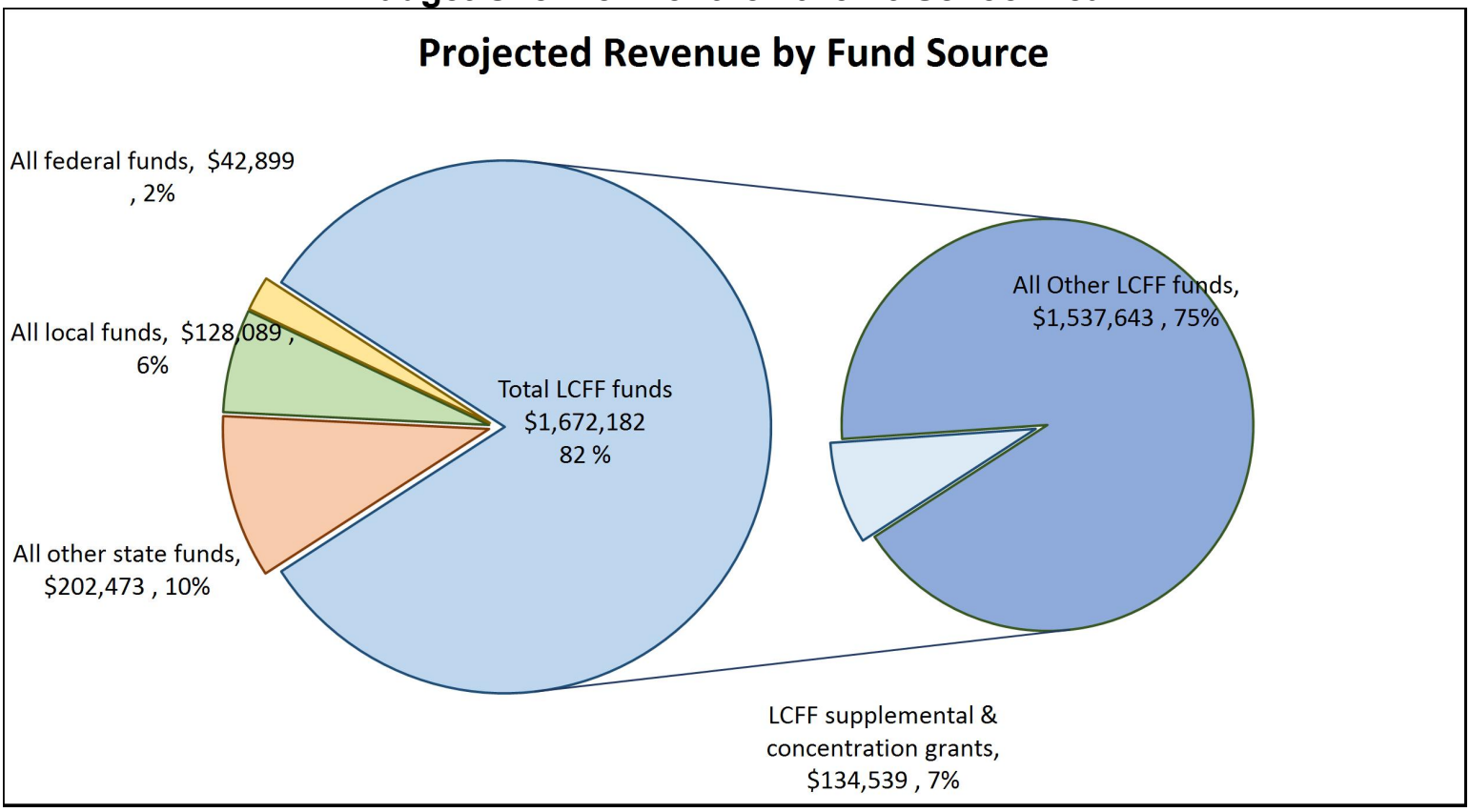
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: American River Collegiate Academy
CDS Code: 34 10348 0140160
School Year: 2025-26
LEA contact information:
Robin Stout
Executive Director/Superintendent
rstout@rocklinacademy.org
916-778-4544

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 American River Collegiate Academy expects to receive in the coming year from all sources.

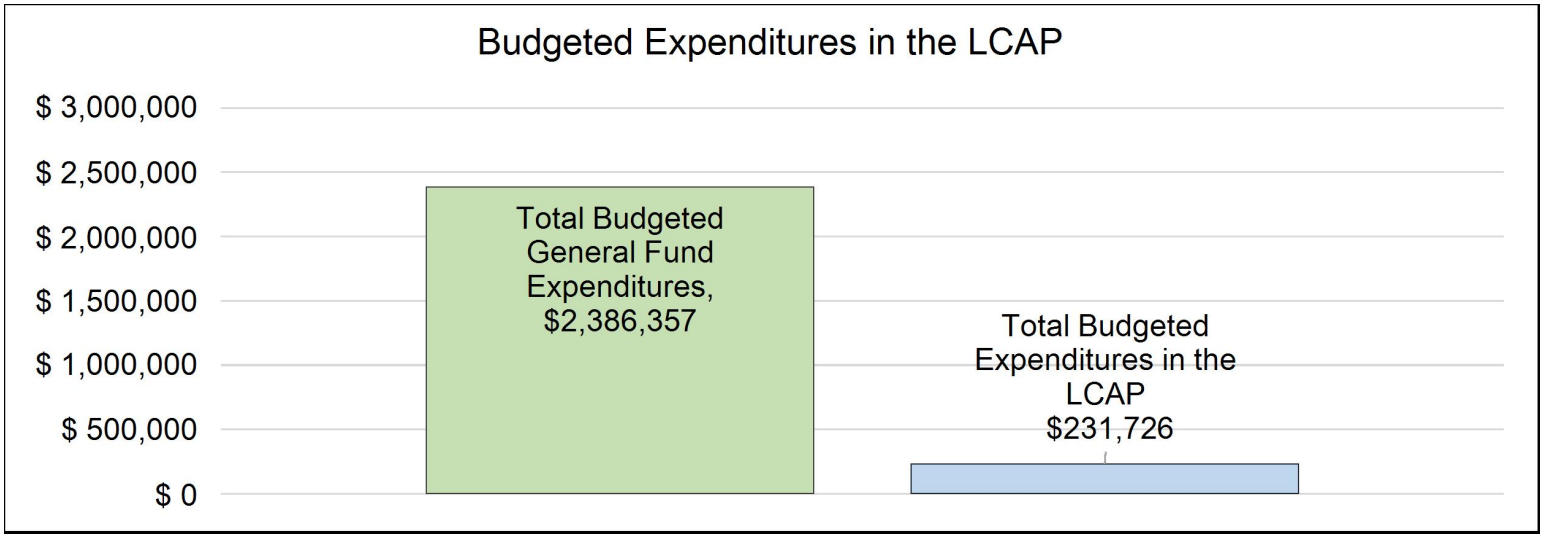
The text description for the above chart is as follows: The total revenue projected for American River Collegiate Academy is $2,045,643, of which $1,672,182 is Local Control Funding Formula (LCFF), $202,473 is other state funds, $128,089 is local funds, and $42,899 is federal funds. Of the $1,672,182 in LCFF Funds, $134,539 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 American River Collegiate Academy 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: American River Collegiate Academy plans to spend $2,386,357 for the 2025-26 school year. Of that amount, $231,726 is tied to actions/services in the LCAP and $2,154,631 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

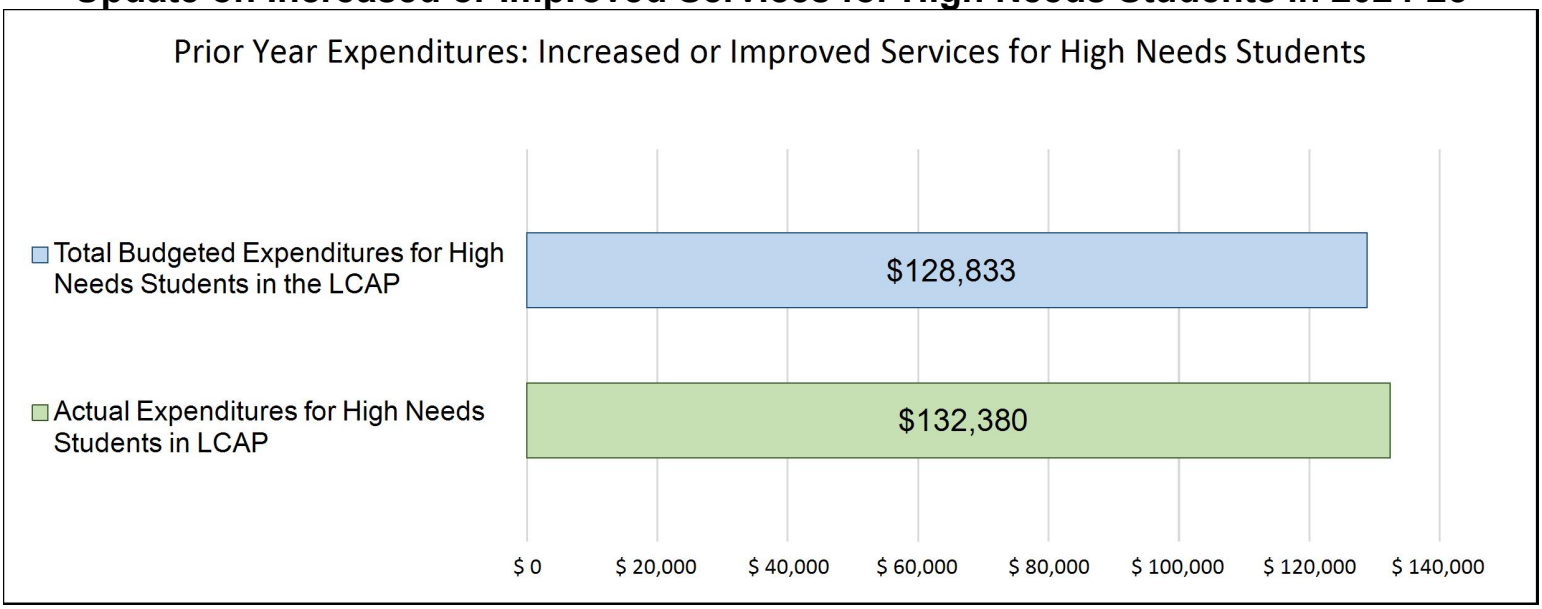
The majority of remaining expenditures that are not included in the LCAP are for larger school wide items such as, but not limited to, staff salaries and benefits, school facilities payments and associated facility costs. Please refer to the annual operating budget for additional information at the school and organization wide level.

