

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Roseville City School District

CDS Code: 31669100000000

School Year: 2025-26

LEA contact information:

Derk Garcia

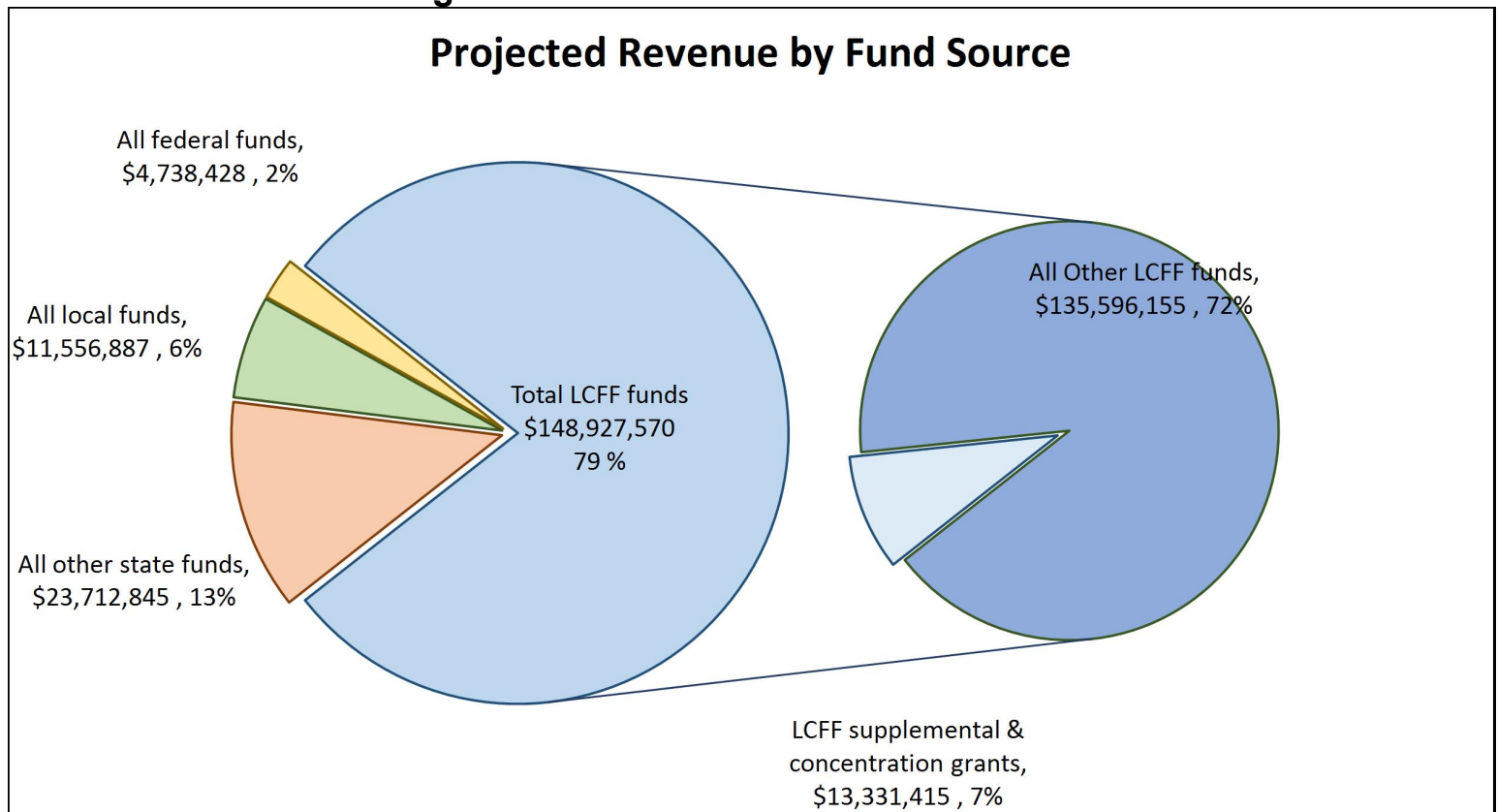
Superintendent

dgarcia@rcsdk8.org

916-771-1600

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

Budget Overview for the 2025-26 School Year

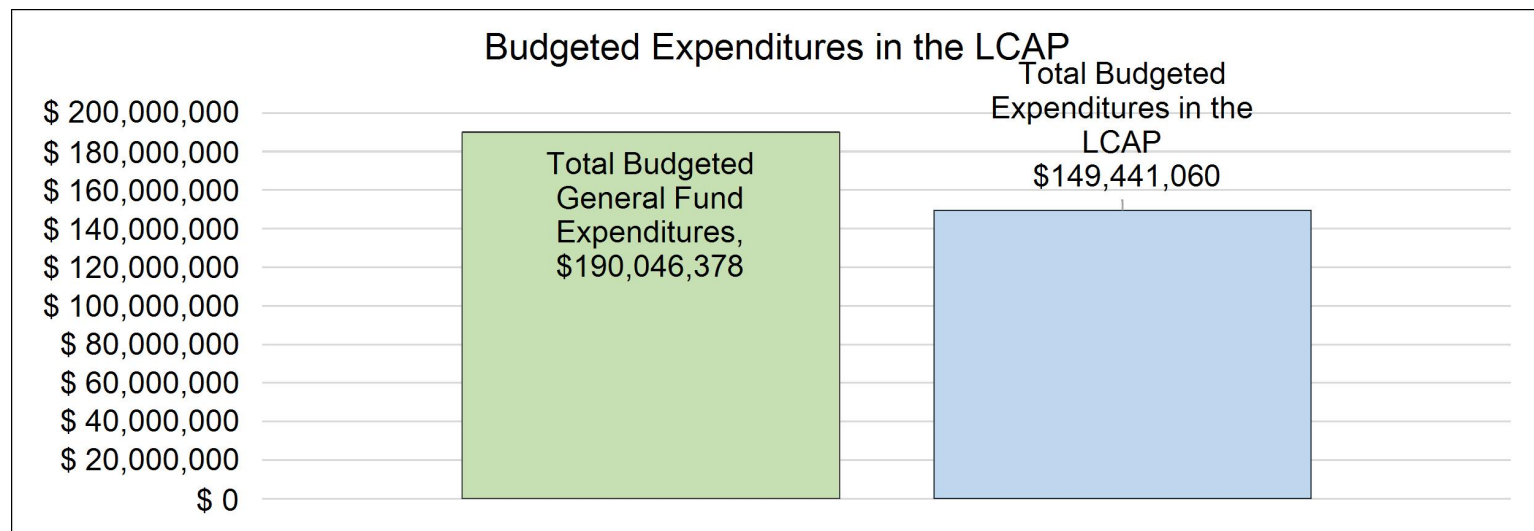


This chart shows the total general purpose revenue Roseville City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Roseville City School District is \$188,935,730, of which \$148,927,570 is Local Control Funding Formula (LCFF), \$23,712,845 is other state funds, \$11,556,887 is local funds, and \$4,738,428 is federal funds. Of the \$148,927,570 in LCFF Funds, \$13,331,415 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 Roseville City School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Roseville City School District plans to spend \$190,046,378 for the 2025-26 school year. Of that amount, \$149,441,060 is tied to actions/services in the LCAP and \$40,605,318 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The operational costs play a significant role in the overall functioning of the district. These costs encompass utilities such as electricity, gas and water. They also include contracted services with outside vendors, which provide specialized services specifically tailored for our educational needs. Furthermore, operational costs cover classroom supplies and materials that facilitate effective teaching and learning.

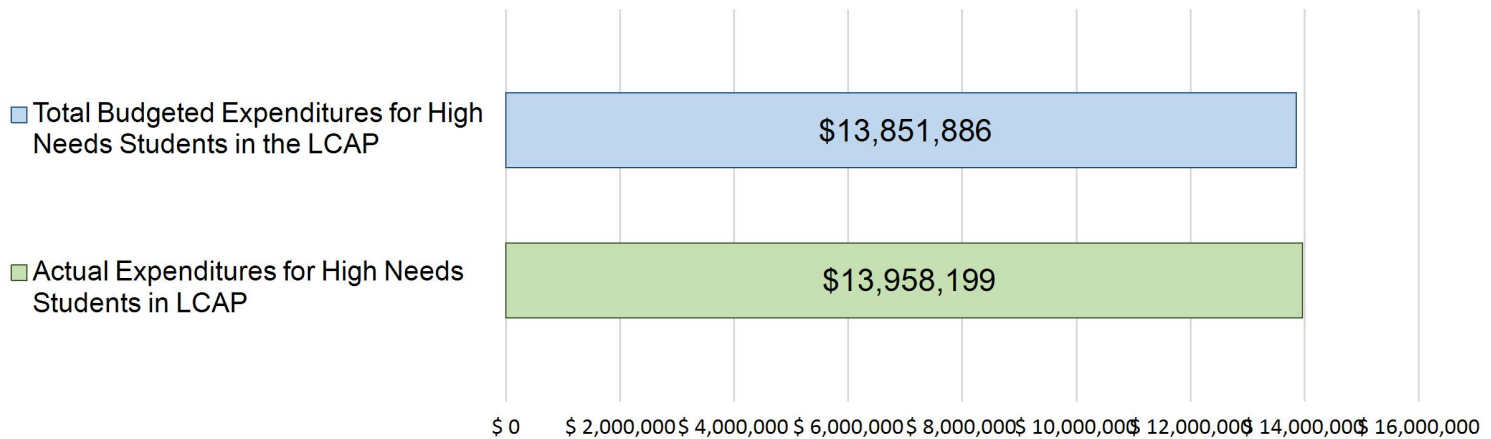
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Roseville City School District is projecting it will receive \$13,331,415 based on the enrollment of foster youth, English learner, and low-income students. Roseville City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Roseville City School District plans to spend \$14,053,328 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 2024-25

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



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

The text description of the above chart is as follows: In 2024-25, Roseville City School District's LCAP budgeted \$13,851,886 for planned actions to increase or improve services for high needs students. Roseville City School District actually spent \$13,958,199 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$106,313 had the following impact on Roseville City School District's ability to increase or improve services for high needs students:

Students received support in critical areas of academic needs through student-centered programs such as career technical education courses, small group instruction and extended time in school for our youngest learners. The variance between what was budgeted and expended did not impact student who needed support.

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
Roseville City School District	Derk Garcia Superintendent	dgarcia@rcsdk8.org 916-771-1600

Plan Summary [2025-26]

General Information

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

The Roseville City School District (RCSD) serves 12,004 preschool through eighth-grade students across 21 schools, covering approximately 46.2 square miles in Placer County. With the recent opening of Westbrook Elementary in 2023, RCSD continues to expand to meet community needs while maintaining a student-centered focus rooted in academic excellence and whole-child development, and supporting the needs of every child.

RCSD offers diverse programs that address academic, social-emotional, and enrichment needs. Specialized offerings include International Baccalaureate (IB), Career Technical Education (CTE), full-day Transitional Kindergarten, Gifted and Talented Education (GATE), Advancement Via Individual Determination (AVID), Special Education services, and a robust Elementary Art Docent Program. The district also provides universal music education at the elementary level and a middle school World Languages program.

A hallmark of RCSD's educational strategy is its districtwide 1:1 technology initiative, which ensures all students in grades K–8 have access to a dedicated digital device. Transitional Kindergarteners have eight iPads per classroom. This effort is supported by a strong technology infrastructure and integrated digital learning tools.

Demographics (2024 California School Dashboard):

- Enrollment: 12,004 students
- Socioeconomically Disadvantaged: 63.2%
- English Learners: 11.4%

- Foster Youth: 0.2%

Academic Supports:

Partners emphasized the importance of maintaining robust intervention programs, expanding differentiated instruction, and increasing teacher professional development in English Language Arts, English Language Development (ELD), and mathematics.

Student Engagement and Climate:

While students and families praised RCSD's safe and supportive environments, they also requested expanded extracurricular and social opportunities and more substantial bullying prevention efforts.

Family and Community Partnerships:

Stakeholders called for enhanced communication, increased multilingual outreach, and greater opportunities for family involvement in school and district decisions.

Resource and Facilities Equity:

Families and staff advocated for equitable improvements to technology infrastructure, campus facilities, and access to student services, particularly expanded mental health supports and academic enrichment offerings.

The 2024 California School Dashboard data indicates strong progress and areas for continued focus. All 21 RCSD schools implement Positive Behavioral Interventions and Supports (PBIS), with bronze, gold, or platinum recognition awarded across the district for the 2024–25 school year. Chilton Middle School earned the title of California Distinguished School (2023–24), while Kaseberg Elementary was recognized as a National Blue Ribbon School (2024) and a California Distinguished School (2025).

RCSD partners with Right at School to offer after-school Expanded Learning Opportunity Programs (ELO-P) at every elementary site to support working families and provide extended learning opportunities. The After School Education and Safety (ASES) Grant supplements these programs at select schools. RCSD has adopted the Community Eligibility Provision (CEP) to ensure free meals for students in socioeconomically challenged areas, removing food insecurity as a barrier to learning.

RCSD's Local Control and Accountability Plan (LCAP) guides its strategic investments and educational priorities. The district's collaborative, data-informed, and student-centered approach—grounded in strong educational partner engagement—ensures that all students are supported to thrive academically, socially, and emotionally.

LCAP Acronyms:

The RCSD Local Control Accountability Plan is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP allows the district to share the story of how, what, and why our programs and services are selected to meet our local needs. Some of the acronyms used in the document are defined here:

AVID - Advancement Via Individual Determination

CTE - Career Technical Education

DELAC - District English Language Acquisition Committee
ELAC - English Language Acquisition Committee
ELD - English Language Development
IB - International Baccalaureate
LCAP - Local Control Accountability Plan
LEA - Local Education Agency
Low SES - Socioeconomically Disadvantaged
PAC - Parent Advisory Committee
PBIS - Positive Behavior Intervention Supports
RCSD - Roseville City School District

RP - Restorative Practices
SSC - School Site Council
TK - Transitional Kindergarten

Subgroup Acronyms:

- American Indian - AI
- All Students - ALL
- Asian - AS
- Black/African American - B/AA
- English Learners - EL
- Filipino - FI
- Foster Youth - FY
- Hispanic - HS
- Homeless - H
- Low-Income - LI
- Pacific Islander - PI
- Socioeconomically Disadvantaged - SD
- Students with Disabilities - SWD
- Two or more races - TMR
- White - WH

Reflections: Annual Performance

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

Reflections: Annual Performance – 2024–25 LCAP

An analysis of the 2024 California School Dashboard and local data reveals both areas of success and those requiring continued attention across RCSD. English Language Arts (ELA) outcomes for the "All Students" group remained a districtwide strength, scoring 10 points above standard, although this reflects a slight decline of 3.4 points from the prior year. The majority of school sites remained in the yellow performance band. However, Eich Middle School continued to demonstrate significant needs, particularly for English Learners, who have remained in the red performance level since 2023. In response, the school implemented targeted English Language Development (ELD) courses for Long-Term English Learners and provided sustained professional development for staff, facilitated by the ELD teacher. For Homeless Students, no Dashboard color designation was assigned in 2024; meanwhile, Students with Disabilities—previously in red in 2023—demonstrated improvement due to the implementation of tiered academic interventions and support systems. At Cooley Middle School, Students with Disabilities improved from red to yellow; Sargeant Elementary saw a shift from red to orange for the same student group; and at Thomas Jefferson Elementary, Students with Disabilities advanced from red to yellow—all as a result of consistent and targeted tiered intervention support.

RCSD has also expanded instructional supports through districtwide iReady and ELA Tiered Systems of Support. However, fidelity issues remain, particularly in the pacing and monitoring of instructional minutes. Middle school math interventions demonstrated strong growth, such as Chilton students achieving 2.5 years of growth in one semester, reinforcing positive movement from red to orange at Cooley and Eich Middle Schools. Kindergarten and first-grade ESGI data (92.6% and 95.4% proficiency) also suggest foundational learning gains, tied to extended-day programming.

While 50.4% of English Learners progressed toward English proficiency, the 8.3% decline received an orange indicator. Blue Oaks, which dropped from green to red in 2023 before rebounding to orange in 2024, has intensified ELD supports and PD. Districtwide, ELD instructional coaching and early identification strategies aim to reduce LTEL numbers at an all-time low of 5.3%.

In the 2024 California School Dashboard, Roseville City School District maintained a "Yellow" performance level in mathematics. The "All Students" group scored 7.4 points below the standard, reflecting a slight decline of 1.1 points compared to 2023. This result, based on assessment data from 7,640 students, highlights the continued need for strengthened tiered math instruction across the district. Several student groups continue to perform well below standard, including Long-Term English Learners (138.9 points below), Students with Disabilities (75.2 points below), and Foster Youth (96.2 points below). Despite these ongoing gaps, progress is evident in some areas. At Cooley Middle School, Students with Disabilities improved from red in 2023 to orange in 2024, and Eich Middle School saw a notable gain among English Learners, whose performance moved from red in 2023 to yellow in 2024. These gains suggest that targeted math interventions and supports are beginning to yield positive results, particularly when aligned with site-level needs.

Encouragingly, Socioeconomically Disadvantaged students improved by 8.8 points, and Foster Youth gained 67.6 points, suggesting that some targeted supports yield results. Educational partner feedback has emphasized the importance of sustaining math intervention services, increasing access to culturally relevant instructional materials, and ensuring professional development in differentiated math instruction. These reflections will guide the district's strategies to close achievement gaps and elevate student mathematics performance.

In the 2023–24 school year, RCSD's Every Day Matters campaign and enhanced attendance monitoring through the Multi-Tiered System of Supports (MTSS) significantly reduced chronic absenteeism, decreasing from 19.7% to 11.4%. This improvement was observed across all student groups, including homeless students, who previously faced the most significant challenges.

At Catheryn Gates Elementary, notable progress was achieved, with all student groups improving their chronic absenteeism performance levels. In 2023, groups such as All Students, English Learners, Hispanic students, Students with Disabilities, and Two or More Races were in the Red performance level. By 2024, these groups had advanced to higher performance levels, reflecting the effectiveness of targeted interventions.

Similarly, other schools demonstrated substantial growth from 2023 to 2024:

- Barbara Chilton Middle School: English Learners moved from Red to Orange.
- Woodbridge Elementary: English Learners and Hispanic students improved from Red to Orange.
- Crestmont Elementary: Two or More Races advanced from Red to Yellow.
- Diamond Creek Elementary: English Learners progressed from Red to Yellow.
- Sargeant Elementary: English Learners improved from Red to Orange.
- Riego Creek Elementary: White students moved from Red to Yellow.
- Stoneridge Elementary: Students with Disabilities moved from Red to Yellow.

These positive trends are supported by integrating chronic absenteeism strategies into each school's updated School Plan for Student Achievement (SPSA), aligning with districtwide actions outlined in Goal 2, Actions 4 and 13. RCSD's health coordinator and assistants remain crucial in ensuring that medical needs do not hinder students' regular attendance.

Mental health professionals devoted 35% of service hours to unduplicated pupils, while all 21 eligible RCSD schools earned PBIS implementation awards. Volunteer program expansion and 96% PBIS Tier I fidelity reflect family and school climate engagement growth. Still, disparities remain in suspension rates—2.5% overall, up slightly from 2023—and disproportionality for Homeless and LTEL students persists.

Teacher induction for early-career teachers, a new Social Studies curriculum, and science materials have expanded standards-based access. Instructional materials were successfully deployed, but implementation monitoring will be key. Strategic hiring platforms helped fill hard-to-staff roles, supporting facilities and instruction.

Facilities upgrades across HVAC, playgrounds, and roofing yielded 95% 'Exemplary' FIT ratings in 2024, up from 81% in 2023. These align with Priority 1 goals for safe, equitable learning environments.

Survey data across stakeholder groups reinforces district progress and areas of focus. In the January 2024 LCAP Staff Survey, 62% of staff affirmed that students receive the necessary resources and support (Metric 1.3). The 2024 Parent Survey showed a 59.9% increase in participation, with 90% rating district communications as effective and 78% reporting that schools feel welcoming and supportive. Among students, 68% of 7th graders reported a strong sense of school connectedness (Metric 2.6), with a target of 73% by 2027.

RCSD continues to align strategic actions with LCFF Priorities 1, 4, 5, and 6. The 2024 California School Dashboard improves overall outcomes; however, persistent gaps remain in suspension rates and ELA performance for homeless students and long-term English learners (LTELs). Through Differentiated Assistance, the district collaborates with sites to implement targeted supports in updated SPSAs. The 2025–26 LCAP remains grounded in a continuous improvement cycle with support from educational partner input.

District and site staff, in collaboration with Educational Services administrators, conducted school day observations through Differentiated Assistance to identify barriers impacting LTELs and homeless students. These findings informed targeted supports, including expanded social-emotional services, counselor outreach, and professional development to improve engagement and academic outcomes.

All middle schools have launched targeted English Language Development (ELD) courses for LTELs. These classes feature smaller teacher-to-student ratios, which foster more individualized academic support and stronger teacher-student relationships. Concurrently, school-based teams—led by counselors and the district's social worker—are proactively implementing behavior intervention strategies for Homeless Youth to reduce suspensions and support school connectedness. These actions are aligned with Priority 5 (Student Engagement) and Priority 6 (School Climate) under the LCFF, and they are monitored using disaggregated metrics for chronic absenteeism, suspension, and ELD reclassification rates.

Through input from School Site Councils, DELAC, PAC, students, staff, and parents/guardians, RCSD's 2025–26 LCAP is shaped around strengthening academic achievement, expanding student engagement and wellness supports, enhancing family partnerships, and ensuring equitable access to facilities, resources, and opportunities across all schools.

RCSD has fully expended all Learning Recovery Emergency Block Grant (LREBG) funds allocated for the 2024–25 school year.

Reflections: Technical Assistance

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

RCSD is in Differentiated Assistance for Homeless Students and Long-Term English Learner Students (LTELs) and Homeless students for Suspensions and ELA. As part of the continuous improvement process, RCSD has engaged in targeted technical assistance in collaboration with the Placer County Office of Education (PCOE) to address disparities in outcomes for Long Term English Learners (LTELs) and students experiencing homelessness.

During the 2024–25 school year, our technical assistance activities included:

- A comprehensive data dive: Conducted with PCOE to analyze academic performance, suspension rates, and chronic absenteeism trends for our unduplicated students, particularly LTELs and Homeless students. This analysis provided insight into systemic barriers and subgroup-specific trends across middle schools.
- An initiative inventory: Through collaboration with district and site leaders, we assessed existing programs and actions, identifying which initiatives align with current data and which may need modification or consolidation.
- Planned English Learner (EL) shadowing: This upcoming activity will enable RCSD leadership and instructional teams to observe and better understand the classroom experience of EL students. The findings will inform the refinement of LTEL supports and guide development of differentiated instruction strategies aligned with the California ELA/ELD Framework.

These technical assistance efforts have already informed updates to ELlevation dashboards, alignment of LTEL filter definitions with dashboard indicators, and enhanced cross-site planning for targeted support. The engagement has ensured that our LCAP goals are data-informed, equity-focused, and grounded in direct observations of student needs.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Parent Advisory Committee	1) Facilitated regular meetings with the LCAP Parent Advisory Committee (PAC), scheduled from 6:30 to 8:30 pm over the designated months. This careful planning ensured the effective use of time, fostering a productive environment for educational partners to review data thoroughly and identify underrepresented groups. This approach garnered valuable feedback and notably included the participation of student representatives in the LCAP PAC. [February 2025, March 2025, June 2025]
Monthly certificated and classified labor group meetings with district office staff	1) District office staff conducted monthly meetings with certificated and classified labor groups from August 2024 to May 2025. 2) Initiating meetings with local bargaining units proactively solicited constructive criticism and feedback, significantly contributing to developing the Local Control Accountability Plan (LCAP), including the Professional Development Advisory Plan and the Professional Development Advisory Committee (PDAC).

