The fewer participants the greater the variance.

Action 4.4: Parent Survey
This action continues the RJUSD established LCAP survey for educational partners to provide ongoing input regarding the 8 State priorities.

The aligned metric, Metric 4.1 (Parent Survey Participation), shows a current difference from baseline of +1.2%, increasing from 23% to 24.2%.

This action has been partially effective. The parent survey participation rate has increased by +1.2% (Metric 4.1), which represents modest but positive growth. The increase indicates that slightly more parents are engaging in the survey process and providing input on the state priorities. However, the overall participation rate of 24.2% remains relatively low, suggesting that a significant portion of the parent community is not yet participating in the survey process. The district should continue to explore strategies to increase survey participation, such as offering the survey in multiple languages, providing multiple access points (online and in-person), and leveraging the home-to-school liaisons and Parent Square communication tools to encourage broader participation. Increasing survey participation will provide the district with more representative feedback to inform LCAP development.

Action 4.5: Parent Access
This action increases parent access to computer workstations at all school sites.

While this action does not have a dedicated standalone metric, it aligns broadly with the parent engagement and communication metrics:
Metric 4.1 (Parent Survey Participation): +1.2%, increasing from 23% to 24.2%.
Metric 4.3 (Parent Engagement Rate): +3.6%, increasing from 26% to 29.6%.
Metric 4.4 (School Actively Seeks Parental Input): -4.0%, declining from 81% to 77%.
Metric 4.6 (Parent Square Outreach Rate): All Students, EL, SED: Maintained at 95% or above.

This action shows emerging effectiveness when considered within the broader context of parent engagement trends. The parent engagement rate has increased by +3.6% (Metric 4.3), and the Parent Square Outreach Rate has been maintained at 95% or above for All Students, EL, and SED families (Metric 4.6). Parent survey participation has increased by +1.2% (Metric 4.1), which, while modest, represents an important development in the reliability of the district's survey data.

It is important to note that as more parents take part in surveys, RJUSD is seeing a more leveled and representative response in some areas. When a smaller number of parents participate in surveys, there is greater fluctuation in scores, meaning that individual responses carry disproportionate weight and can skew results in either direction. As participation grows, the data becomes more stable and reflective of the broader parent community's perspectives. This statistical dynamic is an important consideration when interpreting the decline in the perception that schools actively seek parental input (-4.0%, Metric 4.4). Rather than necessarily indicating a decline in the district's efforts to seek input, the shift may reflect a more accurate and representative picture of parent perceptions now that a larger and more diverse group of parents is participating in the survey process. As the sample size grows, the responses are less susceptible to the influence of a small number of highly engaged or disengaged respondents.
The availability of computer workstations at school sites supports this growth in participation by providing parents, particularly those from EL and LI families who may have limited technology access at home, with a physical location to access surveys, communication platforms, and school information. Riverdale Joint Unified will continue to provide and promote access to these workstations while also exploring additional strategies to further increase survey participation, which will continue to produce more reliable and representative data to inform LCAP development and decision-making.

Action 4.6: Parent School Engagement (Contributing – EL)
This action provides workshops for families of English Learners to build and enhance communication with school officials.

Aligned metrics and current differences from baseline include:
Metric 4.2 (Parent Involvement Opportunities District Wide): +4 opportunities, increasing from 24 to 28.
Metric 4.4 (School Actively Seeks Parental Input): -4.0%, declining from 81% to 77%.
Metric 4.6 (Parent Square Outreach Rate): All Students: Maintained at 95% or above; EL: Maintained at 95% or above; SED: Maintained at 95% or above.
Metric 4.7 (Parent Workshops Participation): +42 parents, increasing from 63 to 105 parents attending a site workshop.

This action shows mixed but predominantly positive effectiveness. The number of parent involvement opportunities increased by 4 (Metric 4.2), and the number of parents attending workshops increased by 42 (Metric 4.7), both of which are strong indicators that the district is expanding and improving engagement opportunities for EL families. The Parent Square Outreach Rate (Metric 4.6) has been maintained at 95% or above for EL students, ensuring that EL families are being reached through electronic communication. The workshops designed to build conversational English Language Development for educational nomenclature and questioning techniques are directly addressing the language barrier that EL parents have identified as a significant challenge in communicating with school sites. Foster Youth data is tracked internally.

However, the decline in parents feeling that the school actively seeks their input (-4.0%, Metric 4.4) is a concern. While the district is providing more opportunities and more parents are attending, the perception that the school is actively seeking input has declined. This may suggest that while workshops are informational and educational, EL parents may desire more opportunities for two-way dialogue and input into decision-making processes. The district should explore whether the workshop format can be enhanced to include more structured opportunities for EL parent feedback and input, ensuring that these families feel their voices are being actively sought and valued.

Action 4.7: Communication Needs for Parents (Contributing – EL)
This action employs bilingual staff at each school site to provide communication opportunities for families of English Learner students.

Aligned metrics and current differences from baseline include:
Metric 4.1 (Parent Survey Participation): +1.2%, increasing from 23% to 24.2%.
Metric 4.2 (Parent Involvement Opportunities District Wide): +4 opportunities, increasing from 24 to 28.
Metric 4.3 (Parent Engagement Rate): +3.6%, increasing from 26% to 29.6%.
Metric 4.4 (School Actively Seeks Parental Input): -4.0%, declining from 81% to 77%.
Metric 4.6 (Parent Square Outreach Rate): All Students: Maintained at 95% or above; EL: Maintained at 95% or above; SED: Maintained at 95% or above.
Metric 4.7 (Parent Workshops Participation): +42 parents, increasing from 63 to 105 parents attending a site workshop.

This action shows predominantly positive effectiveness. The presence of bilingual staff at each school site is contributing to measurable gains across multiple engagement metrics. The parent engagement rate increased by +3.6% (Metric 4.3), parent survey participation increased by +1.2% (Metric 4.1), parent involvement opportunities increased by 4 (Metric 4.2), and parent workshop participation increased by 42 parents (Metric 4.7). The Parent Square Outreach Rate (Metric 4.6) has been maintained at 95% or above for EL families, ensuring consistent communication. Bilingual staff play a critical role in reducing the language barrier for EL families, enabling them to communicate with school sites in their native language and access information about their child's education. Foster Youth data is tracked internally.

The one area of concern is the decline in parents feeling that the school actively seeks their input (-4.0%, Metric 4.4). While bilingual staff are facilitating communication, the perception that schools are actively seeking input has declined. This may indicate that while bilingual staff are effective in providing information and responding to parent inquiries, there may be an opportunity to leverage their role more intentionally in actively soliciting input from EL families during school events, meetings, and informal interactions. RJUSD will continue to invest in bilingual staff and explore ways to enhance their role as active facilitators of two-way communication between EL families and school sites.

Note:
As RJUSD continues to increase parent survey participation (Metric 4.1), the district should anticipate that some metrics may experience leveling or modest fluctuations as the respondent pool becomes more representative of the full parent community. This is a positive development, as it means the data is becoming a more accurate reflection of parent perspectives rather than being influenced by a smaller, potentially less representative sample. The decline in Metric 4.4 (School Actively Seeks Parental Input, -4.0%) should be considered within this context. The district is encouraged to continue growing participation while also strengthening two-way communication and structured opportunities for parent feedback, particularly for EL, LI, and FY families, to ensure that the broader parent community feels their input is actively sought and valued.

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.

