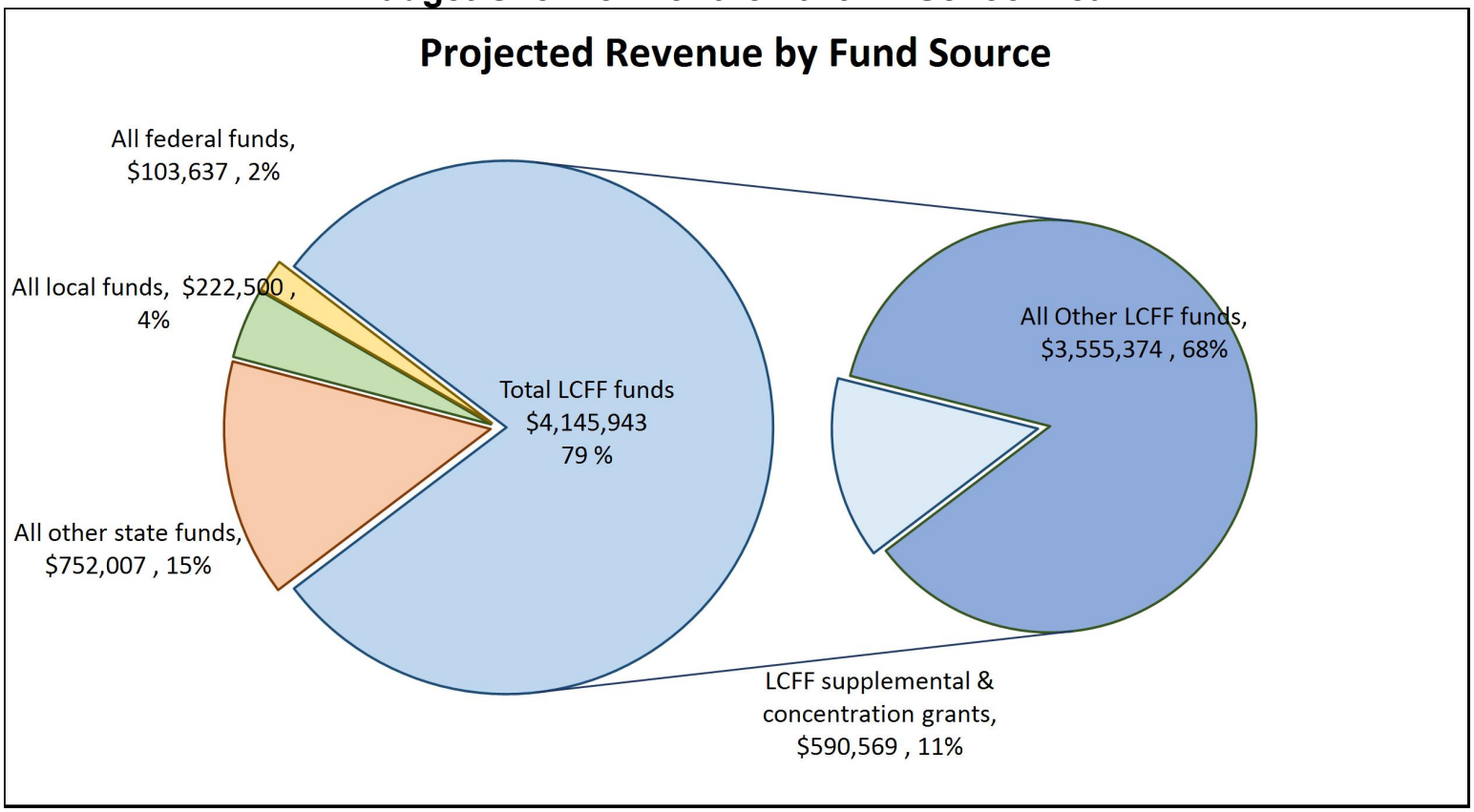
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rockford Elementary
CDS Code: 54-72090
School Year: 2026-27
LEA contact information:
Caron Borba
Superintendent
caronborba@rockfordschools.net
(559) 784-5406

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

Budget Overview for the 2026-27 School Year

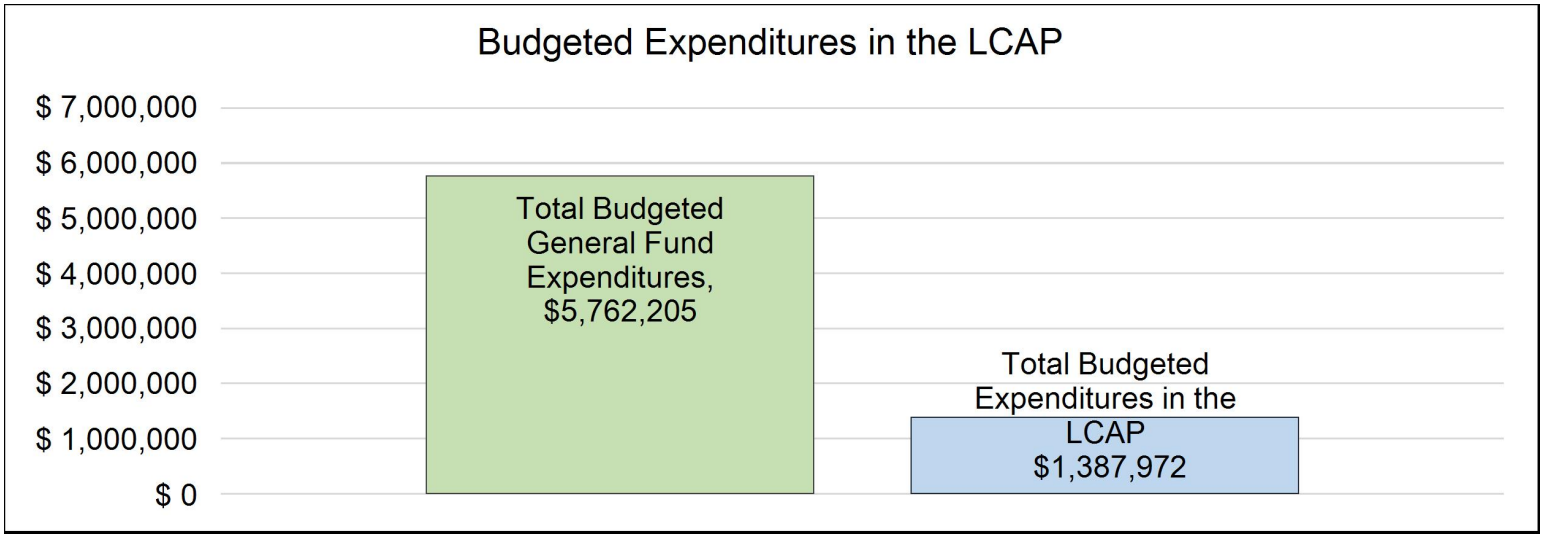


This chart shows the total general purpose revenue Rockford Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rockford Elementary is $5,224,087, of which $4,145,943 is Local Control Funding Formula (LCFF), $752,007 is other state funds, $222,500 is local funds, and $103,637 is federal funds. Of the $4,145,943 in LCFF Funds, $590,569 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Rockford Elementary plans to spend $5,762,205 for the 2026-27 school year. Of that amount, $1,387,972 is tied to actions/services in the LCAP and $4,374,233 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