Educational Partner(s)	Process for Engagement
	<p>3) The collective input from all educational partners was recognized as a vital component for decision-making, reinforcing that every opinion was valued and incorporated into the final decisions in May 2025.</p> <p>4) The implementation of Local Control and Accountability Plan (LCAP) surveys was directed toward staff members to gather insights on the needs of students, with a focus on English Learners, and to explore potential actions to meet these needs. This initiative also facilitated discussions on potential updates to the LCAP. The data collected from these surveys were utilized in LCAP PAC meetings as a foundational resource for decision-making.[March 2025, June 2025]</p>
Staff LCAP Survey	<p>1) An LCAP Survey, entitled "Staff LCAP Survey," was conducted between January 16 and January 25, aimed at obtaining effective feedback and soliciting valuable feedback to enhance engagement with educational partners. [January 2025]</p> <p>2) The data was thoroughly analyzed after the survey to identify staff needs to support underrepresented groups.</p> <p>3) Feedback received from all educational partners was carefully considered.</p>
Schools' Site Councils	<p>1) From January to April 2025, meetings were convened with School Site Councils. The purpose of these meetings was to ensure adequate representation and provide opportunities for input from all community partners.</p> <p>2) The information gathered, which included similar questions for all schools, was shared with the district office in a form for district themes and trends. These meetings were crucial for gathering feedback that</p>

Educational Partner(s)	Process for Engagement
	<p>would be instrumental in formulating the Local Control and Accountability Plan (LCAP) and every school's Site Plan for School Achievement (SPSA). Meeting agendas were formulated and dispatched to provide information to streamline discussions on the most pressing issues.</p> <p>3)The findings from these collaborations with the educational partners were collated and will be used in every school's SPSA, voted on by May 2025. They also provided information about continuous improvement strategies within the school district, emphasizing sustained progress and adaptability.</p>
Special Education Local Plan Area (SELPA) LCAP consult meeting	<p>1) On May 2, 2025, a comprehensive data review was conducted to identify underrepresented groups within the Special Education Local Plan Area (SELPA) LCAP consult meeting.</p> <p>2) The meeting addressed Students with Disabilities (SWD), potential actions addressing these needs, and recommended updates to the LCAP.</p>
Student feedback groups and Survey (4th and 5th grade and middle school students	<p>1) Initiated engagement with student feedback listening groups from the 4th and 5th grades and middle school from January to March 2025.</p> <p>2) The purpose was to seek their input towards the comprehensive development of the school district and school sites. [January to March 2025]</p> <p>3) Principals shared the information with the district to ensure that the district could analyze the data for trends and themes. The Site Plans for School Achievement (SPSA) will use local student feedback.</p> <p>4) Students also took the LCAP Climate Survey in 2025.</p>
Parent and Guardian LCAP Survey	<p>1) From January 16 to January 25, 2025, parents and guardians in the district took the LCAP Survey, entitled "Parent LCAP Survey".</p>

Educational Partner(s)	Process for Engagement
	<p>2) Survey data were analyzed to identify underrepresented groups among our educational partners.</p>
<p>Board Meeting Dashboard Update and LCAP Midyear Review Meeting</p>	<p>1) The educational partner was consulted during a Board Meeting Dashboard Update and LCAP Midyear Review Meeting held on February 8, 2025. An in-depth data analysis was conducted to identify underrepresented groups and continue planning for the 2024-2027 LCAP.</p> <p>2) Multiple community partners were engaged from January to April 2025, ensuring a comprehensive and diverse input to shape the school district's goals and formulate plans to achieve these LCAP goals. (January to June)</p>
<p>District English Language Acquisition Committee (DELAC) Meetings</p>	<p>1) From February to June, meetings with the District English Language Acquisition Committee (DELAC) were conducted to review and analyze data, identifying underrepresented groups for additional outreach.</p> <p>2) March 25, 2025, engaged with DELAC in consultation and sought feedback to inform the Local Control and Accountability Plan (LCAP) development</p>
<p>Public feedback and review of the LCAP draft</p>	<p>1) An extensive data review was conducted from June 9, 2025, to June 16, 2025. Valuable feedback was solicited from the public to inform revisions from June 9, 2025, to June 16, 2025. Written questions from the community, the LCAP PAC, and the DELAC were addressed in writing by the Superintendent. [June 2025]</p>
<p>Board meeting and Public Hearing for LCAP and Budget</p>	<p>1) On June 16, 2025, our Board of Education will hold a board meeting and public hearing for the Local Control Accountability Plan (LCAP) and Budget.</p>

Educational Partner(s)	Process for Engagement
Board meeting with LCAP and Budget Approval on the agenda	1) A board meeting is scheduled to approve the LCAP and budget, which is on the agenda. [June 18, 2025]

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

The 2025–26 LCAP was shaped by diverse engagement forums, including input from students, parents, certificated and classified staff, site and district administrators, labor partners, SSCs, DELAC, and PAC. Feedback was collected through listening groups, surveys, PDAC sessions, Board study sessions, and site meetings from August 2024 through June 2025.

Key themes and resulting LCAP responses include:

1. Academic Supports and Access
Over 700 students enrolled in the Expanded Learning Opportunities Program (ELO-P) across elementary sites informed the continuation and expansion of after-school programs and partnerships with Right at School (Action 1.18 and 2.7).

In response:
Certificated staff expressed the need for a Tier II Flex period to serve better students who need targeted support. This influenced actions within Goal 1 related to intervention structures and time allocation at the middle level (linked to Metrics 2 and 12).

Stakeholders affirmed continued use of iReady benchmarks and instructional modules to inform interventions and data-driven instruction (Actions 1.1, 1.2, 1.3).

2. Data-Informed Instruction
Board members, administrators, and teaching staff identified a growing need for actionable, site-level data use.

In response:
As a result, the LCAP introduces a new position to support data analysis, instructional decision-making, and alignment with MTSS (Action 1.26).

3. Special Education and Health Services
Classified and certificated staff across multiple sites requested expanded support in response to increased Special Education enrollment and the rising number of medically fragile students.

In response:
The LCAP includes funding for an additional school nurse and a psychologist (Action 2.5 and Action 2.9) to meet these needs and support MTSS and IEP implementation.

4. Social and Emotional Learning and Engagement

Student feedback from 5,592 survey responses emphasized the need for safe, inclusive spaces. Only 67% felt comfortable expressing emotions, 43% expressed that they are lonely or sometimes lonely, and 25% reported verbal bullying three or more times, primarily during recess and unstructured time.

In response:

As a result, the LCAP invests in expanding Second Step SEL, continuing the use of mental health professionals, and increasing supervision support, especially during non-instructional periods (Actions 2.2, 2.3; Metrics 4, 6, 8).

5. Family Engagement and Communication

Parents and guardians expressed a desire for greater clarity on engagement pathways, with 27% reporting they did not know how to be involved.

In response:

The LCAP continues support for multilingual communication tools (e.g., ParentSquare), orientations for EL families, and increased DELAC collaboration (Actions 1.21–1.25). The middle school will transition from a standards-based report card to a more traditional letter-grade format to provide parents and students with more straightforward and easily understood feedback.

This feedback cycle underscores the district's continued commitment to inclusion, responsiveness, and alignment with California School Dashboard indicators and the real-time voices of its community.

6. Engagement Trends from 2024–25

During the 2024–25 LCAP cycle, the district expanded its parent engagement tracking efforts. Notably, feedback collected during spring 2025 DELAC and SSC meetings highlighted a growing use of ParentSquare and interest in two-way communication. Over 2,300 survey responses were logged from families between January and May 2025.

Key outcomes included:

- 74% of respondents reported attending at least one school event (up from 61% in 2023–24), suggesting improved outreach and accessibility.
- . Open-ended feedback identified the need for better translation at live events and clearer explanations of student performance data.

In response:

The district piloted simultaneous translation at board meetings and increased the availability of ASL and Spanish translators (Spring 2025). Schools also used translators at principal coffees and presentations, which will be continued and expanded (Action 1.22).

A new family online video workshop will assist caregivers in interpreting CAASPP and local benchmark data (Action 1.23 and Action 1.26).

This ongoing cycle of data-informed responsiveness ensures continuity between LCAP years and compliance with Priority 3 requirements for meaningful engagement and participation of families, especially for English learners, foster youth, and low-income students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will exhibit measurable progress toward achieving and surpassing proficiency standards in English Language Arts (ELA) and Mathematics.	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.

The goal of eliminating academic gaps, enhancing instruction, and boosting academic achievement across the district is developed from a comprehensive understanding of educational needs and priorities. Recognizing the significance of equitable educational outcomes, the district has set forth initiatives to ensure all students have the resources necessary for learning, addressing the basic learning conditions. Professional learning programs are enacted to elevate instruction quality in alignment with State Standards, reflecting a commitment to effective teaching practices. Moreover, the introduction of iReady assessments signifies a strategic effort to closely monitor student progress and tailor instruction to meet individual needs, thereby supporting Pupil Achievement. Ensuring access to rigorous and inclusive curricula through initiatives like College and Career Pathways, AVID, and Pre-AP courses highlights the District's dedication to providing challenging learning opportunities for all students, aligning with the priority of Course Access. Additionally, the District's approach to assessing quantitative and qualitative outcomes underscores a holistic view toward educational success, aiming for continuous improvement in Other Pupil Outcomes. Through these integrated methods, the district aims to address and enhance State priorities by creating a more equitable, effective, and achievement-oriented educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Achievement: Percentage of students meeting or exceeding standards	Spring 2023 58% of "All Students" met or exceeded Standard for ELA.	Spring 2024 57% of "All Students" met or exceeded Standard for ELA.		Spring 2027 61% of "All Students" meet or exceed Standard for ELA.	As of Spring 2024, 57% of RCSD students in the "All Students" group met or exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: State CAASPP Reporting					the standard in ELA, representing a 1% decline from the baseline.
1.2	MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting	Spring 2023 50% of "All Students" met or exceeded Standard for Math.	Spring 2024 50% of "All Students" met or exceeded Standard for Math.		Spring 2027 53% of "All Students" meet or exceed Standard for Math.	As of Spring 2024, RCSD is 50% for the "All Students" group meeting or exceeding the Standard for Math, representing a 0% change from baseline.
1.3	Local Control Accountability Plan (LCAP) Survey for Staff (yearly)	62% of all staff who responded to the January 2024 Local Control Accountability Plan (LCAP) Survey agreed, "Students receive the resources and support they need."	68% of all staff who responded to the January 2024 Local Control Accountability Plan (LCAP) Survey agreed, "Students receive the resources and support they need."		By 2027 67% of all staff who respond to the Local Control Accountability Plan (LCAP) Survey will agree, "Students receive the resources and support they need."	In the January 2024 Local Control and Accountability Plan (LCAP) Survey, 68% of staff agreed that "students receive the resources and support they need," meeting the Year 3 Outcome target and representing a 6% increase from the baseline year.
1.4	Professional Development Advisory Survey	All certificated staff had the opportunity to share feedback to assist in developing the 24-27 Professional Development Advisory Plan.	The plan has been implemented as outlined by the Professional Development Advisory Committee. Feedback is gathered at each		In 2027, all certificated staff can share feedback about their top three priorities for professional learning by grade level or	The plan has been implemented as outlined by the Professional Development Advisory Committee. Feedback is gathered at each

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			professional development session, and staff will also provide input through the PDAC Committee in Spring 2025.		department to assist in developing the next 3-year Professional Development Advisory Plan.	professional development session, and staff will also provide input through the PDAC Committee in Spring 2025.
1.5	English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)	58.7% of current EL students are making progress towards English language proficiency.	50.4% of current EL students are making progress towards English language proficiency.		By 2027 Maintain, or increase from, 58.7% of EL students making progress towards English language proficiency.	As of Spring 2024, RCSD 50.4% of current EL students are making progress towards English language proficiency, representing an 8.3% decline from baseline.
1.6	English Learner Redesignation Rate	23-24 Data 12.7% of RCSD EL students were reclassified as fluent English proficient.	24-25 Data 14.5% of RCSD EL students were reclassified as fluent English proficient.		24-27 Targets Maintain, or increase from, 12.7% of EL students reclassified to Fluent English Proficient every year.	24-25 Data 14.5% of RCSD EL students were reclassified as fluent English proficient which is a growth of 1.8% from baseline.
1.7	Local Control Accountability Plan (LCAP) Survey for Parents (yearly) Source: January 2023 Local Control Accountability Plan	66% of parents and guardians shared that "their school prepares their student for high school success."	As of Spring 2024, 65% of parents and guardians shared that "their school prepares their student for high school success."		By 2027 71% of parents and guardians will share that "their school prepares their student for high school success."	As of Spring 2024, 65% of parents and guardians shared that "their school prepares their student for high school success." (-1% from baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LCAP) Survey					
1.8	Local Control Accountability Plan (LCAP) Survey for Students (yearly) Source: 2023 California Health Kids Survey (CHKS)	32% of all 7th-grade students who responded shared that it was "Pretty much true" or "Very much true" that they had meaningful participation at school.	86% of all 7th-grade students who responded shared that they had meaningful activities to participate in at school.		By 2027 40% of all 7th-grade students will respond "Pretty much true" or "Very much true" that they have meaningful participation at school.	86% of all 7th-grade students who responded shared that they had meaningful activities to participate in at school. This is 54% increase from baseline. Local Control Accountability Plan (LCAP) Survey for Students (yearly)
1.9	TK-1 Local Data	2024 ESGI Tri-3 Letter Sound Data TK: 77.50% K: 92.6% 1st: 95.40%	2025 ESGI Tri-3 Letter Sound Data TK:77.3% K: 93.8% 1: 96.2%		TK-1st grade students will maintain or increase proficiency on ESGI Tri-3 Letter Sound Data by 2027.	2025 ESGI Tri-3 Letter Sound Data TK:77.3% (-.3 from baseline) K: 93.8% (+1.2 from baseline) 1: 96.2% (+.8 from baseline)
1.10	Parent and Family Engagement Local Indicator Source: California School Dashboard	23-24 Data Rated 4 (Full Implementation) in providing families with information and resources to support student learning and development in the home.	Rated 4 (Full Implementation) in providing families with information and resources to support student learning and development in the home.		27-28 Target Maintain a rating of 4 (Full Implementation) or increase to a 5 in providing families with information and resources to support student	Continues to be Rated 4 (Full Implementation) in providing families with information and resources to support student learning and development in the home. This is the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					learning and development in the home.	same as the baseline year.
1.11	English Language Arts California Dashboard Source: State CA School Dashboard	'23 Dashboard All Students: Green African American, Hispanic, English Learner, Students with Disabilities: Yellow Homeless: Red – By Subgroup in '23 (All) +13.4 (AS) +45.5 (FI) +50.9 (TMR) +18.3 (WH) +17.7 (SD) -7.6 (B/AA) -21.6 (EL) -37.3 (HS) -14.33 (SWD) -57 (H) -82.4	'24 Dashboard All Students: Green African American, Hispanic, English Learner, Students with Disabilities: Yellow Homeless: Red -- By Subgroup in '24 (All) +10 (AS) +40 (FI) +51.8 (TMR) +14.1 (WH) +13.8 (SD) -2.1 (B/AA) -21.1 (EL) -39.8 (HS) -17.3 (SWD) -57.2 (H) -85.2		'26 Dashboard All Students: Remain Green or Blue African American, Hispanic, English Learner, Students with Disabilities: Progress to Green or better Homeless: Progress to Orange or better – Cumulative Change By Subgroup in '26 (All) +31.6 (AS) +5 (FI) +3 (TMR) +26.7 (WH) +9.1 (SD) +9 (B/AA) +9 (EL) +9 (HS) +9 (SWD) +9 (H) +12.4	The '24 Dashboard data shows the difference from Baseline: All Students: Green African American, Hispanic, English Learner, Students with Disabilities: Yellow Homeless: Red -- By Subgroup in '24 (All) -3.4 (AS) -5.5 (FI) +.9 (TMR) -4.2 (WH) -3.6 (SD) -5.5 (B/AA) +.5 (EL) -2.5 (HS) -2.97 (SWD) -.2 (H) -2.8
1.12	Mathematics California Dashboard Source: State CA School Dashboard	'23 Dashboard All Students: Yellow Homeless: Red –	'24 Dashboard All Students: Yellow Homeless: Red		'26 Dashboard All Students: Progress to Green	The '24 Dashboard data shows the difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		By Subgroup in '23 (ALL) - 6.4 (AS) +30.2 (FI) +30.2 (TMR) -0.7 (WH) -.01 (SD) -29.4 (B/AA) -48.3 (EL) -54.1 (HS) -39.7 (SWD) -75.6 (H) -104.4	– By Subgroup in '24 (ALL) - 7.4 (AS) +23.9 (FI) +30.6 (TMR) -2 (WH) +.7 (SD) -20.6 (B/AA) -63.9 (EL) -52.3 (HS) -40 (SWD) -75.2 (H) -106.6		Homeless: Progress to Orange or better – Minimum Cumulative Change By Subgroup in '26 (ALL) +6.4 (AS) +4.8 (FI) +3 (TMR) +3 (WH) +3 (SD) +9 (B/AA) +9 (EL) +9 (HS) +9 (SWD) +9 (H) +9.4	All Students: Yellow Homeless: Red – By Subgroup in '24 (ALL) -1.0 (AS) -6.3 (FI) +.4 (TMR) -1.3 (WH) +.69 (SD) -8.8 (B/AA) -15.6 (EL) +1.8 (HS)+.3 (SWD) +.4 (H) -2.2
1.13	Percentage of Long-Term English Learners (LTELs). Source: DataQuest	22-23 Data 5.1% are Long-Term English Learners (LTELs).	23-24 Data 4.7% are Long-Term English Learners (LTELs).		25-26 Data Cumulative Change By Subgroup by 2026 for Long-Term English Learners (LTELs) will be less than or equal to 8.1%.	23-24 Data .4% decrease in Long-Term English Learners (LTELs) from the Baseline year.

Goal Analysis [2024-25]

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

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

Successfully Implemented Actions in Goal #1:

- 1.1 iReady Assessments for progress monitoring
- 1.2 iReady Instruction
- 1.3 Intervention Teachers
- 1.4 Title I Class Size Reduction
- 1.5 Directors and Administrative Assistants
- 1.7 College Career Pathways aligned to high schools
- 1.8 Professional Development
- 1.9 Coordinators
- 1.10 Teachers on Special Assignment (TOSA)
- 1.11 Educational Technology Programs
- 1.12 English Learner Newcomer Support
- 1.13 English Learner Instructional Assistants
- 1.14 Quality Mainstream English Learner Program
- 1.15 Executive Director and Coordinator
- 1.16 TK instructional assistants will be 6-hour employees
- 1.17 Middle School Math Intervention Teachers
- 1.18 Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions
- 1.19 Administrator Workdays
- 1.20 Community Liaisons
- 1.21 LCAP Parent Survey
- 1.22 Translation Services
- 1.23 Parents Engagement at Title I Schools
- 1.24 Support by High School Students
- 1.25 Executive Director of Communication and Community Engagement

1.6 Director of Educational Technology - Due to the vacant position, this action was not implemented in the 2024–25 school year. The Director of Educational Technology serving in 2023–24 resigned during the summer of 2024, and the vacancy occurred too late in the hiring cycle to successfully recruit a replacement. As a result, the district redistributed the position's key responsibilities among existing Directors and the Deputy Superintendent for the 2024–25 school year. This redistribution allowed continuity of essential technology operations, although some initiatives were delayed or scaled back. Based on staffing capacity and strategic priorities, the district will reevaluate the recruitment timeline and resource allocation for the 2025–26 school year.

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

Explanation of Material Differences (2024–25 Budget vs. Estimated Actuals, +/- 20% Variance)

Action 1.1 Title: iReady Assessments

Material Difference Explanation: The budgeted expenditures for the 2024–25 school year were lower than the estimated actual expenditures due to the exact quote for iReady services being less than initially anticipated during budget planning.

Reason for the Difference: The initial budget estimate was based on prior-year pricing and projected increases. However, the vendor's actual 2024–25 quote reflected a reduced cost, resulting in a positive variance in estimated actuals.

Action 1.19 – Administrator Workdays

Material Difference: Estimated Actual Expenditures exceeded Budgeted Expenditures by more than 20%.

Reason: Adjustments were made during the year to include an Assistant Principal (AP) position that was not part of the original plan. Additionally, salary increases for administrative staff contributed to the higher actual costs.

Action 1.20 – Community Liaisons

Material Difference: Budgeted Expenditures were significantly lower than Estimated Actuals.

Reason: The budget inadvertently accounted for only one of the four community liaison positions. Actual expenditures reflect the full staffing of four positions.

Action 1.21 – LCAP Parent Survey

Material Difference: Actual contract costs were higher than budgeted, exceeding the 20% variance threshold.

Reason: The final contract cost for Hanover Research came in higher than initially estimated during the budgeting phase.

Action 1.23 Title: Parent Engagement

Material Difference Explanation: Budgeted expenditures were higher than estimated actuals due to lower-than-expected interpretation, materials, and event support costs.

Reason for the Difference: Event activities and service usage costs were less than projected, reducing overall spending.

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

Goal 1: Academic Achievement and Equitable Access
Effectiveness Rating: Somewhat Effective

iReady Implementation, Tiered Instruction, and Monitoring

Actions: 1.1, 1.2, 1.5, 1.11

Metrics: 1.1, 1.2, 1.5

- Effectiveness: Emerging

- Progress Made:

The Roseville City School District maintained steady performance in mathematics, with 50% of students meeting or exceeding standards, while English Language Arts slightly declined from 58% to 57%. Additionally, the percentage of English Learners making progress toward English proficiency declined from 58.7% to 50.4%, indicating a need for stronger and more targeted supports.

- Leading Indicators:

The presence of iReady tools across all school sites has supported the delivery of differentiated instruction, and foundational instructional strategies have been established districtwide, providing a base for further development.

- Areas for Improvement:

Despite the availability of these tools, the district has faced challenges with consistent implementation, including irregular pacing and instructional time allocations and varied use of adopted materials, which has likely limited the full impact of these initiatives, especially for English Learners.

* Next Steps:

In 2025–26, site principals will be more active in instructional oversight by monitoring evidence-based materials, leading coaching cycles, and participating in data meetings during PLC time. These measures are designed to strengthen alignment to pacing guides, increase fidelity of iReady use, and provide targeted support to English Learners and other unduplicated students.

ELA Professional Learning and Tiered Supports

Actions: 1.5, 1.8, 1.9, 1.15

Metrics: 1.1, 1.3

- Effectiveness: Emerging

- Progress Made:

All teachers participated in district-led professional development focused on English Language Arts, and there are early indications of a shift toward more aligned and engaging instructional practices that support literacy outcomes.

- Leading Indicators:

Feedback from the January 2024 LCAP Staff Survey shows that 62% of educators believe students receive the resources and support they need, reflecting growing capacity and positive initial reception to the training.

- Areas for Improvement:

While professional development has been well-received, the district must continue supporting consistent classroom implementation. Academic progress, as measured by CAASPP, remains minimal and uneven across grade levels and subgroups.

- . Next Steps:

To strengthen Tier II supports and improve early intervention, RCSD will implement a Dyslexia screener and enhanced reading interventions in 2025–26. Instructional Coordinators will continue leading ELA-focused sessions. Directors and Executive Directors will coach site leaders in aligning funds and expanding services for unduplicated students, including English Learners and foster youth, in support of Goal 1, Action 2, and LCFF equity requirements.

Middle School Math Intervention

Actions: 1.3, 1.4, 1.12, 1.13, 1.14

Metrics: 1.2, 1.12

- Effectiveness: Substantial

- Progress Made:

The district's investment in middle school math intervention has yielded strong outcomes, particularly at Chilton Middle School, where students participating in targeted intervention classes demonstrated an average of 2.5 years of academic growth in a single semester.