In examining the various metrics accompanied with input from parents as Educational Partners, Riverdale Joint Unified School District did not change or alter their metrics or intent towards Goal 4. The conversation did come up a few times throughout the year about the number of parents who take part in the Annual Healthy Kids Survey. While the survey is offered in both Spanish and English, desired participation is higher than actual numbers. The survey is available online and an additional week to partake in the survey was offered in the 2025-2026 year. For two of the school sites, the survey was also going to be offered at a School Carnival in November 2025 but the plans for the carnival did not materialize as the event ended up being cancelled by the district's Parent-Teacher Association (PTA) for various reasons. Many parents express that the opportunities for participation by the district are fine and that parents just don't get involved. RJUSD, while recognizing this sentiment by various parent groups, will continue to seek methods to expand and increase participation in the annual survey event. Most of the metrics in Goal 4 did see improvement and are in line to meet the Targeted Year 3 Outcomes for the 2026-2027 school year. The only area that experienced a decline was in Metric 4.4 as the district has seen stagnant or declining growth in the perception that the "School Actively Seeks Parental Input". Currently at 77% feel their voice is heard, the target of 85% for the 26-27 year may be lofty but the district will continue this desired outcome. Some of the reason for the decline was shared informally at a few parent meetings over frustration of various discipline outcomes in the handbook of a school site. While RJUSD attempts to find various methods to reduce suspensions, alternative methods such as the allowance or non-allowance of attending school/district events based on citizenship points does draw some criticisms from parents. The district has established a core group of parents who continue to attend, support and participate in numerous events and decision making opportunities. While RJUSD is extremely grateful for this group of parents, most of which represent English Speaking families, the district will seek methods to expand beyond this nucleus of support. No changes were made to items under Goal 4 as our analysis indicates that the current goal continues to address the identified needs. RJUSD will continue Goal 4 and the items within it for the 2026-2027 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
4.1	Parent Workshops	Increase and improve opportunities for parent workshops.	$0.00	No
4.2	Parent Volunteerism	Provide fingerprinting sessions to increase and improve opportunities for parent volunteerism.	$2,500.00	No
4.3	Parent Communication	The district will provide varied methods of electronic communication and home to school liaisons to the families of English Learners and Low Income students.	$156,690.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Parent Survey	Continue the RJUSD established LCAP survey for educational partners to provide ongoing input regarding the 8 State priorities.	$2,000.00	No
4.5	Parent Access	Increase parent access to computer workstations at all school sites.	$0.00	No
4.6	Parent School Engagement	The district will provide workshops for families of English Learner's to build and enhance communication with school officials.	$37,500.00	Yes
4.7	Communication Needs for Parents	The district will employ bilingual staff at each school site to provide communication opportunities for families of English Learner students.	$337,160.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Goal 5 (Suspensions - Horizon High): By 2026-2027, suspensions at Horizon High School will: * Decrease by 6% in all student groups including Hispanic students and Socio-Economically Disadvantaged students as measured by the California School Dashboard and the CDE Dataquest reporting mechanism.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Horizon High is a continuation program within RJUSD. RJUSD identified that students in Horizon High had experienced a 22.1% increase in suspension in the 2023-2024 CA School Dashboard. Through deeper examination of the CDE Dataquest System, RJUSD found that Hispanic students had a suspension rate of 26.1% which was an increase of 26.1% from the previous year and Socio-Economically Disadvantaged students experienced a 32.1% suspension rate which was an increase from the previous year by 24.7%. Due to the alarming increase in the suspension rate of students at Horizon High School, RJUSD decided to make the suspension rate of students at this site a focus goal under the Equity Multiplier. In holding educational partner meetings with individuals from Horizon High School, feedback indicated that members wanted to see social-emotional support for students to curb the suspension rate. Counseling services for students along with opportunities for students to examine career options outside of the school setting were strongly voiced as a means to reduce suspension in a proactive fashion. The district’s ability to offer counseling services and provide opportunities to explore different career options for students will result in a lowered suspension rate along with changing the social-emotional outlook for Horizon students.

2025-2026 LCAP:
In conversation with Educational Partners for Horizon High School for the 2025-2026 LCAP, the decision was made to continue this goal as suspensions were still high for the school site. As data on suspensions runs a year behind the current year, Horizon Educational Partners looked at 2023-2024 suspension data that revealed a suspension rate of 31% for All Students and 32.1% for both SED and Hispanic students. Educational Partners realized that the data runs a year behind (23-24) but were happy with the steps taken in 24-25 in working towards this goal. Educational Partners expressed their pleasure in the additional counseling outreach specifically for Horizon students along with the vocational career exploration field trip expansion in the 24-25 school year.

2026-2027 LCAP:
While this goal should be based on categories that have been indicated in “Red” on the California School Dashboard, Horizon High did not have any categories identified in “Red”. While suspensions are an area of concern as they had increased in recent years, the 2025 CA Dashboard demonstrated a decline of 8.8% and the data in Data Quest from CDE indicated a 7% overall decline. In conversation with

Educational Partners for Horizon High School for the 2026-2027 LCAP, the decision was made to continue this goal as suspensions overall had dropped from the previous year.   While numbers for suspension have continued to decline overall for all students (7% - Data Quest)) and for socio-economically disadvantaged students (9.9% - Data Quest), numbers for Hispanic remained at their initial starting point a few years ago (26.1%). Overall Educational Partners expressed their pleasure in the continuation of a counselor specifically for Horizon students along with the vocational career exploration field trip expansion in the 25-26 school year and wished to see it continue in the 26-27 LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate - Horizon High	All Students - 29% SED - 32.1% Hispanic - 26.1% Data Year: 2022-2023 Data Source: Dataquest 2023-2024	All Students - 31% SED - 32.1% Hispanic - 32.1% Data Year: 2023-2024 Data Source: Dataquest	All Students - 22% SED - 22.2% Hispanic - 26.1% Data Year: 2024-2025 Data Source: Data Quest & CALPADS Reports (7.12 & 8.1)	All Students - 23% SED - 26% Hispanic - 20% Data Year: 2025-2026 Data Source: Dataquest 2026-2027	All Students: -7% SED: No Change - 9.9% Hispanic: NC

Goal Analysis [2025-26]

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

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

The Riverdale Joint Unified School District fully implemented both actions under Goal 5: Suspensions – Horizon High School during the 2025-26 school year. There were no substantive differences between the planned actions and the actual implementation for either action.

Action 5.1 (Counseling Support – Horizon High) was fully implemented as planned. The district provided counseling services to Horizon High students for both proactive social-emotional support and reactive support during times of suspension. A key success of this action was the assignment of a dedicated counselor specifically for the Horizon High campus. The presence of a counselor designated for this population was viewed as very beneficial, as the student needs at Horizon High are distinct from those at the traditional high school counterpart. While there has been a reduction in suspensions overall, the dedicated counseling support has been a meaningful contributor to meeting the needs of this student population.

Action 5.2 (Career Exploration – Horizon High) was also fully implemented as planned. The district provided opportunities for Horizon High students to explore varied career pathways both inside and outside the school setting. A notable success was the student-centered approach to career exploration, where students were able to voice their career interests and staff would then coordinate field trips or presentations aligned to those industries. The career exploration opportunities were tailored to the unique needs of Horizon High students and differed from traditional high school offerings. These experiences helped provide students with a positive outlook for pathways after high school.

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.

There was no financial variance amongst the two actions listed under Goal 5. Collectively, the two actions witnessed a $78.00 difference which is less than 10% from the projected to actual expenditures for Goal 5 of $47,907.00. The actions in Goal 5 were fully implemented in the 2025-2026 LCAP.

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

Action Effectiveness:
5.1 Counseling Support – Horizon High = Partially Effective – All Students suspension rate exceeded 6% reduction target (-7%); SED showing meaningful decline from baseline (-9.9%); Hispanic students show no change
5.2 Career Exploration – Horizon High = Partially Effective – Contributing to overall and SED suspension reductions; Hispanic students show no change

Action 5.1: Counseling Support – Horizon High
This action provides counseling services to Horizon High students for proactive social-emotional support and reactive support at times they are suspended.

The aligned metric, Metric 5.1 (Suspension Rate – Horizon High), shows the following current differences from baseline:
All Students: -7.0%, declining from 29% to 22%.
SED: No Change from baseline at -9.9% (32.1% baseline to 22.2%).
Hispanic: No Change from baseline (26.1% baseline to 26.1%).

This action has been partially effective in making progress toward the goal. The All Students suspension rate at Horizon High has declined by 7 percentage points (Metric 5.1), dropping from 29% to 22%, which exceeds the goal's target of a 6% decrease. This is a meaningful reduction that suggests the counseling services are having a positive impact on the overall student body at Horizon High.

For Socio-Economically Disadvantaged students, the suspension rate declined from 32.1% to 22.2% (Metric 5.1), representing a notable reduction of 9.9 percentage points from the baseline. While the current difference from baseline indicates "No Change" relative to the Year 1 outcome of 32.1%, the overall trajectory from the baseline year shows meaningful progress for SED students. The proactive social-emotional support and reactive counseling services appear to be contributing to this reduction for SED students.

For Hispanic students, the suspension rate remains at 26.1% (Metric 5.1), showing no change from the baseline. This indicates that while the counseling services have been effective for the broader student population and SED students, they have not yet produced a measurable reduction in the suspension rate for Hispanic students specifically. The district may want to examine whether the counseling approaches are culturally responsive and specifically addressing the needs and circumstances of Hispanic students at Horizon High.

Educational partners from Horizon High have expressed their pleasure with the additional counseling outreach specifically for Horizon students, and the continuation of this service was strongly voiced during stakeholder engagement. The district should continue the counseling support while exploring targeted strategies to address the suspension rate for Hispanic students, who have not yet experienced the same level of reduction as other groups.

Action 5.2: Career Exploration – Horizon High
This action provides opportunities for Horizon High students to explore varied career pathways both inside and outside the school setting to serve as a proactive approach to promoting an interest in a career.

The aligned metric, Metric 5.1 (Suspension Rate – Horizon High), shows the following current differences from baseline:
All Students: -7.0%, declining from 29% to 22%.
SED: No Change from baseline at -9.9% (32.1% baseline to 22.2%).
Hispanic: No Change from baseline (26.1% baseline to 26.1%).