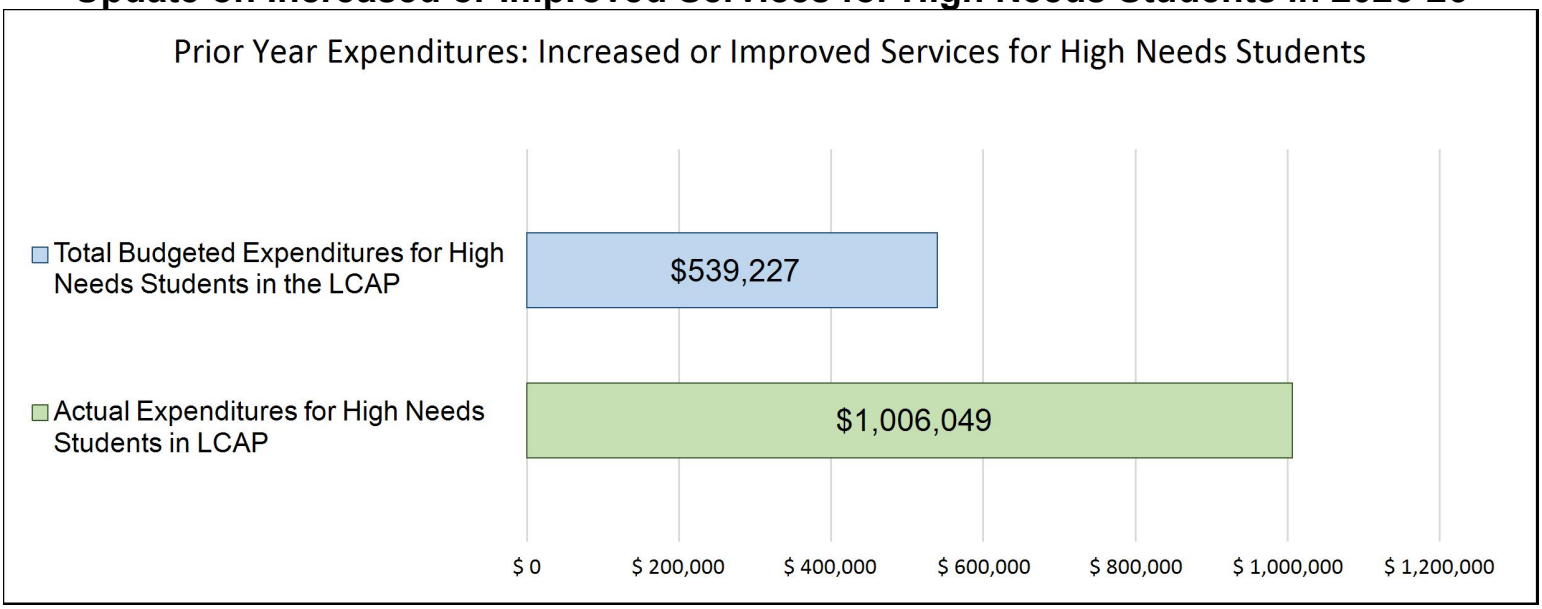
The General Fund Budget Expenditures not in the 2026-27 LCAP will include some staff salary and benefits, site utilities cost, contracts and leases, and other general expenditures necessary for the providing of a complete educational program.

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

In 2026-27, Rockford Elementary is projecting it will receive $590,569 based on the enrollment of Foster Youth, English learner, and low-income students. Rockford Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Rockford Elementary plans to spend $1,055,657 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Rockford Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Rockford Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Rockford Elementary's LCAP budgeted $539,227 for planned actions to increase or improve services for high needs students. Rockford Elementary actually spent $1,006,049 for actions to increase or improve services for high needs students in 2025-26.

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
Rockford Elementary	Caron Borba Superintendent	caronborba@rockfordschools.net (559) 784-5406

Plan Summary [2026-27]

General Information

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

Rockford School District is a small rural single-school district in Tulare County. In 2025-26, the enrollment was approximately 330 students. Rockford is a school that takes great pride in the accomplishments it has achieved throughout the history of the school. These accomplishments have been achieved through the efforts of a dedicated staff, actively involved parents, hardworking students and a supportive governing board.

The goal of Rockford School is to do what is best for all students. We value the diversity of our students (40.5% White, 53.2% of Hispanic origin, 6.3% of other national origin/ethnicity). 14.3% of students are English Learners. 62.5% of students are economically disadvantaged. We are a district of choice with over 75% of our students transferring in from other districts. This speaks to the high quality education the district continually strives to provide each and every student.

We expect and believe that all students will be successful. We look forward to continuing the standard of excellence that sets Rockford apart from other schools.

Reflections: Annual Performance

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

Rockford Elementary conducted a review of its performance using the California School Dashboard data to inform the development of its Local Control Accountability Plan. Below is a data review of the key components of the School Dashboard (2024-2025 Data).

English Language Arts (ELA) - 2025 Dashboard Significant Student Group Performance: A significant student group encompasses 30 or more students in the testing group.

All Students: 22.9 points below Standard

White: 17.9 points below Standard

Hispanic: 29.3 points below Standard

English Learners: 42 points below Standard

Socioeconomically Disadvantaged: 30.4 points below Standard

Math - 2025 Dashboard Student Group Performance:

All Students: 61.1 points below Standard

White: 57.7 points below Standard

Hispanic: 67.5 points below Standard

English Learners: 79 points below Standard

Socioeconomically Disadvantaged: 71.4 points below Standard

Chronic Absenteeism - 2025 Student Group Performance - Percentage of students absent 18 or more days of an 180 day school calendar (Absent 10% or more of the school year)

All Students (District): 10.6%

White:10.9%

Hispanic: 9.8%

English Learners: 4.5%

Socioeconomically Disadvantaged: 11.2%

Suspension Rate - Percentage of students suspended at least one time in the school year.

All Students (District): 0%

White: 0%

Hispanic: 0%

English Learners: 0%

Socioeconomically Disadvantaged: 0%

English Learner (EL) Progress Toward English Language Proficiency (Percentage of English Learners professing at least one growth level on the State ELPAC Assessment)

76.5% of District English Learners made progress toward English Language Proficiency in 2024-25.

Parent and family engagement at Rockford, especially empowered decision-making by parents of English Learners, is continues to be a positive force in helping our students. Teachers effectively implement staff development training and best practices in their classrooms, enabling the district to effectively implement continuous improvement.

Professional Development for staff also continues to be an important focus, as highly skilled staff seeking ways to be even more effective will increase the possibilities for increased success for all students.

Rockford has unexpended Learning Recovery Emergency Block Grant funds. The additional $230,259 in LREBG funding received in for 2026-27 was apportioned for use in Action 1.2, so as to ensure the Action continues to be fully implemented.

a. The Goal and Action number for each action funded wholly or partially with LREBG funds.

Goal one, Action 1.2 will be funded in part with LREBG funds.

b. A rationale for selecting each action funded with LREBG funds.
This goal was selected for these funds because it directly responds to Rockford student needs and to the intent of LREBG legislation. This goal was developed in response to analysis of Rockford Dashboard performance as well as analysis of state assessment data and state indicators related to achievement. This analysis indicates a critical need to address English/Language Arts, Mathematics, and English Language Development standards and performance. Achievement gaps exist in the district and in comparison to the state. Every student at Rockford school district is on the negative side of achievement gaps in Language Arts and Mathematics. This action was selected because it corresponds directly with LREBG allowable uses and intended results.

c. An explanation of how each action aligns with allowable uses of LREBG funds.
This action aligns with the LREBG allowable use of funds to address learning gaps and promote student academic success. For example: In English/Language Arts, within the district, 46% of White students met or exceeded standards while only 12.5% of English Learners, 34.86% of Hispanic, and 33.6% of Low Income students met or exceeded standards. In English/Language Arts, compared to their statewide peers, 46.06% of White students at Rockford met or exceeded standards while 60.72% of White students in the state scored at that level. In Mathematics, for all student groups except English Learners, Rockford performance decreased dramatically as a result of pandemic emergency measures.

d. An explanation of how each action addresses identified student and school needs from the required needs assessment.
This action provides highly qualified teachers who know how to effectively help students close achievement gaps.

e. An explanation of how research supports each selected action.
Research supports the need for extended learning time, intervention, and highly qualified, effective teachers as the most important factor in remediating gaps and accelerating student academic growth.