- Leading Indicators:

Ongoing use of iReady diagnostic and benchmark assessments has provided valuable data to inform instruction, and the alignment of Tier II supports has begun to close achievement gaps, especially in foundational math.

- Areas for Improvement:

Despite these gains, significant disparities persist among subgroups. On state math assessments, English Learners scored 52.3 points, and Homeless students scored 106.6 points below the standard, highlighting the ongoing need for sustained and targeted support.

- . Next Steps:

Continued implementation with fidelity and expanded use of iReady diagnostics and benchmark assessments will be paired with data analysis to identify gaps and adjust supports. Emphasis will be placed on equitable outcomes and academic recovery across all middle schools.

Extended-Day TK and Kindergarten

Actions: 1.16, 1.18

Metrics: 1.9

- Effectiveness: Effective

- Progress Made:

The district extended Transitional Kindergarten to five hours and Kindergarten to six hours, which has been positively received by both families and educators, who reported stronger daily routines, improved student transitions, and increased instructional efficacy.

- Leading Indicators:

Spring 2024 ESGI data supports these impressions, with 92.6% of Kindergarten students and 95.4% of first-grade students demonstrating proficiency in letter sound recognition.

- Areas for Improvement:

Continued efforts are needed to ensure comprehension skills develop alongside foundational literacy, especially in early grades, to support long-term academic success.

- . Next Steps:

Ongoing monitoring will continue, maximizing small-group learning and ensuring that foundational skills, including comprehension, are developed early. These results support continued investment in structured early learning programs.

Leadership Coaching and Administrator Capacity

Actions: 1.5, 1.19

Metrics: 1.3, 1.9

- Effectiveness: Substantial

- Progress Made:

Expanded workdays for site administrators enabled more thorough planning, improved staff collaboration, and greater focus on unduplicated student groups, resulting in better early intervention and parent engagement at school sites.

- Leading Indicators:

Strong early literacy outcomes and positive stakeholder feedback point to improved instructional coherence and stronger campus-level support systems.

- Areas for Improvement:

The district will continue to guide administrators in developing effective master schedules and planning strategies that address the needs of English Learners, Foster Youth, and other at-risk populations.

- . Next Steps:

Site administrators will continue using this additional time to build instructional coherence, expand college and career pathways and strong master schedules, and strengthen planning for vulnerable student populations.

Family Engagement and Communication

Actions: 1.20, 1.21, 1.22, 1.25

Metrics: 1.3

- Effectiveness: Substantial

- Progress Made:

The district has expanded translation services, trained staff on using ParentSquare, and strengthened multilingual outreach, leading to a 59.9% increase in parent survey participation in 2024.

- Leading Indicators:

Survey results show 90% of respondents rated RCSD communication as effective, and feedback from Title I families reflected greater inclusion and accessibility.

- Areas for Improvement:

To reach even more families, especially those with language barriers or limited access, RCSD will continue expanding translated materials and developing inclusive communication strategies.

- Next Steps:

In 2025–26, the district will collaborate with Parent Square to conduct site surveys with fully translated surveys to further strengthen inclusive outreach.

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

Action 1.4: Due to enrollment and demographic changes, Kaseberg Elementary will not be designated a Title I school for 2025–26 and will not receive Title I funds. However, it is projected to regain Title I status in 2026–27 following the integration of students from Woodbridge Elementary, which is expected to restore eligibility. LCFF funds will be used to maintain the TOSA and reduce class size during the transition year to ensure continuity of support.

Action 1.10: There will continue to be a TOSA at Kaseberg only due to funding cuts.

Action 1.15: Due to increased staffing responsibilities and the launch of the Deaf Education Program in RCSD for the 2026–27 school year, the district has added a Director of Educational Support Services. This role is intended to sustain a focus on prevention and proactive practices that reduce referrals for special education assessment, expand inclusive practices, particularly for English Learners, and ensure that all students, including those in preschool, receive high-quality Tier I instruction.

Action 1.23: Due to a reduction in Title I funding and shifts in student demographics at Kaseberg Elementary, Action 1.23 will be funded through LCFF supplemental funds rather than Title I in the upcoming year.

New Action 1.26: The Executive Director of Assessment, Planning, and Analytics will lead districtwide efforts to integrate data and assessment practices into instructional decision-making. This position supports student achievement and school improvement by providing educators and administrators with the tools, training, and analysis needed to foster a data-driven culture focused on equity and continuous growth. The Executive Director collaborates across departments to align assessment, planning, and accountability systems with district goals.

Old Action 1.6, New Action 1.26: The Director of Educational Technology position will not be continued, as it remained unfilled as of July 2024. Based on feedback from the Board and staff, the position will be replaced with the Executive Director of Assessment, Planning, and Analytics. This new role will assume the essential responsibilities previously assigned to the Director of Technology, with a refined focus on supporting assessments and data analysis.

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	iReady Assessments for progress monitoring	Steps will be taken to ensure the continued use of the iReady ELA and Mathematics benchmark assessments as a district-wide, bi-annual tool for all students in grades 2 through 8. This includes using a mandatory growth measure, which allows results to be broken down specifically to LI, FY, EL students, and students with unique needs. This specifically targets instructional time and resources to create effective interventions by Professional Learning Communities (PLC).	\$206,871.00	Yes
1.2	iReady Instruction	<p>The District will continue to utilize iReady instruction for grades 2-5, providing intervention and enrichment in English Language Arts and Mathematics during school hours, alongside support for extended learning. This strategy aims to assist Low-Income and English Learner students underperforming in English Language Arts and Mathematics. iReady is a versatile tool, available for student use at school, at home, and during after-school care arrangements such as ASES. It is specifically designed to address instructional needs and to provide additional learning opportunities.</p> <p>The iReady Instruction Module has no budgeted amount but is part of the total budgeted in the iReady Assessment Module. (Goal 1.1)</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Intervention Teachers	The District will continue to assign Intervention Teachers to Title I schools, Sargeant Elementary School, Eich Middle School, and Buljan Middle School. These educators will implement a structured and highly effective system of academic interventions using the Multi-Tiered System of Support (MTSS). The system is designed to primarily support Low-Income (LI), Foster Youth (FY), English Learner (EL) students, and those with unique needs, as they have been identified to require additional assistance in achieving proficiency in English Language Arts and Mathematics. These teachers will also provide support during allocated English Language Development instruction periods.	\$833,541.00	Yes
1.4	Title I Class Size Reduction	Title I class sizes in Transitional Kindergarten across two Title I schools will be decreased, along with the intermediate grades at both Woodbridge and Cirby Elementary Schools. This action is expected to promote individualized and small-group instruction methods, which are better suited to meet the requirements of LI, FY, and EL students. These students make up a significant population in both aforementioned schools.	\$1,009,948.00	Yes
1.5	Directors and Administrative Assistants	<p>The District is committed to retaining the Directors of Educational Services and Administrative Assistants, recognizing their crucial roles in coordinating and supporting key areas. These areas include curriculum planning, instruction and assessments, coaching for administrators, professional learning models, managing Title I schools, adhering to categorical mandates, and providing various supportive services.</p> <p>On the 2023 CA Dashboard for English Language Arts (ELA), highlighted in orange and red are student groups in all our schools: African American, English Learners, Students with Disabilities, Hispanic students, and Homeless students. Each group undergoes systematic evaluation, with growth plans formulated for the next three years. Directors work closely with principals weekly to develop and implement these plans, addressing the specific needs of these students. More information located in our increased and improved services section.</p>	\$879,432.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This administrative team also plays a vital role in engaging parents and families, overseeing professional development, and enhancing services for Low-Income (LI) students, Foster Youth (FY), English Learners (EL), and students with unique needs. Additionally, they are responsible for coaching principals and providing counsel on site-specific decisions, ensuring comprehensive support across the District.</p>		
1.6	Director of Educational Technology - Discontinued for 25-26	<p>The District will continue with the Director of Educational Technology role to effectively coordinate and support various initiatives. These include boosting student use of classroom technology to foster creativity, communication, collaboration, and critical thinking. The aim is to encourage equal access to technology across all locations, paying special consideration to providing necessary resources for Low-Income families to obtain required instructional materials. To ensure the application of best practices that meet the needs of all students, including Low-Income (LI), foster youth (FY), English Learners (EL), and those with distinct needs, professional development opportunities for teachers and administrators will be increased. Essential support for assessments, grading, and report cards will be continually delivered. Additionally, assistance for principals in the form of coaching will be provided.</p>	\$0.00	
1.7	College and Career Pathways aligned to high schools	<p>In line with high schools, the refinement and enhancement of College and Career Pathways is a prioritized action within the District's commitment to improving student proficiency in English Language Arts and Mathematics. Collaboration with school counselors has been implemented to provide comprehensive support and meet the requirements of diverse student groups, including LowIncome, first-year students, English Learners, and those with special needs. This ensures these students have access to educational courses that are both challenging and stimulating. Furthermore, the AVID program enjoys consistent support in selected schools, and Pre-Advanced (Pre-AP) placement courses are offered in identified middle schools. The International Baccalaureate (IB) programs are maintained in certain schools. These programs and initiatives, which are vital and align seamlessly with high school, college, and career</p>	\$816,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pathways, are designed to assist in the academic progression of all students.		
1.8	Professional Development	Professional development, aimed at reinforcing all three levels of the Multi-Tiered System of Support (MTSS), is recognized as crucial within the district. MTSS offers extra help and resources to students originating from lowerincome backgrounds. This ensures their academic success. A uniquely devised 3-year Professional Development plan involving educators and administrators ensures a balanced approach. This plan is founded on detailed student data and insights acquired from staff surveys. The district employs an all-encompassing initiative that includes data team meetings. These meetings aid in fostering teamwork among staff. They focus on the development of teaching strategies aimed at aiding students who are underachieving to attain at least one year's academic progress. Three devoted days for both credentialed and classified staff development are also included, along with site-specific days. These are adapted to enhance the learning priorities of the district and/or site. Additionally, this Professional Development greatly aids in furthering educational equity. It caters to each student's precise needs and development in the district, specifically focusing on those Low-Income, Foster Youth, and English Learners in the Roseville City School District (RCSD). Students who display insufficient progress toward academic proficiency are also included in this focus.	\$1,679,716.00	Yes
1.9	Coordinators	Educational Services Coordinators offer assistance in many areas, such as curriculum, instruction, Multi-Tiered Systems of Support (MTSS), and assessments. This is all done to optimize student learning in every school. Specific professional development is guaranteed, prioritizing Title I schools. The focus is on English Language Arts, English Language Development, behavior, and Mathematics. Implementing the MTSS Framework and robust Student Success Protocols effectively supports students with additional needs.	\$710,285.00	Yes
1.10	Teachers on Special Assignment (TOSA)	Due to a decrease in funding, the district will ensure the assignment of a Teacher on Special Assignment (TOSA) to only one school in the 25-26	\$158,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school year. This TOSA will support students' proficiency in mathematics and help students requiring intensive assistance. The assigned TOSA is tasked with several vital responsibilities. These include delivering professional development to staff, facilitating the Student Success Protocol, working directly with students on instruction and behavior in groups and one-to-one, and analyzing data to inform high-quality instructional strategies. The TOSA will provide one-on-one instruction and analyze data to inform instructional strategies.		
1.11	Educational Technology Programs	The district intends to continue supplementing the curriculum with educational technology programs to enrich, offer targeted interventions for each student, and provide quality data for the teachers. These programs include targeted support for new students, guaranteeing a solid opportunity for English language learning and quality instruction. All these measures align with the District's objective, which seeks to enhance Student Proficiency in English Language Arts and Mathematics.	\$210,333.00	Yes
1.12	English Learner Newcomer Support	The District intends to enhance support services for newcomer English Learners requiring intensive English assistance. These services are expected to accelerate English language acquisition rapidly, with the ultimate goal of reclassifying students before they reach the 8th grade.	\$24,662.00	No
1.13	English Learner Instructional Assistants	English Learner Instructional Assistants (IA) provide intensive classroom support to English Learner students who require significant English language assistance. This support expedites their English language acquisition and facilitates their reclassification before 8th grade, which is critical for our Long-Term English Learners (LTELs).	\$68,133.00	No
1.14	Quality Mainstream English Learner Program	The district prioritizes the delivery of a high-quality mainstream English learner program tailored to meet the needs of English Learners (EL). This program promotes English language acquisition and proficiency among EL students, ensuring they master California's English content standards. The District will provide ongoing professional development opportunities for	\$91,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>staff to enhance their instructional expertise, promoting positive student outcomes. The work includes English Learner Liaisons at every site to advocate, assist with assessments, support families, and work with the district in providing resources to parents and guardians of English Learners.</p> <p>RCSD implements a comprehensive and integrated English Language Development (ELD) program complemented by designated ELD instruction. This approach is specifically tailored to support English Learners' unique needs and academic progress at various proficiency levels in all our classrooms. Our goal is to ensure our English Learners' continued progress and prevent the occurrence of Long-Term English Learners.</p> <p>This work is critical to Blue Oaks Elementary School, which was green on the 2023 CA Dashboard due to poor performance on English Learner progress.</p>		
1.15	Executive Director, Director, and Coordinator	<p>The Executive Director and Coordinator of Special Education will ensure support for all schools in curriculum, instruction, work within the MTSS framework, and assessments. The Executive Director of Educational Support Services provides leadership supporting Special Education and the Multi-Tiered System of Support at all schools. The position assists in increasing the prevention and intervention structures to increase inclusion structures and scaffolds for all students. The Coordinator will collaborate with other coordinators to build extensive professional knowledge about the best tier-one practices for all teachers. Along with Students with Disabilities (SWD), the focus will be predominantly on strategies that benefit English Learners who require Special Education services. Throughout the school year, professional development will be provided to both general education and special education teachers to ensure that students with unique needs are catered for effectively. This includes Students with Disabilities and English Learners, who should receive a comprehensive course of study and placement in the least restrictive environments.</p>	\$619,958.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	TK instructional assistants will be 6-hour employees	Six-hour work schedules have been designated to instructional assistants for Transitional Kindergarten. This measure has been implemented to boost enriched support, mainly catered to Transitional Kindergarten and Kindergarten students. This is particularly through focused small-group instruction in English Language Arts and Mathematics.	\$560,630.00	Yes
1.17	Middle School Math Intervention teachers	Each middle school will be assigned a dedicated math intervention teacher. These teachers' primary responsibility will be to conduct targeted interventions in smaller class sizes in sixth grade. These interventions aim to expedite the math learning process for sixth-grade students identified as significantly lagging behind their grade-level peers, including Low-Income, Foster Youth, and English Learners. There is a significant gap on the Dashboard between these groups and the "all students" group for math.	\$558,936.00	Yes
1.18	Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions	The district aims to ensure every student, regardless of their differences, has fair access to enhanced services, especially for our Low-Income, Foster Youth, and English Learners who need more time to close the achievement gaps recognized on the 2023 Dashboard. This includes programs such as the Extended Learning Opportunity Program (ELO-P) and concentrated small-group sessions with Transitional Kindergarten teachers throughout the week. The district is dedicated to upholding six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions throughout all school locations.	\$156,961.00	Yes
1.19	Administrator Workdays	An extension has been implemented to the workdays of both on-site and itinerant administrators to accommodate families more effectively. Tasks such as formulating complex master schedules, which aim to guarantee comprehensive subject access for all students, are assigned to these administrators. In addition, they are expected to engage with staff and students before and after the school year to ensure relationships are forged. These administrators exhibit a dedication to ensuring all students, including those with special or unique needs, receive access to coursework	\$204,335.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that supports their academic needs. They also commit to broadening college and career pathways aligned with neighboring high schools.		
1.20	Community Liaisons	The district will continue supporting Community Liaison Positions at Title I Schools to reinforce strong ties with their communities. This initiative primarily aims to enhance student success. Notably, three schools, including the Woodbridge Elementary School, which accommodates the largest Low-Income student population, have benefited substantially from these community liaisons. These institutions receive financial support from a federal grant. A clear understanding of the impact of inadequate support on these schools, particularly as they strive to address the requirements of Low-Income families, has been established. This underscores the significance of amplified liaison support. This measure guarantees effective communication with families needing additional resources, and continuous home language assistance.	\$99,167.00	No
1.21	LCAP Parent Survey	The district will annually conduct an LCAP Parent Survey, an LCAP Staff Survey, and an LCAP Student Survey. The intent is to garner significant input from families, community members, staff, and students. The insights obtained will influence the shape of the LCAP and provide an understanding of the needs and desires of various stakeholders. Stakeholders encompass parents and guardians of LI, FY, and EL students, in addition to students with special needs. This feedback will show how funding is distributed to boost services for these student groups.	\$58,710.00	Yes
1.22	Translation Services	The ongoing supply of translation services, encompassing written, in-person, and phone communications, is guaranteed throughout the academic year. This acknowledges their indispensable role for the families of English Learners in the District.	\$49,748.00	Yes
1.23	Parent Engagement at Title I Schools	Title I schools offer targeted opportunities for parental engagement. Additionally, we share non-site-specific opportunities with parents and Low-Income students when space permits.	\$12,251.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.24	Support by high school students	Utilize high school students to supplement help for TK-8 students within existing programs. The current partnerships and mentorship programs, which have successfully fostered positive interactions between high school students and younger pupils, are set to be sustained. Moreover, the district is dedicated to enlarging these opportunities, paving the way for more interactive engagement between high school and elementary students during regular school hours. This includes experiences from Unified Sports, mural painting, senior walks, and recess games.	\$0.00	No
1.25	Executive Director of Communication and Community Engagement	<p>The Executive Director of Communication and Community Engagement has been charged with evaluating and integrating all internal and external communications within the district. This includes direct communication with staff and interactions with families and community members, all to devise a comprehensive communication strategy. The primary focus of this strategy is on the enhancement of current protocols, the exploration of potential expansions, and the promotion of two-way communication. The importance of cultural sensitivity and coordinated planning is also a significant aspect of this initiative. The jurisdiction of this strategy involves the conception, application, and appraisal of family involvement initiatives at the school and district levels. The ultimate aim is to push forward established objectives effectively.</p> <p>The alignment of the Communication Technician's responsibilities with this strategy is also paramount. They will manage social media operations, lend their expertise to website support, entertain public queries for information, and look after other assigned tasks.</p> <p>All of these actions are geared towards assisting in improving student proficiency in English Language Arts and Mathematics.</p>	\$359,352.00	Yes
1.26	Executive Director of Assessment, Planning, and	The Executive Director of Assessment, Planning, and Analytics leads districtwide efforts to integrate data and assessment practices into instructional decision-making. This position supports student achievement	\$205,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Analysis - New Action for 25-26	and school improvement by providing educators and administrators with the tools, training, and analysis needed to foster a data-driven culture focused on continuous growth and clear feedback to students and families. The Executive Director collaborates across departments to align assessment, planning, and accountability systems with district goals.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	RCSD will implement actions to foster strong relationships and enhance student connectedness to effectively reduce rates of chronic absenteeism and behavioral issues for all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District's goal addresses the critical State priorities, which include enhancing Parental Involvement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes. This Goal is not merely a checklist of objectives but a dynamic framework designed to elevate the educational journey for every student within the District. Understanding the pivotal role of a supportive family environment in students' success, the District has strongly emphasized enhancing Parental Involvement. This involves creating more opportunities for parents to engage with the school community through workshops, meetings, and volunteering opportunities, fostering a collaborative atmosphere, and bridging the gap between home and school. To boost Pupil Engagement, the District has initiated monthly check-ins for foster youth and homeless families, a compassionate approach to provide these vulnerable groups with the support and resources they need to thrive academically. Furthermore, the launch of the "Every Day Matters" campaign is a strategic move to underscore the importance of regular attendance, as it is linked to academic success and student well-being. To create a more inclusive and supportive School Climate, the District integrates engaging curriculum and interest clubs catering to various student interests and learning styles. This initiative is complemented by the enlistment of mental health professionals and an increase in the availability of counselors for course selection, ensuring that students have access to the guidance and support they need to navigate their academic and personal challenges effectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance (ADA) (End of P2 each year)	For the 23-24 School Year 92.74% Average Daily Attendance (ADA) for	For the 24-25 School Year The Average Daily Attendance (ADA) for the 2024-25		By the 26-27 School Year Maintain 95.09% or increase our Average Daily	The Average Daily Attendance (ADA) for the 2024-25 school year was 95.8% which was an increase of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>the 2023-24 school year. (End of P2)</p> <p>19.7% of all students were chronically absent on the 2023 CA Dashboard.</p>	<p>school year was 95.8%. (End of P2)</p> <p>11.3% of all students were chronically absent on the 2024 CA Dashboard.</p>		<p>Attendance (ADA)(End of P2)</p> <p>Minimum Cumulative Change by CA 2026 Dashboard - 9.7% or less will be 2024 on CA Dashboard.</p>	<p>3.06% from baseline.</p> <p>For the 24-25 School Year, RCSD made a 8.4% Cumulative Change of all students who were chronically absent on the 2024 CA Dashboard which is 8.4% decline from baseline.</p>
2.2	Site Plans for School Achievement (SPSA) School Goals	100% of RCSD Site Plans for School Achievement (SPSA) incorporate school goals encompassing local objectives and metrics in alignment with the LCAP in 2024.	100% of RCSD Site Plans for School Achievement (SPSA) incorporate school goals encompassing local objectives and metrics in alignment with the LCAP by June 2025.		By 2027, 100% of RCSD Site Plans for School Achievement (SPSA) will incorporate school goals encompassing local objectives and metrics in alignment with the LCAP.	100% of RCSD School Plans for Student Achievement (SPSAs) include school goals aligned to local objectives and metrics, consistent with the baseline.
2.3	Middle School Dropout Rate	0% of middle school students dropped out in 2023-2024	0% of middle school students dropped out in 2024-2025.		Maintain 0% of middle school students dropping out between 2024-2027.	The middle school dropout rate remained at 0% in 2024-25, consistent with the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Suspension Rate. Source: California Dashboard	22-23 Dashboard All Students: Yellow Foster Youth: Red – (ALL) -1.7% (AS) -.9% (FI) - .8% (TMR) -2% (WH) -1.6% (SD) -2.1% (B/AA) -2.6% (EL) -1.4% (HS) -1.9% (SWD) -3% (H)-4.1% (FY) -11.9% (AI) 6.1% (PI) - 2.2%	23-24 Dashboard All Students: Yellow Foster Youth: Red (ALL) +2.5% (AS) + 11.4% (FI) +.9% (TMR) +2.4% (WH) +2.4% (SD) +3% (B/AA) +7.5% (EL) +2.1% (HS) +2.8% (SWD) +4.3% (H) +8.6% (FY) +5.1% (AI) -+1.4% (PI) +0.0%		All Students: Maintain Yellow or Progress to Green Foster Youth: Progress to Orange Minimum Cumulative Change on the CA 2026 Dashboard (ALL) -0.2% (AS) +0.0% (FI) +0.0% (TMR) -0.5% (WH) -0.1% (SD) -1 .6% (B/AA) +0.0% (EL) -0.9% (HS) -0.4% (SWD) -1.6% (H) -1.1% (FY) -5.9% (AI) -0.9% (PI) -0.7%	The '24 Dashboard data shows the difference from Baseline: All Students: Yellow Foster Youth: Red (ALL) +.8% (AS) +.6% (FI) +.1% (TMR) +.4% (WH) +.8% (SD) +.9% (B/AA) +4.9% (EL) +.7% (HS) +.9% (SWD) +1.3% (H) +4.5% (FY) -6.8% (AI) +5.4% (PI) -2.2%
2.5	Local Control Accountability Plan (LCAP) Survey for Parents (yearly)	78% of all parents and guardians responded to the 2024 Local Control Accountability Plan (LCAP) Survey that students are comfortable talking to school staff.	79% of all parents and guardians responded to the 2024 Local Control Accountability Plan (LCAP) Survey that students are comfortable talking to school staff.		By 2027 80% of all parents and guardians will respond to the 2024 Local Control Accountability Plan (LCAP) Survey that students are	In the 2024 Local Control and Accountability Plan (LCAP) Survey, 79% of parents and guardians reported that students feel comfortable talking