This action has been partially effective in making progress toward the goal. The career exploration opportunities serve as a proactive approach to reducing suspensions by engaging students in meaningful experiences that promote interest in future career pathways. By providing students with exposure to varied career options both inside and outside the school setting, this action is designed to increase student engagement and motivation, which can contribute to a reduction in behavioral issues that lead to suspension.

The All Students suspension rate declined by 7 percentage points (Metric 5.1), which suggests that the combination of career exploration (Action 5.2) and counseling support (Action 5.1) is contributing to a meaningful reduction in suspensions for the overall student body. For SED students, the decline from 32.1% to 22.2% (Metric 5.1) indicates that career exploration opportunities may be particularly beneficial for students from socio-economically disadvantaged backgrounds, as these experiences can provide exposure to career pathways that these students may not otherwise have access to, fostering a sense of purpose and future orientation.

For Hispanic students, the suspension rate remains unchanged at 26.1% (Metric 5.1)in Year 2 from the baseline, indicating that career exploration opportunities have not yet contributed to a measurable reduction for this student group.However, percentages went up in Year 1 to 32.1%, bringing them back down to the baseline level can be viewed as a success.   The district will need to examine this trend to see if the work taking place is representative of the drop from Year 1 to Year 2.

Educational partners have expressed their support for the expanded vocational career exploration field trip opportunities in the current school year. The district should continue to provide and expand these opportunities while examining ways to make them more targeted and impactful for Hispanic students, who have not yet experienced a reduction in their suspension rate overall from the baseline to Year 2.

It is also noteworthy that the 2025 CA School Dashboard revealed that Horizon High no longer has any color associated with any category, including suspension. While this is a positive indicator, the district's commitment to continuing the Equity Multiplier-funded actions demonstrates a proactive approach to sustaining the progress that has been made.

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.

Educational partners from Horizon High School did not want to make any changes to Goal 5 or the metrics associated with it. While not listed in “Red” for suspensions, educational partners were pleased with the decreasing suspension rate and wanted to see the two actions remain for the 26-27 LCAP. Parents and students expressed their desire to see the availability of a counselor and different career pathways explored. No changes were made to items under Goal 5 as RJUSD will continue the metric outcomes and actions for the 2026-2027 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	Counseling Support - Horizon High	RJUSD will provide counseling services to Horizon students for proactive social-emotional support and reactive support at times they are suspended.	$51,397.00	No
5.2	Career Exploration - Horizon High	RJUSD will provide opportunities for Horizon students to explore varied career pathways both inside and outside the school setting to serve as a proactive approach to promoting an interest in a career.	$300.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Goal 6 (Academic Achievement - Riverdale Virtual School): By 2026-2027, English Language Arts - District Benchmark Scores at Riverdale Virtual School will: * Increase by 5% in all student groups including Socio-Economically Disadvantaged students as measured by the Riverdale Joint Unified School District by their internal reporting mechanism.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Riverdale Virtual School is an online Self-Learner led TK-12 school within RJUSD. RJUSD identified that students in Riverdale Virtual had experienced a low English Language Arts Proficiency Rate on their District Benchmark Assessments with K-8 at 20% and 9-12 at 38%. In examination of the student demographics, it was identified that all students in the program were identified as Socio-Economically Disadvantaged (SED) in the 2024-2025 school year. While “All Students” are currently identified as SED, RJUSD realizes the additional challenges presented to this subgroup. Due to the alarming low English Language Arts Proficiency Rate of students in Riverdale Virtual School, RJUSD decided to make Academic Achievement at this site a focus goal under the Equity Multiplier. In holding educational partner meetings with individuals from Riverdale Virtual School, feedback indicated that members wanted to see a tutor provided for students to work with or access to support them in their academic growth.

2026-2027 LCAP:
While this goal should be based on categories that have been indicated in “Red” on the California School Dashboard, Riverdale Virtual School (RVS) did not have any categories identified in “Red”. In fact, due to the small enrollment of this school, RVS had only one category listed on the CA School Dashboard and that was for Suspension Rate and it was identified as “Blue”. In the creation of this goal last year, the focus was placed on English Language Arts Proficiency based on the district’s benchmark exam. Educational partners have been pleased with the addition of a tutor to work with students and have seen increased ELA Proficiency scores as a result. While elementary schools improved by 13% for all students and 30% for socio-economically disadvantaged from the previous year, secondary scores declined by 5%. Due to the small population the number of students on the secondary level are less than 5 thus making it difficult to see consistency in data provided. Overall Educational Partners expressed their desire to keep the Goal 6 focus on ELA Proficiency and keeping a tutor for the program in the 26-27 LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	District Benchmarks - ELA Proficiency Rates	All Students - K-8: 20% & 9-12: 38% SED - K-8: 20% & 9-12: 38% Data Year: 2024-2025 Data Source: Illuminate	N/A	All Students - K-8: 33% & 9-12: 33% SED - K-8: 50% & 9-12: 33% Data Year: 2025-2026 Data Source: iReady	All Students - K-8: 25% & 9-12: 43% SED - K-8: 25% & 9-12: 43% Data Year: 2026-2027 Data Source: Illuminate	All Students: +13% K-8 & -5.0% 9-12 SED: +30.0% K-8 & -5.0% 9-12

Goal Analysis [2025-26]

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

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

The district fully implemented all planned actions under Goal 6. Action 6.1 (Academic Support – Riverdale Virtual School) was fully implemented as planned with no substantive differences in implementation. The district provided a tutor to Riverdale Virtual School students for academic support as identified through English Language Arts benchmark assessments.

A notable success of Action 6.1 was the tutor's ability to work with students in small groups or breakout rooms to address and support individual student needs within the online program. The program experienced significant gains at the elementary level, with ELA proficiency increasing by 13% for all students and 30% for Socio-Economically Disadvantaged students. However, the secondary population experienced a decline of 5% across all groups. It is important to note that the secondary population of the program is very small, with fewer than five students enrolled. Due to such small numbers at the secondary level, even minor changes in individual student performance can produce dramatic shifts in the data, making it difficult to draw broad conclusions from the secondary-level results.

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.

There was a financial variance in the estimated and actual cost of a tutor for Riverdale Virtual School in Goal 6. Action 6.1, which is the only action for Goal 6, witnessed a decrease of $10,800 approximately from the estimated $50,535 to be spent. The reason for the $10,800 less spent was due to the fact that the individual, who took the tutor position, declined to take on health insurance. Action 6.1 was fully executed from an implementation position in the 25-26 LCAP.

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

Action Effectiveness:
6.1 Academic Support – Riverdale Virtual School = Differentiated Effectiveness – Strong K-8 gains (All Students +13%, SED +30%); 9-12 decline (-5% for both All Students and SED)

Action 6.1: Academic Support – Riverdale Virtual School
This action provides a tutor to Riverdale Virtual students for academic support as identified in their English Language Arts RJUSD Benchmark assessments.

The aligned metric, Metric 6.1 (District Benchmarks – ELA Proficiency Rates), shows the following current differences from baseline:
All Students K-8: +13.0%, increasing from 20% to 33%.
All Students 9-12: -5.0%, declining from 38% to 33%.
SED K-8: +30.0%, increasing from 20% to 50%.
SED 9-12: -5.0%, declining from 38% to 33%.

This action shows differentiated effectiveness across grade spans.

K-8 Grade Span – Strong Effectiveness:
The K-8 grade span shows significant gains from baseline for both All Students (+13.0%) and SED students (+30.0%) in Metric 6.1. The All Students K-8 proficiency rate increased from 20% to 33%, which not only exceeds the goal's target of a 5% increase but more than doubles the expected growth. The SED K-8 proficiency rate increased from 20% to 50%, representing a remarkable 30 percentage point gain that far surpasses the Year 3 target of 25%. Since all students in the program are identified as SED, this gain reflects the direct impact of the tutor's academic support on the students being served. The tutor's work with younger students in the virtual environment appears to be producing strong results in English Language Arts, suggesting that the academic support model is well-suited to the needs of K-8 students in the independent study format.

9-12 Grade Span – Area of Concern:
The 9-12 grade span shows a decline of -5.0% from baseline for both All Students and SED students in Metric 6.1, dropping from 38% to 33%. This decline indicates that the academic support provided through the tutor has not yet translated into improved ELA proficiency for high school students in the virtual program. The challenges at the 9-12 level may reflect the increased complexity of high school ELA content, the unique demands of self-directed learning at the secondary level, and/or the specific academic needs of older students in the program who may require different types of support than what is currently being provided.
The educational partners from Riverdale Virtual School expressed a desire for a tutor to be provided for students to support their academic growth, and this action directly responded to that input. The results at the K-8 level validate the educational partners' recommendation and demonstrate that targeted academic support can produce significant gains for SED students in a virtual learning environment. The district should examine the factors contributing to the success at the K-8 level and explore whether those strategies can be adapted for the 9-12 grade span.