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

In 2025-26, American River Collegiate Academy is projecting it will receive $134,539 based on the enrollment of foster youth, English learner, and low-income students. American River Collegiate Academy must describe how it intends to increase or improve services for high needs students in the LCAP. American River Collegiate Academy plans to spend $155,461 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



This chart compares what American River Collegiate Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what American River Collegiate Academy 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, American River Collegiate Academy's LCAP budgeted $128,833 for planned actions to increase or improve services for high needs students. American River Collegiate Academy actually spent $132,380 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $3,547 had the following impact on American River Collegiate Academy’s ability to increase or improve services for high needs students:

As the expense is higher than the budget by an immaterial amount there is no impact on our ability to increase or improve services for said students.

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
American River Collegiate Academy	Robin Stout Executive Director/Superintendent	rstout@rocklinacademy.org 916-778-4544

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.

Rocklin Academy Family of Schools (RAFOS) is a California non-profit public charter school organization established in 2000 with a mission to provide high-quality educational opportunities with strong parent partnerships for students in Transitional Kindergarten through twelfth grade (TK-12).

The schools are diverse and demonstrate strong performance outcomes.
RAFOS operates four schools across two counties, Placer and Sacramento:

- Rocklin Academy (K-6) in Rocklin, opened in 2001
- Rocklin Academy Gateway (TK-8) in Rocklin, opened in 2014
- Western Sierra Collegiate Academy (7-12) in Rocklin, opened in 2009
- American River Collegiate Academy (TK-5) in Orangevale, opened in 2020

Combined enrollment across these schools is approximately 2,557 students.
RAFOS boasts a highly diverse student population, exceeding the diversity index of surrounding districts and the state average.

American River Collegiate Academy (ARCA) currently serves 132 students in Transitional Kindergarten through fifth grade. We prioritize equitable access to high-quality education for all students, regardless of background.

Below are the 2024-25 demographics of ARCA.

Student Groups
- 40.9% Socioeconomically Disadvantaged
- 9.8% English Learners
- 12.9% Students with Disabilities

Ethnicities
- White: 48.5%
- Hispanic or Latino: 24.2%
- Two or More Races: 18.2%
- Asian: 6.1%
- African American: 3.0%

ARCA is committed to closing opportunity gaps and fostering student success by providing tiered levels of support.

Focus on Rigorous Academics and Social-Emotional Well-being:
- ARCA offers a rigorous and supportive academic program that emphasizes the Core Knowledge curriculum.
- This curriculum promotes critical thinking, problem-solving, and analytical skills while also incorporating arts education for a well-rounded learning experience.
- Dedicated to student success, we recognize and respond to the individual needs of each student, fostering their development, cognitive abilities, and creativity.
- Technology is integrated throughout the curriculum, with every teacher and student having their own device. This allows for differentiated instruction and caters to various learning styles.
- Beyond academics, ARCA prioritizes the social-emotional and developmental needs of all students.
- The school fosters a safe and supportive environment where students can reach their full potential.
- As a strong school community, we partner with families to create a safe and supportive environment where all students can reach their full potential.

Strong Leadership and Collaboration:
- RAFOS is governed by a five-member Board of Directors and led by an experienced cabinet.
- Each school has a dedicated site leadership team, ensuring focused attention to student needs at the local level.

Rocklin Academy Family of Schools offers a compelling educational option for families in Placer and Sacramento Counties. ARCA exemplifies RAFOS's commitment to excellence and equity, providing a strong foundation for all students in their elementary school years.

Reflections: Annual Performance

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

A review of the California School Dashboard and local data reveals a year of significant success and growth for American River Collegiate Academy (ARCA), demonstrating progress across all CA School Dashboard indicators, aligning with overall Goals 1 and 2.

Successes:
ARCA demonstrates strong academic achievement across multiple indicators. Overall, students significantly exceeded state averages in English Language Arts (ELA), scoring 21.9 points above standard with growth of 14.7 points over the 2023 school year (Metric 1.6). Similarly, in Smarter Balanced Math (Metric 1.7), students earned 32.7 points above standard, with an even greater increase of 33.8 points over the 2023 school year. This indicates the effectiveness of our core instructional program and supports in improving overall student achievement in these key areas.

Our local data further supports this progress. The NWEA MAP Reading (Metric 1.14) results show a significant increase in the percentage of students scoring at levels 3 or 4, rising from 63.6% to 76.2%. This growth is also evident in all student groups greater than 10, including SED, SWD, White, and Hispanic/Latino students. Likewise, NWEA MAP Math (Metric 1.15) demonstrates an increase in proficiency, from 76.2% to 83.3%, with gains seen across a majority of student groups, including Hispanic/Latino, White, and Two or More Races. These local assessments provide more granular and timely data that complement the Dashboard trends.

We have maintained 100% access to standards-aligned instructional materials (Metric 1.3) and a broad course of study (Metric 1.5), ensuring a strong foundation for learning. Our commitment to equity is evident in the sustained 100% provision of school supplies and/or Wi-fi for Socioeconomically Disadvantaged students (Metric 1.11). English Learner access to CCSS and ELD (Metric 1.4) remains at 100%, and access to Arts & Music (Metric 1.13) also remains at 100%.

Beyond academics, our school has also demonstrated improved Suspension Rates (Metric 2.3) for all students and a majority of student groups, earning ARCA "Blue and Green" performance levels on the CA School Dashboard. These outcomes indicate a positive school climate supported by a focus on Positive Behavior Interventions and Supports (PBIS) (Action 2.8). Improved Chronic Absenteeism Rates (Metric 2.2) dropped to an outstanding 0% overall and for all numerically significant student groups earning "Blue" performance levels, reflecting the effectiveness of attendance efforts. High family satisfaction rates underscore strong Family Engagement which is measured by surveys (Metrics 2.5-2.8) and other forms of feedback gathered.

A recent survey demonstrates exceptional parent/family engagement and satisfaction:

- 93% of families strongly agree or agree they would recommend ARCA.
- 94% of families report being very satisfied or satisfied with ARCA overall.
- 91% of families plan to return next year.
- 92% of families report strongly feeling or feeling a sense of connectedness and belonging with the school.
- 87% of families report strongly believing or believing RAFOS seeks their input on decisions.
- 93% of families participated in school engagement activities.

Challenges:

American River Collegiate Academy is a very small school with only one classroom per grade level, which poses some unique challenges.

Small student and staff numbers at ARCA complicate data analysis, as minor individual changes significantly affect metrics, making trend identification and intervention more difficult. For instance, the EL Reclassification Rate (Metric 1.10)'s slight decrease (25% to 18%) involved very few students, making it statistically insignificant given the typical 5-7 year proficiency timeline. Similarly, a temporary issue with a single teaching position caused a 20% dip in appropriately assigned teachers (Metric 1.1), which was an isolated circumstance that was authorized by the county office of education and the California Commission on Teacher Credentialing (CTC). ARCA's lack of eligible 5th graders in 2023-24 explains the missing CA Science Test (CAST) data (Metric 1.8). Finally, the small number of ELPAC testers (four students) resulted in the ELPI Rate (Metric 1.9) not being displayed for privacy, underscoring the ongoing challenge of granular analysis with limited student group sizes.

Addressing the Challenges:
To overcome the challenges of a small student population, our approach emphasizes the collection of diverse data points beyond standardized tests, including qualitative observations, formative assessments, and detailed individual student progress monitoring. We prioritize in-depth analysis of individual student needs and learning patterns to inform targeted programmatic adjustments, recognizing that broad generalizations from small datasets can be misleading. This necessitates a highly individualized approach to data collection and a reliance on staff expertise and collaborative discussions to make well-informed programmatic decisions despite the limitations of small sample sizes.

We are focused on providing targeted Professional Development (Action 1.10) and effective Structured English Immersion (SEI) programs (Action 1.11) to support the linguistic development of our EL students. We continue to prioritize Professional Development for all students (Action 1.1) and foster Teacher Engagement (Action 1.2) to enhance instructional practices for all learners. Our Enrichment/Intervention Support (Action 1.7) and the Summer Academy (Action 1.9) remain key strategies to address achievement gaps. We maintain our commitment to fully credentialed staff (Metric 1.1).

Lowest Performing Schools and Student Groups (Based on the 2024 Dashboard):
American River Collegiate Academy (ARCA) did not receive the lowest performance level on any state indicators. Similarly, no student group within ARCA received the lowest performance level on any state indicators. As in the previous year, the majority of student group data on the Dashboard is not reported due to having fewer than 30 students, which is the reporting threshold.

American River Collegiate Academy remains dedicated to providing equitable opportunities and support for all our students. We will continue to closely monitor all student group performance and make appropriate adjustments as needed along the way.

American River Collegiate Academy does not have any unexpended LREGB funding.

Reflections: Technical Assistance

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

American River Collegiate Academy is not eligible for technical assistance. Therefore, this does not apply.

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.

ARCA is not eligible for comprehensive support and improvement. Therefore, this does not apply.

Support for Identified Schools

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

ARCA is not eligible for comprehensive support and improvement. Therefore, this does not apply.

Monitoring and Evaluating Effectiveness

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

ARCA is not eligible for comprehensive support and improvement. Therefore, this does not apply.

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
Teachers/Administrators/Staff: February 2025	The Local Control and Accountability Plan (LCAP) and Budget Engagement Workshop is an important event where educational partners come together to assess the progress of student outcomes, pinpoint achievement gaps, and gather feedback to inform planning and budget allocation. Understanding the needs of our students, families, and staff helps inform decisions, strengthen trust, and build stronger relationships. Therefore, we ensure that teachers, principals, administrators, other school personnel, parents, and groups of middle and high school students are all part of the process. The LCAP and Budget Engagement Workshops include several steps: Planning Phase: • Organizing the Team: A team comprising educators, administrators, and other school staff is formed to organize the workshop. • Data Gathering: Data on student outcomes, including academic performance, attendance, suspension rates, and any other relevant metrics, is collected and analyzed. • Survey Development: A survey is prepared to gather input from participants regarding priorities, concerns, and suggestions for improving student outcomes and addressing achievement gaps.