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					comfortable talking to school staff.	to school staff—reflecting a 1% increase from baseline.
2.6	Local Control Accountability Plan (LCAP) Survey for Students (yearly) Source: California Health Kids Survey (CHSK)	2023 Data 68% of 7th-grade students responses reported "Agreeing" or "Strongly Agreeing" to being connected to school. (AI) 75% (Asian) 71% (B/AA) 67% (HS) 66% (W) 70% (TMR) 63% Other 64%	2024-2025 LCAP Student Survey Data 87% of 7th-grade students reported, "I have at least one adult at school that I trust."		By 2027 73% of 7th-grade students responding will "Agree" or "Strongly Agree" to being connected to school. (AI) 80% (Asian) 76% (B/AA) 72% (HS) 71% (W) 75% (TMR) 68% Other 69%	2024-2025 LCAP Student Survey Data 19% increase from baseline of the 7th-grade students that reported, "I have at least one adult at school that I trust" than the baseline year.
2.7	PBIS Tiered Fidelity Inventory for Tier I	2024 Data 96% of RCSD schools implemented PBIS at Tier I with fidelity.	2025 Data 100% of RCSD schools implemented PBIS at Tier I with fidelity.		2027 Target 90% of RCSD schools will implement PBIS at Tier I, with an average of 90% with fidelity.	2025 Data 100% of RCSD schools implemented PBIS at Tier I with fidelity which is a 4% increase from baseline.
2.8	Chronic Absenteeism Rate Source: California Dashboard	22-23 Dashboard RCSD, All Students: Yellow — By Subgroup	23-24 Dashboard RCSD, All Students: Yellow — By Subgroup		25-26 Target RCSD, All Students: Maintain Yellow or Progress to Green	The '24 Dashboard data shows the difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(ALL) 19.7% (AS) 15.5% (FI) 12.4% (TMR) 19.8% (WH) 18.1% (SD) 24.4% (B/AA) 24% (EL) 21.6% (HS) 25.5% (SWD) 26.8% (H) 41.3% (FY) 31.6% (AI) 33.3% (PI) 20.5%	(ALL) 11.4% (AS) 8.8% (FI) 4.2% (TMR) 10.3% (WH) 10.2% (SD) 13.5% (B/AA) 16.6% (EL) 12.8% (HS) 15.4% (SWD) 17.7% (H) 33% (FY) 31.6% (AI) 17.6% (PI) 24%		– Minimum Cumulative Change on Subgroup on the CA 2026 Dashboard (ALL) -9.7% (AS) -5.5% (FI) -2.4% (TMR) -9.8% (WH) -8.1% (SD) -14.4% (B/AA) -9% (EL) -11.6% (HS) -15.5% (SWD) -16.8% (H) -11.6% (FY) -11.6% (AI) -13.3% (PI) -1.5%	RCSD, All Students: Yellow (maintained) – By Subgroup (ALL) -8.3% (AS) -6.7% (FI) -8.2% (TMR) -9.5% (WH) -7.9% (SD) -10.9% (B/AA) -7.4% (EL) -8.8% (HS) -10.1% (SWD) -9.1% (H) -8.3% (FY) 0% (AI) 15.7% (PI) +3.5%

Goal Analysis [2024-25]

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

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

Successfully Implemented Actions for Goal #2:

- 2.1 Teacher in Charge (TIC) Stipends
- 2.2 Assistant Principals
- 2.3 Second Step Curriculum
- 2.4 Site Initiatives to support the LCAP goals
- 2.5 School Mental Health Professionals and support
- 2.6 Supports and Resources for Homeless Youth
- 2.7 After School Education & Safety Program(ASES)

- 2.8 Volunteer Background Checks
- 2.9 Health Coordinator, Health Assistants, and nurses
- 2.10 Transportation
- 2.11 Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics
- 2.12 Safe School Plans and Safety Measures
- 2.13 Attendance Monitoring Program

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.

Explanation of Material Differences (2024–25 Budget vs. Estimated Actuals, +/- 20% Variance)

Action 2.4 – Site Initiatives to support the LCAP goals

Material Difference: Estimated Actual Expenditures exceeded Budgeted Expenditures by more than 20%.

Reason: Site allocations are determined by census day Unduplicated Pupil Percentage (UPP). A higher-than-anticipated UPP led to increased funding to school sites.

Action 2.6 – Supports and Resources for Homeless Youth

Material Difference: Estimated Actual Expenditures were below the budgeted amount.

Reason: Fewer gas cards were requested by students and families experiencing homelessness than initially anticipated.

Action 2.8 – Volunteer Background Checks

Material Difference: Actual costs were lower than budgeted.

Reason: Fewer volunteers required fingerprinting services than projected during budget development.

Action 2.12 – Safe School Plans and Safety Measures

Material Difference: Actual expenditures were significantly higher than budgeted.

Reason: The district invested in additional Automated External Defibrillators (AEDs) and a door access control system that were not included in the initial budget.

Action 2.13 – Attendance Monitoring Program

Material Difference: Estimated Actual Expenditures were lower than expected.

Reason: The final software licensing agreement for attendance monitoring was less expensive than the initial budget estimate.

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

Goal 2: Student Engagement, Wellness, and Climate

Teachers in Charge and Assistant Principals

Actions: 2.1, 2.2

Metrics: 2.4

Effectiveness: Substantial

- . Progress Made:

The presence of Teachers in Charge and Assistant Principals at school sites has significantly contributed to creating inclusive environments and improving academic and behavioral outcomes. These leaders support schoolwide efforts by facilitating parent meetings, monitoring behavior trends, and promoting a positive campus climate.

- . Leading Indicators:

According to the 2024 LCAP Parent Survey, 78% of families reported that schools feel welcoming and supportive, and 85% of staff confirmed that students receive adequate academic and behavioral assistance.

- . Areas for Improvement:

Implementation varies across sites. More structured collaboration and alignment are needed to ensure that unduplicated student groups benefit equitably from these leadership roles.

- . Next Steps:

RCSD will formalize structures for collaboration between Teachers in Charge, Assistant Principals, and intervention teams to target subgroup gaps in attendance and discipline.

Social-Emotional Learning and Targeted Supports

Actions: 2.3, 2.4, 2.5, 2.6

Metrics: 2.4

Effectiveness: Emerging

- . Progress Made:

Programs such as Second Step and increased behavioral interventions have been implemented to foster a stronger sense of safety and social-emotional support. These efforts have laid the groundwork for improving school culture and student behavior.

- . Leading Indicators:

The district's suspension rate remains low at 2.5%, suggesting that Tier I and Tier II interventions positively influence systemic behavior trends.

- . Areas for Improvement:

Despite systemwide progress, disaggregated data indicate that Homeless students and Long-Term English Learners continue to face disproportionate suspension rates. These trends call for more intensive, targeted, and sustained intervention strategies.

- . Next Steps:

Based on the findings of Differentiated Assistance, staff will refine site-level interventions and deepen social interaction training. Actions will align more intentionally with 2.1 and 2.5 to strengthen climate and behavior outcomes.

Integrated Student Wellness and Engagement Supports

Actions: 2.5, 2.7, 2.9, 2.10, 2.11, 2.13

Metrics: 2.6, 2.8, 1.3

Effectiveness: Substantial

- . Progress Made:

A robust set of services—including student-based counseling, school nursing, transportation, and after-school programs—has significantly improved student attendance and engagement. These services directly support students' emotional, physical, and academic well-being.

- . Leading Indicators:

Chronic absenteeism decreased from 19.7% to 11.3%, and 7th-grade connectedness increased to 87%. Over 35% of all mental health service hours were dedicated to supporting unduplicated pupils.

- Areas for Improvement:

While many supports exist, greater consistency and coordination are needed to ensure that English Learners and Homeless students receive comprehensive and effective care across all school sites.

- . Next Steps:

RCSD will continue leveraging its existing mental health professionals to support students, emphasizing the proactive implementation of PBIS and Restorative Practices (RP) across Tiers I, II, and III. Ongoing professional development will focus on positive behavioral strategies, and school-based PBIS teams will use data to guide interventions and monitor impact by subgroup.

School Safety and Family Engagement

Actions: 2.8, 2.12

Metrics: 2.7

Effectiveness: Substantial

- . Progress Made:

RCSD has implemented clear and consistent school safety procedures while increasing parent engagement through expanded volunteer background checks, particularly at Title I campuses.

- . Leading Indicators:

PBIS Tier I fidelity reached 100%, and 78% of students indicated feeling safe at school.

- . Areas for Improvement:

Verbal bullying remains a concern. The district must increase site-based outreach and consistently enforce bullying prevention protocols to sustain safe and respectful environments.

- . Next Steps:

In 2025–26, RCSD will expand student outreach on bullying prevention and disaggregate PBIS data by site and subgroup to identify specific needs. Ongoing investment in PBIS training and regular safety audits will help ensure consistent implementation across campuses.

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

Action 2.9: In the 2025-2026 school year, RCSD will hire an additional nurse to meet the needs of medically fragile students, including but not limited to unduplicated students. Nurses will ensure that students have access to the medical care they need to attend school safely and will create action plans for emergencies. They will also provide parents and staff with essential resources and information to support student health and safety.

Action 2.11: Due to budget constraints, the six Instructional Assistant positions previously funded to provide Tier 2 behavioral and academic support at elementary sites without assistant principals will be eliminated in 2025–26. Site teams will reallocate existing resources to maintain core supports for unduplicated students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teacher in Charge (TIC) Stipends	<p>The RCSD believes face-to-face meetings provide better information to parents and guardians and help build stronger relationships with families. We recognize the need for additional adults on campus beyond the principals to facilitate these meetings. Therefore, the district provides elementary school staff with stipends to assist with administrative tasks and facilitate meetings, specifically through Teachers In Charge (TIC). These TICs play a crucial role in conducting meetings with parents and guardians.</p> <p>We hold families in high regard as essential partners within the district. Effective communication is key to gathering precise data and making informed decisions about student needs. Part of a TIC's time is specifically allocated to supporting families, ensuring event safety, and addressing other assigned tasks. This structure ensures that our engagement with families is meaningful and impactful.</p> <p>In particular, we provide additional support for our low-income, English Learner, and Foster Youth students to ensure they receive the needed attention and resources. TICs are dedicated to addressing these students' unique challenges, facilitating tailored meetings, and coordinating with relevant support services. This targeted approach helps us serve these vulnerable populations better and promote their academic and personal success.</p>	\$12,655.00	Yes
2.2	Assistant Principals	<p>The district supports implementing an inclusive Multi-Tiered System of Support (MTSS) at each campus. The prevention and interventions support behavior and attendance, given that RCSD has a gap in our 2023 CA Dashboard for Suspensions with Foster Youth (FY) in red, with 11.9% suspended at least one day. The district strongly focuses on foundational initiatives that prioritize and protect all students' well-being and safety, physically and mentally. It also acts as a mediator between campus needs and district resources, thereby boosting cooperation and maximizing student resources and possibilities of success.</p>	\$1,875,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Second Step Curriculum	The Second Step Curriculum is a social-emotional educational program systematically taught to all students in grades K-8 by the RCSD. This curriculum fosters teacher-directed groups supporting and refining social-emotional competencies. These skills prove to be crucial for students who are experiencing poverty, stress, or harassing situations. Studies indicate that faithful execution of the Second Step curriculum significantly curtails bullying and aids students from traumatic backgrounds to prosper. Furthermore, for students requiring additional reinforcement in learning and adapting to unused or recently adopted behaviors, the lessons from this curriculum are incorporated in Tier 2 sessions.	\$40,559.00	Yes
2.4	Site Initiatives to support the LCAP goals	District funds amounting to \$100 per unduplicated student (including Low-Income, foster youth, and English learners) have been allocated to each school. These funds aim to consolidate resources and address critical areas identified by each school's local parent, staff input, and data analysis. This support must follow the Multi-Tiered System of Support (MTSS) framework, which facilitates providing services, resources, and programs to enhance academic, social-emotional, and behavioral support. Each school's Site Plan for School Achievement (SPSA) includes this funding allocation and the corresponding goals.	\$515,396.00	Yes
2.5	School Mental Health Professionals and support	<p>The school's mental health professionals will provide counseling support services, family engagement, and community resources, with a primary focus on Low-Income (LI), English Learners (EL), and Foster Youth (FY) students. The staff will work collectively to maintain the school's culture and safety. A priority will be ensuring that these unduplicated students have access to rigorous and engaging classes. This commitment by the middle school counselors fosters a positive and conducive learning atmosphere for all students.</p> <p>CareSolace continues to be a welcomed partner in ensuring our students and families have access to community-based mental health services in a timely and efficient manner. Greater access to community-based mental health supports has added a key element to our MTSS framework.</p>	\$3,906,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Supports and Resources for Homeless Youth	The district offers necessary support to homeless students and their families. The district's licensed social worker assists and provides resources for homeless youth and facilitates this support. The Director of Educational Services oversees the documentation and monitoring of support time and resources. This is crucial to ensure appropriate funding allocation and sufficient assistance.	\$11,000.00	No
2.7	After School Education & Safety Program(ASES)	The district is committed to improving student connectedness to reduce chronic absenteeism and behavioral issues. As part of this commitment, the district intends to sustain the After School Education and Safety (ASES) program support at two Title I elementary schools. Its main goal is to provide crucial literacy, academic enrichment, and secure activities particularly designed for Low-Income (LI), Foster Youth (FY), and English Learner (EL) students. The district will integrate the ASES with the Expanded Learning Opportunities Program (ELO-P) in these Title I elementary schools. This approach eliminates wait lists and ensures all students have uninterrupted access to enhanced learning opportunities.	\$305,224.00	No
2.8	Volunteer Background Checks	The district's commitment to inclusivity and community engagement is reflected in its policy to cover the cost of fingerprinting services for parents and guardians who may not have the financial means. This facilitates their participation in school volunteering and promotes active involvement in school communities, extending an equal opportunity to all, irrespective of financial limitations.	\$206.00	Yes
2.9	Health Coordinator, Health Assistants, and nurses	The District is steadfast in its commitment to fostering student connectedness to reduce chronic absenteeism, increase student achievement, and mitigate behavioral issues. To achieve this, the school district provides health assistants and nurses dedicated to supporting medically fragile students and their families. These assistants and nurses ensure continual monitoring for students with ongoing needs, such as diabetes and insulin regulation.	\$1,575,263.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Nurses meet with families before the school year begins, develop plans, and train staff. They also find community resources when on-site support is unavailable. This support extends to Low-Income (LI) students, English Learners (EL), and Foster Youth (FY), who often do not regularly see healthcare providers. Our nurses help these families with their health needs. Health assistants provide day-to-day checks for LI and FY students, connecting them with community resources and referring them to nurses for specific health concerns.</p> <p>Additionally, a dedicated health coordinator supervises the medical needs of all students. The Coordinator manages the implementation of health programs, coordinates professional development opportunities, evaluates health initiatives, and ensures these needs are met efficiently and appropriately.</p>		
2.10	Transportation	The district is ensuring the provision of complimentary bus transportation from home to school for all students from Low-Income families. This service will also be available to students who typically qualify for a reduced fee rate. Additionally, alternative transport arrangements are being made for students who are homeless. The purpose of these measures is to strengthen the sense of student belonging and to reduce both chronic absenteeism and behavioral problems.	\$224,950.00	Yes
2.11	Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics	Four Board Certified Behavior Analysts (BCBA) will support students with increased behavior needs using applied behavior analysis, assisting the professional development of behavior modification strategies, and developing and implementing behavior intervention plans. RCSD has provided more BCBA and Analysts time to schools with a significant percentage of Low-Income and Foster Youth students. Behavior support has been provided to students, but the BCBA and Analyst have also supported the families with ideas to implement at home. The Board Certified Behavior Analysts will work directly with teachers and students with special education needs based on each child's Individual Education Plan (IEP). S	\$735,730.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Six Instructional Assistants will be at elementary sites that do not have assistant principals as Tier 2 supports for behavior and academics, directed by the principals based on the site's student needs. Sites use these staff members to help structure routines, visuals, and time to practice correct behaviors, essential for Low-Income and Foster Youth students who thrive in positive environments.		
2.12	Safe School Plans and Safety Measures	The RCSD district safety plan will continue to be implemented and improved to maintain safe schools. The plan will be implemented with fidelity, observed by public safety agencies and neighboring districts for feedback, and modified and enhanced as needed.	\$25,000.00	No
2.13	Attendance Monitoring Program	<p>Attendance is monitored and communicated coherently in RCSD to target the 19.7% chronically absent students based on the 2023 CA Dashboard. Using our attendance monitoring program in 23-24, the local data shows that RCSD has significantly improved overall attendance and chronic absenteeism.</p> <p>The district will continue to utilize the attendance monitoring system to proactively send positive letters regarding the importance of attendance, actively monitor all students, highlight specifically and monitor chronically absent students, and more consistently know our district data to better target our intervention and services.</p>	\$80,134.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	RCSD commits to safeguarding the district's fiscal health, maintaining high-quality facilities, strategically integrating and utilizing technology, and cultivating a collaborative and supportive culture.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district's goal of maintaining and enhancing premium facilities is based on a comprehensive understanding of the dynamic nature of education. This goal ensures the upkeep of infrastructure to guarantee operational efficiency. Our strategic focus prioritizes the needs of students and faculty, ensuring that our educational spaces and the resources within them are not just functional but also sources of inspiration. The right educational environment fosters innovation, critical thinking, and academic excellence. Additionally, by investing in premium facilities, we are sending a powerful message about the value we place on education and the extent to which we are willing to

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of teachers' misassignments and vacancies. Source: School Accountability Report Card (SARC)	3.8% teacher misassignment rate 0% vacancy rate	Awaiting the state information, as no date has been provided. 0% vacancy rate		Maintain 3.8% teacher with misassignment rate. Maintain 0% vacancies	4% teacher misassignment rate which is +.2 from baseline. 0% vacancy rate is the same as baseline.
3.2	Percent of schools that meet the Exemplary on	81% of schools met the Exemplary on Facility	95% of schools met the Exemplary		According to the Facility Inspection	14% growth from baseline of RCSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Facility Inspection Tool (FIT) criteria. Source: School Accountability Report Card (SARC)	Inspection Tool (FIT) criteria in 2023.	on Facility Inspection Tool (FIT) criteria.		Tool (FIT), 90% of schools will be at the Exemplary level from 2024 to 2027.	schools met the Exemplary on Facility Inspection Tool (FIT) criteria in 2024 compared to baseline.
3.3	Percent compliance with the Williams Act. Source: Board of Education Report	100% compliance with the Williams Act in the academic year 23-24.	100% compliance with the Williams Act in the academic year 24-25.		Maintain 100% compliance with the Williams Act from 2024 to 2027.	Consistent with baseline, 100% compliance with the Williams Act in the academic year 24-25.
3.4	Percent of schools using the Summer "Walk-around" Maintenance upgrade report. Source: RCSD Internal Report	100% of RCSD schools maintained the Summer "Walk-around" Maintenance upgrade report every school year from 2023-2024.	100% of RCSD schools maintained the Summer "Walk-around" Maintenance upgrade report every school year from 2024-2025.		100% of schools will use the Summer "Walk-around" Maintenance upgrade report from 2024-2027 every school year.	Consistent with baseline, 100% of RCSD schools maintained the Summer "Walk-around" Maintenance upgrade report every school year from 2024-2025.
3.5	Local Control Accountability Plan (LCAP) Survey for Staff (yearly) Source: January 202 Local Control Accountability Plan (LCAP) Survey	83% of the staff conveyed that the district provides a comprehensive curriculum to the students.	90% of the staff conveyed that the district provides a comprehensive curriculum to the students.		80% or more of the staff conveys that the district is providing a well-rounded curriculum to students through January 2027.	At 90%, this is 7% growth from baseline of the staff that conveyed the district provides a comprehensive curriculum to the students.
3.6	Local Control Accountability Plan	48% of 7th-grade students	RCSD did not request this data from students.		53% of 7th-grade students	RCSD did not request this data from students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LCAP) Survey for Students (yearly) Source: 2023 Local Control Accountability Plan (LCAP) Survey	"Agreed" or "Strongly Agreed" about the quality of facilities upkeep. – (AI) 50% (Asian) 46% (B/AA) 40% (HS) 46% (W) 52% (TMR) 42% Other 43%			will "Agree" or "Strongly Agree" about the quality of facilities upkeep. – (AI) 55% Asian) 51% B/AA) 45% (HS) 52% (W) 57% (TMR) 47% Other 48%	
3.7	County Approved Budget	In September 2023, the RCSD budget was certified by the Placer County of Education.	In September 2024, the RCSD budget was certified by the Placer County of Education.		RCSD will continue to have the budget certified by the Placer County of Education every year through May 2027.	Consistent with baseline, in September 2024, the RCSD budget was certified by the Placer County of Education.

Goal Analysis [2024-25]

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

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

Successfully Implemented Actions for Goal #3:

- 3.1 California Teacher Induction Program
- 3.2 Continue maintenance of quality school facilities
- 3.3 Provide Standards-Aligned Instructional Materials
- 3.4 Provide Qualified Certificated and Classified Staff
- 3.5 Provide Science Supplemental Materials
- 3.6 County Approved Budget

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.

Explanation of Material Differences (2024–25 Budget vs. Estimated Actuals, +/- 20% Variance)

Action 3.1 Title: Teacher Induction – Support for New Educators

Material Difference Explanation: Estimated actuals exceeded budgeted expenditures due to higher-than-anticipated costs for induction services.

Reason for the Difference: RCSD hired more new teachers requiring induction than projected during the prior budget cycle.

Action 3.3 – Provide Standards-Aligned Instructional Materials

Material Difference: Estimated Actual Expenditures exceeded Budgeted Expenditures by more than 20%.

Reason: The district opted to extend a math curriculum for one additional year, which was not accounted for in the original budget.

Action 3.4 Title: Staffing – Provide Qualified Certificated and Classified Staff

Material Difference Explanation: Estimated actuals exceeded budgeted expenditures due to higher-than-anticipated costs from a negotiated salary increase finalized after budget adoption.

Reason for the Difference: The salary raise agreement occurred post-budget, increasing staffing expenditures beyond original projections.

Action 3.5 – Provide Science Supplemental Materials

Material Difference: Actual costs were higher than budgeted.

Reason: The purchase cost for Mystery Science and associated consumables exceeded the original budget estimates.

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

Goal 3: High-Quality Staff, Materials, and Facilities

Effectiveness Rating: Effective

Teacher Induction, Curriculum, Science Access, and Strategic Hiring

Actions: 3.1, 3.3, 3.4, 3.5

Metrics: 1.3, Priority 1 & 4 (local indicators)

- Effectiveness: Effective

- Progress Made:

RCSD sustained its collaboration with the Placer County Office of Education to provide California Teacher Induction support for first- and second-year teachers, ensuring strong mentorship and retention practices. Additionally, the district adopted a new elementary Social Studies curriculum aligned to standards and provided hands-on science materials to expand access across grade levels. Recruitment efforts were supported through technology-based hiring platforms and community signage, which helped address staffing challenges in key operational areas.

- Leading Indicators:

Teacher feedback highlighted the importance of accessible induction support. Using digital tools and stipends helped fill hard-to-staff roles, and new instructional materials improved access and interventions in standards-based instruction, especially at Title I and campuses serving high populations of unduplicated students.

- Areas for Improvement:

While hiring strategies were successful, the district must monitor curriculum implementation fidelity and continue refining retention efforts for classified staff, especially in transportation and instructional aide positions.