It is important to note that the data source changed from Illuminate (baseline) to iReady (Year 2 Outcome), which may introduce some variability in the comparability of results across years. Riverdale Joint Unified will aim to ensure consistency in assessment tools or account for any differences when interpreting trends.
Additionally, given the small sample size of students at Riverdale Virtual School, individual student performance can have a significant impact on the overall proficiency rates. Small fluctuations in enrollment or the performance of a few students can produce what appear to be large percentage changes. This is true as there is a small number of high school students enrolled in the program for the 2025-2026 school year.

RJUSD will consider this when interpreting the data and continue to monitor trends over time to determine whether the gains at K-8 and the decline at 9-12 represent sustained patterns.

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.

In examining Metric 6.1 accompanied with input from parents as Educational Partners, Riverdale Joint Unified School District did not change or alter items found within Goal 6. As discussed earlier, educational partners were pleased with the growth in ELA and attributed that to the addition of a tutor. While schools rose for elementary students and declined for secondary students, it was discussed that with such small groups of students, the data can swing dramatically. Educational partners feel the metrics are appropriate and wish to see the tutor continue for the 26-27 school year through the 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
6.1	Academic Support - Riverdale Virtual School	RJUSD will provide a tutor to Riverdale Virtual students for academic support as identified in their English Language Arts RJUSD Benchmark assessments.	$51,697.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$6,978,973.00	$913,971.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.917%	0.000%	$0.00	41.917%

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
1.3	**Action:** Supplemental Materials **Need:** English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A local needs assessment	To address this need RJUSD will provide supplemental materials to augment instructional practices outside the basic content and coursework in all areas of study by supporting the identified students' ability to access coursework thus enhancing their academic performance as expressed by teacher feedback. It is our expectation that providing supplemental materials will increase state and local assessment scores for English Learners and Low Income students, as it	RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4).

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
	highlighted the necessity for additional language support and resources. Feedback from educational partners emphasized the importance of boosting engagement, enhancing academic performance, and fostering long-term success for these student groups through supplemental resources. **Scope:** LEA-wide	is designed to augment instructional practices outside the basic content and coursework to decrease the achievement gap for the identified students. However, because RJUSD expects the addition of supplemental materials to augment instructional practices to support all students, this action is provided on an LEA-wide basis.	
1.5	**Action:** Instructional Steering Committee **Need:** English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. A needs assessment identified the necessity for district and site leaders to collaboratively discuss, develop, and sustain educational practices tailored to support English Learners and Low Income students. **Scope:** LEA-wide	To address this need, RJUSD will develop and maintain an Instructional Steering Committee composed of district and teacher leaders. The creation and continuation of the Instructional Steering Committee will be able to further develop and sustain the systems, structures, and resources for instructional practices at each school site. The purpose of the committee is to develop a multi-tiered system of support to provide additional opportunities that will help meet the identified students' needs and RJUSD's goals to close the achievement gaps for its at-risk students. It is our expectation that establishing and carrying out the Instructional Steering Committee will result in English Learner and Low Income students increasing their CAASPP and District Benchmark scores, as the program is designed to develop and sustain systems, structures and resources for instructional practices at each school site. However, because RJUSD expects that the systems, structures and practices created will benefit all students, this action is provided on an LEA-wide basis.	RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4).

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
1.6	**Action:** Targeted Instruction **Need:** English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A needs assessment highlighted the call for targeted instruction for English Learners and Low Income students, leading the district to provide additional tutors and teachers specialized in addressing the specific educational needs of these groups. **Scope:** LEA-wide	To address this need RJUSD will provide targeted services during instruction to English Learner and Low Income students. Targeted Services for the identified students will include highly effective certificated instructors, including ELD instruction and intervention, and a reading resource teacher (TK-3) along with classified tutors. Targeted instruction will support language acquisition, vocabulary development and other needs identified by local data to develop academic skills and narrow the achievement gap in comparison to “All Students”. It is our expectation that providing targeted instruction to English Learner and Low Income students will result in increased state and local scores thus decreasing the achievement gap, as the program is designed to support language acquisition, vocabulary development and reading skills. However, because RJUSD expects the addition of Targeted Services to support all students, this action is provided on an LEA-wide basis.	RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4) along with English Learner status in both Reclassification (1.5) and Progress Towards Proficiency (1.6).
1.7	**Action:** Specialized Programs **Need:** Students who have been identified as English Learner and Low Income have a low participation rate in comparison to “All Students” in Visual and Performing Arts (VAPA), Career and Technical Education (CTE) and Science, Technology, and Math (STEM) courses as identified in a-g completion rates and ROP/CTE enrollment that are part of a broad course of study. A needs assessment revealed a significant gap in access to a board course of study that contained enriched	RJUSD will provide increased access to a broad range of courses content and coursework beyond the academic core, including Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Science, Technology, and Math (STEM), and Advancement Via Individual Determination (AVID) for the identified students. The availability of teachers will create additional course offerings that will provide opportunities of greater interest for students to explore enrichment opportunities, college and career readiness and a sense of school connectedness by enrolling in such VAPA, CTE, and STEM courses thus expanding their broad course of study. Additionally, the curriculum and supports will be	RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through the College Career Indicator (1.8), A-G Completion Rate (1.9 & 1.10), AP Passage Rate (1.11), and the ROP/CTE Enrollment Rate (1.12).

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	educational opportunities in Visual and Performing Arts (VAPA), Career Technical Education (CTE), and STEM for English Learners and Low Income students. The need revealed the importance of the courses incorporating language support and culturally relevant content to enhance comprehension and engagement. **Scope:** LEA-wide	designed with hands-on, practical experiences that link directly to real-world applications, helping to bridge the gap between theoretical knowledge and practical skills for ELs and LI students.It is expected that an increase will occur in both the ROP/CTE participation rate and a-g completion rate for English Learner and Low Income students thus providing a broad course of study, as these programs are designed based on student interest to draw in student enrollment. However, because RJUSD expects the offering of such courses to support all students, this action is provided on an LEA-wide basis.	
1.8	**Action:** Instructional Support **Need:** English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A local needs assessment revealed that ELs and LI students need additional instructional support to narrow the achievement gap and increase academic skills. The support of tutors and additional teachers will address the identified need of EL and LI students to gain additional instructional support. **Scope:** LEA-wide	To address this need, RJUSD will have instructional support staff (e.g. highly effective tutors) and additional certificated staff in place to work with identified students who possess the greatest academic need. The presence of instructional support staff and additional certificated teachers working with identified students will allow for smaller group interaction, 1:1 learning opportunities, and individualized opportunities of intervention to aid in the increase of academic skill development to narrow the achievement gap. It is the expectation of RJUSD that providing instructional support staff working with English Learners and Low Income students will result in increased state and local scores thus reducing the achievement gap, as the program is designed to reduce skill deficits, create 1:1 learning opportunities and support individualized opportunities. However, because RJUSD expects the addition of instructional support staff to support all students, this action is provided on an LEA-wide basis.	RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4).

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1.9	**Action:** Standards Aligned Assessments **Need:** English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. A local needs assessment revealed that ELs and LI students need additional targeted instructional strategies to narrow the achievement gap and increase academic skills. In addition, there is a need to refine standards-aligned assessments and monitor the identified student data on a regular basis to ensure additional supports are targeted based on need. **Scope:** LEA-wide	To address this need, RJUSD will purchase time for teachers to develop and refine standards-aligned assessments at each grade level and utilize various data systems. In providing teachers time, they will create standards-aligned assessments at each grade level and by utilizing monitoring systems, student growth can be measured to determine the effectiveness of various applied educational strategies. With the purchase time, teachers can use various data systems in ELD to monitor growth and provide instructional strategies to the identified population of students to increase academic skill and narrow the achievement gap. It is the expectation of RJUSD that providing time to teachers, they will be able to develop and refine standards-aligned assessments that will increase academic skill and narrow the achievement gap of English Learners and Low Income students, as the program is designed to measure and monitor academic skill development and increase. However, because RJUSD expects that developing and refining standards-aligned assessments will support all students, this action is provided on an LEA-wide basis.	RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4).
2.3	**Action:** Instructional Technology **Need:** Educational partners, through conversation in forums, have indicated that English Learner and Low Income pupils have less exposure to technology than "All Students". A local needs assessment highlighted the necessity to provide instructional technology to EL and LI students. Feedback from educational partners	To address this need, RJUSD will equip English Learner and Low Income students with the necessary instructional technology and provide employees with the tools to support student learning. In providing instructional technology to English Learners and Low Income students RJUSD will be able to allow them to engage in 21st Century learning opportunities. These opportunities for both students and staff will bring technology both in the classroom and at home while supporting the identified students' ability to	RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students having access to instructional technology through district metrics (2.2 and 2.3).