Educational Partner(s)	Process for Engagement
	Workshop Agenda: • Welcome and Introduction: The workshop begins with a welcome and introductions from school leadership, followed by an outline of the purpose and importance of the workshop. • Presentation of Student Outcomes: Data on student outcomes is presented, highlighting areas of progress and areas needing improvement. Achievement gaps are identified, focusing on disparities in performance among different student groups. • Q&A Session: Attendees are given the opportunity to ask questions and seek clarification on the presented data and its implications. • Survey Administration: Participants are asked to complete the survey, providing their input on priorities, challenges, and potential solutions related to student outcomes and achievement gaps. • Closing Remarks: School leaders provide closing remarks, expressing gratitude for participation and emphasizing the importance of ongoing collaboration in improving student outcomes. Post-Workshop Actions: • Survey Analysis: Responses from the survey are analyzed to identify common themes, concerns, and suggestions. • Action Planning: Based on the workshop discussions and survey feedback, action plans are developed to address identified priorities and close achievement gaps. • Communication: Outcomes of the workshop, including key findings and proposed action steps, are communicated to all educational partners to ensure transparency and accountability. • Continuous Monitoring: Progress towards addressing identified priorities and closing achievement gaps is monitored regularly, with periodic reviews and adjustments to strategies and interventions as needed.

Educational Partner(s)	Process for Engagement
	Overall, the LCAP and Budget Engagement Workshop plays a crucial role in fostering collaboration and collective decision-making to support the academic success and well-being of all students.
Parents/Guardians/Administrators: March 2025	The same process was followed as above. However, the workshop team included parents/guardians, administrators, and other school leadership members. Assurances were made to include families with diverse backgrounds, including students identified as English learners, socioeconomically disadvantaged, and students with disabilities.
Students/Administrators: March 2025	The same process was followed as above. Two workshops were facilitated with approximately 50 students: one with 7th and 8th-grade students from our sister school, Rocklin Academy Gateway, and another with middle and high-school students from Western Sierra Collegiate Academy. Also attending were the site administrators and other school leadership members. We ensured there was a representation of students with diverse backgrounds, including students identified as English learners, socioeconomically disadvantaged, and students with disabilities.
English Learner Families: November 2024 & April 2025	A similar process to that noted above was done. The focus was on English learner outcomes and supports.
SELPA: May 2025	Consultation with the Special Education Local Plan Area (SELPA) regarding LCAP goals and actions involves collaborative discussions to ensure that the needs of students with disabilities are effectively addressed within the broader framework of the Local Control and Accountability Plan. This consultation includes the review of data on the academic performance and outcomes of students with disabilities, identifying areas of improvement, and jointly determining appropriate strategies and interventions to support the educational success.
Community Partners: June 2025	• The draft LCAP was made available for review and public comment before the public hearing on June 9, 2025. • A public hearing was held to solicit recommendations and comments from members of the public regarding specific

Educational Partner(s)	Process for Engagement
	actions and expenditures proposed to be included in the LCAP on June 9, 2025. • The LCAP and Budget were adopted at the board meeting and reported local indicator data as a non-consent item on June 23, 2025. • The adopted LCAP was posted prominently on our RAFOS web page on June 25, 2025. • The adopted LCAP was sent to our authorizer, Sacramento County Office of Education, on June 25, 2025.

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

The Rocklin Academy Family of Schools (RAFOS) LCAPs are significantly shaped by ongoing feedback from our educational partners, including staff, families, and students. Our annual LCAP and Budget Engagement workshops serve as a primary mechanism for gathering this input. Here are specific examples of how educational partner feedback has influenced our goals, metrics, actions, and budgeted expenditures:

Goal 1: High Academic Achievement

- Inclusion of Performance by Student Groups in Measuring and Reporting Results: Feedback from parents of historically underserved students consistently emphasizes the need for focused attention on their academic growth. In response, we ensure that the "Measuring and Reporting Results" sections for Metrics 1.6 (ELA) and 1.7 (Math) explicitly include performance data and analysis for all numerically significant student groups, including historically underserved populations. This level of detail directly addresses the partner feedback requesting transparency and accountability for these students.
- Inclusion of Action 1.6 & 1.7 (MTSS and Enrichment/Intervention Support): Feedback from teachers, parents, and students highlighted the need for more robust and individualized support for struggling learners. This directly led to the inclusion and prioritization of Actions 1.6 (Multi-Tiered System of Supports - MTSS) and 1.7 (Enrichment/Intervention Support). The steps taken within these actions, such as small group instruction and individualized learning plans, are a direct response to the identified need for differentiated support. Budgeted expenditures for these actions prioritize staffing (education specialists, paraprofessionals, enrichment/intervention teachers) and resources for intervention programs.
- Analysis of Effectiveness of Specific Actions: During the LCAP and Budget Engagement workshops, staff and parents provide valuable insights into the perceived effectiveness of current interventions. This qualitative feedback, alongside quantitative data analysis, informs the "Analysis of Effectiveness" sections within the annual update. For example, feedback on the impact of specific Tier 2 interventions for Students with Disabilities in ELA and math helps us determine whether to maintain, modify, or expand those interventions in subsequent LCAP years.

Goal 2: Supporting the Whole Child

- Determination of Target Outcome on Chronic Absenteeism (Metric 2.2): Feedback from staff and site administrators consistently identifies chronic absenteeism as a significant barrier to student well-being and academic success. This feedback has directly influenced the ambitious target outcome set for Metric 2.2 (Chronic Absenteeism Rates) on the CA School Dashboard. The urgency expressed by educational partners regarding this issue has led to prioritizing actions aimed at reducing chronic absenteeism.
- Inclusion of Actions 2.2 (Restorative Practices) & 2.8 (PBIS): Feedback from staff and parents emphasized the desire for more positive and proactive approaches to student behavior and discipline. This feedback directly led to the inclusion and emphasis on Actions 2.2 (Restorative Practices) and 2.8 (Positive Behavioral Interventions and Supports - PBIS). The steps taken within these actions, such as professional development on restorative practices and the implementation of school-wide PBIS frameworks, are a direct response to this partner input. Budgeted expenditures support training for staff in these areas and resources for PBIS implementation.
- Inclusion of Action 2.9 (New Student Mentorship Program): Feedback from students across our campuses highlighted the challenges faced by new students in building connections and feeling a sense of belonging. This direct feedback led to the inclusion of Action 2.9 (New Student Mentorship Program). The program's design and increased student voice directly reflect student input on how to best support new students. ARCA looks forward to building on this work in the coming years.

Budget Priorities:
The prioritizing of budgetary resources is directly influenced by the feedback received from our educational partners. Areas where significant needs are identified, such as intervention support (Goal 1) and social-emotional learning supports (Goal 2), receive priority in budget allocation. For example, staffing for intervention teachers and the behavior specialist, as well as resources for professional development in MTSS, restorative practices, and PBIS, are prioritized based on the consistent feedback highlighting the importance of these supports.

Annual Update Process and Changes to Goals:
The annual update process itself is heavily influenced by educational partner feedback. During the LCAP and Budget Engagement workshops, we not only gather input for the upcoming year but also review the effectiveness of current goals and actions. Feedback on the clarity and relevance of existing goals, as well as suggestions for new areas of focus, are carefully considered when analyzing potential changes to the goals for the upcoming LCAP year. This year, some recommendations were made to add clarity to the goals or metrics that are outlined in the “Description of Changes” section.

Positive feedback from students, parents, and staff about successful actions validates their impact and guides our decisions regarding their future and potential growth. Any other challenges raised by staff are used to adapt our strategies and enhance support, as detailed in our annual "Goal Analysis."

In conclusion, the Rocklin Academy Family of Schools deeply values the input of our educational partners. Their feedback is a critical driver in the development and refinement of our LCAP, influencing our goals, the specific actions we implement, the metrics we prioritize, and the allocation of our budgetary resources. This ongoing engagement ensures that the LCAP reflects the needs and priorities of our entire educational community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Rocklin Academy Family of Schools will maintain the high academic achievement levels of all students in core content subjects while increasing performance outcomes with underperforming student groups.	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 decision by Rocklin Academy Family of Schools (RAFOS) to prioritize LCAP Goal 1 – maintaining high academic achievement for all students in core content subjects while increasing performance outcomes for underperforming student groups – results from a combination of factors identified through performance data and educational partner feedback. This goal represents a foundational commitment to the core mission of the organization and directly addresses key areas critical for long-term student success and equity.

Rationale for Prioritizing Goal 1:

- Strong Baseline and Foundation: Performance data consistently highlights overall strong academic achievement in ELA and math (as seen in Metrics 1.6, 1.7, 1.14, 1.15). Building upon this success is a strategic priority to ensure all students continue to thrive academically. We look forward to the release of the updated science data (Metric 1.8) on the CA School Dashboard and including it in our priorities. Educational partner feedback, particularly from parents and staff, reinforces the importance of maintaining this high standard.
- Persistent Equity Gaps: Despite overall high achievement, performance data often reveals achievement gaps among specific student groups (as emphasized by educational partner feedback and the disaggregation of data). Addressing these disparities is both an ethical necessity and a strategic priority for RAFOS, consistent with the LCAP's commitment to equity. Goal 1 directly targets increasing performance outcomes for these underperforming groups.
- Long-Term Impact on Student Success: Proficiency in ELA, math, and science (ARCA students will be eligible to participate in 2024-25) is a foundational skill crucial for students' future academic success in all subject areas, as well as their post-secondary opportunities. Investing in and maintaining strength in these areas provides a strong springboard for students' long-term educational and career pathways.

- Direct Alignment with State Priorities: Maintaining high academic achievement and closing achievement gaps are directly aligned with California's state priorities outlined in the Local Control Funding Formula (LCFF) and the LCAP requirements. Focusing on Goal 1 ensures RAFOS is addressing core state expectations.
- Educational Partner Emphasis: Feedback from school staff, parents, and students consistently underscores the importance of academic excellence and the need to provide targeted support for students who are not yet meeting their full potential. This feedback reinforces the relevance and priority of Goal 1.
- Data-Driven Identification of Need: Performance data, including CAASPP results and local assessments, clearly identify areas where overall performance is strong but also pinpoint specific student groups requiring additional support to close achievement gaps. This data-driven approach justifies the focus and specific metrics within Goal 1.

Related Metrics, Expected Outcomes, Actions, and Expenditures:
The selection of related metrics, expected outcomes, actions, and budgeted expenditures directly supports the overarching aim of Goal 1. These elements are chosen because they are:

- Measurable: The metrics allow for quantifiable tracking of progress towards the expected outcomes.
- Actionable: The actions are evidence-based strategies designed to directly impact student learning and address identified needs.
- Aligned: The actions and expenditures are strategically aligned with the goal of maintaining high achievement and increasing outcomes for underperforming students.
- Responsive to Feedback: The inclusion and design of these elements are often directly influenced by educational partner feedback regarding effective instructional practices, necessary supports, and data-driven decision-making.