- Next Steps: In 2025–26, RCSD will continue funding teacher induction, expand recruitment through technology-based tools, and monitor instructional material usage and impact, particularly among unduplicated students, to inform future curriculum and staffing decisions.

Facilities Maintenance and Fiscal Planning

Actions: 3.2, 3.8

Metrics: 3.2

- Effectiveness: Effective

- Progress Made:

The district's 2024–25 budget received timely approval from the Placer County Office of Education, supporting major investments in safe, well-maintained school environments. Facility upgrades included HVAC improvements, roofing projects, and expanded playground accessibility for students with disabilities.

- Leading Indicators:

The 2024 Facility Inspection Tool (FIT) results showed that 95% of schools achieved an 'Exemplary' rating, significantly improving from 81% the previous year. Seventeen school playgrounds were upgraded to enhance safety and access.

- Areas for Improvement:

Ongoing monitoring is necessary to ensure facility investments are equitably distributed and address the unique needs of campuses serving high populations of unduplicated students.

- . Next Steps:

In 2025–26, the district will continue prioritizing high-need facility projects, focusing on equity-based planning, playground safety enhancements, and long-term infrastructure sustainability across all school sites.

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.

Metric 3.6: RCSD did not collect student feedback regarding the quality of facilities upkeep in the 2024 survey cycle. As a result, this metric is currently unavailable and represents a gap in our understanding of student perceptions related to Priority 1: Basic Services.

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	California Teacher Induction Program	The Placer County Office of Education has partnered with us to support new and second-year teachers. This partnership is part of our district's pledge to promote educational excellence. The commitment includes facility enhancements, staff retention, technological integration, and fiscal stability. Additionally, we impart training to ensure that all teachers succeed in supporting students. This spans aspects such as teaching, classroom management, and interventions. Finally, we maintain a robust hiring practice with efficient scaffolding measures to retain our talented staff.	\$128,750.00	Yes
3.2	Continue maintenance of quality school facilities	RCSD guarantees the proactive upkeep of facilities, including HVAC systems, roofs, tiles, flooring, playgrounds, and outdoor facilities.	\$2,264,212.00	No
3.3	Provide Standards-Aligned Instructional Materials	In line with our objective to "Promote Educational Excellence through Facility Enhancement, Staff Retention, Technology Integration, and Fiscal	\$988,435.00	No

Action #	Title	Description	Total Funds	Contributing
		Stability," The District will purchase educational resources that align with our established standards.		
3.4	Provide Qualified Certificated and Classified Staff	The district will explore fresh approaches to hiring using modern technology platforms and specialized websites for recruitment, education, and upkeep of superior, certified, and classified personnel. To mirror the diverse student demographic more effectively, we aim to incorporate a broader range of staff from diverse geographical backgrounds and regions. A particular focus is set on filling positions for Students with Disabilities (SWD), instructional assistants, and middle school departments that are hard to fill positions and the students who frequently need supplementary resources and guidance to flourish academically.	\$127,150,888.00	No
3.5	Provide Science Supplemental Materials	<p>The district will provide elementary science materials for ongoing, engaging, hands-on activities. These are vital for Low-Income students who might not have regular access to after-school STEM experiences. The District will ensure the replenishment of these materials at the district level, guaranteeing the constant availability of necessary supplies for all sites in the following year.</p> <p>Additionally, the District will supply middle school labs with hands-on materials, including the perishable materials needed for experiments.unique needs. This action reflects partner feedback emphasizing the importance of experiential science learning and supports long-term engagement in STEM fields.</p>	\$25,815.00	No
3.6	County Approved Budget	The district will continue to secure annual budget approval every September from the Placer County Office of Education to ensure fiscal solvency in the current and future years. The goal is to provide a quality education to all students.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$13,331,415.00	\$

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
10.143%	0.784%	\$999,392.79	10.927%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: iReady Assessments for progress monitoring</p> <p>Need: The district has identified a clear need for a consistent, standards-aligned growth measure to support data-driven instruction for all students, specifically focusing on students with disabilities, English Learners, and homeless students. Current data from the 2024 CA Dashboard shows that Homeless students and</p>	<p>Explanation:</p> <p>Implementing iReady ELA and Mathematics benchmark assessments across RCSD is essential to improving student academic outcomes. As a districtwide performance measure, iReady provides a consistent, standards-aligned method of growth analysis, helping staff identify learning gaps and allocate instructional time and resources effectively. These assessments directly support classroom teachers and Professional</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Long-Term English Learners are not meeting English Language Arts and Mathematics proficiency standards.</p> <p>To effectively address these gaps, teachers and staff require ongoing access to reliable progress monitoring tools like iReady. These tools track growth and guide planning toward CAASPP proficiency. The need for this tool stems from the imperative to strategically allocate instructional time and resources for timely intervention, especially for unduplicated students who need differentiated support to close persistent achievement gaps.</p> <p>Scope: LEA-wide</p>	<p>Learning Communities (PLCs) by supplying data to tailor instruction to individual student needs and shape professional development at the site and district levels.</p> <p>In 2024–25, iReady is administered twice yearly to all 2nd–8th-grade students, generating disaggregated data for all subgroups. This ensures analysis of academic growth for all student groups, particularly unduplicated pupils.</p> <p>Rationale:</p> <p>iReady assessments align closely with California Assessment of Student Performance and Progress (CAASPP) standards, enabling teachers to make informed, standards-based instructional decisions. These assessments support the effective implementation of a Multi-Tiered System of Support (MTSS) by pinpointing which students need Tier I, II, or III interventions. This alignment is essential for students with unique learning needs, including Long-Term English Learners and homeless students, who require differentiated instructional approaches.</p> <p>The district's use of iReady as a growth measure ensures systemwide inclusion and consistent access to data-driven supports, allowing instructional practices to adapt responsively across all schools. This broad scope helps uphold our accountability for all student groups.</p> <p>Assessment:</p>	<p>Source: State CAASPP Reporting</p> <p>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard</p> <p>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>RCSD administers iReady ELA and Mathematics assessments twice annually in grades 2–8, generating data for academic planning and subgroup analysis. The tool allows for disaggregated reporting by unduplicated student groups and other students with unique needs, including homeless students and Long-Term English Learners, who in 2024 remained in the Red performance level on the CA Dashboard (Metric 1.5).</p> <p>To promote family engagement, RCSD provides iReady score reports and parent guides, including Spanish translations, ensuring accessibility. This supports meaningful parent participation in student learning. Through its consistent use across the district, iReady has become a critical instrument for access to instructional supports, reinforcing RCSD's commitment to improving student outcomes, regardless of background.</p>	
1.2	<p>Action: iReady Instruction</p> <p>Need: The district has identified critical academic needs among unduplicated students, particularly low-income, homeless, and English Learner students, whose ELA and Math scores on the 2024 California Dashboard fall below proficiency levels. These gaps underscore the need for tailored instructional support and expanded learning opportunities</p>	<p>Explanation:</p> <p>The districtwide implementation of iReady Instruction is a key strategy to address academic disparities in English Language Arts (ELA) and Mathematics, particularly for Low-Income and English Learner students. This personalized, adaptive instructional program is accessible during school hours, at home, and through extended learning programs such as ASES, ensuring students can receive support across multiple learning environments. The districtwide scope is justified by the program's effectiveness in</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to help these students achieve the same level as their peers.</p> <p>To address this, the district will continue utilizing iReady Instruction as a supplemental tool during the school day, at home, and through extended learning programs. The iReady Instruction Module, while not separately budgeted, is included in the total budget for the iReady Assessment Module.</p> <p>At Blue Oak Elementary, where English Learners were marked Red on the 2023 Dashboard (Goal 1, Metric 1.5) but have moved to yellow in 2024, iReady will continue to provide targeted support to accelerate English language acquisition and close proficiency gaps.</p> <p>Scope: LEA-wide</p>	<p>providing individualized learning pathways that support acceleration and remediation for all students, including unduplicated groups.</p> <p>Rationale:</p> <p>The broad implementation of iReady Instruction reflects RCSD's commitment to equity and access for all student groups, especially those facing persistent achievement gaps. In Spring 2024, ELA proficiency declined slightly from 58% to 57% (Metric 1.1), and Math proficiency remained steady at 50% (Metric 1.2), suggesting a continued need for focused academic interventions. Additionally, English Learner progress toward proficiency dropped from 58.7% to 50.4% (Metric 1.5), reinforcing the need for differentiated supports that iReady Instruction can offer. By allowing students to work at their level and pace, iReady helps advance students' learning while aligning to state standards and district goals.</p> <p>Assessment:</p> <p>iReady Instruction is currently used in grades 2–5 for intervention and enrichment in ELA and Mathematics. The program is integrated into the school day and supports extended learning opportunities. iReady is also available to students outside of school, including home access and ASES, expanding learning time for unduplicated students. The cost of iReady Instruction is embedded within the total budget for Goal 1, Action 1.1, reflecting the district's strategic resource alignment.</p>	<p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard</p> <p>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		RCSD will continue to monitor student usage, implementation fidelity, and performance data through PLC meetings and principal coaching cycles. This action aims to accelerate progress for Low-Income and English Learner students, closing achievement gaps and supporting broader success across the student population.	
1.3	<p>Action: Intervention Teachers</p> <p>Need: The district has identified a critical need to expand academic supports for Low-Income students, Foster Youth, English Learners, and students with unique needs. 2024 California Dashboard data shows that these groups continue to perform below districtwide averages in English Language Arts and Mathematics, with English Learner progress toward English proficiency declining from 58.7% to 50.4% (Metric 1.5). Similarly, ELA scores dropped slightly from 58% to 57% for "All Students" (Metric 1.1), while Math scores remained flat at 50% (Metric 1.2).</p> <p>These trends highlight the need for targeted, high-quality interventions, particularly during designated English Language Development (ELD) periods and Tier II instruction blocks. While existing supports, such as intervention teachers, have shown localized success, unduplicated pupils continue to trail their peers, indicating a need for more structured, sustained instructional responses across all school sites.</p>	<p>Explanation:</p> <p>The decision to maintain Intervention Teachers at a schoolwide level—rather than limiting support to specific groups—is based on the district's recognition of the need for a comprehensive academic support system. This approach enables consistent implementation of the Multi-Tiered System of Support (MTSS) across all schools and provides equitable access to intervention services. In Title I schools and sites with high numbers of unduplicated students, this model ensures that all students, not just those performing below grade level in English Language Arts (ELA) and Mathematics, benefit from targeted, small-group instructional support. The inclusive model helps boost overall academic performance and fosters a school culture centered on equity and continuous improvement.</p> <p>Rationale:</p> <p>A schoolwide intervention model ensures broader reach and access to Tier II supports, particularly for Low-Income students, Foster Youth, and English Learners, who continue to perform below district averages in state assessments. In 2024, ELA proficiency for "All Students" slightly declined</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>	<p>from 58% to 57% (Metric 1.1), and English Learner progress toward proficiency dropped from 58.7% to 50.4% (Metric 1.5). These results underscore the urgency for intensive academic support, especially during designated English Language Development (ELD) periods.</p> <p>Implementing MTSS across all classrooms—not just within intervention blocks—aligns with RCSD's commitment to tiered academic support and provides teachers with data-driven strategies to differentiate instruction and close performance gaps.</p> <p>Assessment:</p> <p>Intervention Teachers are currently placed at Title I schools, Sargeant Elementary, Eich Middle School, and Buljan Middle School, where they support the design and delivery of tiered academic interventions aligned with the MTSS framework. Their focus includes small-group instruction in ELA and Math, with additional support during ELD instructional blocks for English Learners.</p> <p>To evaluate the effectiveness of this action, the district will monitor growth in ELA and Math proficiency for unduplicated students, along with progress made during designated ELD instruction. iReady diagnostic data, CAASPP performance (Metrics 1.1 and 1.2), and EL progress (Metric 1.5) will serve as key indicators for assessing impact and guiding future refinement of intervention strategies.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Title I Class Size Reduction</p> <p>Need: Analysis of site-level performance data and feedback from educational partners identified a need for more personalized learning environments in Title I schools, particularly for Transitional Kindergarten and intermediate grades. Unduplicated student groups, including low-income (LI), foster youth (FY), and English learners (EL), continue to demonstrate lower academic performance on local benchmarks and statewide assessments. High class sizes were flagged as a barrier to targeted intervention and differentiated instruction, especially in foundational literacy and numeracy skills.</p> <p>Scope: Schoolwide</p>	<p>Explanation Action 1.4 allocates funding to reduce class sizes in Transitional Kindergarten and intermediate grades at Woodbridge and Cirby Elementary Schools, serving large concentrations of unduplicated students. By lowering the student-to-teacher ratio, this action directly supports efforts to personalize instruction and enhance teacher-student interaction. It allows for increased implementation of small-group and individualized instructional strategies, which are especially important for early learners and students needing language support or trauma-informed approaches.</p> <p>Rationale This action is principally directed toward LI, FY, and EL students who comprise a substantial portion of enrollment in the targeted schools. Research and feedback from site staff and families affirm that smaller class sizes significantly improve high-need students' academic and behavioral outcomes. These benefits include better student engagement, higher instructional responsiveness, and more accurate identification of learning needs. Given the evidence and local context, this strategy is well-suited to address opportunity gaps for our unduplicated pupil populations.</p> <p>Assessments Effectiveness will be measured using formative assessment data in ELA and math, English learner progress indicators, and internal walkthrough observation data focused on instructional groupings. Progress will also be monitored through site-based family engagement and feedback surveys, disaggregated by student group. Annual</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		review of California School Dashboard indicators for Woodbridge and Cirby Elementary will help determine if reduced class sizes correlate with improved outcomes for unduplicated students. Action 1.4 allocates funding to reduce class sizes in Transitional Kindergarten and intermediate grades at Woodbridge and Cirby Elementary Schools, serving large concentrations of unduplicated students. By lowering the student-to-teacher ratio, this action directly supports efforts to personalize instruction and enhance teacher-student interaction. It allows for increased implementation of small-group and individualized instructional strategies, which are especially important for early learners and students needing language support or trauma-informed approaches.	
1.5	<p>Action: Directors and Administrative Assistants</p> <p>Need: To address the needs of all students and maintain focus on subgroups, the school community has acknowledged the diverse requirements of various student groups. This recognition created the "Directors of Educational Services and Administrative Assistants" roles. The following student groups were marked in orange and/or red on the 2023 CA Dashboard for English Language Arts (ELA) and are present in all our schools: African American, English Learners, Students with Disabilities, Hispanic students, and Homeless students. Each group is examined systematically, with plans formulated to ensure growth over the next three years.</p>	<p>Explanation:</p> <p>The necessity lies in engaging Directors of Educational Services and Administrative Assistants to address a wide span of needs across diverse student groups within the district. The intrinsic tenet of this necessity anchors around establishing strategies targeting unduplicated student groups, aiding staff professional development, and promoting data-centric decision-making. While the role of the Administrative Assistants lies in heightening accountability and boosting the execution of educational initiatives, the collective efforts of both roles ascertain uniformity and excellence throughout the district. This contributes to the formulation of a comprehensive, robust support system.</p> <p>Rationale:</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Key needs include:</p> <p>Coordinated support in curriculum, instruction, and assessments.</p> <p>Professional development and coaching for administrators.</p> <p>Assistance with managing Title I schools, categorical mandates, and supplementary services.</p> <p>Strong communication and support channels for parents and families.</p> <p>Efforts to enhance and enrich services for Low-Income (LI), Foster Youth (FY), English Learner (EL) students, and students with unique needs.</p> <p>Scope: LEA-wide</p>	<p>The district's wide-ranging approach is imperative to service unduplicated students in all schools effectively. This is specifically true for students who fall into vulnerable and underserved categories, including those from Low-Income families, Foster Youth, English Learners, and students with unique needs. This approach emphasizes coaching principals and offering guidance in vastly critical site-based decisions. This approach is projected to positively ameliorate results for each student group, tangibly reflecting the initiative's success.</p> <p>Assessment:</p> <p>The action employs two full-time Directors of Educational Services, two half-time Directors of Educational Services, and two Administrative Assistants to respond to the identified needs. These individuals are entrusted with tasks like coordinating and supporting curriculum, instruction, and assessments and providing administrators with coaching and professional learning models. In addition, they take on the responsibility of supervising Title I schools, categorical mandates, and various support services while forging efficient communication and support routes for parents and families. Moreover, they focus on enriching and elevating services for LI, FY, and EL students and those with unique needs by instructing principals and offering counsel in site decisions. The initiative aims to cover all elements of school administration and support services. It designs its adaptability to cater to all student groups, ensuring each student</p>	<p>Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p> <p>Metric 9: TK-1 Local Data</p> <p>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard</p> <p>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard</p>

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		benefits from the orchestrated assistance and professional advancement offered by the Directors of Educational Services and Administrative Assistants. The measure of this action's success will be reflected in the enhancement of outcomes for all student groups, particularly LI, FY, EL students, and those with unique needs.	
1.7	<p>Action: College and Career Pathways aligned to high schools</p> <p>Need: Recent 2024 California Dashboard data highlights the ongoing need for a comprehensive educational approach that addresses achievement gaps for Low-Income students, Foster Youth, English Learners, and students with disabilities. On the 2024 Dashboard, Homeless Youth and English Learners were identified as performing at the Red and Orange levels in English Language Arts and Mathematics, signaling significant barriers to academic proficiency. These groups remain underrepresented in advanced coursework, limiting access to college and career opportunities. In response, middle school counselors prioritize enrollment in Pre-Advanced Placement (Pre-AP) courses for Low-Income students, Foster Youth, English Learners, and students with disabilities, ensuring academically ready students can engage in challenging coursework that supports long-term success.</p> <p>Scope:</p>	<p>Explanation:</p> <p>The schoolwide scope of the initiative, Aligning College and Career Pathways with High Schools, is designed to enhance the overall educational program and address the needs of all student groups. This approach ensures that all middle school students, particularly those economically disadvantaged, first-generation learners, English Learners, and students with specialized needs, have access to challenging coursework and programs aligned with their future educational and career aspirations. Achievement is supported through collaboration with school counselors and the implementation of Pre-Advanced Placement (Pre-AP) courses, International Baccalaureate (IB) programs, and Advancement Via Individual Determination (AVID) strategies.</p> <p>Rationale:</p> <p>A schoolwide scope is essential because it allows flexibility in prioritizing elective course options for historically underserved student groups, including those pursuing a bi-literacy pathway. This approach is particularly critical for schools serving large populations of Low-Income students, English Learners, and first-generation students. By</p>	

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	Schoolwide	<p>embedding college and career readiness opportunities throughout the school, the initiative ensures that a broad range of students can begin charting a straightforward, successful path toward high school, college, and career readiness.</p> <p>Assessment:</p> <p>In response to these needs, the College and Career Pathways Aligned to High Schools action was implemented to strengthen the connection between middle school preparation and high school opportunities. The Roseville City School District (RCSD) is committed to expanding Career Technical Education (CTE) pathways and ensuring equitable access to advanced coursework. This action includes collaboration with school counselors to guide students into challenging academic options, ongoing support of the AVID program at one middle and two elementary schools, expansion of Pre-AP courses at three middle schools, and the maintenance of IB programs at one middle and one elementary school. Together, these efforts ensure students receive comprehensive support as they prepare for their future academic and career pursuits.</p>	
1.8	<p>Action: Professional Development</p> <p>Need: The action "Professional Development in alignment with the Professional Development Advisory Committee (PDAC)" continues in response to critical needs identified within the school community. Analysis of the 2024 CA</p>	<p>Explanation:</p> <p>This text outlines the broad scope of the Professional Development Plan initiated by the Professional Development Advisory Committee (PDAC). The approach is designed to extend across the entire Roseville City School District (RCSD), providing a consistent, districtwide strategy to support students' academic, behavioral,</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage</p>

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	<p>Dashboard shows that two years of targeted ELD professional development have contributed to positive outcomes for English Learners in RCSD, with 58.7% making progress toward English language proficiency.</p> <p>Despite this growth, there remains a significant need to address the academic, behavioral, and socioemotional needs of all students, especially students from low-income backgrounds who continue to struggle with academic achievement. This need is particularly urgent for Homeless students (red indicator) and English Learners (orange indicator) on the 2024 CA Dashboard for English Language Arts (ELA) and mathematics. Professional development is essential to equip staff with updated strategies, tools, and practices to better support these students and ensure equitable outcomes across</p> <p>Scope: LEA-wide</p>	<p>social, and emotional needs. Particular emphasis is placed on supporting Low-Income students who continue to experience academic challenges. By implementing this plan across the Local Educational Agency (LEA), RCSD ensures consistent training, fosters resource sharing, promotes the adoption of best practices, and supports the development of instructional strategies informed by reliable, consistent data.</p> <p>Rationale:</p> <p>The districtwide nature of this action amplifies its impact, helping to improve overall student performance and reduce achievement gaps on a broad scale. A universal approach creates a cohesive learning environment, accelerates the adoption of solid instructional practices across all sites, and expedites addressing learning disparities. Implementing a comprehensive, districtwide professional development strategy is a highly effective method for meeting all students' diverse academic, behavioral, social, and emotional needs.</p> <p>Assessment:</p> <p>The implementation of RCSD's MTSS-aligned professional development plan in 2024 has shown promising early indicators of effectiveness. Teacher surveys revealed that over 80% of staff reported increased confidence in using tiered instructional strategies. At the same time, initial CAASPP data show a modest upward trend in ELA performance among unduplicated pupils, particularly English Learners and Low-Income</p>	<p>of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 3: Local Control Accountability Plan (LCAP) Survey for Staff (yearly)</p> <p>Metric 4: Professional Development Advisory Survey</p> <p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p>

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		students. Trimester data team meetings were consistently attended, resulting in site-specific intervention strategies being deployed. However, further progress is needed to close persistent achievement gaps for Foster Youth, whose performance remains significantly below district averages. Continued monitoring, differentiated supports, and solid instructional practices will be prioritized to sustain progress and address subgroup disparities.	
1.9	<p>Action: Coordinators</p> <p>Need: Coordinators ensure consistency across curriculum, instructional practices, Multi-Tiered Systems of Support (MTSS), and assessments. Their work guarantees that all students, regardless of school or teacher, receive equitable access to foundational knowledge, research-based instruction, and appropriate supports. Consistent systems are critical to improving academic outcomes and addressing opportunity gaps.</p> <p>Recent 2024 California Dashboard data highlights urgent needs: English Learners (orange indicator) and Homeless Youth (red indicator) performed significantly below standard in both English Language Arts (ELA) and Mathematics. Only 50.4% of English Learners showed progress toward English language proficiency. These gaps demonstrate the need for coordinated</p>	<p>Explanation:</p> <p>The scope of actions undertaken by the Educational Services Coordinators is intentionally districtwide, ensuring all schools, including a focused emphasis on Title I sites, receive consistent support. This structure addresses the diverse needs of RCSD's student population by promoting uniformity in curriculum implementation, instructional practices, Multi-Tiered Systems of Support (MTSS), and assessment systems. A districtwide approach also enables coordinated data collection, equitable resource allocation, and timely feedback, allowing for responsive adjustments that improve student outcomes across all sites.</p> <p>Rationale: Adopting a Local Educational Agency (LEA)-wide model ensures multiple benefits. Educational Services Coordinators gather real-time instructional data across schools, providing actionable examples to strengthen classroom practices. Their districtwide presence also</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 4: Professional Development Advisory Survey</p> <p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source:</p>