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	emphasized that these student groups would not have internet connectivity or access technology unless it was provided by the district. In providing instructional technology it will boost engagement, enhance academic performance, and foster long-term success for these student groups. **Scope:** LEA-wide	access coursework through the medium instructional staff is using. It is the expectation of RJUSD that by providing English Learner and Low Income students with the needed instructional technology they will have these tools within their possession, as the program is designed to provide these items of technology to support and expand student learning. However, because RJUSD expects that providing these tools of instructional technology will support all students, this action is provided on an LEA-wide basis.	
2.6	**Action:** Staff Collaboration **Need:** English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A needs assessment identified the necessity for district and site leaders to collaboratively discuss, develop, and sustain educational practices tailored to support English Learners and Low Income students. **Scope:** LEA-wide	To address this need, RJUSD will purchase time for instructional staff to take part in ongoing professional learning opportunities. The purchased time for instructional staff will allow for professional learning opportunities that will include on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops aimed for teachers and staff to provide a multi-tiered system of support for English Learner and Low Income students to narrow the achievement gap. It is our expectation that purchasing time to provide professional learning opportunities will increase state and local assessment scores for English Learners and Low Income students, as it is designed to support the vertical articulation of curriculum for all instructional staff by increasing the embedded tiers of support and strategies for our identified students. However, because RJUSD expects the incorporation of these professional learning opportunities to support all students, this action is provided on an LEA-wide basis.	RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students through classroom observations (2.4).
2.7	**Action:** Instructional Coaching	To address this need, RJUSD will coordinate instructional coaching support to work with and	RJUSD will monitor progress of All Students,

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	Need: English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A needs assessment identified the necessity to provide instructional coaching for teachers and support staff to collaboratively discuss, develop, and sustain educational practices tailored to support English Learners and Low Income students. **Scope:** LEA-wide	guide their instructional staff. Instructional Coaching will occur both in the classroom and outside of the class for the implementation of standards-based instruction and 21st Century Learning for teachers and instructional staff working with identified populations to support and introduce instructional practices to address small group instruction, scaffolding and skills building lessons to support the narrowing of the achievement gap. It is our expectation that coordinating instructional coaching will support teachers and instructional staff in increasing the academic level of English Learner and Low Income students, as it is designed to provide targeted instruction for students based on identified need and skill deficits and thus lower the achievement gap in comparison to other students. However, RJUSD expects that the providing of these services will support all students, this action is provided on an LEA-wide basis.	English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4), EL Reclassification (1.5),EL Proficiency Progress (1.6), and classroom observations (2.4).
2.8	**Action:** Library Staff **Need:** English Learner and Low Income pupils have exhibited low reading levels through district benchmarks in comparison to “All Students”. A needs assessment revealed a significant gap in the reading levels of EL and LI students in comparison to All Students. The need revealed the importance of EL and LI students having access to reading materials of their interest and relatability. Having librarians provide an assortment of reading materials will encourage reading and increase literacy skills of these groups of students.	To address this need, RJUSD will have library staff work with identified students and provide a wide assortment of varied reading materials. The library staff will offer support by providing varied levels of reading materials for student access. Library staff will gather student perspectives to offer a range of reading materials that appeal to student interest and trends. It is our expectation that providing the availability of varied reading materials for English Learner and Low Income students, as it is designed to encourage reading and increase literacy skills will encourage an excitement for reading and increase literacy skills, thus resulting in increasing district benchmark scores for these identified populations. However, because RJUSD expects the addition of these	RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4), EL Reclassification (1.5), and EL Proficiency Progress (1.6).

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	Scope: LEA-wide	reading materials to support all students, this action is provided on an LEA-wide basis	
3.1	**Action:** PBIS **Need:** As indicated through educational partner input and examination of internal data, the English Learner and Low Income population have a higher suspension rate in comparison to "All Students" groups. In addition EL and SED students were placed in the "Red" on the CA School Dashboard in fall of 2023. A local needs assessment and the CA School Dashboard revealed that ELs and LI students have increased in their suspension rate. RJUSD hopes that by offering an alternative means of suspension and programs to address suspension this will lower the suspension rate of the identified groups of students. **Scope:** LEA-wide	To address this need, RJUSD will sustain systems created at each school site to enhance social, emotional, and behavioral development, including communication of input and feedback between students, staff, parents, and community stakeholders (e.g. Positive Behavior Intervention and Supports - PBIS). To develop this system, RJUSD will purchase time for staff to work together to develop, enhance, and provide the PBIS curriculum. The sustaining of a multi-tiered support system with counseling, positive rewards, and non-punitive consequences will help to support the reduction of the identified student population suspension rate. In providing this continued action, it is designed to decrease the suspension rate for English Learner and Low Income students by creating and sustaining more positive relationships and communication opportunities for students who need additional behavior and social emotional support in comparison to other groups. However, because RJUSD expects this will benefit all students, this action will be provided on an LEA-wide basis. The intended outcome for RJUSD will be to witness a trend in reducing the suspension rates for English Learner and Low Income students.	RJUSD will monitor progress for All Students, English Learners and Socio-Economically Disadvantaged students through district metrics of Graduation rate (3.3), high school and middle school drop out rates (3.4 & 3.5), suspension rate (3.6), expulsion rate (3.7), co & extra curricular participation rate (3.8), after-school program participation (3.9), student survey participation rate (3.11), sense of safety (3.12), student attendance (3.2), and chronic absenteeism (3.1).
3.4	**Action:** Transportation Co-curricular/Extra-curricular Activities **Need:**	To address this need, RJUSD will maintain transportation to support participation in co-curricular/extra- curricular activities. In offering transportation opportunities students identified as English Learner and Low Income will have access	RJUSD will monitor progress for All Students, English Learners and Socio-Economically Disadvantaged students

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	Parental and student input has expressed that from the Parent Advisory Committee suggests English Learner and Low Income students have the least opportunity, in comparison to "All Students", to take part in activities outside of the classroom due to transportation challenges. Families believe that involvement in school activities creates a desire to attend and perform better in school. A local needs assessment highlighted the need for transportation services due to their lack of ability for EL and LI students. Feedback from educational partners emphasized the inability for EL and LI students to attend and be a part of co-curricular and extra curricular programs due to transportation needs. The involvement in such activities was expressed as being a connection to better performance and attendance in school. **Scope:** LEA-wide	to co-curricular/extra- curricular activities and events. Participation in co-curricular activities will increase desire to attend school while extra-curricular activities will hold students academically accountable. Participation in athletic clubs requires satisfaction of grade eligibility status. It is our expectation that providing transportation to co-curricular/extra-curricular events will increase the participation rate for English Learner and Low Income students, as it is designed to offer transportation and thus create access to such activities that will encourage desire to attend school while holding students academically responsible. However, because RJUSD expects the provision of transportation for co-curricular and extra-activities to support all students, this action is provided on an LEA-wide basis.	through district metrics of co & extra curricular participation rate (3.8), suspension rate (3.6), chronic absenteeism (3.1), and sense of connectedness (3.13).
3.8	**Action:** Student Opportunities **Need:** Input from the Parent Advisory Committee suggests English Learners and Low Income pupils have the least opportunities, in comparison to "All Students", for student participation in athletics. Families believe involvement in athletic programs is connected to involvement and success in academics as RJUSD athletes are required to follow academic requirements for participation.	To address this need, RJUSD will provide opportunities for English Learner and Low Income student participation in athletics thus placing these students in the same academic requirements as all athletes. Parents of EL and SED students have expressed a need for their children to be involved in athletic programs. These parents have also indicated the need for an Athletic Trainer due to their inability and financial hardship for them to seek medical services when their children are playing sports. In providing this opportunity, RJUSD will need to pay for individuals to serve as Athletic Trainers and Coaches along with materials	RJUSD will monitor progress for All Students, English Learners and Socio-Economically Disadvantaged students through district metrics in both Goal 3 and Goal 1. The metrics to be followed are: Co & extra curricular participation rate (3.8), Suspension rate (3.6), Chronic absenteeism (3.1), Sense of

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	Parents continued to express that if their children played sports, they would need access to an Athletic Trainer due to their inability and financial hardship in seeking medical assistance from their children playing. RJUSD has a 2.0 GPA grade requirement along with a no "F" policy for academics to be eligible for athletic programs. A local needs assessment highlighted the need that EL and LI students have fewer opportunities to participate in athletics. Feedback from educational partners emphasized that EL and LI students have less opportunities to be a part of athletic programs and that their participation in such programs is directly related to better academic performance and attendance in school based on the district's grade requirements to participate in athletics. **Scope:** LEA-wide	for the program to work with the athletic realm so that opportunities for athletic programs are available. Participation in various athletic programs for English Learners and Low Income students will produce a greater awareness and desire to succeed in academic programs for athletic eligibility as RJUSD has a 2.0 GPA grade requirement along with a no "F" policy for academics to be eligible for athletic programs. It is our expectation that providing athletic opportunities for English Learner and Low Income students will increase their participation in these events along with their academic ability. In the experience of RJUSD, athletics provide English Learners (EL) and low-income (LI) students with valuable opportunities to develop language skills and social networks through teamwork and communication with peers, fostering a sense of belonging and community. Additionally, research states that participation in sports can enhance self-esteem and resilience, contributing positively to both academic engagement and personal development, as it is designed to increase school connectedness and engagement in all academic courses. However, because RJUSD expects the provision of athletics to support all students, this action is provided on an LEA-wide basis.	connectedness (3.13), District Benchmarks (1.1), and CAASPP Met Achievement in ELA, Math and Science (1.2, 1.3, 1.4).
3.9	**Action:** Supervision & Support **Need:** Based on recent surveys, only 56% of English Learner and Low Income students feel safe at school. Concerns towards harassment, bullying and a perceived level of illegal drug and alcohol usage on campus were expressed	In order to support identified students feeling safe RJUSD will provide staff, such as playground staff, custodians, and teacher supervision time,who can build meaningful relationships that help students thrive. The district will provide a Coordinator of Safety to work with site administration and staff to provide community-oriented communications with parents, students, and staff. In addition, the Coordinator of Safety will conduct presentations	RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students feeling safe through district metrics of co & extra curricular participation rate (3.8), chronic absenteeism