Reflections: Technical Assistance

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

Not Applicable - The district is not eligible for or in need of technical assistance (Differentiated Assistance) support tied to Dashboard performance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers (including bargaining unit) and Other School Personnel (no classified bargaining unit)	The input and feedback of district personnel deeply involved in delivering the services of Actions in the LCAP is of paramount importance. Student performance outcomes were shared and discussed with these educational partner groups upon release of the 2025 Dashboard. Throughout the school year (at least monthly) local data and student academic progress was analyzed and discussed, as this information is directly related to many of the Actions and metrics in the LCAP and informs on possible adjustments to LCAP Actions or new possible inclusion of services that can be incorporated into the plan. In addition to review, analysis, and discussion of student outcome data, school staff is also provided the opportunity to share information relating to current LCAP Actions via an anonymous survey conducted in May. This provides district administrators with genuine feedback that informs upon progress on LCAP Goals and assists in guiding conversations with these educational partner groups relating to what is working well, what is of concern, and the types of staff support is a priority to them. These opportunities for staff to be involved in the decision-making process in development of the LCAP, ensures that the plan is best developed to most effectively provide for the identified needs of all students in the district.

Educational Partner(s)	Process for Engagement
Principals and other School Administrators	As a single school district, the Superintendent/Principal and Director of Pupil Services engage in continual conversations and meetings (at minimum twice a month) throughout the year relating to the progress of services being provided to students, areas identified as concerns, and how to address them, what is working well, and how to build upon areas of success and need. The Superintendent/Principal and Director of Pupil Services engage with other educational partner groups in sharing progress on LCAP Goals and providing opportunities for these partner groups share input and feedback on LCAP services provided. Through discussions, data reviews, input gathered, and educational partner meeting outcomes, the Superintendent/Principal and Director of Pupil Services reflect upon all information and data to assist in development of priority Actions to maintain or include anew in the LCAP.
Students	The Student Advisory Committee, student leadership groups, and students in general have a valuable voice in providing input and feedback into the services included in the LCAP, as the LCAP genuinely is built around services to students. A student survey, administered in May, offers students the opportunity to share their perspectives on Actions being provided to them through the the LCAP. The Student Advisory Committee and student group meetings focused on discussion of continuing student needs and exploring possible ways to address those needs were held after the start of the New Year and in Spring.
Parents	A yearly parent survey is conducted in May in part to gather input on services being provided through Actions in the LCAP and to provide input into any areas of opportunity and/or share feedback on areas where the district is doing well. The survey invited feedback on the effectiveness of actions and services implemented to date.

Educational Partner(s)	Process for Engagement
	The district enjoys a very positive relationship with its parent educational partner groups, so in addition to the opportunity of parents to provide input via survey, many informal conversations between parents and school staff throughout the year also provide valuable feedback related to Actions and services in the LCAP.
SELPA	As a means to acquire more feedback and input relating to the identified needs of the district's Students with Disabilities, the district's Special Education team met quarterly with the TCOE SELPA administrator to discuss inclusion of Special Education service actions within the LCAP document. During these meetings, data outcomes of Students with Disabilities (SWD) is reviewed and discussed to identify areas of concern and how the district might address specific identified student needs and how Actions within the LCAP, including professional development for staff, are implemented to increase the capacity to better serve SWD.
LCAP Parent Advisory Committee	The LCAP Parent Advisory Committee encompasses the members of the Rockford School Site Council plus some additional parents. It is established to provide meaningful input and feedback on the Local Control and Accountability Plan and reviews a draft of the plan in May, prior to its adoption by the governing board. The LCAP Mid-Year Update Report was shared with this group in February to update educational partners related to current year LCAP implementation status. The district superintendent shared a draft of the 2026-27 LCAP with this group for review in May and addressed any questions posed during the review meeting and responded to further comments in writing.
LCAP Parents of English Learners Advisory Committee	The English Learner Parent Advisory Committee (ELPAC) is comprised predominantly of parents of English Learner students who are also members of the district's ELAC (English Learner Advisory Committee). ELAC in one of the most school-involved parent groups in the district. Even though membership is small, it is growing, and members' voices are contributing to the district decision-making

Educational Partner(s)	Process for Engagement
	district process related to programs and services for English Learner students. A draft of the LCAP is shared with this group in May, prior to its adoption by the governing board. The feedback and input provided impact the development of the LCAP related to the identified needs of English Learner students addressed by particular LCAP Actions. This educational partner group also reviewed the LCAP Mid-Year Update Report in February. The district superintendent shared a draft of the 2026-27 LCAP with this group for review in May and addressed any questions posed during the review meeting and responded to further comments in writing.

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

Process for Engagement Philosophical Approach:
At Rockford Elementary School District (RESD), we believe that educational partners have an integral role in identifying our local needs, possible actions to address such needs, and in supporting improved student outcomes. For this reason, we strive to engage all educational partners in the process of developing and annually updating the LCAP. Additionally, we collaborate with our educational partners in a process of continual improvement utilizing plan-do-study-act cycles, meaningful engagement, and shared decision-making in support of student success. This work include providing information in multiple formats and languages.

For the coming LCAP year, the district and its educational partners approved of inclusion of Title funds into the 2026-27 LCAP. The separate Single Plan for Student Achievement already encompassed Actions that aligned to Actions in the LCAP. Including the Actions in the SPSA and their funding into the LCAP to supplement some of the effective services being implemented in the LCAP provides for increased transparency for educational partners as to how the district utilizes its funding to address students' identified needs. Through this educational partner engagement process, LCAP Actions 1.5 and 1.6 have been added as new Actions into the 2026-27 LCAP. The district will no longer have a stand-alone SPSA document outlining how Title funding is used, as that information is now part of the LCAP.

As the district starts upon the final year of the three-year cycle of the LCAP, feedback and input from its educational partner groups firmly message the desire to continue into this final year of the LCAP cycle with the same Actions and services provided within the 2026-27 plan. Of particular focus is the need to continue to provide staffing to maintain small class sizes in the critical primary and early elementary grades. Actions 2.2, 2.3, 3.3, and 3.4 also continue to be of particular priority for educational partners.

With one more year of data, the district can better assess the effectiveness of each Action and be better positioned to pivot and prepare best for providing of services to its students in the next three- year LCAP cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All student groups will demonstrate growth toward closing identified achievement gaps by achieving "at standard" or "above standard" as measured by the state Dashboard report.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to analysis of Rockford Dashboard performance as well as analysis of state assessment data and state indicators related to achievement. This analysis indicates a critical need to address English/Language Arts, Mathematics, and English Language Development standards and performance. Achievement gaps exist in the district and in comparison to the state. Every student at Rockford school district is on the negative side of achievement gaps in Language Arts and Mathematics. For example:

- In English/Language Arts, within the district, 46% of White students met or exceeded standards while only 12.5% of English Learners, 34.86% of Hispanic, and 33.6% of Low Income students met or exceeded standards.
- In English/Language Arts, compared to their statewide peers, 46.06% of White students at Rockford met or exceeded standards while 60.72% of White students in the state scored at that level.