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	<p>curriculum, aligned assessments, and strong intervention structures.</p> <p>By ensuring curriculum fidelity, supporting evidence-based instruction, maintaining MTSS frameworks, and aligning assessments with instructional goals, coordinators help drive academic growth, reduce achievement gaps, and ensure every student—especially Low-Income students, English Learners, Foster Youth, and Homeless students—has the opportunity for success.</p> <p>Scope: LEA-wide</p>	<p>supports the systematic identification of strengths and areas for improvement, fostering a shared commitment to common goals across all schools. This comprehensive scope ensures alignment in professional development and intervention strategies, promoting more effective and cohesive educational practices across the District.</p> <p>Assessment:</p> <p>To meet previously identified necessities, the District employed the strategy of hiring Educational Services Coordinators. These specialists offer custom-made professional enhancement, prioritizing Title I schools. They are pivotal in executing the MTSS Framework and robust Student Success Protocols, assuring necessary assistance for students requiring additional support. These endeavors incorporate all learners, mirroring the District's pledge to ensure educational fairness. The Educational Services Coordinators are instrumental in maximizing student learning, demonstrating the District's proactive strategy to satisfy the recognized necessities of its student body.</p>	<p>California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p> <p>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard</p> <p>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard</p>
1.10	<p>Action: Teachers on Special Assignment (TOSA)</p> <p>Need: There is a continued pressing need to support the academic and behavioral development of students at Kaseberg, particularly in English language arts and mathematics. Many students require intensive interventions to meet grade-level standards, and there is a</p>	<p>Explanation:</p> <p>The Teacher on Special Assignment (TOSA) will be instrumental in addressing these needs by providing targeted support to staff and students. This role will focus on increasing English language arts and mathematics proficiency through a multifaceted approach. The TOSA will provide professional development to Kaseberg staff, ensuring they are equipped with effective teaching</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or</p>

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	<p>need for specialized support to bridge the gap for students at risk of falling behind. Additionally, professional development for teachers is critical to ensuring consistent instructional practices that align with district goals.</p> <p>Scope: Schoolwide</p>	<p>strategies. Additionally, the TOSA will facilitate the Student Success Protocol, a framework designed to support students requiring intensive academic and behavioral interventions. The TOSA will work directly with students in small groups or one-on-one settings to provide personalized instruction and analyze student data to inform instructional strategies.</p> <p>Rationale:</p> <p>The focus on teacher support and student intervention is essential to addressing the diverse academic needs of students at Kaseberg. By providing professional development, the TOSA ensures that educators are well-equipped to meet the needs of their students and foster a collaborative learning environment. The Student Success Protocol ensures that students who need additional support receive targeted interventions. This dual approach—staff development and direct student instruction—will improve academic outcomes, particularly for those at risk of falling behind. The ability to analyze data will ensure that instructional strategies remain responsive and dynamic, promoting continuous improvement.</p> <p>Assessment:</p> <p>The effectiveness of the TOSA's role will be assessed through qualitative and quantitative measures. Key indicators include improved English language arts and mathematics proficiency measured by district and state assessments. Additionally, feedback from Kaseberg staff regarding the professional</p>	<p>exceeding standards Source: State CAASPP Reporting</p> <p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p> <p>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard</p> <p>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard</p>

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		development sessions will be collected to determine the impact on instructional practices. Data from student interventions, including progress monitoring and success rates from the Student Success Protocol, will also measure effectiveness. Ultimately, the assessment will focus on whether students show measurable academic growth and whether staff feel more confident implementing strategies that support student success.	
1.11	<p>Action: Educational Technology Programs</p> <p>Need: Staff, students, and parents have collectively identified a continued need for the "Educational Technology Programs" action, focusing on supporting RCSD's diverse student population. A significant need emerged for enhanced curriculum enrichment and personalized intervention, particularly for Homeless students, Hispanic students, African American students, and Students with Disabilities, as highlighted by the 2023 and 2024 California Dashboard results in English Language Arts (ELA). Additionally, newcomer students and Long-Term English Learners (LTELs) voiced the need for expanded English language learning opportunities and access to high-quality, technology-supported instruction to bridge linguistic and cultural gaps. Addressing these needs through educational technology tools and resources is critical to ensuring equitable access to rigorous,</p>	<p>Explanation:</p> <p>The Educational Technology Programs operate districtwide to meet the needs of students requiring Tier II instruction and intervention under the Multi-Tiered System of Support (MTSS) framework. These programs support all students by offering enrichment, acceleration, reteaching, and targeted intervention opportunities. By integrating educational technology tools across all sites, RCSD ensures that every student can access high-quality learning experiences regardless of background or circumstance. This districtwide implementation promotes an inclusive educational environment and helps address linguistic and cultural disparities, particularly for English Learners and newcomer students.</p> <p>Rationale:</p> <p>The size and diversity of RCSD, combined with the specific needs of our many subgroups, necessitate a districtwide approach to educational technology integration. Providing consistent access to enrichment and intervention opportunities across</p>	<p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p> <p>Metric 8: Local Control Accountability Plan (LCAP) Survey for Students (yearly)</p>

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	<p>engaging, and supportive learning experiences for all students.</p> <p>Scope: LEA-wide</p>	<p>all sites helps bridge linguistic and cultural gaps and ensures no student is excluded from rigorous instruction. Results show improvements in engagement, academic performance, and English language proficiency among targeted student groups, validating the importance of a comprehensive, districtwide strategy.</p> <p>Assessment:</p> <p>The Educational Technology Programs action supplements the core curriculum and adapts to individual learning levels, ensuring personalized support for diverse learners. Specific enhancements have been made to strengthen English language learning opportunities for newcomer students and Long-Term English Learners (LTELs) while prioritizing support for Hispanic students, African American students, and Students with Disabilities who face additional learning barriers. The success of this action is measured by improvements in student performance, increased engagement, and gains in English language proficiency among the targeted groups, affirming the program's role in advancing education across the district.</p>	
1.15	<p>Action: Executive Director, Director, and Coordinator</p> <p>Need: There is a critical need for an Executive Director, Director, and Coordinator of Educational Support Services to lead efforts in addressing the educational needs of Homeless students, Hispanic students, African</p>	<p>Explanation:</p> <p>The designation of an Executive Director, Director, and Coordinator of Educational Support Services is implemented on an LEA-wide basis to address the identified needs of Students with Disabilities and to strengthen inclusive practices for all students. A districtwide approach ensures consistency in curriculum, instruction, MTSS</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage</p>

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	<p>American students, and Students with Disabilities, as identified by the 2024 California Dashboard results in English Language Arts (ELA) and Mathematics. Dashboard data shows these groups continue to perform below standard, highlighting persistent opportunity gaps. Strong leadership is essential to embed inclusive practices across leadership, teaching, and learning systems, ensuring all students receive equitable opportunities for success. By applying innovative, research-based strategies tailored to the unique challenges faced by these student groups, the Executive Director, Director, and Coordinator drive the development of educational systems that prioritize equity, close achievement gaps, and foster an environment where every student can thrive.</p> <p>Scope: LEA-wide</p>	<p>structures, and assessments across all RCSD schools. The Coordinator's role extends beyond administrative oversight to include continuous professional development for general and special education teachers, equipping them with the skills and strategies necessary to support students with specialized needs effectively. By working collaboratively across departments, this action promotes a unified and equitable support system for students with disabilities and Low-Income, Foster Youth, and English Learners who may require additional interventions.</p> <p>Rationale:</p> <p>Implementing this action on an LEA-wide basis is essential to achieving RCSD's truly inclusive educational system goal. Students with disabilities must have access to a full range of academic opportunities within the least restrictive environment, and a cohesive districtwide model ensures consistent support across all campuses. The Coordinator's leadership helps bridge gaps between general and special education, supports systemic implementation of best Tier I practices, and fosters a culture of continuous professional growth. A unified approach ensures that no matter the school site, students with disabilities and other unduplicated pupils benefit from high-quality, equitable instruction and services.</p> <p>Assessment:</p> <p>RCSD's Executive Director, Director, and Coordinator of Educational Support Services focus on supporting all schools in curriculum alignment,</p>	<p>of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p> <p>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard</p>

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		instructional practices, MTSS implementation, and assessment design. They collaborate with Educational Services to develop and deliver professional development, emphasizing Tier I best practices across general and special education settings. These actions aim to increase access to rigorous coursework for students with disabilities and English Learners while ensuring placement in the least restrictive environments. Although specific outcome metrics are not provided at this time, progress will be measured by improvements in student performance, increased teacher capacity to support diverse learners, and higher rates of student participation and success in inclusive classroom settings.	
1.16	<p>Action: TK instructional assistants will be 6-hour employees</p> <p>Need: A key priority identified within the district is increased instructional support for all students, particularly in the early grades. This need is especially urgent in foundational areas such as English Language Arts (ELA) and Mathematics. Student performance data and staff feedback highlight the need for a more comprehensive instructional framework and timely interventions in these subjects. In response, the "TK Instructional Assistants are 6-Hour Employees" action was developed to provide enriched small-group support and targeted instruction during critical early learning years.</p>	<p>Explanation:</p> <p>Extending the work hours of Transitional Kindergarten (TK) instructional assistants to six hours across the district is a strategic intervention to enhance the quality of early education. This action focuses on providing targeted small-group instruction in English Language Arts (ELA) and Mathematics, responding to the identified need for stronger foundational support. Implementing this on an LEA-wide basis ensures consistent, equitable access to early academic interventions, allowing students to build a stronger educational foundation through more individualized instruction and timely support.</p> <p>Rationale:</p> <p>This decision aligns with RCSD's commitment to Universal PreKindergarten (UPK) expansion and</p>	Metric 9: TK-1 Local Data

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	Scope: LEA-wide	<p>early intervention strategies. TK Instructional Assistants are critical in delivering Tier II instruction in ELA and Mathematics, reducing instructional gaps early in a student's educational journey. This approach also supports efforts to lower class sizes at Title I and smaller classic Title I elementary schools. By extending TK instructional assistants' hours, RCSD reinforces its commitment to meeting the needs of Low-Income, English Learner (EL), and Foster Youth (FY) students, ensuring all students receive the intensive support necessary to succeed academically from the earliest grades.</p> <p>Assessment:</p> <p>To address these identified needs, RCSD continues to increase the work hours of TK instructional assistants to six hours, enabling them to provide enriched small-group and individualized instruction in ELA and Mathematics. The additional time allows for deeper instructional engagement, greater personalization, and more timely interventions, particularly for TK and Kindergarten students. This action supports the district's broader goals under Universal PreKindergarten and early intervention initiatives. Success will be measured by improved student readiness, stronger foundational skills in literacy and numeracy, and increased access to early academic support for historically underserved student groups.</p>	
1.17	Action: Middle School Math Intervention teachers Need:	<p>Explanation:</p> <p>The action establishes the placement of dedicated Middle School Math Intervention Teachers at each</p>	Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards

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	<p>The 2024 California Dashboard for Mathematics highlights a critical need for intensified support at the middle school level. Homeless students scored 106.6 points below standard, with other student groups, including Low-Income students and English Learners, also showing significant gaps in math proficiency. Housing instability, limited academic resources, and inconsistent educational experiences continue to impact these students' ability to perform at grade level. Increasing the time and intensity of math intervention is essential to improving math outcomes, closing achievement gaps, and supporting the long-term academic success of these vulnerable populations.</p> <p>Scope: LEA-wide</p>	<p>middle school to address critical academic needs. This districtwide approach targets all students, with particular emphasis on those experiencing homelessness, Low-Income students, English Learners, African American, Hispanic students, and Students with Disabilities. Focused interventions will be delivered in smaller class settings, primarily targeting sixth-grade students who have fallen significantly behind in mathematics. The primary goal is to accelerate student progress and prepare all learners, regardless of background or circumstance, for the rigor of Integrated Mathematics 1 (IM 1) by the ninth grade.</p> <p>Rationale:</p> <p>An LEA-wide scope is essential given the substantial academic gaps reflected in the 2024 California Dashboard, particularly for Homeless students, African American, English Learners, Hispanic students, and Students with Disabilities, many of whom require Tier II and Tier III supports. By embedding intervention within a schoolwide framework, RCSD ensures that targeted students receive small-group, personalized instruction to address skill deficits efficiently. This focused, intensive model allows intervention teachers to work closely with students performing one or two grade levels below standard, accelerating their learning trajectory and supporting long-term academic success.</p> <p>Assessment:</p>	<p>Source: State CAASPP Reporting</p> <p>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard</p>

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		The Middle School Math Intervention Teachers' action directly addresses urgent needs. RCSD assigned a dedicated math intervention teacher to each middle school, tasked with providing small-group, targeted instruction to sixth-grade students most at risk of falling behind in mathematics. Success will be measured through multiple assessment metrics, including student growth on district benchmark assessments and improved performance on state tests.	
1.18	<p>Action: Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions</p> <p>Need: The Board of Education and parent feedback have continued identifying the need for expanded, equitable access to enriched learning opportunities in the early grades. Families strongly support maintaining the extended instructional times, noting the positive impact on student readiness and academic growth. This need is particularly significant for Low-Income students, Foster Youth, and English Learners, as evidenced by the high participation of over 700 students from these groups in the Extended Learning Opportunities Program (ELO-P) during 2024–25. Extended instructional time allows for more targeted small-group instruction and early intervention, addressing achievement gaps and building a strong academic foundation.</p> <p>Scope:</p>	<p>Explanation:</p> <p>Expanding Kindergarten classes to six hours and Transitional Kindergarten sessions to five hours across all schools in the district promotes equitable access to enriched learning opportunities. This action ensures that every student, regardless of background, can benefit from extended instructional time, small-group learning, and social-emotional support. Beyond adding instructional minutes, this approach fosters early academic growth, accelerates foundational skill development, and creates nurturing environments supporting students' behavioral and emotional well-being.</p> <p>Rationale:</p> <p>Implementing this action districtwide reflects RCSD's commitment to inclusive education and ensuring no student is left behind. A uniform approach guarantees that students at every school have access to the same extended learning opportunities, reinforcing equity across all campuses. Increasing the duration of Kindergarten</p>	Metric 9: TK-1 Local Data

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	LEA-wide	<p>and Transitional Kindergarten sessions distributes academic and developmental support more evenly, laying the foundation for long-term educational success, particularly for historically underserved student groups.</p> <p>Assessment:</p> <p>This action addresses the identified needs by establishing six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions across the district. It enables students to engage more fully in Extended Learning Opportunity Programs (ELO-P) and targeted small-group instruction led by TK teachers. The effectiveness of this action will be evaluated through formal metrics, such as student academic growth, and feedback on the LCAP survey, which includes teacher and parent input. Ongoing analysis will ensure that the extended instructional time aligns with the district's goals of promoting equity, readiness, and overall student success.</p>	
1.19	<p>Action: Administrator Workdays</p> <p>Need: The school community has identified ongoing needs that led to the development and continuation of the Administrator Workdays action. A primary concern remains ensuring access to a full range of academic courses for all students, particularly those with disabilities or specialized needs, through carefully developing complex master schedules. In addition, the need for stronger, earlier</p>	<p>Explanation:</p> <p>The broad implementation of the Administrator Workdays action is necessary to support all student populations, including students with disabilities and those requiring specialized services. Extending the workdays for on-site and itinerant administrators allows for detailed planning of master schedules to ensure equitable access to all subjects, targeted support for families, and intentional relationship-building with students. Early engagement between students and trusted adults fosters a positive school climate,</p>	<p>Metric 7: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)</p> <p>Metric 10: Parent and Family Engagement Local Indicator Source: California School Dashboard</p>

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	<p>engagement with families continues to be a priority. Chronic absenteeism remains a significant challenge, with 11.3% % of students chronically absent and subgroups such as Foster Youth at 31.6%, according to the 2024 California Dashboard. Extending administrator workdays allows leaders to meet with families and students before the school year starts to set goals, create support plans, and build relationships critical to improving outcomes. Parents have strongly supported this action, emphasizing its importance in maintaining clear communication and strong family-school connections heading into the upcoming year.</p> <p>Scope: LEA-wide</p>	<p>strengthens academic and social-emotional supports, and helps establish a strong foundation for success from the start of the school year.</p> <p>Rationale:</p> <p>The comprehensive scope of this action is rooted in the need for inclusive educational practices that meet the student body's diverse academic and social needs. Extending administrator workdays allows time for carefully implementing foundational programs, such as WEB (Where Everybody Belongs) for sixth-grade students, and creating early support networks. It also provides administrators with additional opportunities to engage with families—particularly those of students requiring extra academic or behavioral interventions—before the school year. A districtwide approach ensures that all students, regardless of circumstance, benefit from personalized planning, proactive communication, and inclusive access to learning opportunities, reinforcing RCSD's commitment to equity and student success.</p> <p>Assessment:</p> <p>This LEA-wide action was principally directed to meet unduplicated students' diverse academic and social-emotional needs, including English learners, low-income students, and foster youth. Extending administrator workdays provided critical time for inclusive planning of master schedules, early implementation of programs such as WEB (Where Everybody Belongs), and proactive outreach to families requiring additional support. This early</p>	

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		<p>engagement allowed administrators to identify and address barriers to learning before the school year began, ensuring access to core instruction and targeted interventions. The extended time also supported intentional relationship-building between students and site staff, which is especially impactful for students who may experience school transitions or face challenges in engagement. Implemented districtwide, this action ensures that all students, regardless of need or circumstance, benefit from a more personalized and responsive start to the academic year, directly improving services in alignment with RCSD's goals.</p>	
1.21	<p>Action: LCAP Parent Survey</p> <p>Need: The survey is designed to gather comprehensive input from diverse community partners, including families, community members, staff, and students. Unlike generic free programs, the Hanover program offers an in-depth meta-analysis our district staff cannot perform. The analysis provided by Hanover allows us better to understand the needs of our families and staff, leading to a more effective LCAP. Additionally, it was acknowledged that specific student populations face unique challenges that could negatively impact their educational progress. These groups, particularly Low-Income (LI) students, foster youth (FY), English Learners (EL), and those with unique needs, require enhanced services.</p>	<p>Explanation:</p> <p>The intent behind the LCAP Parent Survey is to garner an extensive range of feedback from various participants. For comprehensive input, it is recommended that a districtwide effort be carried out. The rationale for such wide-ranging implementation is to address all student groups' concerns, particularly students with disabilities. Moreover, the districtwide approach secures the inclusion of unduplicated students, Low-Income (LI), Foster Youth (FY), and English Learners (EL) from each school, potentially offering invaluable insights on various subjects, such as school safety, facilities, and technological outputs.</p> <p>Rationale:</p> <p>This action's instrumental value lies in understanding the difficulties of specific student segments, notably Low-Income students, foster wards, students grappling with English learning,</p>	

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	Scope: LEA-wide	<p>and Students with Disabilities. The insights garnered by the LCAP Parent Survey allow for the precise allocation of resources to improve services tailored to these groups. The survey's success is gauged by both the quantity and quality of responses received, acting as a decisive instrument in shaping the direction of resource provision and the modification or enhancement of services.</p> <p>Assessment:</p> <p>The LCAP survey has proven to be a valuable tool for collecting comprehensive input from families and community partners across the district, particularly those representing unduplicated pupils—Low-Income (LI), Foster Youth (FY), and English Learners (EL)—as well as students with disabilities. Implementing the survey districtwide ensured representation from all school sites and student groups, which enhanced the quality and equity of the feedback. The effectiveness of this action was measured through both the response rate and the thematic relevance of the input received. Key insights informed targeted improvements in school climate, facility conditions, and technology access. The survey also supported more precise and equitable allocation of resources to address identified needs. As a result, the LCAP Parent Survey remains a pivotal instrument in shaping services to support historically underserved students better.</p>	
1.23	Action: Parent Engagement at Title I Schools	Explanation: This action involves class size reduction in	Metric 9: TK-1 Local Data

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	<p>Need: Unduplicated pupils—specifically Low-Income (LI), English Learner (EL), and Foster Youth (FY) students—require increased instructional time and individualized support in foundational grades to close persistent achievement gaps. According to the 2024 California School Dashboard, EL students experienced a decline in ELA scores, FY students scored over 120 points below standard in math, and socioeconomically disadvantaged students remain below statewide averages in both ELA and math. These disparities emphasize the need for smaller class sizes and targeted support in early grades, where strong academic foundations are established.</p> <p>Scope: LEA-wide</p>	<p>transitional kindergarten (TK) and targeted intervention grades to provide unduplicated pupils—specifically Low-Income (LI), English Learner (EL), and Foster Youth (FY) students—with increased access to individualized instruction and targeted supports. Smaller class sizes, complemented by TK Instructional Assistants, create conditions for more personalized learning, language development, and consistent adult interaction. These conditions are essential to addressing opportunity gaps that disproportionately impact unduplicated students. RCSD’s decision to implement this action schoolwide in foundational grades ensures early academic intervention while normalizing support structures for all learners in the setting.</p> <p>Rationale: The schoolwide implementation of this action is a strategic approach to addressing the high concentration of unduplicated students in early grades, where critical foundational skills in literacy and numeracy are established. By reducing student-to-teacher ratios, educators are better equipped to respond to the diverse academic and linguistic needs of unduplicated pupils. This targeted investment leverages schoolwide resources to achieve equity outcomes and prevent isolation or stigma for priority student groups. The strong academic growth observed at Kaseberg Elementary validates the impact of this approach.</p> <p>Assessment: The effectiveness of this action will be evaluated using a combination of local and state-aligned</p>	

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		<p>assessments, including:</p> <ul style="list-style-type: none"> • i-Ready Reading and Math Diagnostics • District Benchmark Assessments • TK Progress Monitoring Tools (Literacy and Numeracy) • ELPAC (English Language Proficiency Assessments for California) <p>Additionally, stakeholder perception will be measured through the LCAP Parent Survey and staff feedback on instructional conditions. Improvement will be indicated by increased performance among unduplicated students in early grade metrics and more favorable engagement data from families.</p>	
1.25	<p>Action: Executive Director of Communication and Community Engagement</p> <p>Need: RCSD received a Level 4 rating for communication on the California School Dashboard. Educational partner input confirms strong communication about student progress and involvement, but highlights a need for better information on academic, social, and emotional supports, particularly in the middle grades (LCAP Parent Survey).</p> <p>To address this, RCSD will strengthen communication strategies to:</p>	<p>Explanation:</p> <p>The Executive Director of Communication and Community Engagement is a strategic move aimed at addressing the distinct needs of all students, particularly unduplicated pupils. This action is provided LEA-wide to strengthen communication and amplify community engagement across the district. The Executive Director enhances protocols, expands opportunities, and promotes two-way communication and collaborative planning. As our unduplicated student population—Low-Income (LI), Foster Youth (FY), and English Learners (EL)—is distributed across all schools, strengthening their connection to school supports is critical.</p> <p>Rationale:</p>	Metric 10: Parent and Family Engagement Local Indicator Source: California School Dashboard

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	<ul style="list-style-type: none"> • Improve parent awareness of academic standards and support services. • Build stronger relationships between families and school staff. • Ensure timely updates on student progress and available resources. <p>This work supports Priority 3: Parental Involvement and Family Engagement under LCFF.</p> <p>Scope: LEA-wide</p>	<p>Research by Jeynes (2011) indicates that when schools effectively communicate available resources, they reduce the stressors faced by Low-Income families, enabling students to focus better on learning. Enhancing districtwide communication and community engagement is a systemic need to benefit unduplicated pupils. Although principally directed toward the 63.2% of our student population identified as Low-Income, this action serves all families by ensuring communication materials, such as newsletters, acknowledge families' diverse cultural capital, and provide resources in accessible formats.</p> <p>Assessment:</p> <p>The Executive Director of Communication and Community Engagement leads an annual comprehensive review and redesign of district communication strategies. This includes developing new family engagement initiatives at the school and district levels as needed, managing digital outreach, and promoting two-way communication and cultural understanding. Success is measured by increased family engagement rates, improved communication effectiveness, and broader inclusion in school-community relationships, focusing on the experiences of unduplicated students and families.</p>	
1.26	<p>Action: Executive Director of Assessment, Planning, and Analysis - New Action for 25-26</p> <p>Need:</p>	<p>Explanation:</p> <p>The Executive Director of Assessment, Planning, and Analytics addresses the district's need to strengthen instructional support systems, data</p>	<p>Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards</p>