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	by the identified students in surveys. According to parent feedback from our English Learner and Low Income populations, providing a safe environment through positive individual student processes, relationships within the school, and contextual qualities will lead to a greater sense of student safety. A needs assessment identified the necessity for the presence of a Coordinator of Safety. Community partners expressed the desire to have a visible presence in the district to address the perceived student group safety concerns. **Scope:** LEA-wide	on campus safety for staff and students, work with school administration on Restorative Practices, and demonstrate positive interactions with law enforcement. The RJUSD Coordinator of Safety will also work with the counseling staff to support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities. The addition of a Coordinator of Safety, and having other staff present is designed to meet the needs of English Learners and Low Income students feeling safe on campus. However, because RJUSD expects the addition of staff to support a safer school environment for all students, this action is provided on an LEA-wide basis. RJUSD expects to increase the percentage of English Learners and Low Income students who report feeling safe on campus.	(3.1), student attendance rate (3.2), suspension rate (3.6), student survey participation (3.11), sense of safety (3.12), and sense of connectedness (3.13).
3.10	**Action:** Social Emotional Support **Need:** English Learner and Low Income pupils have the least exposure to social emotional support services such as counselors, psychologists and extended educational services, in comparison to “All Students”, as expressed by educational partner input. Families of English Learner and Low Income students have expressed a desire for social emotional services such as counselors and psychologists along with opportunities for educational services that allow students to be away from social pressures relating to behavior issues and attendance concerns. Families of English	To address this need, RJUSD will provide opportunities for school site counselors, an Independent Study program and a district psychologist to provide and offer social emotional support services. Social emotional support services for such identified students will allow individuals to feel more comfortable to come or return to school. Identified students can work with site and district support staff to increase the opportunities available for social emotional services. It is our expectation that providing social emotional support services such as counselors, an Independent Study program and a psychologist to English Learner and Low Income students will increase the opportunity for such students to have access and receive services for behavior issues and attendance concerns, as it is designed to	RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students feeling socially-emotionally supported through district metrics of chronic absenteeism (3.1), student attendance rate (3.2), co & extra curricular participation rate (3.8), student survey participation (3.11) and sense of connectedness (3.13).

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	Learners and Low Income students have stated in conversations that they have few opportunities to provide or seek social-emotional services for their children. In addition, these same families have expressed their inability to have their children attend other educational opportunities for their children to have extended time away from the physical format of schools and attend online/independent study type of programs. A needs assessment identified the necessity for district and site leaders to collaboratively discuss, develop, and sustain social emotional opportunities along with expanded educational services to support English Learners and Low Income students. Community partners expressed that EL and LI students had less exposure to social emotional programs and opportunities to address such issues. The providing of such social emotional programs and opportunities will support those groups of students in their academic performance. **Scope:** LEA-wide	address and provide greater connection to caring adults and strategies to deal with social emotional needs. However, because RJUSD expects these services to support all students, this action is provided on an LEA-wide basis. English Learner (EL) and Low-Income (LI) pupils have the least exposure to social emotional support services such as counselors, psychologists and extended educational services, in comparison to “All Students”, as expressed by educational partner input. Families of English Learner and Low-Income students have expressed a desire for social emotional services such as counselors, psychologists and extended educational services to address behavior issues and attendance concerns. Input from educational partners has further indicated that English Learner and Low-Income populations desire a safe environment for their children that offers positive student connections and relationships along with a greater sense of student safety. To address this need, RJUSD will provide an independent study program online with a strong emphasis on meeting the social-emotional needs of our EI and LI students. RJUSD will continue to offer the expanded numbers of counseling services provided in recent years along with examining methods to promote greater social-emotional awareness through strategies and instructional curriculum in the independent studies program. Strategies may include counselors or the school psychologist meeting with students one-on-one or in small group settings in a designated private “safe space” as well as referrals to outside	

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		and partner agencies in the community as appropriate. Independent Study program staff will utilize trauma-informed strategies to connect with and support EL and LI students in need of assistance. It is our expectation that providing additional social emotional support services such as counselors, school psychologists and an Independent Study program focused on the needs of EL and LI students access to services for behavior, attendance, and socio-emotional issues will increase. This action is designed to provide EL and LI students with greater connections to caring adults and needed support strategies, in an educational environment specially designed to meet their academic and social emotional needs to become more involved in various RJUSD activities. However, because RJUSD expects these services can support all students, this action is provided on an LEA-wide basis.	
4.3	**Action:** Parent Communication **Need:** Conversations with parent groups have indicated that parents of English Learners and Low Income students have a lower parental engagement rate than parents of other student groups. A local needs assessment highlighted the necessity to expand parental engagement amongst families of EL and LI students. Feedback from educational partners indicated that families of EL and LI students learn of school events and establish connections less frequently. Expanding opportunities to	To address this need, RJUSD will improve school to home communication (e.g. Text Messaging, Automated Phone Dialing System, Social Media). The expansion of methods to communicate with parents of English Learner and Low Income students will aid in the process of informing parents of opportunities to engage in school events. This action will provide varied methods of communication and outreach to enhance and expand communication. It is our expectation that providing and expanding levels of communication will result in an increased parent engagement rate, as it is designed to draw in greater engagement for the families of identified students. However, because RJUSD expects the level of	RJUSD will monitor the effectiveness of their communication outreach with families of All Students, English Learners and Socio-Economically Disadvantaged students through district metrics of School Actively Seeks Parental Input (4.4) and Parent Square Outreach Rate (4.6).

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	communicate with families will increase parent engagement amongst those groups of students' families. **Scope:** LEA-wide	communication to support all students, this action is provided on an LEA-wide basis.	
4.6	**Action:** Parent School Engagement **Need:** There is a language barrier for parents of English Learner students that results in the lowest communication level with school sites as evidenced through District Parent Surveys. A local needs assessment highlighted the barrier with English Learner families having access and understanding the daily procedures of the education system. Feedback from educational partners emphasized the importance of providing opportunities for parents of English Learner students to learn the daily nuances of education and how to better access the systems to learn of their child's academic development. **Scope:** LEA-wide	To address this need, RJUSD will enhance and sustain opportunities for parent English Language Development that will help to reduce the language barrier. RJUSD will increase services to provide workshops that build and enhance conversational English Language Development for educational nomenclature and questioning techniques to prompt greater communication between school sites and homes. It is the expectation of RJUSD that providing these opportunities for parent workshops will result in an increase in parental engagement through communication, as it is designed to increase parental engagement in their child's education and increase educational awareness of the school setting. However, because RJUSD expects the opportunity for providing workshops to expand parental educational awareness to support the families of all students, this action is provided on an LEA-wide basis.	RJUSD will monitor the effectiveness of their communication outreach with the families of All Students and English Learner students through district metrics of Parent Involvement Opportunities (4.2), School Actively Seeks Parental Input (4.4) and Parent Square Outreach Rate (4.6), and Parent Workshops Participation (4.7).
4.7	**Action:** Communication Needs for Parents **Need:**	To address this need, RJUSD will employ bilingual staff at each school site. The addition of bilingual staff will assist with ongoing parent support and improve outreach by reducing the language barrier through conversations with families in their native	RJUSD will monitor the effectiveness of their communication outreach with All Students families and those of English

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	There is a language barrier for parents of English Learner students that results in the lowest communication level with school sites as evidenced through District Parent Surveys. A local needs assessment highlighted the barrier with English Learner families having access and understanding the daily procedures of the education system. Feedback from educational partners emphasized the importance of providing opportunities for parents of English Learner students to learn the daily nuances of education and how to better access the systems to learn of their child's academic development. **Scope:** LEA-wide	language. In reducing the language barrier, parents of English Learners will be able to communicate with school sites in a greater fashion. It is the expectation of RJUSD that providing bilingual staff will increase communication between school officials and English Learner parents, as it is designed to strengthen lines of communication by offering lines of conversation in their native language. However, because RJUSD expects the presence of bilingual staff to support all students and their families, this action is provided on an LEA-wide basis.	Learners through district metrics of Parent Survey Participation (4.1), Parent Involvement Opportunities (4.2), Parent Engagement Rate (4.3), School Actively Seeks Parental Input (4.4) and Parent Square Outreach Rate (4.6),and Parent Workshops Participation (4.7).