In Mathematics, for all students except English Learners, Rockford performance decreased dramatically as a result of pandemic emergency measures. For example, prior to the pandemic, 35.35% of White students met or exceeded standards while only 14.1% scored at that level in spring, 2023 testing. Compared to statewide peers there is a 35% gap between the district White student group and the state White student group.

During the LCAP evaluation of effectiveness process, teachers noted that learning loss suffered during the pandemic has been largely made up in Language Arts but persists in Mathematics. They also noted that our English Learners did not have the same degree of learning loss and attribute this to ELD professional development and EL support the teachers received and supports provided to English Learners during and after the pandemic. They found that professional development and teacher support in these subjects is a critical need.

Educational partners agreed that closing achievement gaps will require:

- Meaningful implementation of all state content and performance standards with strategies geared toward improving outcomes for our unduplicated count students,
- achieving state expectations for all eight state priorities,

- and effectively implementing student instructional supports proven to be effective in improving outcomes for our rural, high-need, unduplicated count students.

Actions and services provided respond to the following needs identified by teachers, administrators, and parents:

- the need to close identified achievement gaps per state testing and Dashboard;
- the need for highly qualified experienced teachers;
- the need to close gaps in early literacy established before students enter school;
- the need to provide social and emotional supports not available in the community

2025-26 Update
Academic progress: Student performance on state assessments in Language Arts and Mathematics changed slightly. Comparing 2024 state testing to 2023 state testing, the percentage of students meeting state standards in English/Language Arts decreased for Schoolwide at-2.9%; White at -2.7%; Hispanic at -1.9%; and Disadvantaged at -1.9%. The percentage of English Learners who met standards increased by 4.2%. The percentage of students schoolwide who met state standards in Mathematics increased slightly at 1.5%; Disadvantaged at 1.1% and White significantly at 10%. English Learner performance in math decreased with 7.8% of EL's meeting state standards. These metrics support the district's efforts to strengthen state standards implementation and build supports for student personal and academic growth. English Learner performance metrics validate the district's emphasis on strengthening supports for English Language acquisition and EL classroom support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Students Having Access to State Standards-Aligned Instructional Materials Source - Williams Inspection Report	100% (2023-24)	100% (2024-25)	100% (2025-26)	100%	No difference
1.2	State Standards Implementation Source - District Survey	State Standards Implementation Level English Language Arts: 5 - Full Implementation and Sustainability	State Standards Implementation Level English Language Arts: 5 - Full	State Standards Implementation Level English Language Arts: Full	State Standards Implementation Level English Language Arts: 5 - Full	State Standards Implementation Level No difference in Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Development: 5 - Full Implementation and Sustainability Mathematics: 5 - Full Implementation and Sustainability Science: 5 - Full Implementation and Sustainability History/Social Science: 5 - Full Implementation and Sustainability Visual and Performing Arts: 5 - Full Implementation and Sustainability Physical Education: 5 - Full Implementation and Sustainability Model Library Standards: 5 - Full Implementation and Sustainability Health: 5 - Full Implementation and Sustainability (2023-24)	Implementation and Sustainability English Language Development: 5 - Full Implementation and Sustainability Mathematics: 5 - Full Implementation and Sustainability Science: 5 - Full Implementation and Sustainability History/Social Science: 5 - Full Implementation and Sustainability Visual and Performing Arts: 5 - Full Implementation and Sustainability Physical Education: 5 - Full Implementation and Sustainability Model Library Standards: 5 - Full	Implementation and Sustainability English Language Development: Full Implementation and Sustainability Mathematics: Full Implementation and Sustainability Science: Full Implementation and Sustainability History/Social Science: Full Implementation and Sustainability Visual and Performing Arts: Full Implementation and Sustainability Physical Education: Full Implementation and Sustainability	Implementation and Sustainability English Language Development: 5 - Full Implementation and Sustainability Mathematics: 5 - Full Implementation and Sustainability Science: 5 - Full Implementation and Sustainability History/Social Science: 5 - Full Implementation and Sustainability Visual and Performing Arts: 5 - Full Implementation and Sustainability Physical Education: 5 - Full Implementation and Sustainability Model Library Standards: 5 - Full	level of any Standards area

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Implementation and Sustainability Health: 5 - Full Implementation and Sustainability (2024-25)	Model Library Standards: Full Implementation and Sustainability Health: Full Implementation and Sustainability (2025-26)	Implementation and Sustainability Health: 5 - Full Implementation and Sustainability	
1.3	CAASPP English Language Arts (Distance from Standard) Source - Dashboard	All Students: 16.5 points below Standard White: 5.9 points below Standard Hispanic: 26.4 points below Standard English Learners: 54.7 points below Standard Socioeconomically Disadvantaged: 30 points below Standard (2023 Dashboard)	All Students: 26.8 points below Standard White: 16 points below Standard Hispanic: 36.4 points below Standard English Learners: 56.8 points below Standard Socioeconomically Disadvantaged: 37.4 points below Standard (2024 Dashboard)	All Students: 22.9 points below Standard White: 17.9 points below Standard Hispanic: 29.3 points below Standard English Learners: 42 points below Standard Socioeconomically Disadvantaged: 30.4 points below Standard (2025 Dashboard)	All Students: 15 points above Standard White: 24.1 points above Standard Hispanic: 13.6 points above Standard English Learners: 17.7 points below Standard Socioeconomically Disadvantaged: 10 points above Standard	Increased (+) Declined (-) All Students: - 6.4 points White: -12 points Hispanic: - 2.9 points English Learners: +12.7 points Socioeconomically Disadvantaged: - 0.4 points
1.5						

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	CAASPP Math (Distance from Standard) Source - Dashboard	All Students: - 61.5 points below Standard White: 57.6 points below Standard Hispanic: 67.7 points below Standard English Learners: 77.8 points below Standard Socioeconomically Disadvantaged: 68.4 points below Standard (2023 Dashboard)	All Students: 68.2 points below Standard White: 54 points below Standard Hispanic: 81.9 points below Standard English Learners: 95.6 points below Standard Socioeconomically Disadvantaged: 78 points below Standard (2024 Dashboard)	All Students: 61.1 points below Standard White: 57.7 points below Standard Hispanic: 67.5 points below Standard English Learners: 79 points below Standard Socioeconomically Disadvantaged: 71.4 points below Standard (2025 Dashboard)	All Students: 31.5 points below Standard White: 27.6 points below Standard Hispanic: 37.7 points below Standard English Learners: 47.8 points below Standard Socioeconomically Disadvantaged: 38.4 points below Standard	Increased (+) Declined (-) All Students: +0.4 points White: - 0.1 points Hispanic: +0.2 points English Learners: - 1.2 points Socioeconomically Disadvantaged: - 3 points
1.13	Percentage of English Learners Making Progress Toward English Language Proficiency As Measured by the ELPAC State Assessment Source - Dashboard	50% of English Learners made progress toward English language proficiency (2023 Dashboard)	45.7% of English Learners made progress toward English language proficiency 2024 Dashboard)	76.5% of English Learners made progress toward English language proficiency (2025 Dashboard)	70% making progress toward English proficiency	Increase of 26.5%
1.14	English Learner Reclassification Rate Source - Annual District Report (Based on	8% of EL Students Reclassified (2023-24)	29.2% of EL Students Reclassified (2024-25)	15.2% of EL Students Reclassified (2025-26)	30% of EL Students Reclassified	7.2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CALPADS Reports 8.1 and 2.16)					
1.15	Percentage of Students Passing U.S. Constitution Test Source - District Test Scores	Districtwide/Schoolwide: 100% White: 100% Hispanic: 100% English Learner: 100% Socioeconomically Disadvantaged: 100% (2023-24)	Districtwide/Schoolwide: 100% White: 100% Hispanic: 100% English Learner: 100% Socioeconomically Disadvantaged: 100% (2024-25)	Districtwide/Schoolwide: 100% White: 100% Hispanic: 100% English Learner: 100% Socioeconomically Disadvantaged: 100% (2025-26	Districtwide/Schoolwide: 100% White: 100% Hispanic: 100% English Learner: 100% Socioeconomically Disadvantaged: 100%	Districtwide/Schoolwide: No Difference White: No Difference Hispanic: No Difference English Learner: No Difference Socioeconomically Disadvantaged: No Difference