RAFOS's prioritization of LCAP Goal 1 reflects a strategic decision to build upon existing strengths while directly addressing identified areas for improvement, particularly concerning equity in academic outcomes. This goal is deeply rooted in the organization's core values, aligned with state priorities, and strongly supported by both performance data and the valuable input of our educational partners. The related metrics, expected outcomes, actions, and expenditures are carefully selected and budgeted to effectively drive progress towards these critical objectives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers Priority 1 Basic (Conditions of Learning) Source: SARC	2022-23 (Published During 2023-24) SARC (2021-22 data) 100%	2023-24 (Published During 2024-25) SARC (2022-23 data) 80%		Percentage of fully credentialed & appropriately assigned teachers: 100%	20% lower

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Facilities maintained in good repair Priority 1 (Conditions of Learning) Source: SARC	2022-23 (Published During 2023-24) SARC Good	2023-24 (Published During 2024-25) SARC Good		Facilities Condition: Good or Excellent	None - Target Achieved
1.3	Access to standards-aligned instructional materials Priority 1 (Conditions of Learning) Source: SARC	2022-23 (Published During 2023-24) SARC 100%	2023-24 (Published During 2024-25) SARC 100%		Percentage of students having access to standards-aligned instructional materials: Maintain 100%	None - Target Achieved
1.4	English learner access to CCSS and ELD Priority 2: EL Access to CCSS and ELD (Conditions of Learning) Source: Local Data	2023-24 Local Data 100%	2024-25 Local Data 100%		The percentage of English learners having access to the state standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency. Maintain 100%	None - Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Access and enrollment in a broad course of study Priority 7 Course Access (Conditions of Learning) Source: Local Master Schedule	2023-24 Master Schedule 100%	2024-25 Master Schedule 100%		Students having access to and enrollment in a broad course of study: Maintain 100%	None - Target Achieved
1.6	Smarter Balanced ELA: Priority 4: Pupil Achievement (Pupil Outcomes) Source: CA School Dashboard	2023 CA School Dashboard ELA All: No Color +7.3 African American: N/A (Fewer than 30) Asian: N/A (Fewer than 30) Filipino: N/A (Fewer than 30) Hispanic: N/A (Fewer than 30) Two or More: N/A (Fewer than 30) White: N/A (Fewer than 30) English Learners: N/A (Fewer than 30)	2024 CA School Dashboard ELA All: No Color +21.9 African American: N/A (Fewer than 30) Asian: N/A (Fewer than 30) Filipino: N/A (Fewer than 30) Hispanic: N/A (Fewer than 30) Two or More: N/A (Fewer than 30) White: No Color -2.5 English Learners: N/A (Fewer than 30) SED: No Color +0.6		For numerically significant student groups (30 or more) that received a performance level color on the CA School Dashboard: If already achieving proficiency level colors of green or blue, maintain. Increase performance outcomes for all student groups with baseline proficiency level colors of yellow, orange, or red on the CA School Dashboard as demonstrated by Distance From Standard (DFS).	All: 14.6 Points Higher Student Groups: N/A (no baseline due to small numbers)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: N/A (Fewer than 30) SWD: N/A (Fewer than 30)	SWD: N/A (Fewer than 30)			
1.7	Smarter Balanced Math: Priority 4: Pupil Achievement (Pupil Outcomes) Source: CA School Dashboard	2023 CA School Dashboard Math All: No Color -1.1 African American: N/A (Fewer than 30) Asian: N/A (Fewer than 30) Filipino: N/A (Fewer than 30) Hispanic: N/A (Fewer than 30) Two or More: N/A (Fewer than 30) White: N/A (Fewer than 30) English Learners: N/A (Fewer than 30) SED: N/A (Fewer than 30)	2024 CA School Dashboard Math All: No Color +32.7 African American: N/A (Fewer than 30) Asian: N/A (Fewer than 30) Filipino: N/A (Fewer than 30) Hispanic: N/A (Fewer than 30) Two or More: N/A (Fewer than 30) White: No Color +8.2 English Learners: N/A (Fewer than 30)		For numerically significant student groups (30 or more) that received a performance level color on the CA School Dashboard: If already achieving proficiency level colors of green or blue, maintain. Increase performance outcomes for all student groups with baseline proficiency level colors of yellow, orange, or red on the CA School Dashboard as demonstrated by Distance From Standard (DFS).	All: 33.8 Higher Student Groups: N/A (no baseline due to small numbers)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: N/A (Fewer than 30)	SED: No Color +11.5 SWD: N/A (Fewer than 30)			
1.8	CA Science Test (CAST): Priority 4: Pupil Achievement (Pupil Outcomes) Source: CAASPP-ELPAC.ets.org (Science)	2023 CA Science Test (CAST) Percentage Meeting/Exceeding Standard ARCA currently does not have students eligible to participate in CAST. The baseline data will be added when assessment data is available.	2024 CA Science Test (CAST) Percentage Meeting/Exceeding Standard ARCA currently does not have students eligible to participate in CAST. The baseline data will be added when assessment data is available.		2024 Identified Target Outcome: The overall average, as well as all numerically significant student groups, will have a greater percentage of students who meet/exceed standard than the state of California. This target outcome will change to align with the CA School Dashboard's distance from standard (DFS) when it becomes available.	N/A Eligible to participate in CAST in the 2024-25 school year.
1.9	English learner students making progress toward English proficiency Priority 4: Pupil Achievement (Pupil Outcomes) Source: CA School Dashboard ELPI Rate	2023 CA School Dashboard N/A - Fewer than 30 students	2024 CA School Dashboard N/A - Fewer than 30 students		For numerically significant student groups (30 or more) that received a performance level color on the CA School Dashboard:	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					If already achieving proficiency level colors of green or blue, maintain. Increase performance outcomes if there were a proficiency level color of yellow, orange, or red on the CA School Dashboard.	
1.10	EL Reclassification Rate Priority 4: Pupil Achievement (Pupil Outcomes) Source: CALPADS	2022-23 Reclassification Rates 25%	2023-24 Reclassification Rates 18%		If there are more than 10 ELs Percentage of students reclassified: 13% or greater	7% Lower; Still met target
1.11	School Supplies and Other Essentials for Socioeconomically Disadvantaged Priority 1: Basic (Conditions of Learning) Source: Local Data	2023-24 SED School Supplies & Wi-fi 100%	2024-25 SED School Supplies & Wi-fi 100%		Percentage of students identified as socioeconomically disadvantaged who are offered grade-level appropriate school supplies as identified by the school and/or other essentials as needed at no cost. 100%	None - Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Summer Academy Growth Assessment Priority 4: Pupil Achievement (Pupil Outcomes) Source: Local Assessment	2022-23 Growth Assessments Percent demonstrating growth from the beginning to the end of the Summer Academy ELA Overall Growth: 79% Math Overall Growth: 63%	2023-24 Growth Assessments ELA Overall Growth: 71% Math Overall Growth: 57%		Percentage of students participating in the Summer/Bridge Academy demonstrating growth as measured by the Summer/Bridge Growth Assessment. *Modified in 2024-25: Original baseline data showed growth by grade level. The updated desired outcome is to indicate the overall growth of all students attending the Summer Academy. Grade level groups were too small to share publicly. 80%	ELA: 8% Lower Math: 6% Lower
1.13	Art & Music Priority 8: Student Outcomes (Other) Source: Local Data	2023-24 Art and Music Instruction Student Access: 100%	2024-25 Art and Music Instruction Student Access: 100%		Percentage of students who have access to arts and music instruction 100%	None - Target Achieved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	NWEA MAP - Reading: Priority 4: Pupil Achievement (Pupil Outcomes) Source: Local Spring Assessment Outcomes	2022-23 NWEA MAP - Reading Percentage of students scoring levels 3 or 4 on NWEA MAP Spring Assessments All: 63.6% SED: 62.5% Hispanic/Latino: 62.5% White: 54.8% Two+ Races: 83.3%	2023-24 NWEA MAP - Reading Percentage of students scoring levels 3 or 4 on NWEA MAP Spring Assessments All: 76.2% SED: 69.7% SWD: 75% Hispanic/Latino: 85.7% White: 61.5% Two+ Races: 85.7%		Percentage of students scoring levels 3 or 4 on NWEA MAP Spring Assessments - Reading All Students: Increase by at least 3% For students groups greater than 10, increase by 5% or meet the percentage of "all students"	All: 12.6% Higher SED: 6.1% Higher Hispanic/Latino: 12.5% Higher White: 6.7% Higher Two+: 2.4% Higher
1.15	NWEA MAP - Math: Priority 4: Pupil Achievement (Pupil Outcomes) Source: Local Spring Assessment Outcomes	2022-23 NWEA MAP - Math Percentage of students scoring levels 3 or 4 on NWEA MAP Spring Assessments All: 76.2% SED: 78.6% Hispanic/Latino: 68.8%	2023-24 NWEA MAP - Math Percentage of students scoring levels 3 or 4 on NWEA MAP Spring Assessments All: 83.3%		Percentage of students scoring levels 3 or 4 on NWEA MAP Spring Assessments - Math All Students: Increase by at least 3%	All: 7.1% Higher SED: 2.8% Lower Hispanic/Latino: 12.2% Higher White: 10.4% Higher Two+: New Data - Can't compare

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 74.2%	SED: 75.8% EL: 81.8% SWD: 66.7% Hispanic/Latino: 81% White: 84.6% 2+ Races: 85.7%		For students groups greater than 10, increase by 5% or meet the percentage of "all students"	

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.

Overall implementation of the actions within Goal 1 at American River Collegiate Academy (ARCA) in Year 1 (2024-25) demonstrates a strong commitment to supporting student academic achievement. This mirrors the comprehensive approach seen at Rocklin Academy Family of Schools, indicating a consistent commitment across the organization to supporting student academic achievement.

Our comprehensive Professional Development (PD) program (Action 1.1), encompassing 13 embedded days, successfully addressed a wide range of crucial topics to support all students, including: Trauma-Informed Practices, PBIS Data Analysis and Action Planning, Building Relationships with Students and Families, Health Training, Planning for Tier 2 Instruction, Meeting the needs of English Learners, Supporting SWD, CKLA Unit & Lesson Internalization, Reading Foundational Skills and the Science of Reading, Writing Instruction and Evidenced Based Practices, Planning for Quality Feedback in Writing, Grade-level Collaboration, Case Management and Collaboration with Ed Specialists, MAP Data Analysis, Run, Hide, Fight Training, SST Process, NWEA MAP Reports & Action Planning, Parent Teacher Conferences, and Universal Design for Learning (UDL) and Dyslexia. Targeted PD was also provided for instructional assistants and education specialists. This extensive PD aimed to equip all staff with effective instructional practices. Opportunities for Teacher Engagement (Action 1.2) through collaboration and observation were consistently provided. Ongoing New Teacher Support (Action 1.3) through coaching and mentoring was also in place.