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.

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2.4	**Action:** Professional Development ELD **Need:** English Learners, and specifically Long Term English Learners (LTELs), have demonstrated an achievement gap in comparison to "All	To address this need, RJUSD will offer professional learning opportunities for instructional staff regarding the Next Generation English Language Development (ELD) Standards when working with English Learner students. In receiving professional learning opportunities on ELD standards and how to incorporate them,	RJUSD will monitor progress of English Learner and Long Term English Learner students through district and state level assessments (1.1, 1.2, 1.3, 1.4) and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Students” in both English Language Arts and Math in state and local assessments. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A local needs assessment found that both EL and LTEL students were performing at a much lower comparison to other student groups. The discovery of RJUSD was highlighted by the California School Dashboard as EL students were placed in the “Red” for their academic performance in ELA and Math. Feedback from educational partners emphasized the importance of professional development opportunities in ELD to acquire skills and strategies for instructional staff to work with both EL and LTEL students to enhance academic performance. LTEL students present a unique need as they have been designated as an English Learner for a longer period of time. RJUSD staff will take part in professional development that will focus on the skills development of this identified group of LTEL students. **Scope:** Limited to Unduplicated Student Group(s)	instructional staff can provide intervention to support and address academic skills to address the achievement gap both EL and LTEL students have in comparison to “All Students”. RJUSD staff will also take part in professional development that is specifically focused on the academic skill development of LTEL students. RJUSD anticipates that the offering of professional learning opportunities for instructional staff on incorporating ELD standards will benefit both English Learners and Long Term English Learners by supporting them in building their academic skills thus closing the achievement gap on state and local assessments.	Classroom Observations (2.4). English Learner and Long Term English Learner students will also be observed through EL Reclassification (1.5) and EL Proficiency Progress (1.6).
2.5	**Action:** ELD Supplemental Materials **Need:** English Learners and Long Term English Learners have demonstrated an achievement gap in comparison to “All Students” in both English Language Arts and Math in state and	To address this need, RJUSD will provide ELD supplemental materials to English Learner and Long Term English Learner students. The addition of ELD supplemental materials will support academic growth and augment instructional practices outside the basic content and coursework in all areas of study by supporting English Learner and Long Term English Learner	RJUSD will monitor progress of English Learner and Long Term English Learner students through district and state level assessments (1.1, 1.2, 1.3, 1.4) and Classroom Observations

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	local assessments along with a low reclassification rate. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A local needs assessment found that both EL and LTEL students were performing at a much lower comparison to other student groups. The discovery of RJUSD was highlighted by the California School Dashboard as EL students were placed in the "Red" for their academic performance in ELA and Math. Feedback from educational partners emphasized the importance of professional development opportunities in ELD to acquire skills and strategies for instructional staff to work with both EL and LTEL students to enhance academic performance. LTEL students present a unique need as they have been designated as an English Learner for a longer period of time. RJUSD staff will conduct greater scrutiny in the purchase of materials to be used with LTEL students to ensure that they are appropriate for the identified needs of the students. **Scope:** Limited to Unduplicated Student Group(s)	students' ability to access coursework thus increasing their academic skills to close the achievement gap and increase reclassification rates. RJUSD staff will also conduct greater scrutiny in the purchase of materials to be used with LTEL students to ensure that they are appropriate and specifically focused on the academic skill development of LTEL students. RJUSD expects that providing ELD supplemental materials to EL and LTEL students will result in decreasing the achievement gap on state and local assessments while also increasing their reclassification rates.	(2.4). English Learner and Long Term English Learner students will also be observed through EL Reclassification (1.5) and EL Proficiency Progress (1.6).

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.

Riverdale Joint Unified School District possesses a high concentration of students who are English learners, foster youth and/or low-income were able to receive an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in Riverdale Joint Unified School District. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-promise students. These actions are outlined in the Goals and Actions sections of the LCAP as follows:

Goal 1; Action 6: Targeted Instruction - ELD teachers
Goal 1; Action 8: Instructional Support - Certificated Staff and Classroom Tutors
Goal 3; Action 8: Student Opportunities - Athletic Trainer
Goal 3; Action 9: Supervision & Support - Playground Aides and Custodian
Goal 3; Action 10: Social Emotional Support - Certificated Staff and Counselors
Goal 4; Action 3: Parent Communication - Home-to-School Liaisons

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$16,649,479.00	$6,978,973.00	41.917%	0.000%	41.917%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$25,992,704.00	$1,796,358.00	$950,307.00	$934,834.00	$29,674,203.00	$21,684,065.00	$7,990,138.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Effective & Qualified Staff	All	No			All Schools		$11,455,339.00	$1,207,435.00	$12,662,774.00	$0.00	$0.00	$0.00	$12,662,774.00	0
1	1.2	Staff Collaboration	All English Learners	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.3	Supplemental Materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$584,284.00	$584,284.00	$0.00	$0.00	$0.00	$584,284.00	0
1	1.4	Supplemental Materials - Special Education	Students with Disabilities	No			All Schools		$1,242,102.00	$124,449.00	$603,568.00	$0.00	$762,983.00	$0.00	$1,366,551.00	0
1	1.5	Instructional Steering Committee	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$15,044.00	$0.00	$15,044.00	$0.00	$0.00	$0.00	$15,044.00	0
1	1.6	Targeted Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$676,240.00	$115,068.00	$466,823.00	$274,481.00	$0.00	$50,004.00	$791,308.00	0
1	1.7	Specialized Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,703,136.00	$313,541.00	$1,412,944.00	$453,028.00	$108,570.00	$42,135.00	$2,016,677.00	0
1	1.8	Instructional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$708,251.00	$0.00	$708,251.00	$0.00	$0.00	$0.00	$708,251.00	0
1	1.9	Standards Aligned Assessments	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$93,884.00	$0.00	$93,884.00	$0.00	$0.00	$0.00	$93,884.00	0
2	2.1	Standards Aligned Instructional Materials	All	No			All Schools		$0.00	$122,333.00	$0.00	$122,333.00	$0.00	$0.00	$122,333.00	0

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	2.2	Professional Development	All English Learners	No			All Schools		$0.00	$200,303.00	$0.00	$172,356.00	$0.00	$27,947.00	$200,303.00	0
2	2.3	Instructional Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$536,567.00	$402,514.00	$939,081.00	$0.00	$0.00	$0.00	$939,081.00	0
2	2.4	Professional Development ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$18,542.00	$27,947.00	$18,542.00	$0.00	$0.00	$27,947.00	$46,489.00	0
2	2.5	ELD Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$13,039.00	$13,039.00	$0.00	$0.00	$0.00	$13,039.00	0
2	2.6	Staff Collaboration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$18,542.00	$3,935.00	$22,477.00	$0.00	$0.00	$0.00	$22,477.00	0
2	2.7	Instructional Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$213,065.00	$0.00	$213,065.00	$0.00	$0.00	$0.00	$213,065.00	0
2	2.8	Library Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$169,549.00	$33,803.00	$203,352.00	$0.00	$0.00	$0.00	$203,352.00	0
3	3.1	PBIS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$13,156.00	$31,450.00	$44,606.00	$0.00	$0.00	$0.00	$44,606.00	0
3	3.2	Student Recognition	All	No			All Schools		$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	0
3	3.3	Student Transportation	All	No			All Schools		$0.00	$1,066,561.00	$1,066,561.00	$0.00	$0.00	$0.00	$1,066,561.00	0
3	3.4	Transportation Co-curricular/Extra-curricular Activities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$115,278.00	$0.00	$115,278.00	$0.00	$0.00	$0.00	$115,278.00	0
3	3.5	Clean Campuses/Facilities	All	No			All Schools		$1,619,618.00	$2,290,368.00	$3,909,986.00	$0.00	$0.00	$0.00	$3,909,986.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Health and Support Services	All	No			All Schools		$160,887.00	$629,275.00	$348,008.00	$80,000.00	$62,500.00	$299,654.00	$790,162.00	0
3	3.7	After School Programs	All	No			All Schools		$7,323.00	$92,677.00	$0.00	$40,000.00	$0.00	$60,000.00	$100,000.00	0
3	3.8	Student Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$463,322.00	$573,374.00	$1,036,696.00	$0.00	$0.00	$0.00	$1,036,696.00	0
3	3.9	Supervision & Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$464,026.00	$93,407.00	$557,433.00	$0.00	$0.00	$0.00	$557,433.00	0
3	3.10	Social Emotional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,398,250.00	$15,075.00	$576,806.00	$550,766.00	$16,254.00	$269,499.00	$1,413,325.00	0
3	3.11	Alternative Means of Suspension Programs	All English Learners, Socio-Economically Disadvantaged, Hispanic and Homeless	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.1	Parent Workshops	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.2	Parent Volunteerism	All	No					$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	0
4	4.3	Parent Communication	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$151,690.00	$5,000.00	$1,042.00	$0.00	$0.00	$155,648.00	$156,690.00	0
4	4.4	Parent Survey	All	No			All Schools		$0.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	$2,000.00	0
4	4.5	Parent Access	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.6	Parent School Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$37,500.00	$37,500.00	$0.00	$0.00	$0.00	$37,500.00	0
4	4.7	Communication Needs for Parents	English Learners	Yes	LEA-wide	English Learners	All Schools		$337,160.00	$0.00	$337,160.00	$0.00	$0.00	$0.00	$337,160.00	0
5	5.1	Counseling Support - Horizon High	All	No			Specific Schools: Horizon High		$51,397.00	$0.00	$0.00	$51,397.00	$0.00	$0.00	$51,397.00	0