Goal Analysis [2025-26]

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

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

Action 1.1 - Professional Development: This Action was fully implemented.

Action 1.2 - Extended Learning: This Action was fully implemented.

Action 1.3 - Teacher Support: This Action was fully implemented.

Action 1.4 - Supplemental Materials: This Action was fully implemented.

Relevant Challenges and Successes experienced with the implementation process of Actions: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

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

The total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

Action 1.1 - Professional Development: Decrease in expenditure was due to less staff participation in professional development activities.

Action 1.2 - Extended Learning: Increase in expenditure was due to the district, the program was originally scheduled to be staffed by two team members; however, staffing was expanded to five personnel during implementation to meet operational and participant support needs.

Action 1.3 - Teacher Support: Decrease in expenditures was due to less of a need for materials purchasing to implement the action.

Action 1.4 - Supplemental Materials (Math): Increase in expenditure was due additional services provided by TCOE consultants to support the district's review and evaluation process, complementing the acquisition of mathematics curriculum materials for potential adoption.

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

Action 1.1 - Professional Development: Effective (Contributing Action - Metrics 1.2, 1.3, 1.8, 1.13, and 1.14) - After an initial dip in student ELA and Math performance in SBAC in Year 1 Outcomes, student performance has increased as the Action components gain traction as implementation of State Standards is further strengthened through professional development of staff instructional effectiveness and continued full implementation of State Content Standards. SBAC results are now again near on par with Baseline results for most significant student groups and particularly increased for English Language Learners (ELs), which is reflective of the strengthened implementation of effective English Language Development (ELD) strategies and practices. The White student group results have remained relatively the same over the last two years. Strengthened implementation of ELD practices has led to a high percentage of English Learners making progress toward English language proficiency over the last two years and increased EL Reclassification levels.

Action 1.2 - Extended Learning: Effective (Contributing Action - Metrics 1.3, 1.8, 1.13, and 1.14) - SBAC performance results are once again on the rise for most all significant student groups (see Effectiveness response in this section for Action 1.1), with a particular rise in the performance of ELs in ELA, Math, Reclassification, and English language progress.

Action 1.3 - Teacher Support: Effective (Contributing Action - Metrics 1.3, 1.8, 1.13, and 1.14) - As progress monitoring metric results indicate (Year 1 to Year 2 Outcome results), Unduplicated Pupils have benefited from the focused academic support provided through small group instructional opportunities.

Action 1.4 - Supplemental Material: Effective (Contributing Action - Metrics 1.1, 1.2, and 1.8) - The district has emphasized a focus on increasing student Math achievement focus. Incorporation of staff professional development, full implementation of Math content standards

in instruction, coupled with effective math instructional materials available and utilized by all students and staff has led to performances increases as measured by Year 1 and Year 2 student outcomes.

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

Metric 1.1 - Metric description has been slightly revised but what is being measured is still the same. Revision was to more clearly identify what is being measured.

Metric 1.3 - 1.7 data has been revised to reflect under Metric 1.3. This is intended to facilitate readability for educational partners and provides enhanced progress monitoring at-a-glance. Thus, metrics numbers 1.4 - 1.7 are no longer reflected as individual metrics in the 2026-27 LCAP.

Metric 1.8 - 1.12 data has been revised to reflect under Metric 1.8. This is intended to facilitate readability for educational partners and provides enhanced progress monitoring at-a-glance. Thus, metrics numbers 1.8 - 1.12 are no longer reflected as individual metrics in the 2026-27 LCAP.

Action 1.2 - LREBG metrics to measure progress have been updated to align with the current metric table, and metric 1..4 has been removed as a separate metric reference.

Actions 1.5 and 1.6 - These Actions are new within the 2026-27 LCAP, but have been part of the district's Single Plan for Student Achievement (SPSA). The district in now including its Federal Title funds in the LCAP and the LCAP will now function as the district's Single School Plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	# 1.1: The District will further refine and strengthen implementation of state standards in the classroom by continuing to use State adopted/approved curriculum and providing tiered professional development to teachers and staff. Professional development will focus on instructional approaches and strategies to differentiate instruction for unduplicated count students in order to mitigate academic achievement gaps resulting from poverty and second language acquisition. 100% of teachers at Rockford School will	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		participate in professional development in the area of CCSS and ELD implementation. ELD professional development will focus on practices and strategies to accelerate EL's acquisition of language and increase comprehension of academic content. Professional development will also be provided in social/emotional learning and learning loss assessment and remediation.		
1.2	Extended Learning	# 1.2: Extended Learning Services: Professional and paraprofessional staff will be utilized to teach after school acceleration/ intervention programs with emphasis on early literacy and literacy in the content areas targeting unduplicated students; small class sizes in grades K-5 in order to optimize learning time for unduplicated count students and fill early literacy gaps. In order to assure that every student has maximum opportunity to learn critical primary knowledge and skills, especially unduplicated count students who enter school with gaps in knowledge, experience, and skills, maintain small class sizes in Grade K to 5 by adhering to or reducing the state formula for teacher to student ratio and closely monitoring all out-of-district attendance requests. Includes staff paid through the concentration grant add-on. LREBG Action: $ $230,259 Metrics to Measure Progress: 1.3, 1.13 and 1.14	$885,472.00	Yes
1.3	Teacher Support	# 1.3: Provide research-based, high impact teaching/learning strategies and practices in all classrooms (e.g. one on one and/or small group instruction), with a focus on strategies proven to be effective in helping unduplicated count students improve academic outcomes. Support in teacher use of most effective practices and strategies to accelerate English language acquisition by ELs, along with use of supplemental learning materials to scaffold their learning will be provided.	$75,000.00	Yes
1.4	Supplemental Materials (Math)	# 1.4: The District will provide professional development and expand and enrich the strategies and materials of mathematics instruction to focus on	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the Math Framework and improve student outcomes in mathematics, with emphasis on unduplicated count students.		
1.5	Instructional Support	In order to provide students with increased opportunities for academic learning support, the district will fund classroom Instructional Aides who will assist students in comprehending core content lesson instruction. This support will occur via whole class, small student group, and one-on-one learning opportunities. These services will also be provided by aides on a pull-out basis. (Title I Funding)	$92,642.00	No
1.6	English Learner Support	In order to accelerate the academic and language proficiency achievement of the district's English Learner (EL) students, instructional staff will participate in English Language Development (ELD) professional development provided by Tulare County Office of Education consultants to ensure teaching staff are incorporating the most effective ELD instructional strategies and practices. ELD materials to support staff with ELD instruction and student learning will also be provided. (Title III)	$4,614.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Access and Support for student personal and academic growth All students at Rockford School District will be supported in the broad curriculum by highly qualified, experienced teachers and support staff who by nature and training are prepared to meet students' academic, social/emotional, and special learning needs and successful as measured by multiple factors including attendance, enrollment and grade reports, classroom artifacts, and surveys.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed after much study and discussion of attendance and the sharp increase in chronic absenteeism after the pandemic. Schoolwide, the rate went from 2.6% pre-Covid 2019 Dashboard to 12.9% on the 2023 Dashboard. All student groups increased dramatically with as many as 3 out of 20 low income students and 1 out of 10 English Learners absent more than 10% of the year. Although the great majority of students and parents report feeling connected to our school, they also report that one unfortunate lesson of the pandemic school closure was that "the kids can make up the work online or at home like they did then".