Foundational elements such as Arts & Music Instruction (Action 1.4) and Technology (Action 1.5) were accessible to all students. The Multi-Tiered System of Supports (MTSS) framework (Action 1.6) was utilized to provide targeted interventions, and Enrichment/Intervention

Support (Action 1.7) was offered to underperforming students. Dedicated time for Collaborative Inquiry (CI) (Action 1.8) facilitated data-driven instructional planning. A Summer Academy (Action 1.9) was offered to address achievement gaps.

American River Collegiate Academy demonstrates a strong focus on English Learners through targeted Professional Development (Action 1.10), emphasizing integrated and designated ELD, data analysis, and consistent implementation of Structured English Immersion (SEI) (Action 1.11). School Supplies and/or Wi-fi access (Action 1.13) are provided to socioeconomically disadvantaged students. Support for Students with Disabilities is prioritized through a dedicated Program Specialist (Action 1.14) and the provision of supplemental materials and supplies (Action 1.15).

Successes and Challenges:
A key success was the significant overall growth in student achievement in both ELA and math, as indicated by the Smarter Balanced ELA (Metric 1.6) and Math (Metric 1.7) results on the 2024 CA School Dashboard. The substantial increases in the percentage of students scoring at levels 3 or 4 on the NWEA MAP Reading (Metric 1.14) and Math (Metric 1.15) local assessments further support the effectiveness of the implemented actions in improving student proficiency. The consistent implementation of actions related to providing basic conditions of learning also contributed to a positive learning environment as measured by Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.11, and 1.13.

A notable challenge, as discussed earlier, is having a small student and teacher population. This made effective monitoring of some metrics, like the EL Reclassification Rate (Metric 1.10) and student group performance (Metrics 1.6, 1.7, 1.14, 1.15) difficult. Outcomes can be significantly impacted by just a few students.

Substantive Differences in Implementation:
The description for Long-Term EL Plans (Action 1.12) indicated developing Individual Learning Plans, but ARCA had no long-term English learners in Year 1. This planned action was not implemented simply because the school currently has no LTEL students. ARCA is, however, prepared to provide this support when appropriate.

Overall, the data indicate that the comprehensive implementation of Goal 1 actions at ARCA in Year 1 has been largely successful in driving positive student outcomes. The slight decrease in the EL reclassification rate is not considered concerning due to the fluctuations caused by the small population.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

American River Collegiate Academy's Goal 1 actions continue to show strong implementation across instructional quality, equitable access, and academic performance, with several areas of growth.

Effective Actions:
Professional Development, Teacher Collaboration, and New Teacher Support (Actions 1.1–1.3):
13 embedded PD days, teacher mentoring, and collaboration time are contributing to academic gains. ARCA scored 21.9 points above standard in ELA and 32.7 points above standard in Math on the CA Dashboard. This was an increase of 14.7 and 33.8 points, respectively. Improved MAP scores across all subgroups were also noted.

Student Access (Actions 1.4–1.5, 1.13):
100% student access to arts, music, technology, and school supplies continues to support a broad and equitable educational experience.

MTSS, Intervention, and Collaborative Inquiry (Actions 1.6–1.8):
Ongoing use of MTSS and enrichment, coupled with data-driven teacher inquiry, is supporting targeted instruction and student group growth, including students with disabilities and socioeconomically disadvantaged demonstrating performance improvements on MAP assessments.

Support for English Learners (Actions 1.10–1.12):
Focus on integrated and designated ELD and individual data analysis is ongoing. While the reclassification rate declined slightly, instruction is aligned, and support systems are in place for growth. The variance is not a concern due to the small number of English learners, all in primary grades. We currently do not have any long-term English learners, but are ready with a plan to support them if/when we do.

Summer Academy (Action 1.9):
A majority of students attending the Summer Academy showed measurable progress (ELA: 71%, Math: 57%), reinforcing the value of the program.

Support for Students with Disabilities (Actions 1.14–1.15):
The program specialist and supplemental materials are positively impacting students, reflected in strong MAP scores for SWD (Reading: 75%, Math: 66.7%). We are internally monitoring the Smarter Balanced assessment data for this student group as well, but because of its small size, it is currently suppressed for privacy purposes.

Areas of Opportunity:
Communication - Given our small size, the success of each individual student and staff member carries significant weight in shaping our overall outcomes. Therefore, ongoing, in-depth data discussions with our educational partners are crucial for a comprehensive understanding and to ensure we are effectively supporting every member of our learning community.

Teacher Credentials (Metric 1.1):
As a small school of only 80 students and 5 teachers in the 2022-23 we were reminded that a single teaching position can impact our data dramatically (Metric 1.1). The 2023-24 SARC (reflecting 2022-23 data) showed a temporary dip of 20% in the percentage of fully credentialed and appropriately assigned teachers. This assignment was conducted with proper authorization and oversight from both the county office of education and the California Commission on Teacher Credentialing (CTC). It was not a widespread issue with teacher qualifications, but rather a temporary circumstance regarding an out-of-state authorization being addressed. Currently, 100% of teachers are fully credentialed.

English Learner Reclassification:
On average, it takes 5-7 years to reach academic language proficiency. Therefore, it is not uncommon for elementary-aged English learners to remain EL until they reach middle school. There are, of course, instances where elementary ELs meet the criterion to be reclassified. However, because ARCA's EL population is small, we have recognized that moving forward, we will only display this data if/when there are 11 or more ELs. With 10 English learners, a single student impacts the overall rate by 10%.

Conclusion:
ARCA's Goal 1 actions are driving notable student growth, strong access to resources, and effective professional practice. We will continue to focus on multiple sources of data when making programmatic decisions to further enhance outcomes and ensure long-term success for all learners.

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

After careful consideration and collaborative discussions with our educational partners regarding the planned actions, metrics, and desired outcomes within Goal 1, the following modifications have been identified as appropriate for future implementation:

Goal 1:
Modified Goal Language: Rocklin Academy Family of Schools will maintain the high academic achievement levels of all students in core content subjects while increasing performance outcomes with underperforming student groups.
Rationale: Recognizing the inclusion of science in the CA School Dashboard and anticipating potential future metric additions, educational partners advocated for broader language. Modifying the goal to encompass "core content subjects" ensures inclusivity beyond specific subjects and accommodates future dashboard changes.

Metric 1.10 EL Reclassification Rate
Modified Desired Outcome: If the English Learner (EL) student group is greater than 11, the percentage of students reclassified will be reported annually. If there are fewer than 11 EL students, this metric will indicate N/A.
Rationale: The state of California presents data on the CA School Dashboard for student groups between 11 and 29 students to provide some level of insight and transparency into the performance of smaller student populations, while still acknowledging the statistical limitations and privacy concerns associated with very small numbers. While not statistically robust enough for official proficiency level assignments, these data points can act as early indicators of potential successes or challenges that the LEA can explore more deeply with local assessments and qualitative data.

Metric 1.11 School Supplies and Wifi for SED
Modified Desired Outcomes: Provide school supplies and other essential supports to socioeconomically disadvantaged (SED) students as needed at no cost.
Rationale: Recognizing that the needs of SED students may extend beyond just school supplies and wifi, RAFOS leaders and educational partners agreed to broaden the scope. The revised language to include "essential supports" allows for the provision of other necessary resources on an individual basis.

Metric 1.12 Summer Bridge Growth Assessment
Modified Title: Summer Academy
Rationale: The title has been updated to "Summer Academy" for elementary school sites.

Updated Desired Outcomes: Annual outcome data will be posted if a minimum of 11 students from the school participate in the Summer Academy.
Modified Baseline and Desired Outcomes: Data will now reflect overall participation and outcomes across all applicable grade levels.
Rationale: Recognizing that grade-level data for Summer Bridge or Academy participation was often based on small numbers, the baseline and desired outcomes have been adjusted to reflect overall school-level data, provided more than 10 students participated, to ensure more meaningful reporting.

Action 1.12
Modified Description: Specify that this action will be implemented if the school has long-term English learners.
Rationale: To provide clarity and avoid the appearance of a required action when not applicable, the description has been modified to explicitly state that this action will be implemented contingent on the presence of Long-Term English Learner (LTEL) students within the school population.

In collaboration with SELPA, it was recommended that we include language more specific to supporting our students with disabilities. We updated the descriptions for actions 1.1, 1.3, and 1.14 to specify that support.

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	Professional Development (PD): Supporting all students	Implement professional development programs for classroom teachers, education specialists, and paraprofessionals on effective instructional practices across various subject matters. This includes SPED staff participating in CDE's special education monitoring processes.	$44,177.00	No
1.2	Teacher Engagement	Provide teachers with opportunities to engage with, collaborate, and observe one another to expand their knowledge and enrich the learning of their students. This includes time for general education teachers to collaborate with education specialists to implement strategies that enable students with disabilities to access the state academic content standards.	$442.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	New Teacher Support	Provide ongoing support for new teachers through coaching and mentoring programs. This includes new Education Specialists, who are invited to attend training through SELPA.	$1,500.00	No
1.4	Arts & Music Instruction	Ensure all students have access to arts and music instruction.	$14,123.00	No
1.5	Technology	Provide all teachers and students with the appropriate technology devices needed to support teaching, learning, and engagement.	$5,130.00	No
1.6	Multi-Tiered System of Supports (MTSS)	Implement a Multi-Tiered System of Supports (MTSS) framework to provide targeted interventions for struggling students. This could include small group instruction, individualized learning plans, and one-on-one support.	$600.00	No
1.7	Enrichment/Intervention Support	Provide enrichment support (intervention) to underperforming students on an as-needed basis	$79,574.00	Yes
1.8	Collaborative Inquiry (CI)	Provide dedicated time for grade-level teams to engage in the collaborative inquiry process. The focus is on analyzing data at the student group level and developing tiered levels of support.	$6,237.00	Yes
1.9	Summer Academy	Offer Summer Academy to students demonstrating academic achievement gaps and all qualifying ELOP students.	$15,000.00	Yes
1.10	Professional Development (PD):	Provide professional development for teachers on how to effectively support students with language acquisition and effective instructional practices across subject matters.	$3,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Supporting English Learners			
1.11	Structured English Immersion (SEI)	Ensure all English learners are appropriately placed into Structured English Immersion (SEI) programs and provided daily designated and integrated English Language Development (ELD).	$3,237.00	Yes
1.12	Long-Term EL Plans	If the school has long-term English learners, provide additional support for Long-term English learners including developing Individual Learning Plans to identify goals focused on language acquisition.	$0.00	Yes
1.13	School Supplies and Other Essential Supports for Socioeconomically Disadvantaged Students	Provide school supplies and other essential supports at no cost to socioeconomically disadvantaged students.	$800.00	Yes
1.14	Program Specialist - SWD	Hire a program specialist to support special education teachers (education specialist staff) at the site level by mentoring and helping monitor student progress and goals. They will attend the Leadership Academy hosted by SELPA and collaborate with SELPA-based program specialists for technical/program support.	$4,497.00	No
1.15	Supplemental Materials and Supplies for SWD	Provide supplemental materials and supplies to support the diverse needs of students with disabilities.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Rocklin Academy Family of Schools will support the development of students to become responsible, compassionate, and engaged citizens.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The decision by Rocklin Academy Family of Schools (RAFOS) to prioritize LCAP Goal 2 – supporting the whole child – arises from a comprehensive understanding of student needs that extends beyond academics. Performance data, coupled with extensive feedback from our educational partners, consistently highlights the critical link between students' social-emotional well-being, behavior, attendance, and their overall academic success. Goal 2 strategically addresses these interconnected factors.