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	<p>Analysis of Dashboard results, local data, and educational partner feedback identified a need for stronger systems to integrate assessment data into instructional practices and continuous improvement. Persistent achievement gaps among unduplicated pupils (Low-Income, Foster Youth, and English Learners) highlight the need for better access to timely, actionable data and support for data-driven decision-making.</p> <p>The Executive Director of Assessment, Planning, and Analytics will lead efforts to build a cohesive, districtwide system for assessment, planning, and analytics to drive equity, instructional improvement, and student success.</p> <p>Scope: LEA-wide</p>	<p>analysis, and continuous school improvement. This role ensures the integration of assessment data into instructional practices, supporting teachers, administrators, and educational partners with the tools and training needed to analyze student performance effectively. This action is implemented districtwide because equitable access to high-quality instruction and improved student outcomes are essential for all students, including unduplicated pupils.</p> <p>Rationale:</p> <p>Research and best practices in educational leadership emphasize the critical role of data-driven decision-making in closing achievement gaps and improving overall student outcomes. By centralizing leadership for assessment, instructional planning, and analytics, the district enhances its ability to monitor progress, identify disparities among student groups, and implement timely interventions. This action ensures that unduplicated pupils (Low-Income, Foster Youth, and English Learners) receive targeted supports informed by robust data analysis and strategic instructional planning.</p> <p>Assessment:</p> <p>The Executive Director of Assessment, Planning, and Analytics will oversee districtwide data systems, support the effective use of formative and summative assessments, and guide continuous improvement cycles. Success will be measured by increased use of data-informed instructional practices, growth in student</p>	<p>Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p> <p>Metric 9: TK-1 Local Data</p> <p>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard</p> <p>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard</p>

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		achievement outcomes across key indicators (e.g., CAASPP, ELPAC, internal assessments), and reductions in achievement gaps among unduplicated pupils. Progress will be evaluated annually by analyzing state and local metrics and educational partner feedback.	
2.1	<p>Action: Teacher in Charge (TIC) Stipends</p> <p>Need: Staff have identified a growing need for additional support in managing administrative responsibilities and conducting direct student outreach. These responsibilities include addressing attendance, behavior, proactive check-ins and check-outs, and engaging families to support student success. Local data reflects significant progress—chronic absenteeism decreased from 26% to 11.3% in 2023–24, and absenteeism among homeless students dropped from 50% to 33%. Despite these gains, achievement and attendance gaps persist for unduplicated students. RCSD recognizes the importance of having designated teachers at each site to hold regular in-person meetings with students and families to sustain and accelerate improvement. These positions will be key in building relationships, addressing barriers, and ensuring access to services that support student engagement and achievement.</p> <p>Scope: LEA-wide</p>	<p>Explanation:</p> <p>A 2019 meta-analysis published in School Psychology Review (Vol. 89, Issue 2) found that family-school interventions significantly improve children's social-behavioral competence, with effect sizes of 0.332 and 0.391, respectively. The study emphasized the importance of relational and structural components, such as race/ethnicity and school context, in driving successful outcomes.</p> <p>To address these needs, RCSD implemented the "Teacher in Charge (TIC) Stipends" action, providing stipends to elementary staff across the district to support administrative functions and student engagement. These teachers assist with attendance monitoring, behavior support, student check-ins/check-outs, and family communication. Additionally, TICs help ensure school safety, particularly during events, and offer timely support when administrators are unavailable. This LEA-wide initiative ensures all elementary schools have consistent capacity to strengthen home-school partnerships, maintain compliance with IEP timelines, and promote a safe, relationship-driven environment for all students, including those with disabilities and other unduplicated student groups.</p> <p>Rationale:</p>	Metric 10: Parent and Family Engagement Local Indicator Source: California School Dashboard

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		<p>A districtwide approach is essential to addressing the systemic and growing needs observed across elementary schools. TICs provide site-level consistency in student support, administrative coverage, and safety, especially when school leaders are off-campus. This structure enhances family engagement, reduces administrative strain, and ensures all students, particularly those most vulnerable, have increased access to adult support and timely services.</p> <p>Assessment:</p> <p>District data shows a meaningful reduction in chronic absenteeism—from 19.7% to 11.3% overall, and from 41.3% to 33% for homeless students in 2023–24, following increased staff-student engagement. However, gaps remain for unduplicated students. Staff reports indicate rising student behavior, attendance, and family communication demands. Site leaders also highlight challenges in maintaining IEP timelines and ensuring event safety without additional support. These trends, combined with research-based evidence on the effectiveness of school-family partnerships, support the continued LEA-wide implementation of TIC stipends.</p>	
2.2	<p>Action: Assistant Principals</p> <p>Need: The 2024 CA Dashboard highlights significant disparities in student suspension rates that require LEA-wide attention. Homeless</p>	<p>Explanation:</p> <p>The Assistant Principal's action is designed to support the implementation of a comprehensive Multi-Tiered System of Support (MTSS) at the middle school level. This action prioritizes student safety, wellness, and behavior systems while</p>	<p>Metric 1: Average Daily Attendance (ADA) (End of P2 each year)</p> <p>Metric 4: Suspension Rate. Source: California Dashboard</p>

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	<p>students are at the Red performance level in ELA and suspensions, and on the dashboard. Many other groups are in the Red or Orange performance level, indicating a need for sustained, targeted support. RCSD is currently in Differentiated Assistance for the elevated suspension rates of Long-Term English Learners (LTELs) and Homeless students, further underscoring the need for a comprehensive, LEA-wide Multi-Tiered System of Support (MTSS). Developing strong site-based MTSS structures, supported by district leadership and dedicated liaisons, is essential to proactively address behavior, improve school climate, and ensure student well-being and equity in discipline practices across all schools.</p> <p>Scope: Schoolwide</p>	<p>strengthening the connection between district services and site-level needs. Given the size and complexity of large middle schools—especially those where more than 30% of students are unduplicated (Low-Income, Foster Youth, and English Learners)—additional leadership capacity is essential. Assistant Principals help establish consistent behavioral expectations, conduct restorative conversations, facilitate key intervention meetings, and support Tier I–III implementation. This action is provided schoolwide to ensure all students, including those with the highest needs, receive equitable support and intervention.</p> <p>Rationale:</p> <p>The need for Assistant Principals at large middle schools stems from quantitative data and operational demands. The 2024 CA Dashboard shows Homeless and LTELs in the Red performance level for suspensions, while the district is in Differentiated Assistance for Homeless and Long-Term English Learners (LTELs) due to high suspension rates and low performance in ELA. Assistant Principals are critical in leading efforts to close these gaps. Their presence increases the school's ability to support behavior, attendance, mental health, and family engagement. Without this additional leadership, site principals alone cannot adequately meet the responsibilities required to support unduplicated student groups and effectively manage schoolwide systems.</p> <p>Assessment:</p>	<p>Metric 5: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)</p> <p>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly)</p>

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		<p>This action will be evaluated based on schoolwide improvements in suspension rates, chronic absenteeism, and site-level MTSS implementation indicators. Assistant Principals will support data review processes, facilitate intervention meetings, and ensure students with complex behavior needs receive appropriate support and goal-setting. Their role is vital for meeting with families, monitoring behavior plans, and coordinating with counselors, teachers, and district staff. By increasing site capacity, this action ensures timely, coordinated support for all students, especially those requiring differentiated or intensive intervention.</p>	
2.3	<p>Action: Second Step Curriculum</p> <p>Need: The district's leadership team identified a significant need to strengthen students' emotional resilience and relationship-building skills, especially among those facing economic hardship. In 2024–25, 63% of RCSD students are identified as Unduplicated students—those who are English learners, foster youth, or eligible for free or reduced-price meals—often face compounded challenges that increase their vulnerability to chronic stress, trauma, and difficulties in peer interactions. Behavior data from the current school year indicates that over 60% of all suspensions and major office referrals involve students from unduplicated groups, highlighting the need for proactive, skill-based support. These patterns can disrupt students' ability to manage</p>	<p>Explanation:</p> <p>The districtwide implementation of the Second Step Curriculum responds to the identified need for all students, particularly those facing poverty, trauma, or peer conflict, to develop foundational behavioral and interpersonal skills. Delivered consistently from Kindergarten through 8th grade, this curriculum promotes emotional well-being, strengthens positive behaviors, and reduces bullying incidents. The curriculum is reinforced through Tier 2 interventions for students needing additional support. By embedding Second Step across all schools, RCSD ensures equitable access to skill-building opportunities that foster a safe, inclusive, and supportive learning environment.</p> <p>Rationale:</p>	<p>Metric 3: Middle School Dropout Rate</p> <p>Metric 4: Suspension Rate. Source: California Dashboard</p>

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	<p>emotions, form healthy relationships, and remain engaged in learning. The Second Step Curriculum was adopted to meet this growing need by offering consistent, age-appropriate instruction that fosters emotional well-being, positive behavior, and stronger connections within the school community.</p> <p>Scope: LEA-wide</p>	<p>This LEA-wide approach reflects RCSD's commitment to reaching every student with proactive supports that promote academic and social success. The decision to implement Second Step districtwide stems from its demonstrated success in fostering emotional readiness and student connectedness. Expanding access beyond site-specific implementation allows us to support students regardless of school site or background, aligning with our mission to provide inclusive and equitable learning conditions for all.</p> <p>Assessment:</p> <p>This action supports key student groups requiring targeted intervention, including Foster Youth, Low-Income students, English Learners, and Students with Disabilities. In particular, Assistant Principals at middle schools conduct regular check-ins with Foster Youth to promote connection and belonging. On the 2024 CA Dashboard, Hispanic, Native American, African American, Students with Disabilities, and students identifying as Two or More Races remain in the orange performance band, highlighting the need for sustained, LEA-wide efforts like Second Step to improve climate, behavior, and engagement outcomes.</p>	
2.4	<p>Action: Site Initiatives to support the LCAP goals</p> <p>Need: The 2024 California School Dashboard highlights persistent performance gaps among key student groups, particularly Low-Income students, English Learners (ELs), and Foster</p>	<p>Explanation:</p> <p>The "Site Initiatives to Support the LCAP Goals" action is implemented LEA-wide to address all student groups' diverse and evolving needs, focusing on Low-Income students, English Learners, and Foster Youth. Each school receives funding to support site-specific priorities aligned</p>	<p>Metric 2: Site Plans for School Achievement (SPSA) School Goals</p> <p>Metric 5: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)</p>

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	<p>Youth. These groups continue to underperform in core academic areas and exhibit higher suspension rates than their peers.</p> <p>*Academic Performance: Many districts received the lowest performance level (red) in English Language Arts (ELA) and Mathematics for current English Learners, underscoring the need for targeted academic interventions.</p> <p>*Suspension Rates: Homeless and LTEL students experience disproportionately high suspension rates, indicating a critical need for enhanced behavioral, social, and emotional support systems.</p> <p>These disparities are compounded by economic hardship, language barriers, and unstable living conditions, adversely affecting students' academic engagement and overall well-being.</p> <p>The district is committed to implementing a comprehensive Multi-Tiered System of Support (MTSS) framework to address these challenges. This approach will provide integrated academic, behavioral, and social-emotional interventions tailored to the unique needs of these student populations, ensuring equitable access to educational opportunities and promoting improved outcomes across all performance indicators.</p> <p>Scope:</p>	<p>with district goals. This action ensures that all schools can address academic, social-emotional, and behavioral needs regardless of size or demographics through locally responsive solutions grounded in community partner input and site data.</p> <p>Rationale:</p> <p>Providing this action LEA-wide ensures support across the district, especially for historically underserved student groups. By requiring each school to align its initiatives with the Multi-Tiered System of Support (MTSS), the district ensures a consistent framework for tiered interventions. Embedding the funding and strategies into each school's Site Plan for Student Achievement (SPSA) strengthens coherence between site-based actions and the overarching LCAP goals.</p> <p>Assessment:</p> <p>To address identified needs highlighted in the 2024 CA Dashboard, the district allocates up to \$75 per unduplicated student (Low-Income, Foster Youth, and English Learners) to every school. These funds enhance services, programs, and support aligned with the MTSS framework. Each school's SPSA outlines how the funds are used to improve student outcomes, ensuring districtwide consistency in providing, measuring, and refining support.</p>	<p>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly)</p>

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	LEA-wide		
2.5	<p>Action: School Mental Health Professionals and support</p> <p>Need: Unduplicated students—including Low-Income (LI) students, English Learners (EL), and Foster Youth (FY)—face a disproportionate emotional stress, trauma, and social disconnection, which directly impacts their academic achievement and school engagement. Data from the 2024 LCAP student survey highlights that 42% of students reported feeling lonely at school some or most of the time, with unduplicated students reporting even higher rates of disconnection and limited access to support. Additionally, many families of unduplicated pupils face barriers such as limited access to healthcare, inconsistent housing, and language obstacles, which make it difficult to secure outside mental health services. As a result, there is a critical need to provide consistent, school-based mental health professionals who can deliver counseling, facilitate family engagement, and coordinate referrals. Embedding these supports within the Multi-Tiered System of Support (MTSS) ensures early identification, prevention, and intervention tailored to these vulnerable student populations' unique and urgent needs.</p> <p>Scope:</p>	<p>Explanation:</p> <p>The action to fund School Mental Health Professionals is implemented LEA-wide due to the broad and consistent need for emotional, behavioral, and mental health support across all schools. The 2024 LCAP student survey revealed that only 61% of students reported feeling connected to school, and 58% said they knew where to go for mental health support. Notably, 42% of students reported feeling lonely at school "some" or "most" of the time. These trends were evident across all campuses, reinforcing the need for a districtwide approach. The impact is even more pronounced among unduplicated students—Low-Income (LI), English Learners (EL), and Foster Youth (FY)—who often face compounded challenges related to trauma, language barriers, and inconsistent access to outside care. School mental health professionals—including counselors, social workers, and psychologists—play a vital role in supporting students' well-being through direct services, family engagement, and tiered interventions within the district's Multi-Tiered System of Support (MTSS).</p> <p>Rationale:</p> <p>Ensuring every school site has access to mental health professionals promotes equity and coherence across the district. Students with consistent access to trusted adults and timely interventions are more likely to succeed academically and feel a sense of belonging at</p>	<p>Metric 2: Site Plans for School Achievement (SPSA) School Goals</p> <p>Metric 5: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)</p> <p>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly)</p>

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	LEA-wide	<p>school. Embedding this action within MTSS allows staff to address needs proactively and responsively, supporting prevention and crisis response. The ongoing partnership with Care Solace strengthens this system by linking families to community-based mental health services, extending support beyond the school setting.</p> <p>Assessment:</p> <p>Effectiveness will be measured using service delivery data (e.g., counseling sessions, check-ins, and referrals), Care Solace utilization rates, and ongoing feedback from students and families. Progress will also be tracked using LCAP student survey results, focusing on improving the percentage of students who report feeling connected to school, less lonely, and aware of where to access help. Additional indicators include reductions in Tier III referrals, improved attendance rates among high-need groups, and positive shifts in school climate and site academic metrics.</p>	
2.8	<p>Action: Volunteer Background Checks</p> <p>Need: Feedback from the LCAP PAC and DELAC revealed that financial barriers were preventing some parents and guardians from participating in school volunteer opportunities. The cost of required background checks was a significant obstacle, limiting their ability to engage with the school community. This</p>	<p>Explanation:</p> <p>The districtwide Volunteer Background Checks action is designed to meet the needs of all student groups across the Roseville City School District (RCSD). This initiative promotes equity and inclusivity by covering the cost of fingerprinting services for parents and guardians who may face financial hardship. By removing this barrier, the district encourages broader participation in school volunteer opportunities, helping to strengthen</p>	Metric 5: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)

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	<p>highlighted a need to foster a more inclusive environment by removing financial barriers and ensuring that all families, regardless of income, have equal access to participate in school activities and support student success.</p> <p>Scope: LEA-wide</p>	<p>family engagement and foster a sense of belonging across all campuses.</p> <p>Rationale:</p> <p>Providing this action LEA-wide ensures that all school communities—regardless of size, location, or demographics—benefit equally from enhanced family and community engagement. Implementing the action across all schools reflects the district's commitment to inclusivity and educational equity, particularly for historically underserved families. According to RCSD data, several schools with high numbers of unduplicated pupils (Low-Income, Foster Youth, and English Learners) had lower volunteer participation rates due to the upfront cost of fingerprinting. Expanding access ensures that every parent or guardian can support student learning through volunteerism, regardless of financial status.</p> <p>Assessment:</p> <p>To meet this identified need, RCSD implemented the Volunteer Background Checks action districtwide, absorbing the cost of fingerprinting to eliminate financial barriers. Early participation data shows increased volunteer applications and engagement in school events across Title I sites and other campuses with high proportions of unduplicated pupils. This action directly supports the district's goal of strengthening home-school partnerships and building inclusive school communities.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	<p>Action: Health Coordinator, Health Assistants, and nurses</p> <p>Need: Analysis of district health office logs and chronic absenteeism data revealed that students identified as Low-Income (LI), English Learners (EL), and Foster Youth (FY) are overrepresented among those with frequent health-related absences. In elementary schools, over 40% of FY students had three or more health-related absences in a semester, compared to 18% of non-FY peers.</p> <p>The District deploys school nurses and health assistants to address this disparity and provide targeted support. Nurses develop care plans, coordinate with families, and refer students to community health providers. Health assistants offer daily check-ins and connect students to appropriate care. A Health Coordinator oversees these services, monitors program impact, and leads staff training.</p> <p>These actions are designed to improve school attendance and learning conditions by addressing healthcare gaps experienced disproportionately by unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>Explanation:</p> <p>To meet the diverse health needs of all students—and to specifically address barriers faced by Low-Income (LI), English Learner (EL), and Foster Youth (FY) students—the District employs a coordinated team of Health Coordinators, Health Assistants, and Nurses. Nurses develop individualized care plans, support medically fragile students, and coordinate with families before the school year begins. Health Assistants provide daily monitoring and immediate care while connecting unduplicated families to local health resources. The Health Coordinator supervises this system, ensuring consistent service delivery, professional development, and alignment with student needs.</p> <p>Rationale:</p> <p>An LEA-wide approach is essential due to the broad range of student health challenges, from chronic illnesses like diabetes to emergent health issues. Unduplicated students are less likely to have consistent access to medical providers and may face linguistic or financial barriers in navigating care. Nurses and Health Assistants offer direct support, while the Health Coordinator ensures equity and continuity across sites. This action increases access to health services districtwide while prioritizing the unique needs of students historically underserved by traditional care systems.</p> <p>Assessment:</p>	Metric 1: Average Daily Attendance (ADA) (End of P2 each year)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>The district strengthened health support through this initiative by employing a team of nurses, health assistants, and a health coordinator. Nurses provide health plans and staff training; Health Assistants offer daily supervision and connect families to resources; and the Health Coordinator manages service delivery, program evaluation, and staff development. This system has directly reduced health-related absences and improved student access to care, key contributors to academic engagement and equitable outcomes for unduplicated students.</p>	
2.10	<p>Action: Transportation</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>Explanation: This action focuses on delivering transportation services specifically for Low-Income students who face significant barriers to consistent school attendance due to limited or unreliable access to transit. According to the 2024 California School Dashboard, chronic absenteeism rates among socioeconomically disadvantaged students remain nearly double pre-pandemic levels, despite a statewide decline of approximately 6% over the past year. By offering targeted transportation options throughout the academic year, the district aims to improve daily access to school, reduce chronic absenteeism, and ensure equitable participation in educational programs.</p> <p>Rationale: This action strategically concentrates resources on a student group with demonstrated need, based on attendance and engagement data. Low-Income students in our district exhibit higher rates of absenteeism and lower academic performance, often correlated with transportation challenges. By</p>	<p>Metric 1: Average Daily Attendance (ADA) (End of P2 each year)</p> <p>Metric 8: Chronic Absenteeism Rate. Source: California Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>narrowing the focus of this service to those most impacted, the district ensures that funding is utilized efficiently and equitably. The provision of transportation directly addresses a root cause of disengagement and promotes educational access, especially for students living in areas with limited public transit options.</p> <p>Assessment: To address this gap in access, the district implemented the Transportation Support initiative years ago. This service offers direct transportation for eligible Low-Income students to and from school sites and intervention programs. The effectiveness of this action will be assessed through reductions in chronic absenteeism rates among Low-Income students, improvements in school-day attendance records, and family feedback collected via the LCAP Parent Survey and site-based outreach efforts. Early results indicate an uptick in attendance and increased participation in after-school learning supports.</p>	
2.11	<p>Action: Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics</p> <p>Need: Unduplicated pupils—particularly Low-Income and Foster Youth students—face elevated suspension and chronic absenteeism rates, with 2024–25 data showing rates of 3% and 13.5% for Low-Income students, and 5.1%</p>	<p>Explanation:</p> <p>RCSD provides four Board Certified Behavior Analysts (BCBAs) to deliver targeted behavioral support at schools with large populations of Low-Income and Foster Youth students. BCBAs implement applied behavior analysis (ABA) strategies, train staff on effective behavior interventions, support the development and monitoring of Behavior Intervention Plans (BIPs), and assist families with home-based strategies. BCBAs also work directly with students identified in Individualized Education Plans (IEPs) to</p>	<p>Metric 4: Suspension Rate. Source: California Dashboard</p> <p>Metric 8: Chronic Absenteeism Rate. Source: California Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and 31.6% for Foster Youth, respectively. These figures exceed district averages and highlight persistent equity gaps. Educational partner input and site-level data further indicate that unduplicated students are disproportionately affected by trauma, instability, and behavioral health challenges. To address these needs, Board Certified Behavior Analysts (BCBAs) provide intensive, school-based behavioral support that fosters inclusive environments and strengthens engagement for unduplicated pupils.</p> <p>Scope: LEA-wide</p>	<p>improve inclusive practices and school engagement.</p> <p>Rationale:</p> <p>In 2024–25, Low-Income students had a suspension rate of 3%, while Foster Youth had a suspension rate of 5.1%, compared to the districtwide average of 2.5%. Chronic absenteeism for Low-Income students was 13.5%, and for Foster Youth it was 31.6%, significantly above the all-student average of 11.3%. These data underscore a persistent need for targeted behavioral supports. Feedback from educational partners further highlighted the importance of site-based experts who can coach staff, support inclusive practices, and partner with families in addressing behavior-related barriers to learning.</p> <p>Assessments:</p> <p>The impact of BCBA services will be evaluated through year-over-year changes in suspension and chronic absenteeism rates for unduplicated students and IEP goal attainment related to behavior. In 2024–25, schools with direct BCBA assignments experienced an improvement in chronic absenteeism among all student groups except one. Mid-year staff surveys indicated 83% of teachers reported increased confidence in managing classroom behavior with BCBA support. Family feedback also showed improved communication and consistency in behavior strategies at home.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.13	<p>Action: Attendance Monitoring Program</p> <p>Need: Chronic absenteeism remains a key concern in RCSD, with 11.3% of students identified as chronically absent on the 2024 California School Dashboard (Yellow). This rate disproportionately impacts unduplicated students. In 2023–24, local attendance data showed significant improvement for unduplicated pupils following the implementation of the A2A attendance system and the dedicated efforts of site and district staff. RCSD anticipates the 2025 Dashboard will continue to reflect this progress, yet ongoing attention is needed to sustain gains and close attendance gaps.</p> <p>Scope: LEA-wide</p>	<p>Explanation:</p> <p>Chronic absenteeism continues to disproportionately affect unduplicated students in RCSD. While the 2024 CA Dashboard showed 11.3% of students chronically absent, local 2024–25 data indicate that the attendance rate for unduplicated students improved significantly following the implementation of the A2A attendance program and the focused efforts of district staff. RCSD expects this positive trend to be reflected in the 2024 CA Dashboard results.</p> <p>Rationale:</p> <p>The A2A program provides real-time attendance tracking and automatically delivers supportive communications to families. It promptly informs parents and guardians of absences, shares resources to overcome attendance barriers, and helps foster a positive culture around school participation. These supports are critical for unduplicated students, who often face greater structural and socio-economic obstacles to consistent attendance.</p> <p>Assessment:</p> <p>By automating data monitoring and parent outreach, A2A has allowed RCSD staff to redirect time toward direct family engagement and personalized support. This shift has strengthened relationships with families and contributed to more timely interventions. The success shown in 2024–25 data confirms the program's impact, and the district will continue to implement it LEA-wide to</p>	Metric 1: Average Daily Attendance (ADA) (End of P2 each year)