Educators spent years convincing parents and children of the importance of in-person attendance and the school closure wiped that out almost overnight. Plummeting scores on state tests, the increase in students who are struggling to perform grade level work, and the increase in teacher reports of student misbehaviors provide evidence that learning climate requires deliberate attention. Elements of student needs to be addressed by actions and services in this goal include:

- the need to close gaps in early literacy established before students enter school;
- the need to expose students to a rich learning environment not available in the home or the community;
- the need to close gaps in access to health and mental health services
- the need to provide social and emotional supports not available in the community
- the need for students to learn critical social, emotional, and school behaviors and habits of mind.

To that end, actions and services in this goal will result in a school climate that

- Supports students' personal and academic growth,
- ameliorates the negative impacts of poverty,
- addresses the second language acquisition needs of our English Learners,

- draws students to attend as engaged learners, and
- empowers parents as partners with the school

Update:
Metrics currently available in the first year indicate positive change in student personal and academic engagement in the school. Students are providing articulate and thoughtful input in the LCAP processes. Social and mental health support personnel are welcomed by students, parents and teachers evidenced by positive feedback and waiting lists. Attendance rate is increasing and chronic absentees are decreasing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facility Repair Status Source - Williams Inspection FIT Report	Overall facility rating of "Good" (2023-24 FIT Report)	Overall facility rating of "Good" (2024-25 FIT Report)	Overall facility rating of "Good" (2025-26 FIT Report)	Overall facility rating of "Good"	No difference
2.2	Participation Rate in Parent Training/Involvement Opportunities in School and District Decision-Making Source - Sign-in Sheets and Meeting Minutes)	Districtwide: 76% White: 71% Hispanic: 76% English Learner: 72% Socioeconomically Disadvantaged 70% Student with Disabilities: 60% (2023-24)	Districtwide: 77% White: 85% Hispanic: 75% English Learner: 73% Socioeconomically Disadvantaged: 76% Student with Disabilities: 86% (2024-25)	This metric has been deleted.	Districtwide: 85% White: 85% Hispanic: 85% English Learner: 85% Socioeconomically Disadvantaged: 85% Student with Disabilities: 85%	Increased (+) Decreased (-) No comparison data as Metric has been deleted.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Availability of Parent Training/Involvement Opportunities in School and District Decision-Making Source - Sign-in Sheets and Meeting Minutes)	Opportunities Provided Districtwide: 8 White: 8 Hispanic: 8 English Learner: 8 Socioeconomically Disadvantaged: 8 Student with Disabilities: 8 (2023-24)	Opportunities Provided Districtwide: 10 White: 10 Hispanic: 10 English Learner: 10 Socioeconomically Disadvantaged: 10 Student with Disabilities: 10 (2024-25)	Opportunities Provided Districtwide: 8 White: 8 Hispanic: 8 English Learner: 8 Socioeconomically Disadvantaged: 8 Student with Disabilities: 8 (2025-26)	Opportunities Provided Districtwide: White: 10 Hispanic: 10 English Learner: 10 Socioeconomically Disadvantaged: 10 Student with Disabilities: 10	Increased (+) Decreased (-) No difference from Baseline for any groups.
2.4	Attendance Rate Source - CALPADS Report	All Students (District): 95.6% White: 96% Hispanic: 94.2% English Learner: 93.6% Socioeconomically Disadvantaged: 95% (2023-24)	All Students (District): 93.75% White: 95.3% Hispanic: 92.4% English Learner: 92.4% Socioeconomically Disadvantaged: 93.7% (2024-25)	All Students (District): 93.79% White: 95.17 Hispanic: 94.80 English Learner: 95.62 Socioeconomically Disadvantaged: 95.97 (2025-26)	All Students (District): 98% White: 98% Hispanic: 98% English Learner: 98% Socioeconomically Disadvantaged: 98%	Increased (+) Decreased (-) All Students (District): - 1.81% White: - 0.83% Hispanic: + 0.6% English Learner: + 2.02% Socioeconomically Disadvantaged: + 0.97%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Chronic Absenteeism Rate Source - Dashboard	All Students (District): 12.9% White: 13.1% Hispanic: 12.7% English Learner: 10% Socioeconomically Disadvantaged: 15.5% (2023 Dashboard)	All Students (District): 11% White: 14% Hispanic: 10% English Learner: 6.5% Socioeconomically Disadvantaged: 12.5% (2024 Dashboard)	All Students (District): 10.6% White:10.9% Hispanic: 9.8% English Learners: 4.5% Socioeconomically Disadvantaged: 11.2% (2025 Dashboard)	All Students (District): less than 1% White: less than 1% Hispanic: less than 1% English Learners: less than 1% Socioeconomically Disadvantaged: less than 1%	Increased (+) Decreased (-) All Students (District): - 2.3% White: - 2.2% Hispanic: - 2.9% English Learners: - 5.5% Socioeconomically Disadvantaged: - 4.3%
2.6	Middle School Dropout Rate Source - District Report	All Students (District): 0% White: 0% Hispanic: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% (2023-24)	All Students (District): 0% White: 0% Hispanic: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% (2024-25)	All Students (District): 0% White: 0% Hispanic: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% (2025-26)	All Students (District): 0% White: 0% Hispanic: 0% English Learners: 0% Socioeconomically Disadvantaged: 0%	All Students (District): No difference White: No difference Hispanic: No difference English Learners: No difference Socioeconomically Disadvantaged: No difference
2.7	Percentage of Students Participating in Co-	All Students (District): 54%	All Students (District): 57%	All Students (District): 80%	All Students (District): 59%	Increased (+) Decreased (-)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Curricular and Extra-Curricular Programs Source - Enrollment Records and Teacher Survey	White: 59% Hispanic: 52% English Learners: 46% Socioeconomically Disadvantaged: 49% (2023-24)	White: 61% Hispanic: 61% English Learners: 52% Socioeconomically Disadvantaged: 54% (2024-25)	(2025-26)	White: 59% Hispanic: 59% English Learners: 59% Socioeconomically Disadvantaged: 59%	All Students (District): 21% increase
2.8	Suspension Rate Source - Dashboard	All Students (District): 0% White: 0% Hispanic: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% (2023 Dashboard)	All Students (District): 0% White: 0% Hispanic: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% (2024 Dashboard)	All Students (District): 0% White: 0% Hispanic: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% (2025 Dashboard)	All Students (District): 0% White: 0% Hispanic: 0% English Learners: 0% Socioeconomically Disadvantaged: 0%	All Students (District): No difference White: No difference Hispanic: No difference English Learners: No difference Socioeconomically Disadvantaged: No difference
2.9	Expulsion Rate Source - District Report	All Students (District): 0% White: 0% Hispanic: 0%	All Students (District): 0% White: 0% Hispanic: 0%	All Students (District): 0% White: 0% Hispanic: 0%	All Students (District): 0% White: 0% Hispanic: 0%	All Students (District): No difference White: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 0% Socioeconomically Disadvantaged: 0% (2023-24)	English Learners: 0% Socioeconomically Disadvantaged: 0% (2024-25)	English Learners: 0% Socioeconomically Disadvantaged: 0% (2025-26)	English Learners: 0% Socioeconomically Disadvantaged: 0%	Hispanic: No difference English Learners: No difference Socioeconomically Disadvantaged: No difference
2.10	Percentage of Parents, Staff, and Students Who Report Feeling Safe and Connected to School Source - District Survey	Parent Sense of Connectedness to School: 72% Parent Sense of School Safety: 72% Staff Sense of Connectedness to School: 82% Staff Sense of School Safety: 82% Student Sense of Connectedness to School: 78% Student Sense of School Safety: 78% (2023-24)	Parent Sense of Connectedness to School: 76% Parent Sense of School Safety: 79% Staff Sense of Connectedness to School: 82% Staff Sense of School Safety: 85% Student Sense of Connectedness to School: 74% Student Sense of School Safety: 82% (2024-25)	Parent Sense of Connectedness to School: 90.9% of parent survey respondents "Strongly Agree" or "Agree" that their child feels connected to the school community. Parent Sense of School Safety: 100% of parent survey respondents "Strongly Agree" or "Agree" that the school provides a safe environment. Staff Sense of Connectedness to School: Staff Sense of School Safety:	Parent Sense of Connectedness to School: 85% Parent Sense of School Safety: 85% Staff Sense of Connectedness to School: 85% Staff Sense of School Safety: 85% Student Sense of Connectedness to School: 85% Student Sense of School Safety: 85%	Increased (+) Decreased (-) Parent Sense of Connectedness to School: 18.9% increase Parent Sense of School Safety: 18% increase Staff Sense of Connectedness to School: Staff Sense of School Safety: Student Sense of Connectedness to School: Student Sense of School Safety:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Student Sense of Connectedness to School: Student Sense of School Safety: (2025-26) Due to a survey technical issue, results of staff and student surveys will not be available.		No comparable data for staff and students due to survey technical issue.