Rationale for Prioritizing Goal 2:

- Recognized Impact on Academic Outcomes: Performance data, such as attendance rates (Metric 2.1), chronic absenteeism (Metric 2.2), and suspension rates (Metric 2.3), directly correlate with academic engagement and achievement (Goal 1). Addressing challenges in these areas is therefore strategic to support academic goals. Educational partners consistently emphasize the difficulty of academic progress for students facing social-emotional challenges or with inconsistent attendance.
- Emphasis on Equity and Addressing Barriers: Performance data often reveals disparities in attendance, suspension rates, and perceptions of school climate among different student groups. Prioritizing the whole child aligns with the LCAP's commitment to equity by addressing non-academic barriers that disproportionately affect historically underserved students. Feedback from parents, staff, and students underscores the importance of creating a safe, supportive, and inclusive environment for all learners.
- Alignment with State Priorities: Supporting students' social-emotional well-being, fostering positive school climate, and improving student engagement are explicitly recognized as state priorities within the LCFF and LCAP framework. Goal 2 directly addresses these key areas of focus.
- Educational Partner Feedback: Feedback from students, parents, and staff (through the LCAP & Budget Engagement workshops and surveys) consistently emphasizes the need for proactive supports for students' social-emotional health, positive behavior interventions, and strategies to improve attendance and engagement. The desire for a whole-child approach to student development is a recurring theme in our engagement process.
- Data-Driven Identification of Needs: Performance data, including CA School Dashboard indicators for suspension rates and chronic absenteeism, as well as local surveys on school safety and connectedness, provide quantifiable evidence of areas needing attention. For example, increases in chronic absenteeism or disparities in suspension rates for specific student groups directly inform the focus and metrics within Goal 2.

- Proactive and Preventative Approach: Goal 2 emphasizes proactive strategies like PBIS and restorative practices, aiming to prevent behavioral issues and attendance problems before they escalate. This preventative approach, advocated for by staff and supported by research, is seen as more effective in the long run than solely reactive measures.

Related Metrics, Expected Outcomes, Actions, and Expenditures:
The selection of related metrics (e.g., Attendance Rate, Chronic Absenteeism Rate, Suspension Rates, Perception of School Safety/Connectedness), expected outcomes (specific percentage targets for improvement or maintenance of positive trends), actions (e.g., Professional Development on whole child, Restorative Practices, Counseling Services, PBIS), and budgeted expenditures (staffing for behavior specialists and counselors, professional learning, resources for PBIS implementation) directly support the overarching aim of Goal 2. These elements are chosen because they are:

- Measurable: The metrics allow for tracking progress in key areas of student well-being and engagement.
- Actionable: The actions are evidence-based strategies designed to directly address the identified needs and improve the targeted metrics.
- Aligned: The actions and expenditures are strategically aligned with the goal of supporting the whole child and creating a positive and supportive learning environment.
- Responsive to Feedback: The inclusion and design of these elements are often directly influenced by educational partner feedback regarding effective strategies for promoting student well-being, improving behavior, and increasing engagement.

RAFOS's prioritization of LCAP Goal 2 reflects a commitment to a comprehensive approach to student success. Recognizing that academic achievement is intertwined with social-emotional well-being, behavior, and engagement, this goal aims to create a supportive and inclusive environment where all students can thrive. The related metrics, expected outcomes, actions, and expenditures are carefully selected and budgeted to effectively drive progress towards these critical objectives, informed by both performance data and the valuable input of our educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate Priority 5: Pupil Engagement (Engagement) Data Source: Local data pulled 5/1 annually	2023-24 Attendance Rate 98.9%	2024-25 Attendance Rate 97.67%		Attendance Rate 95% or greater	1.23% Lower
2.2	Chronic Absenteeism Rates	2022-23 Chronic Absenteeism	2023-24		Chronic Absenteeism	All: 15.3% Lower

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5: Pupil Engagement (Engagement) Data Source: CA School Dashboard	All Students: 15.3% Yellow SED: 21.9% Orange	Chronic Absenteeism All Students: Blue 0.0% SED: Blue 0.0% SWD: Blue 0.0%		For numerically significant student groups (30 or more) that received a performance level color on the CA School Dashboard: If already achieving proficiency level colors of green or blue, maintain. Reduce the percentage of chronic absenteeism for all student groups with baseline proficiency level colors of yellow, orange, or red on the CA School Dashboard.	SED: 21.9 Lower
2.3	Suspension Rates Priority 6: School Climate (Engagement) Data Source: CA School Dashboard	2022-23 Suspension Rate All Students:3.4% Orange White: 2.4% No Color SED: 0.0% Blue	2023-24 Suspension Rate All Students: Green 1.8% White: Green 2% SED: Blue 0.0%		Suspension Rate For numerically significant student groups (30 or more) that received a performance level color on the CA School Dashboard:	All: 1.6% Lower White: 0.4% Lower SED: Same, 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					If already achieving proficiency level colors of green or blue, maintain. Reduce the percentage of suspensions for all student groups with baseline proficiency level colors of yellow, orange, or red on the CA School Dashboard.	
2.4	Expulsion Rates Priority 6: School Climate (Engagement) Data Source: DataQuest	2022-23 Expulsion Rate All Students: 0%	2023-24 Expulsion Rate All Students: 0%		Expulsion Rate Maintain less than 1%	None - Target Achieved
2.5	Perception of School Safety Priority 6: School Climate (Engagement) Data Source: CA Healthy Kids Survey or Local Survey	2023-24 Perception of School Safety Students: 92% Teachers/Staff: 96.7% Parents/Guardians: 85.8%	2024-25 Perception of School Safety Students: 96% Teachers/Staff: 100% Parents/Guardians: 97%		Perception of School Safety Students: 80% Teachers/Staff: 80% Parents/Guardians: 80%	Students: 4% Higher Teachers/Staff: 3.3% Higher Parents: 11.2% Higher
2.6	Perception of Connectedness	2023-24	2024-25		Perception of Connectedness	Students: 0.7% Higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6: School Climate (Engagement) Data Source: CA Healthy Kids Survey or Local Survey	Perception of Connectedness/Belonging All Students: 92.3% Teachers/Staff: 81.9% Parents/Guardians: 73.9%	Perception of Connectedness/Belonging All Students: 93% Teachers/Staff: 73% Parents/Guardians: 92%		Students: 80% Teachers/Staff: 80% Parents/Guardians: 80%	Teachers/Staff: 8.9% Lower Parents: 18.1% Higher
2.7	Family Input on Decision-Making Priority 3: Parental Involvement (Engagement) Source: Local Parent/Guardian Surveys	2023-24 Family Input on Decision-Making Parents/Guardians: 85%	2024-25 Family Input on Decision-Making Parents/Guardians: 87%		Family Input on Decision-Making Parents/Guardians indicate that they believe that RAFOS seeks input on decisions: 80% or greater	2% Higher
2.8	Parent Participation Priority 3: Parental Involvement (Engagement) Source: Local Surveys	2023-24 Parent Participation Parents/Guardians: 97%	2024-25 Parent Participation Parents/Guardians: 93%		Parental Participation Parents/Guardians indicate that they have participated in school engagement activities: 80% or greater	4% Lower
2.9	Not applicable to elementary schools Middle School Dropout Rate	Not applicable to elementary schools	Not applicable to elementary schools		N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5: Pupil Engagement (Engagement) Data Source: CALPADS Fall 1					
2.10	Not applicable to elementary schools High School Dropout Rate Priority 5: Pupil Engagement (Engagement) Data Source: CALPADS 15.1 or DataQuest	Not applicable to elementary schools	Not applicable to elementary schools		N/A	N/A
2.11	Not applicable to elementary schools High School Graduation Rate Priority 5: Pupil Engagement (Engagement) Data Source: DataQuest	Not applicable to elementary schools	Not applicable to elementary schools		N/A	N/A

Goal Analysis [2024-25]

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

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

Overall implementation of the actions within Goal 2, aiming to support the whole child at American River Collegiate Academy (ARCA) in Year 1 (2024-25), demonstrates a strong commitment to addressing students' social, emotional, and behavioral needs alongside academic development.

Overall Implementation:
ARCA embedded Professional Development (Action 2.1) focused on the whole child, with all planned PD days provided to teachers and staff. Restorative Practices (Action 2.2) were utilized as an alternative to suspension whenever appropriate. Counseling Services (Action 2.3) were provided to at-risk students on an as-needed basis. Community Resources (Action 2.4) were actively gathered and shared on the website. Communication (Action 2.5) was facilitated through Parent Square, enabling two-way interaction in the language of parent choice. Multiple engagement opportunities (Action 2.6) for students and families were planned and implemented throughout the year. A full-time Behavior Specialist (Action 2.7) supported students and teachers across all sites. The PBIS framework (Action 2.8) was implemented to address behavior, social-emotional needs, and attendance. Social-Emotional Learning Supports (Action 2.10) were provided individually or in small groups as needed.