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
		sustain progress while targeting the unique needs of unduplicated students.	
3.1	<p>Action: California Teacher Induction Program</p> <p>Need: District staff and educators have identified ongoing challenges in supporting English Learners, foster youth, students with disabilities, and middle school learners. To address these needs, our district prioritizes the hiring and retention of high-quality teachers committed to long-term service. The California Teacher Induction Program, in partnership with Placer County Office of Education, provides structured support to new and second-year teachers through mentorship, advanced instructional strategies, and classroom management training.</p> <p>Given the recent downward trend in ELA performance, especially among English Learners, low-income, and homeless students, this program also emphasizes Tier II interventions, effective curriculum implementation, and collaboration through Professional Learning Communities (PLCs). These supports equip teachers to meet better our most vulnerable students' complex academic and social-emotional needs.</p> <p>Scope: LEA-wide</p>	<p>Explanation:</p> <p>The California Teacher Induction Program is implemented across the district to support first- and second-year teachers through structured mentoring, instructional coaching, and focused professional development. This program is critical in strengthening teacher effectiveness, particularly in addressing the instructional needs of high-priority student groups—including students with disabilities, English Learners, foster youth, and low-income students. Although the district's overall ELA performance was in the green performance band in the 2024 Dashboard, with "All Students" scoring +10 points above standard, significant performance gaps persist. English Learners (-39.8 points), Students with Disabilities (-57.2 points), and Homeless students (-85.2 points) remain in the red or orange performance levels. These disparities underscore the continued need for targeted support through high-quality induction and coaching systems.</p> <p>Rationale: Approximately 28% of certificated staff have fewer than three years of experience. Research by Carver-Thomas & Darling-Hammond (2017) indicates that comprehensive induction and support systems improve teacher retention and student outcomes. Supporting educators through a districtwide induction initiative ensures consistent instructional quality across school sites, especially in critical content areas and middle grades.</p>	<p>Metric 5: Local Control Accountability Plan (LCAP) Survey for Staff (yearly)</p> <p>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Assessment:</p> <p>Through our partnership with the Placer County Office of Education, induction participants receive coaching in classroom management, curriculum implementation, and Tier II interventions. Professional Learning Communities (PLCs) and targeted training help teachers address the achievement gaps in the 2024 Dashboard. We aim to track progress via retention rates, teacher feedback, and improvements in ELA and math scores for English Learners and Students with Disabilities by 2026.</p>	
3.5	<p>Action: Provide Science Supplemental Materials</p> <p>Need:</p> <p>Scope:</p>		<p>Metric 5: Local Control Accountability Plan (LCAP) Survey for Staff (yearly)</p> <p>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly)</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.14	<p>Action: Quality Mainstream English Learner Program</p>	Rationale	Metric 1: ELA CAASPP Achievement: Percentage

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Explanation RCSD is implementing a comprehensive, high-quality English Learner program that includes professional development, EL stipends, and the deployment of English Learner Liaisons at every school site. The program emphasizes designated and integrated ELD instruction aligned with California ELD standards, with training provided to all classroom teachers. EL stipends will compensate educators for their additional responsibilities in instructional planning, assessment support, and collaboration time beyond the regular contract. EL Liaisons serve as advocates and key communication bridges, supporting assessments, family engagement, and access to academic and social resources.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action is principally directed toward English Learners, a high-priority unduplicated group within the district. Research and local implementation data confirm that targeted, sustained professional learning and staffing support significantly enhance the quality of ELD instruction. EL Liaisons are critical in reducing barriers for families and improving outcomes through trust-building and tailored support. Providing stipends acknowledges and incentivizes the additional work teachers perform to ensure ELs receive equitable access to instruction. This comprehensive approach aligns with RCSD's commitment to prevent Long-Term English Learner status and promote rapid language acquisition and academic achievement.</p> <p>Assessments The effectiveness of RCSD's Quality Mainstream English Learner Program will be assessed through a comprehensive set of metrics aligned with district goals for English Learners. Key indicators will include ELPAC growth scores to measure annual language development and reclassification rates to track the number of EL students achieving English proficiency. Student performance on the CAASPP ELA and Math assessments will also be analyzed, both for reclassified and current EL students. Additionally, participation logs and qualitative feedback from professional development sessions will help evaluate how the training supports instructional improvements. Family engagement will be monitored through attendance at EL-focused events and workshops, coordinated by site-based EL Liaisons. Staff and student surveys will provide insights into perceptions of instructional support and inclusivity</p>	<p>of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting</p> <p>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)</p> <p>Metric 6: English Learner Redesignation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		for EL students. The district will also closely track the rate of Long-Term English Learner designation, aiming to reduce the number of students who remain in EL status for extended periods. These data points will be reviewed regularly, disaggregated by site and proficiency level, to inform any necessary adjustments in program implementation.	
1.22	<p>Action: Translation Services</p> <p>Need: Parents and staff pinpointed a critical need within the school community, primarily focusing on English Learners and Students with Disabilities. Many of these families have a communication barrier with school that exacerbates the difficulty of maintaining fruitful home-school collaborations. This divide can lead to misunderstandings about academic development, school rules, and support resources.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Explanation:</p> <p>The action under consideration pertains exclusively to delivering Translation Services for a specified student group—Students with Disabilities within English Learner families. The objective is to ease the communication barriers that undermine effective home-school collaboration for this community. This service tends to bridge this gap by translating in assorted formats throughout the academic year, ensuring that all communications are accessible, irrespective of language constraints. The strategic decision to concentrate resources and services on this student group is an efficacious method to cater to their unique needs, thus promoting more engaging and comprehensive communication between the school and families.</p> <p>Rationale:</p> <p>The selected scope of this service is centered on allocating resources judiciously, according to where they are most fundamentally required. Therefore, this action's focal point advocates better understanding and engagement between disadvantaged families and the school system,</p>	Metric 7: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>resulting from localized, targeted attention. The narrowed scope facilitates increased service efficacy by identifying and addressing the unique challenges faced by this particular division of students, ultimately amplifying the impact of the Translation Services on the intended recipients.</p> <p>Assessment:</p> <p>The primary objective of this service is to facilitate translation in various formats—written, face-to-face, and over the phone—throughout the academic year. By executing this service, the school intends to make all communications accessible to every family without the constraint of language barriers. The service has been designed to remain active throughout the school year, ensuring continuous availability to keep families of English Learners and Students with Disabilities informed and involved in their children's educational journey. The success and impact of this initiative may be gauged by tracking progress in communication engagement with these families, and has been met with positive feedback on the LCAP Parent Survey in January 2024.</p>	

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

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	131,428,280.00	13,331,415.00	10.143%	0.784%	10.927%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$105,407,043.00	\$34,559,249.00	\$513,725.00	\$8,961,043.00	\$149,441,060.00	\$143,957,884.00	\$5,483,176.00

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	iReady Assessments for progress monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$206,871.00	\$206,871.00				\$206,871.00	
1	1.2	iReady Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	Intervention Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Kaseberg , Woodbridge, Sargeant, Eich, Cirby, and Buljan		\$833,541.00	\$0.00	\$522,061.00			\$311,480.00	\$833,541.00	
1	1.4	Title I Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Kaseberg , Woodbridge, and Cirby Elementary School Transitional Kindergarten, Intermediate Grades		\$1,009,948.00	\$0.00	\$598,950.00			\$410,998.00	\$1,009,948.00	

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	1.5	Directors and Administrative Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$879,432.00	\$0.00	\$729,323.00	\$150,109.00			\$879,432.00	
1	1.6	Director of Educational Technology - Discontinued for 25-26							\$0.00	\$0.00		\$0.00			\$0.00	
1	1.7	College and Career Pathways aligned to high schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Middle schools and Sargeant, Brown, and Woodbridge Elementary Schools		\$626,793.00	\$190,017.00	\$811,810.00			\$5,000.00	\$816,810.00	
1	1.8	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,518,521.00	\$161,195.00	\$1,679,716.00				\$1,679,716.00	
1	1.9	Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$710,285.00	\$0.00	\$539,481.00			\$170,804.00	\$710,285.00	
1	1.10	Teachers on Special Assignment (TOSA)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Kaseberg Elementary School		\$158,281.00	\$0.00	\$158,281.00				\$158,281.00	
1	1.11	Educational Technology Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$210,333.00	\$210,333.00				\$210,333.00	
1	1.12	English Learner Newcomer Support	Students with Disabilities English Learners	No			All Schools	Ongoing	\$24,662.00	\$0.00				\$24,662.00	\$24,662.00	
1	1.13	English Learner Instructional Assistants	Students with Disabilities English Learners	No			Specific Schools: Eich and Buljan Middle Schools	Ongoing	\$68,133.00	\$0.00				\$68,133.00	\$68,133.00	

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	1.14	Quality Mainstream English Learner Program		Yes	Limited to Unduplicated Student Group(s)		All Schools	Ongoing	\$91,296.00	\$0.00	\$91,296.00				\$91,296.00	
1	1.15	Executive Director, Director, and Coordinator	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$619,958.00	\$0.00	\$380,464.00	\$239,494.00			\$619,958.00	
1	1.16	TK instructional assistants will be 6-hour employees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools Transitional Kindergarten	Ongoing	\$560,630.00	\$0.00	\$560,630.00				\$560,630.00	
1	1.17	Middle School Math Intervention teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Middle Schools Sixth-Grade Classes	Ongoing	\$558,936.00	\$0.00	\$558,936.00				\$558,936.00	
1	1.18	Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools Transitional Kindergarten, Kindergarten	Ongoing	\$156,961.00	\$0.00	\$156,961.00				\$156,961.00	
1	1.19	Administrator Workdays	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$204,335.00	\$0.00	\$204,335.00				\$204,335.00	
1	1.20	Community Liaisons	All Low-Income	No			Specific Schools: Kaseberg, Cirby, Woodbridge	Ongoing	\$99,167.00	\$0.00				\$99,167.00	\$99,167.00	
1	1.21	LCAP Parent Survey		Yes	LEA-wide		All Schools	Ongoing	\$0.00	\$58,710.00	\$58,710.00				\$58,710.00	

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	1.22	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$15,409.00	\$34,339.00	\$28,449.00			\$21,299.00	\$49,748.00	
1	1.23	Parent Engagement at Title I Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Kaseberg , Cirby, Woodbridge	Ongoing	\$0.00	\$12,251.00	\$1,200.00			\$11,051.00	\$12,251.00	
1	1.24	Support by high school students	All	No			All Schools	Ongoing	\$0.00	\$0.00			\$0.00		\$0.00	
1	1.25	Executive Director of Communication and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$359,352.00	\$0.00	\$359,352.00				\$359,352.00	
1	1.26	Executive Director of Assessment, Planning, and Analysis - New Action for 25-26	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$205,565.00	\$0.00	\$205,565.00				\$205,565.00	
2	2.1	Teacher in Charge (TIC) Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$12,655.00	\$0.00	\$12,655.00				\$12,655.00	
2	2.2	Assistant Principals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Middle schools, large elementary schools or larger elementary schools with more than two special education programs		\$1,875,418.00	\$0.00	\$1,875,418.00				\$1,875,418.00	
2	2.3	Second Step Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$40,559.00	\$40,559.00				\$40,559.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Site Initiatives to support the LCAP goals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$26,575.00	\$488,821.00	\$515,396.00				\$515,396.00	
2	2.5	School Mental Health Professionals and support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,883,240.00	\$23,264.00	\$984,611.00	\$2,921,893.00			\$3,906,504.00	
2	2.6	Supports and Resources for Homeless Youth	Students with Disabilities Homeless	No			All Schools		\$0.00	\$11,000.00				\$11,000.00	\$11,000.00	
2	2.7	After School Education & Safety Program(ASES)	Low-Income students, Foster Youth, and English Learners	No			All Schools Specific Schools: Title I Elementary Schools		\$0.00	\$305,224.00		\$305,224.00			\$305,224.00	
2	2.8	Volunteer Background Checks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$206.00	\$206.00				\$206.00	
2	2.9	Health Coordinator, Health Assistants, and nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,572,173.00	\$3,090.00	\$1,575,263.00				\$1,575,263.00	
2	2.10	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$224,950.00	\$222,950.00			\$2,000.00	\$224,950.00	
2	2.11	Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$735,730.00	\$0.00	\$554,662.00	\$181,068.00			\$735,730.00	
2	2.12	Safe School Plans and Safety Measures	All	No			All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
2	2.13	Attendance Monitoring Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$80,134.00	\$80,134.00				\$80,134.00	
3	3.1	California Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$0.00	\$128,750.00	\$128,750.00				\$128,750.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	Continue maintenance of quality school facilities	All	No			All Schools		\$0.00	\$2,264,212.00	\$2,080,250.00	\$183,962.00			\$2,264,212.00	
3	3.3	Provide Standards-Aligned Instructional Materials	All	No			All Schools		\$0.00	\$988,435.00	\$485,298.00	\$503,137.00			\$988,435.00	
3	3.4	Provide Qualified Certificated and Classified Staff	All	No			All Schools		\$127,150,888.00	\$0.00	\$88,763,167.00	\$30,048,547.00	\$513,725.00	\$7,825,449.00	\$127,150,888.00	
3	3.5	Provide Science Supplemental Materials	All	No			All Schools		\$0.00	\$25,815.00		\$25,815.00			\$25,815.00	
3	3.6	County Approved Budget	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
131,428,280.00	13,331,415.00	10.143%	0.784%	10.927%	\$14,053,328.00	0.000%	10.693 %	Total:	\$14,053,328.00
								LEA-wide Total:	\$9,967,063.00
								Limited Total:	\$119,745.00
								Schoolwide Total:	\$3,966,520.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	iReady Assessments for progress monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$206,871.00	
1	1.2	iReady Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.3	Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kaseberg, Woodbridge, Sargeant, Eich, Cirby, and Buljan	\$522,061.00	
1	1.4	Title I Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kaseberg, Woodbridge, and Cirby Elementary School Transitional Kindergarten, Intermediate Grades	\$598,950.00	

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	1.5	Directors and Administrative Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$729,323.00	
1	1.7	College and Career Pathways aligned to high schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle schools and Sargeant, Brown, and Woodbridge Elementary Schools	\$811,810.00	
1	1.8	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,679,716.00	
1	1.9	Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$539,481.00	
1	1.10	Teachers on Special Assignment (TOSA)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kaseberg Elementary School	\$158,281.00	
1	1.11	Educational Technology Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,333.00	
1	1.14	Quality Mainstream English Learner Program	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$91,296.00	
1	1.15	Executive Director, Director, and Coordinator	Yes	LEA-wide	English Learners	All Schools	\$380,464.00	
1	1.16	TK instructional assistants will be 6-hour employees	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools Transitional Kindergarten	\$560,630.00	
1	1.17	Middle School Math Intervention teachers	Yes	LEA-wide	English Learners Low Income	Specific Schools: Middle Schools Sixth-Grade Classes	\$558,936.00	
1	1.18	Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools Transitional	\$156,961.00	

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 (%)
						Kindergarten, Kindergarten		
1	1.19	Administrator Workdays	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$204,335.00	
1	1.21	LCAP Parent Survey	Yes	LEA-wide		All Schools	\$58,710.00	
1	1.22	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$28,449.00	
1	1.23	Parent Engagement at Title I Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Kaseberg, Cirby, Woodbridge	\$1,200.00	
1	1.25	Executive Director of Communication and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$359,352.00	
1	1.26	Executive Director of Assessment, Planning, and Analysis - New Action for 25-26	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,565.00	
2	2.1	Teacher in Charge (TIC) Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income		\$12,655.00	
2	2.2	Assistant Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle schools, large elementary schools or larger elementary schools with more than two special education programs	\$1,875,418.00	
2	2.3	Second Step Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,559.00	
2	2.4	Site Initiatives to support the LCAP goals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$515,396.00	
2	2.5	School Mental Health Professionals and support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$984,611.00	

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 (%)
					Low Income			
2	2.8	Volunteer Background Checks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$206.00	
2	2.9	Health Coordinator, Health Assistants, and nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,575,263.00	
2	2.10	Transportation	Yes	LEA-wide	Low Income	All Schools	\$222,950.00	
2	2.11	Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$554,662.00	
2	2.13	Attendance Monitoring Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,134.00	
3	3.1	California Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,750.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$141,417,540.00	\$142,938,446.00

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	iReady Assessments for progress monitoring	Yes	\$118,824.00	191,535.00
1	1.2	iReady Instruction	Yes	\$100,000.00	0.00
1	1.3	Intervention Teachers	Yes	\$809,826.00	815,294.00
1	1.4	Title I Class Size Reduction	No Yes	\$989,290.00	990,791.00
1	1.5	Directors and Administrative Assistants	Yes	\$884,289.00	870,416.00
1	1.6	Director of Educational Technology	Yes	\$227,532.00	0.00
1	1.7	College and Career Pathways aligned to high schools	Yes	\$693,158.00	691,635.00
1	1.8	Professional Development	Yes	\$2,441,314.00	2,554,074.00
1	1.9	Coordinators	Yes	\$708,626.00	714,386.00
1	1.10	Teachers on Special Assignment (TOSA)	Yes	\$1,199,352.00	1,097,201.00

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	1.11	Educational Technology Programs	Yes	\$174,282.00	176,444.00
1	1.12	English Learner Newcomer Support	No	\$18,609.00	18,796.00
1	1.13	English Learner Instructional Assistants	No	\$65,402.00	71,764.00
1	1.14	Quality Mainstream English Learner Program	Yes	\$82,830.00	81,692.00
1	1.15	Executive Director and Coordinator	Yes	\$422,536.00	427,849.00
1	1.16	TK instructional assistants will be 6-hour employees	Yes	\$361,302.00	401,277.00
1	1.17	Middle School Math Intervention teachers	Yes	\$534,642.00	542,685.00
1	1.18	Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions	Yes	\$136,660.00	149,408.00
1	1.19	Administrator Workdays	Yes	\$180,638.00	240,449.00
1	1.20	Community Liaisons	No	\$31,318.00	93,565.00
1	1.21	LCAP Parent Survey	No	\$25,000.00	82,000.00
1	1.22	Translation Services	Yes	\$35,486.00	41,000.00
1	1.23	Parent Engagement at Title I Schools	No	\$11,577.00	4,340.00

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	1.24	Executive Director of Communication and Community Engagement	No Yes	345,801.00	354,870.00
1	1.25	Support by high school students		0.00	0.00
2	2.1	Teacher in Charge (TIC) Stipends	Yes	\$12,521.00	12,327.00
2	2.2	Assistant Principals	Yes	\$1,879,750.00	1,820,882.00
2	2.3	Second Step Curriculum	Yes	\$42,312.00	42,220.00
2	2.4	Site Initiatives to support the LCAP goals	Yes	\$457,424.00	661,368.00
2	2.5	School Mental Health Professionals and support	Yes	\$2,455,255.00	2,609,809.00
2	2.6	Supports and Resources for Homeless Youth	No	\$11,000.00	2,855.00
2	2.7	After School Education & Safety Program(ASES)	No	\$305,224.00	305,224.00
2	2.8	Volunteer Background Checks	Yes	\$206.00	166.00
2	2.9	Health Coordinator, Health Assistants, and nurses	Yes	869,739.00	861,786.00
2	2.10	Transportation	Yes	\$209,700.00	214,937.00
2	2.11	Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics	No Yes	\$773,551.00	810,881.00

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	2.12	Safe School Plans and Safety Measures	No	\$25,000.00	147,745.00
2	2.13	Attendance Monitoring Program	Yes	\$103,000.00	79,356.00
3	3.1	California Teacher Induction Program	Yes	\$124,645.00	154,825.00
3	3.2	Continue maintenance of quality school facilities	No	\$700,000.00	623,000.00
3	3.3	Provide Standards-Aligned Instructional Materials	No	\$744,317.00	1,081,242.00
3	3.4	Provide Qualified Certificated and Classified Staff	No	\$122,075,602.00	122,859,072.00
3	3.5	Provide Science Supplemental Materials	Yes	\$30,000.00	39,280.00
3	3.6	County Approved Budget	No	\$0.00	0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
13,578,516.00	\$13,851,886.00	\$13,958,199.00	(\$106,313.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	iReady Assessments for progress monitoring	Yes	\$118,824.00	191,535.00		
1	1.2	iReady Instruction	Yes	\$100,000.00	0.00		
1	1.3	Intervention Teachers	Yes	\$543,456.00	507,447.00		
1	1.4	Title I Class Size Reduction	Yes	\$722,226.00	589,580.00		
1	1.5	Directors and Administrative Assistants	Yes	\$737,140.00	733,454.00		
1	1.6	Director of Educational Technology	Yes	\$227,532.00	0.00		
1	1.7	College and Career Pathways aligned to high schools	Yes	\$688,158.00	674,017.00		
1	1.8	Professional Development	Yes	\$1,869,468.00	1,990,042.00		
1	1.9	Coordinators	Yes	\$536,270.00	540,401.00		
1	1.10	Teachers on Special Assignment (TOSA)	Yes	\$0.00	0.00		
1	1.11	Educational Technology Programs	Yes	\$164,456.00	176,444.00		
1	1.14	Quality Mainstream English Learner Program	Yes	\$82,830.00	81,692.00		
1	1.15	Executive Director and Coordinator	Yes	\$185,404.00	188,440.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.16	TK instructional assistants will be 6-hour employees	Yes	\$361,302.00	401,277.00		
1	1.17	Middle School Math Intervention teachers	Yes	\$534,642.00	542,685.00		
1	1.18	Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions	Yes	\$136,660.00	149,408.00		
1	1.19	Administrator Workdays	Yes	\$180,638.00	240,449.00		
1	1.22	Translation Services	Yes	\$30,900.00	33,187.00		
1	1.24	Executive Director of Communication and Community Engagement	Yes	\$345,801.00	354,870.00		
2	2.1	Teacher in Charge (TIC) Stipends	Yes	\$12,521.00	12,327.00		
2	2.2	Assistant Principals	Yes	\$1,879,750.00	1,820,882.00		
2	2.3	Second Step Curriculum	Yes	\$42,312.00	42,220.00		
2	2.4	Site Initiatives to support the LCAP goals	Yes	\$457,424.00	661,368.00		
2	2.5	School Mental Health Professionals and support	Yes	\$2,455,255.00	2,609,809.00		
2	2.8	Volunteer Background Checks	Yes	\$206.00	166.00		
2	2.9	Health Coordinator, Health Assistants, and nurses	Yes	\$822,438.00	814,022.00		
2	2.10	Transportation	Yes	\$206,000.00	212,937.00		
2	2.11	Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics	Yes	\$179,598.00	181,359.00		
2	2.13	Attendance Monitoring Program	Yes	\$103,000.00	79,356.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	California Teacher Induction Program	Yes	\$97,675.00	128,825.00		
3	3.5	Provide Science Supplemental Materials	Yes	\$30,000.00	0.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
127,456,173.00	13,578,516.00	1.082%	11.735%	\$13,958,199.00	0.000%	10.951%	\$999,392.79	0.784%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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