Goal Analysis [2025-26]

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

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

Action 2.1 – Student Support: This Action was fully implemented.

Action 2.2 – Parent Engagement: This Action was was fully implemented.

Action 2.3 – Learning Stations: This Action was was fully implemented.

Relevant Challenges and Successes experienced with the implementation process of Actions: Of particular success was the implementation of the extra support provided to students within Action 2.1. The smooth onboarding process of extra days of staff support (psychologist and social worker) made a significant difference to student accessibility of services.

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

The total estimated funds spent for the Action below reflects a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

Action 2.2 – Parent Engagement: Increase in expenditure was a result of the district's implementation of a parent event check-in procedure, staff members were authorized to facilitate campus access for parents and visitors attending school-sponsored activities.

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

Action 2.1 – Student Support: Effective (Contributing Action - Metrics 2.1, 2.4, and 2.10) - Per metric data results this Action continues to have a positive impact on student engagement in school. The work of health personnel, the psychologist, and social worker made a sizable impact in the ability to address student needs related to physical and mental health and overall student well-being. Even though a technical survey glitch prevented survey results access, historical data and informal conversations with students indicate a strong sense of safety and school connectedness.

Action 2.2 – Parent Engagement: Effective (Contributing Action - Metrics 2.3 and 2.10) - The district strongly focuses on building trusting relationship with parents and families. Numerous opportunities for parent involvement and education are provided each year. As parents and their children matriculate through our school, it is important to on-board new parents each year into the supportive culture of school involvement. Again this year, as seen in Metric 2.3 results, the school welcomed many parents to opportunities to build their voice in the co-education of their children. Also, parents continue to share that they are very pleased with the Parent Square home/school communication platform used by the school to keep them informed. Parent survey results also indicate a strong sense of school connectedness.

Action 2.3 – Learning Stations: Effective (Contributing Action - Metrics 2.1, and 2.10) - Providing a safe, clean, and an aesthetically inviting school environment ensure that students are in an environment optimized for a focus on learning. School facilities are maintained in good condition per results of Metric 2.1 and even though student and staff survey results were not accessible, it is not to difficult to see that the campus, classrooms, and other facilities are maintained to optimize safety and present a welcoming environment where learning is the priority.

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

Action 2.1 - The Action Description has been revised to more accurately reflect the service of specific personnel positions involved in addressing student needs.

Metric 2.2 - This Metric has been deleted. Efforts to collect data is very challenging, thus impacting accuracy of information.

Metric 2.7 - Do to the challenge of being able to track data accurately by student group, beginning this year, the district only measured the percentage of all students in data tied to this Metric. This will also be the case moving forward.

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	Student Support	# 2.1: Support for student academic and personal growth services will be provided including early intervention for attendance and direct services of additional school nurse hours, psychologist, and social worker contracted through TCOE support staff to address student health and well-being. Incentives will be provided to identify and intervene regarding attendance before it becomes chronic.	$163,644.00	Yes
2.2	Parent Engagement	# 2.2: The District will provide classes for parents, including parents of English Learners in their home language as well as parents of individuals with exceptional needs, to promote involvement in school and literacy and education in the home.	$12,200.00	Yes
2.3	Learning Stations	# 2.3: To optimize the learning environment in classrooms, common learning areas, and campus,and fill existing gaps in home, community and school assets for unduplicated count students, the district will inspect and assess condition of such, and prioritize those facilities/items most in need of enhancement.	$2,400.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students at Rockford School District will be supported in the broad curriculum by highly qualified, experienced teachers and support staff who by nature and training are prepared to meet students' academic, social/emotional, and special learning needs and successful as measured by multiple factors including attendance, enrollment and grade reports, classroom artifacts, and surveys.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal continues to address two of the most important school assets for the education of our unduplicated count students: being taught by highly qualified experienced teachers and being supported in social/emotional learning. As a result of previous years' actions and services, Rockford's teaching force is now fully credentialed, stable, and gaining in expertise and experience. Educational partners agree that it is important to support and retain these teachers through the actions and services under this goal.

Teachers and parents report that the social/emotional support provided post-pandemic by a social worker and a school nurse were very effective in meeting students' needs and are critically needed in order to address behavioral and emotional/mental health issues with children as the COVID cohort progresses through school. Actions and services in this goal will continue to improve these important supports for our unduplicated count students and respond to the following student needs identified by teachers, administrators and parents:

- the need for highly qualified experienced teachers;
- the need to fill gaps in available family and community resources;
- the need to expose students to a rich learning environment not available in the home or the community;
- the need to empower parents and increase their knowledge of school decision-making processes;
- the need to provide social and emotional supports not available in the community

Update:

Preliminary evaluation of applicable metrics and strategies deployed under this goal verifies continuing need for teacher and student support in the broad curriculum of study..