Successes and Challenges:
A notable success is the significant improvement in Suspension Rates (Metric 2.3), moving from "Orange" to "Green" overall and SED students maintaining "Blue". This positive trend suggests the effective implementation of Restorative Practices (Action 2.2) and the support provided by the Behavior Specialist (Action 2.7) and the PBIS framework (Action 2.8). The decrease in Chronic Absenteeism Rates (Metric 2.2) for All Students and SED students, moving from "Yellow" and "Orange" to "Blue", also indicates success in addressing attendance through the PBIS framework (Action 2.8) and Engagement opportunities (Action 2.6). The positive increases in Perception of School Safety (Metric 2.5) and Perception of Connectedness/Belonging (Metric 2.6) among students, teachers/staff, and parents/guardians suggest that the focus on the whole child through Professional Development (Action 2.1), PBIS (Action 2.8), and Engagement (Action 2.6) is fostering a more positive and supportive school climate. The increase in Family Input on Decision-Making (Metric 2.7) indicates successful implementation of strategies to engage families. Maintaining the high Attendance Rate (Metric 2.1) at nearly 98% is another successful accomplishment and evidence of the effective work within the PBIS framework (Action 2.8) and ongoing efforts to engage families. The high Parental Participation (Metric 2.8) also suggests effective strategies for involving parents in school activities through Engagement opportunities (Action 2.6).

A challenge was not being able to fully implement the New Student Mentorship Program (Action 2.9) as planned this year due to capacity limitations. As a first step in the process toward this work, teachers and administration have continued to partner to build individual leadership qualities and characteristics among students by consistently providing instruction and praise tied to the 8 Keys of Excellence. Since January 2025, our school has specifically focused on the key "Speaking with Good Purpose". Students are actively practicing how to give compliments, receive feedback, and initiate kind and welcoming conversations with peers in class and within the school daily. PBIS data will be used to track the effectiveness of this focused work, and if effective, it will be used to enhance the implementation of the mentorship program next year.

In conclusion, the comprehensive implementation of actions to support the whole child at ARCA in Year 1 has yielded significant successes, particularly in improving school climate and attendance. Continued diligence will be important for sustained progress in supporting all aspects of student well-being.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The following assessment details the effectiveness of specific actions within American River Collegiate Academy's LCAP Goal 2, as indicated by Year 1 outcome data:

Attendance (Metric 2.1): The implementation of the PBIS framework (Action 2.8), with its focus on attendance interventions, is proving to be effective. The Attendance Rate increased by 3.9% and remains above the 95% target.

Chronic Absenteeism (Metric 2.2): The implementation of the PBIS framework (Action 2.8) and Engagement opportunities (Action 2.6) shows effectiveness in reducing chronic absenteeism overall and for each numerically significant student group. The rate decreased significantly to an astounding 0% overall, earning "Blue" on the CA School Dashboard.

Suspension Rates (Metric 2.3): The utilization of Restorative Practices (Action 2.2), the support of the Behavior Specialist (Action 2.7), and the implementation of the PBIS framework (Action 2.8) demonstrate effectiveness in improving suspension rates. The overall rate moved from "Orange" to "Green," and socioeconomically disadvantaged students maintained a 0%, earning “Blue” two years in a row.

Expulsion Rate (Metric 2.4): The maintained Expulsion Rate of 0% indicates the effectiveness of the strategies in place to prevent expulsions, which include Restorative Practices (Action 2.2) and the support provided through the Behavior Specialist (Action 2.7).

Perception of School Safety (Metric 2.5) and Perception of Connectedness/Belonging (Metric 2.6): The increases in positive perceptions across students, teachers/staff, and parents/guardians suggest that the Professional Development (Action 2.1) focused on the whole child, Engagement opportunities (Action 2.6), and the implementation of PBIS (Action 2.8) is effective in fostering a positive and connected school climate.

Family Input on Decision-Making (Metric 2.7) and Parental Participation (Metric 2.8): The increases in both metrics indicate that the efforts in Communication (Action 2.5) through Parent Square and the various Engagement opportunities (Action 2.6) are effective in increasing family involvement and providing opportunities for input.

Social-Emotional Learning Supports (Action 2.10): While the direct impact of these actions isn't explicitly measured by a single metric here, the positive trends in school climate (Metrics 2.5 & 2.6) reflect the positive influence of these supports on student well-being and integration. Therefore, these actions appear to be effective in contributing to a supportive environment.

In summary, the data suggest that the implemented actions within Goal 2 at American River Collegiate Academy have been largely effective in making progress towards creating a positive and supportive school climate, improving attendance and suspension rates, and increasing

family engagement. The integrated approach, utilizing professional development, restorative practices, PBIS, and various engagement strategies, is contributing to the positive results across multiple metrics.

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.

Through the LCAP engagement process, we recognized some modifications that should be made.

1. The wording of Goal 2 did not convey what we had intended. We have modified the language as outlined below:
Original - "Rocklin Academy Family of Schools will promote the development of students who are responsible, compassionate, and engaged citizens."
Updated - "Rocklin Academy Family of Schools will support the development of students to become responsible, compassionate, and engaged citizens."

2. To clarify the specific year we were referencing in the baseline data, we updated the dates to include both years. For example, "2022-23" instead of "2023".

- Metric 2.1: "2023-24" Attendance Rate
- Metric 2.2: "2022-23" Chronic Absenteeism
- Metric 2.3: "2022-23" Suspension Rate
- Metric 2.4: "2022-23" Expulsion Rate
- Metric 2.5: "2023-24" Perception of School Safety
- Metric 2.6: "2023-24" Perception of Connectedness
- Metric 2.7: "2023-24" Family Input on Decision Making
- Metric 2.8: "2023-24" Parent Participation

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide professional development for teachers and staff on how to effectively support the whole child. This may include teaching SEL skills, trauma informed practices, MTSS, speech and language, etc.		No

Action #	Title	Description	Total Funds	Contributing
2.2	Restorative Practices	Utilize restorative practices as an alternative to suspension whenever appropriate.		No
2.3	Counseling Services	Provide counseling services to support the expanded needs of our at-risk students.		No
2.4	Community Resources	Continue to build relationships with community mental health partners and share/post resources to our website.		No
2.5	Communication	Provide two-way communication platforms so families, teachers, and staff can effectively communicate.		No
2.6	Engagement	Provide students and families opportunities to engage in positive ways to expand and enrich the teaching, learning, and interactions pertaining to school.		No
2.7	Behavior Specialist	Retain a behavior specialist to directly support students and work with teachers to develop appropriate classroom management strategies.	$4,196.00	No
2.8	PBIS	Implement Positive Behavioral Intervention and Supports (PBIS) framework to provide targeted interventions specific to behavior, social-emotional needs, and attendance.	$600.00	No
2.9	New Student Mentorship Program	Implement a mentorship program to help new students build positive relationships with peers and adults on campus.		No
2.10	Social-Emotional Learning Supports	Provide small group or one-on-one support to students who need it through from our school psychologists and/or other service provider.	$47,542.00	Yes

Action #	Title	Description	Total Funds	Contributing

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
$134,539	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.750%	0.000%	$0.00	8.750%

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
1.7	**Action:** Enrichment/Intervention Support **Need:** As identified in the Why Statement, a higher percentage of our English learners, foster youth, and low-income students demonstrate academic achievement gaps. **Scope:**	Rocklin Academy Family of Schools (RAFOS) first considers the needs of our high-needs student groups, including English learners (ELs), foster youth, and low-income students when developing LCAP actions. Utilizing a data-driven approach to identify and address the specific needs of these student groups, we conduct needs assessments to gain a comprehensive understanding of their academic gaps. State and local assessments consistently	1.6: Smarter Balanced ELA: As measured by CA School Dashboard Distance from Standard (DFS) 1.7: Smarter Balanced Math: As measured by CA School Dashboard Distance from Standard (DFS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	reveal these groups may require additional support to achieve academic success. Current data analysis shows that a higher percentage of EL and low-income students do not meet standards in English Language Arts compared to the overall student population. This is also the case for EL students in math. This data informs the development of targeted strategies and interventions to bridge these achievement gaps. To address this deficit, we will continue implementing our enrichment/intervention support program designed to fill gaps in learning. Educational partner feedback highly supports this action as a priority with 90% of teachers, staff, families, and students identifying it as a critical component to student success. Small group and one-on-one instruction allow focused intervention and enrichment activities tailored to individual student needs through our enrichment/intervention support. Qualified staff provide targeted support to address specific learning gaps and promote academic progress. This action is being provided on an LEA-wide basis and we hope/expect that all students who are not currently meeting standards will benefit. However, because of the existing achievement gaps, and because the action meets the needs mostly associated with our high-needs student groups, we expect that the academic growth of these students will increase significantly more than all other students. Growth is monitored and	1.9: English Learner Progress Indicator (ELPI) - when numerically significant 1.14: NWEA MAP - Reading 1.15: NWEA MAP - Mathematics

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
		measured by metrics 1.6 &1.7 (Smarter Balanced ELA & Math) and 1.13 & 1.14 (NWEA MAP Reading & Math). By providing this support, and focusing on the needs of high-needs students, RAFOS aims to ensure all students can reach their full potential.	
1.8	**Action:** Collaborative Inquiry (CI) **Need:** As identified in the Why Statement, a higher percentage of our English learners, foster youth, and low-income students demonstrate academic achievement gaps. **Scope:** LEA-wide	Rocklin Academy Family of Schools (RAFOS) first considers the needs of our high-needs student groups, including English learners (ELs), foster youth, and low-income students when developing LCAP actions. Using the collaborative inquiry (CI) process to analyze data and identify academic and social-emotional challenges specific to foster youth, ELs, and low-income students, teachers plan for various differentiated strategies of instruction aimed at supporting these students. This action is being provided on an LEA-wide basis and we hope/expect that all students will benefit. However, because of the existing achievement gaps, and because the action meets the needs mostly associated with our high-needs student groups, we expect that the academic growth of these students will increase significantly more than all other students. Growth is monitored and measured by metrics 1.6 &1.7 (Smarter Balanced ELA & Math), 1.8 (ELPI Rates), and 1.13 & 1.14 (NWEA MAP Reading & Math). With this dedicated time, focusing on the needs of high-needs students and allowing teachers to work together, RAFOS aims to ensure all students are provided opportunities to reach their full potential.	1.6: Smarter Balanced ELA: As measured by CA School Dashboard Distance from Standard (DFS) 1.7: Smarter Balanced Math: As measured by CA School Dashboard Distance from Standard (DFS) 1.9: English Learner Progress Indicator (ELPI) 1.14: NWEA MAP: Reading 1.15: NWEA MAP: Math