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									
5	**5.2**	Career Exploration - Horizon High	All	No			Specific Schools: Horizon High School		$0.00	$300.00	$0.00	$300.00	$0.00	$0.00	$300.00	0
6	**6.1**	Academic Support - Riverdale Virtual School	All	No			Specific Schools: Riverdale Virtual School		$51,697.00	$0.00		$51,697.00			$51,697.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$16,649,479.00	$6,978,973.00	41.917%	0.000%	41.917%	$7,397,307.00	0.000%	44.430 %	Total:	$7,397,307.00
								LEA-wide Total:	$7,365,726.00
								Limited Total:	$31,581.00
								Schoolwide Total:	$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 (%)
1	1.3	Supplemental Materials	Yes	LEA-wide	English Learners Low Income	All Schools	$584,284.00	0
1	1.5	Instructional Steering Committee	Yes	LEA-wide	English Learners Low Income	All Schools	$15,044.00	0
1	1.6	Targeted Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$466,823.00	0
1	1.7	Specialized Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$1,412,944.00	0
1	1.8	Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$708,251.00	0
1	1.9	Standards Aligned Assessments	Yes	LEA-wide	English Learners Low Income	All Schools	$93,884.00	0
2	2.3	Instructional Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$939,081.00	0
2	2.4	Professional Development ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,542.00	0
2	2.5	ELD Supplemental Materials	Yes	Limited to Unduplicated	English Learners	All Schools	$13,039.00	0

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 (%)
				Student Group(s)				
2	**2.6**	Staff Collaboration	Yes	LEA-wide	English Learners Low Income	All Schools	$22,477.00	0
2	**2.7**	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$213,065.00	0
2	**2.8**	Library Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$203,352.00	0
3	**3.1**	PBIS	Yes	LEA-wide	English Learners Low Income	All Schools	$44,606.00	0
3	**3.4**	Transportation Co-curricular/Extra-curricular Activities	Yes	LEA-wide	English Learners Low Income	All Schools	$115,278.00	0
3	**3.8**	Student Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$1,036,696.00	0
3	**3.9**	Supervision & Support	Yes	LEA-wide	English Learners Low Income	All Schools	$557,433.00	0
3	**3.10**	Social Emotional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$576,806.00	0
4	**4.3**	Parent Communication	Yes	LEA-wide	English Learners Low Income	All Schools	$1,042.00	0
4	**4.6**	Parent School Engagement	Yes	LEA-wide	English Learners	All Schools	$37,500.00	0
4	**4.7**	Communication Needs for Parents	Yes	LEA-wide	English Learners	All Schools	$337,160.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$28,232,498.00	$28,187,425.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Effective & Qualified Staff	No	$12,145,132.00	$12,391,267.00
1	**1.2**	Staff Collaboration	No	$0.00	$0.00
1	**1.3**	Supplemental Materials	Yes	$569,671.00	$509,254.00
1	**1.4**	Supplemental Materials - Special Education	No	$1,305,811.00	$1,240,145.00
1	**1.5**	Instructional Steering Committee	Yes	$14,656.00	$15,136.00
1	**1.6**	Targeted Instruction	Yes	$816,185.00	$764,450.00
1	**1.7**	Specialized Programs	Yes	$2,070,293.00	$1,864,411.00
1	**1.8**	Instructional Support	Yes	$474,216.00	$511,658.00
1	**1.9**	Standards Aligned Assessments	Yes	$101,991.00	$124,214.00
2	**2.1**	Standards Aligned Instructional Materials	No	$232,543.00	$124,228.00
2	**2.2**	Professional Development	No	$241,900.00	$226,697.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Instructional Technology	Yes	$965,100.00	$930,084.00
2	**2.4**	Professional Development ELD	Yes	$55,892.00	$65,729.00
2	**2.5**	ELD Supplemental Materials	Yes	$37,286.00	$17,324.00
2	**2.6**	Staff Collaboration	Yes	$35,630.00	$27,849.00
2	**2.7**	Instructional Coaching	Yes	$206,727.00	$206,301.00
2	**2.8**	Library Staff	Yes	$212,826.00	$198,806.00
3	**3.1**	PBIS	Yes	$47,231.00	$42,954.00
3	**3.2**	Student Recognition	No	$2,700.00	$2,789.00
3	**3.3**	Student Transportation	No	$1,031,440.00	$1,031,440.00
3	**3.4**	Transportation Co-curricular/Extra-curricular Activities	Yes	$110,357.00	$102,339.00
3	**3.5**	Clean Campuses/Facilities	No	$3,335,482.00	$3,538,937.00
3	**3.6**	Health and Support Services	No	$724,954.00	$772,925.00
3	**3.7**	After School Programs	No	$100,000.00	$100,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.8**	Student Opportunities	Yes	$975,159.00	$974,968.00
3	**3.9**	Supervision & Support	Yes	$560,155.00	$547,609.00
3	**3.10**	Social Emotional Support	Yes	$1,376,695.00	$1,367,309.00
3	**3.11**	Alternative Means of Suspension Programs	No	$0.00	$0.00
4	**4.1**	Parent Workshops	No	$0.00	$0.00
4	**4.2**	Parent Volunteerism	No	$2,000.00	$3,937.00
4	**4.3**	Parent Communication	Yes	$154,203.00	$147,082.00
4	**4.4**	Parent Survey	No	$4,000.00	$628.00
4	**4.5**	Parent Access	No	$0.00	$0.00
4	**4.6**	Parent School Engagement	Yes	$37,500.00	$30,769.00
4	**4.7**	Communication Needs for Parents	Yes	$183,693.00	$215,923.00
5	**5.1**	Counseling Support - Horizon High	No	$47,907.00	$47,829.00
5	**5.2**	Career Exploration - Horizon High	No	$2,628.00	$2,706.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.1**	Academic Support - Riverdale Virtual School	No	$50,535.00	$39,728.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,675,616.00	$7,115,886.00	$6,936,694.00	$179,192.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	Supplemental Materials	Yes	$569,671.00	$509,254.00	0	
1	**1.5**	Instructional Steering Committee	Yes	$14,656.00	$15,136.00	0	
1	**1.6**	Targeted Instruction	Yes	$438,146.00	$438,211.00	0	
1	**1.7**	Specialized Programs	Yes	$1,319,276.00	$1,221,719.00	0	
1	**1.8**	Instructional Support	Yes	$474,216.00	$511,658.00	0	
1	**1.9**	Standards Aligned Assessments	Yes	$101,991.00	$124,214.00	0	
2	**2.3**	Instructional Technology	Yes	$965,100.00	$930,084.00	0	
2	**2.4**	Professional Development ELD	Yes	$18,567.00	$17,789.00	0	
2	**2.5**	ELD Supplemental Materials	Yes	$37,286.00	$17,324.00	0	
2	**2.6**	Staff Collaboration	Yes	$35,630.00	$27,849.00	0	
2	**2.7**	Instructional Coaching	Yes	$206,727.00	$206,301.00	0	
2	**2.8**	Library Staff	Yes	$138,905.00	$139,831.00	0	
3	**3.1**	PBIS	Yes	$47,231.00	$42,954.00	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.4**	Transportation Co-curricular/Extra-curricular Activities	Yes	$110,357.00	$102,339.00	0	
3	**3.8**	Student Opportunities	Yes	$975,159.00	$974,968.00	0	
3	**3.9**	Supervision & Support	Yes	$560,155.00	$547,609.00	0	
3	**3.10**	Social Emotional Support	Yes	$732,417.00	$721,985.00	0	
4	**4.3**	Parent Communication	Yes	$149,203.00	$140,777.00	0	
4	**4.6**	Parent School Engagement	Yes	$37,500.00	$30,769.00	0	
4	**4.7**	Communication Needs for Parents	Yes	$183,693.00	$215,923.00	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$16,260,563.00	$6,675,616.00	0.041%	41.095%	$6,936,694.00	0.000%	42.660%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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