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
1.9	**Action:** Summer Academy **Need:** As identified in the Why Statement, a higher percentage of our English learners, foster youth, and low-income students demonstrate academic achievement gaps. **Scope:** LEA-wide	Rocklin Academy Family of Schools (RAFOS) first considers the needs of our high-needs student groups, including English learners (ELs), foster youth, and low-income students when developing LCAP actions. Utilizing a data-driven approach to identify and address the specific needs of these student groups, we conduct needs assessments to gain a comprehensive understanding of their academic gaps. State and local assessments consistently reveal these groups may require additional support to achieve academic success. Current data analysis shows that a higher percentage of EL and low-income students do not meet standards in English Language Arts compared to the overall student population. This is also the case for EL students in math. This data informs the development of targeted strategies and interventions to bridge these achievement gaps. Academic and social-emotional support to address potential summer learning loss and help students feel connected to the school community through our Summer Academy will be offered to all qualifying Expanded Learning Opportunities Plan students (which includes high-needs student groups) will be invited to attend at no cost. The program will also provide targeted language acquisition opportunities and bridge the gap between academic years for English learners. Additional students may be invited to attend based on needs assessments and available space. The program intends to prevent regression and	1.12 Summer Academy Growth Assessment

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
		accelerate learning for high-needs students, narrow the achievement gap, and ensure all students start the new year prepared for success. This action is being provided on an LEA-wide basis and we hope/expect that all students will benefit. However, because of the existing achievement gaps, and because the action meets the needs mostly associated with our high-needs student groups, we expect that the academic growth of these students will increase significantly more than all other students. The effectiveness of the program is monitored and measured by metric 1.11 (Summer Academy Growth Assessment). By implementing the Summer Academy and focusing on supporting high-needs students, RAFOS aims to ensure all students are provided opportunities to reach their full potential.	
2.10	**Action:** Social-Emotional Learning Supports **Need:** As identified in the Why Statement, a higher percentage of our English learners, foster youth, and low-income students demonstrate the need for social-emotional support compared to students who are not considered "high-needs". **Scope:** LEA-wide	Rocklin Academy Family of Schools (RAFOS) first considers the needs of our high-needs student groups, including English learners (ELs), foster youth, and low-income students when developing LCAP actions. These services will help students learn how to be successful in the school environment and help teach them to become responsible, compassionate, and engaged citizens. Although a higher percentage of unduplicated students need these services, we would not turn away any student needing support. This action is being provided on an LEA-wide basis and we hope/expect that all students who receive services will benefit. However, because a	Chronic Absenteeism Rates (Metric 2.2) Suspension Rates (Metric 2.3) Perception of Connectedness (Metric 2.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		greater percentage of high-needs students qualify for this support, we expect their progress will not only support the individual, but positively impact our chronic absenteeism, suspension, and perceptions of connectedness rates overall.	

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
1.10	**Action:** Professional Development (PD): Supporting English Learners **Need:** English learners are required to receive and deserve high-quality instruction to support language acquisition and learning. **Scope:** Limited to Unduplicated Student Group(s)	Ensuring teachers are properly trained in delivering high-quality instruction to English language learners will increase student performance outcomes. We expect that by providing ongoing PD targeted at supporting the unique needs of English learners that they will demonstrate progress on the Summative ELPAC and meet requirements for reclassification in an appropriate amount of time.	1.9 English Learner Progress Indicator (ELPI) 1.10 EL Reclassification Rate
1.11	**Action:** Structured English Immersion (SEI) **Need:** English learners are required to receive daily ELD lessons and support from teachers who	Ensuring ELs are appropriately placed into SEI, with teachers qualified to support them is essential to student success. We expect that by ensuring EL students are provided the daily integrated and designated support this program offers that English language acquisition will happen within an appropriate amount of time.	1.1 Appropriately assigned and fully credentialed teachers 1.9 English Learner Progress Indicator (ELPI) 1.10 EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	are specially trained and equipped to serve them. **Scope:** Limited to Unduplicated Student Group(s)		
1.12	**Action:** Long-Term EL Plans **Need:** Long-term ELs (LTELs) have been identified as English learners for 6 years or longer. Research shows that language acquisition typically takes 5-7 years. Students identified as LTELs may require focused support. Developing LTEL Plans will pinpoint the greatest area of need so additional support may be provided. **Scope:** Limited to Unduplicated Student Group(s)	It is essential to identify barriers to reclassification for English learner students and provide targeted support to overcome them. Students identified as LTELs will go through a similar process as an SST, where data is reviewed, achievement gaps are identified, goals are set, and a plan of support is developed and implemented.	1.9 ELPI Rates and Internal LTEL Rates (Data will be published if/when the school has 15 or more LTEL students)
1.13	**Action:** School Supplies and Other Essential Supports for Socioeconomically Disadvantaged Students **Need:** Not all of our low-income students have access to school supplies and other essential supports needed to engage in and participate in learning activities both on and off campus. **Scope:** Limited to Unduplicated Student Group(s)	We expect that by providing school supplies and other essential supports at no cost to our low-income students who need them, a barrier of being able to fully engage in learning activities will be eliminated.	1.11 School Supplies and Other Essential Supports have been distributed to families who needed them, and at home.

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.

Not applicable.

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	1,537,643	134,539	8.750%	0.000%	8.750%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$202,780.00	$19,253.00	$9,693.00	$0.00	$231,726.00	$225,596.00	$6,130.00

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	Professional Development (PD): Supporting all students	All	No			All Schools		$44,177.00	$0.00	$44,177.00				$44,177.00	
1	1.2	Teacher Engagement	All	No			All Schools		$442.00	$0.00	$442.00				$442.00	
1	1.3	New Teacher Support	All	No			All Schools		$1,500.00	$0.00	$1,500.00				$1,500.00	
1	1.4	Arts & Music Instruction	All	No			All Schools		$14,123.00	$0.00		$14,123.00			$14,123.00	
1	1.5	Technology	All	No			All Schools		$0.00	$5,130.00		$5,130.00			$5,130.00	
1	1.6	Multi-Tiered System of Supports (MTSS)	All	No			All Schools		$600.00	$0.00	$600.00				$600.00	
1	1.7	Enrichment/Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$79,574.00	$0.00	$79,574.00				$79,574.00	
1	1.8	Collaborative Inquiry (CI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,237.00	$0.00	$6,237.00				$6,237.00	
1	1.9	Summer Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$15,000.00	$0.00	$15,000.00				$15,000.00	
1	1.10	Professional Development (PD): Supporting English Learners	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$3,071.00	$0.00	$3,071.00				$3,071.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.11	Structured English Immersion (SEI)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$3,237.00	$0.00	$3,237.00				$3,237.00	
1	1.12	Long-Term EL Plans	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.13	School Supplies and Other Essential Supports for Socioeconomically Disadvantaged Students	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$800.00	$0.00	$800.00				$800.00	
1	1.14	Program Specialist - SWD	Students with Disabilities	No			All Schools		$4,497.00	$0.00			$4,497.00		$4,497.00	
1	1.15	Supplemental Materials and Supplies for SWD	Students with Disabilities	No			All Schools		$0.00	$1,000.00			$1,000.00		$1,000.00	
2	2.1	Professional Development	All	No			All Schools									
2	2.2	Restorative Practices	All	No			All Schools									
2	2.3	Counseling Services	All	No			All Schools									
2	2.4	Community Resources	All	No			All Schools									
2	2.5	Communication	All	No			All Schools									
2	2.6	Engagement	All	No			All Schools									
2	2.7	Behavior Specialist	All	No			All Schools		$4,196.00	$0.00			$4,196.00		$4,196.00	

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	2.8	PBIS	All	No			All Schools		$600.00	$0.00	$600.00				$600.00	
2	2.9	New Student Mentorship Program	All	No			All Schools									
2	2.10	Social-Emotional Learning Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$47,542.00	$0.00	$47,542.00				$47,542.00	

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
1,537,643	134,539	8.750%	0.000%	8.750%	$155,461.00	0.000%	10.110 %	**Total:**	$155,461.00
								LEA-wide Total:	$148,353.00
								Limited Total:	$7,108.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.7**	Enrichment/Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,574.00	
1	**1.8**	Collaborative Inquiry (CI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,237.00	
1	**1.9**	Summer Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	**1.10**	Professional Development (PD): Supporting English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,071.00	
1	**1.11**	Structured English Immersion (SEI)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,237.00	
1	**1.12**	Long-Term EL Plans	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	School Supplies and Other Essential Supports for Socioeconomically Disadvantaged Students	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$800.00	
2	2.10	Social-Emotional Learning Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,542.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$189,633.00	$203,904.00

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**	Professional Development (PD): Supporting all students	No	$34,775.00	44727
1	**1.2**	Teacher Engagement	No	$348.00	447
1	**1.3**	New Teacher Support	No	$1,500.00	1200
1	**1.4**	Arts & Music Instruction	No	$10,957.00	11229
1	**1.5**	Technology	No	$2,620.00	3500
1	**1.6**	Multi-Tiered System of Supports (MTSS)	No	$600.00	600
1	**1.7**	Enrichment/Intervention Support	Yes	$87,240.00	91688
1	**1.8**	Collaborative Inquiry (CI)	Yes	$4,938.00	9727
1	**1.9**	Summer/Bridge Academy	Yes	$15,000.00	10000
1	**1.10**	Professional Development (PD): Supporting English Learners	Yes	$2,418.00	4110
1	**1.11**	Structured English Immersion (SEI)	Yes	$4,975.00	1355

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Long-Term EL Plans	Yes	$0.00	0
1	1.13	School Supplies and/or Wi-fi access for Socioeconomically Disadvantaged Students	Yes	$500.00	500
1	1.14	Program Specialist - SWD	No	$4,641.00	4477
1	1.15	Supplemental Materials and Supplies for SWD	No	$1,000.00	500
2	2.1	Professional Development	No		
2	2.2	Restorative Practices	No		
2	2.3	Counseling Services	No		
2	2.4	Community Resources	No		
2	2.5	Communication	No		
2	2.6	Engagement	No		
2	2.7	Behavior Specialist	No	$3,759.00	4244
2	2.8	PBIS	No	$600.00	600
2	2.9	New Student Mentorship Program	No		

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	**2.10**	Social-Emotional Learning Supports	Yes	$13,762.00	15000

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)
120474	$128,833.00	$132,380.00	($3,547.00)	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	1.7	Enrichment/Intervention Support	Yes	$87,240.00	91688		
1	1.8	Collaborative Inquiry (CI)	Yes	$4,938.00	9727		
1	1.9	Summer/Bridge Academy	Yes	$15,000.00	10000		
1	1.10	Professional Development (PD): Supporting English Learners	Yes	$2,418.00	4110		
1	1.11	Structured English Immersion (SEI)	Yes	$4,975.00	1355		
1	1.12	Long-Term EL Plans	Yes	$0.00	0		
1	1.13	School Supplies and/or Wi-fi access for Socioeconomically Disadvantaged Students	Yes	$500.00	500		
2	2.10	Social-Emotional Learning Supports	Yes	$13,762.00	15000		

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)
1399887	120474	0	8.606%	$132,380.00	0.000%	9.456%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 #

- 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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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