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Fully Credentialed Teachers (Clear or Preliminary Teaching Credential) Source - District Credentialing Records	100% (2023-24)	100% (2024-25)	100% (2025-26)	100%	No difference
3.2	Percentage of Appropriately Assigned Teachers Source - District Records	100% (2023-24)	100% (2024-25)	100% (2025-26)	100%	No difference
3.3	Student Enrollment (Including Unduplicated Pupils and Those with Exceptional Needs) in a Broad Course of Study Source - District Enrollment Report	All Students (District):100% White: 100% Hispanic: 100% English Learners: 100% Economically Disadvantaged: 100% Students with Exceptional Needs: 100% (2023-24)	All Students (District):100% White: 100% Hispanic: 100% English Learners: 100% Economically Disadvantaged: 100% Students with Exceptional Needs: 100% (2024-25)	All Students (District):100% White: 100% Hispanic: 100% English Learners: 100% Economically Disadvantaged: 100% Students with Exceptional Needs: 100% (2025-26)	All Students (District):100% White: 100% Hispanic: 100% English Learners: 100% Economically Disadvantaged: 100% Students with Exceptional Needs: 100%	All Students (District): No Difference White: No Difference Hispanic: No Difference English Learners: No Difference Economically Disadvantaged: No Difference Students with Exceptional Needs: No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Percentage of Students (Including Unduplicated Pupils and Those with Exceptional Needs) Receiving Supplemental Services and/or Classroom-Based Differentiated Instruction. Source - District Enrollment Report	All Students (District):100% White: 100% Hispanic: 100% English Learners: 100% Economically Disadvantaged: 100% Students with Exceptional Needs: 100% (2023-24)	All Students (District):100% White: 100% Hispanic: 100% English Learners: 100% Economically Disadvantaged: 100% Students with Exceptional Needs: 100% (2024-25)	All Students (District):100% White: 100% Hispanic: 100% English Learners: 100% Economically Disadvantaged: 100% Students with Exceptional Needs: 100% (2025-26)	All Students (District):100% White: 100% Hispanic: 100% English Learners: 100% Economically Disadvantaged: 100% Students with Exceptional Needs: 100% (2024-25)	All Students (District): No Difference White: No Difference Hispanic: No Difference English Learners: No Difference Economically Disadvantaged: No Difference Students with Exceptional Needs: No Difference

Goal Analysis [2025-26]

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

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

Action 3.1 - Teacher Support: This Action was fully implemented.

Action 3.2 - Supplemental Materials: This Action was fully implemented.

Action 3.4 - Supplemental Services: This Action was fully implemented.

Action 3.5 - Digital Skills and Knowledge: This Action was fully implemented.

Relevant Challenges and Successes experienced with the implementation process of Actions: One particular success with the implementation process is that as a component of Action 3.1, several paraprofessional staff have engaged in the continuing education pathway provided under this Action. The process plan for implementation facilitated the participation of staff. There were no other particular challenges nor successes with the Action implementation process under this Goal.

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

The total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

Action 3.2 - Supplemental Materials: Decrease in expenditure was due to supplemental materials orders per placed on an as-needed basis to ensure resources were aligned with specific instructional and student support requirements, resulting in a reduction in overall usage.

Action 3.4 - Supplemental Services: Increase in expenditure was due to higher student participation in extracurricular programs, including band, athletics, and countywide events, which resulted in additional costs associated with program support, transportation, equipment, and event participation.

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

Action 3.1 - Teacher Support: Effective (Contributing Action - Metrics 3.1, 3.2, and 3.4) - Teachers in the district continue to provide effective, high-quality instruction to students at all grade levels. This is possible due to a strong core of fully credentialed teachers leveraging their skills and knowledge to provide the best education for students. The district supports the continued teaching skills attainment of teachers by providing quality professional development opportunities, and covering the program expenses of any teacher clearing their credential. Paraprofessionals participate in continuing education opportunities to build toward a teaching career. Students benefit from being taught by highly trained, highly effective teachers that can differentiate instruction to address the individual academic needs of students.

Action 3.2 - Supplemental Materials and Action 3.4 - Supplemental Services : Effective (Contributing Actions - Metrics 3.3 and 3.4) - Providing highly effective teachers who who how to effectively utilize learning resources is crucial to good teaching and student acquisition of academic skills and knowledge. This also broadens the scope of what a highly trained teacher can offer his/her students, and therefore there are greater opportunities for all students to participate in a broad course of study. As metric results indicate, all students are enrolled and have access to a broad course of study and have access to supplemental services and differentiated instruction.

Action 3.5 - Digital Skills and Knowledge: Effective (Contributing Action - Metrics 1.3, 1.8, 3.3 and 3.4) - This Action has a direct correlation to students being able to access learning resources and teachers' ability to access teaching resources. After an initial dip in student ELA and Math performance in SBAC in Year 1 Outcomes, student performance has increased. SBAC results are now again near on par with Baseline results for most significant student groups and particularly increased for English Language Learners (ELs). Having access to technology

tools enables students to access learning programs and resources and build their knowledge in leveraging new technology skills to support their own learning. The district provides ready access to technology and maintains technology infrastructure in working order so that students and staff can easily access resources to learn and teach.

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

Action 3.1 - The Action Description has been revised to include the component relating to the opportunity provided to paraprofessionals to participate in a continuing education program focused toward a teaching career.

Action 3.5 - Metric 1.3 and 1.8 have been added as measures of progress for this Action, as Action services have a direct impact on student access to learning resources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Support	# 3.1: The District will continue to promote the acquisition of training and skills of teachers and administrators through participation in activities and inservice aimed at enhancing student progress and credential acquisition. This includes paraprofessionals being provided with the opportunity to participate in a continuing education program.	$12,000.00	Yes
3.2	Supplemental Materials	# 3.2: The District will continue to expand and improve the acquisition of teaching/learning materials , including devices, training, and skills for teachers, staff, and students, in order to improve the teaching/learning process throughout the broad curriculum, improve access, and enhance student progress.	$5,000.00	Yes
3.4	Supplemental Services	# 3.4: Pupils , including unduplicated count and special needs students, will be provided supplemental services as needed to assure access and	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enroll in activities that support the broad course of study in grades 1-8, such as extracurricular and co-curricular activities like band, sports, and county-wide student events . Rosters will be used to show that students with disabilities have access to these activities.		
3.5	Digital Skills and Knowledge	# 3.5: Teachers and students will be equipped with modern digital resources and access so they can develop and demonstrate for unduplicated count students the skills and knowledge needed for proficiency in the digital skills and knowledge embedded in the California content and performance standards. The District will invest in devices, infrastructure, and peripheral equipment needed to deliver instruction.	$55,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$590,569	$36,618

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
16.611%	0.000%	$0.00	16.611%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** Identified Needs: achievement gaps: unduplicated count students performing below standard (Dashboard); gaps in knowledge, skills resulting in need to remediate; gaps in resources at home and in the community resulting in need to supplement resources. For example:	This action is principally directed at filling gaps in skills, knowledge and habits of mind created by poverty and second language acquisition in our unduplicated count students. These supports are in response to research findings as to best practices to ameliorate gaps, remediate learning losses and/or difficulties, as well as local and parent feedback and requests. Teachers report that professional development and support in our professional learning community are among their top three concerns as they work to achieve	metric 1.2; metrics 1.3-1.14 We will examine results of state testing and Dashboard growth. We will monitor implementation of strategies and approaches in our classrooms. We will seek teacher consultation and advice as to impact of

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	• In English/Language Arts, within the district, 46% of White students met or exceeded standards while only 12.5% of English Learners, 34.86% of Hispanic, and 33.6% of Low Income students met or exceeded standards. • In English/Language Arts, compared to their statewide peers, 46.06% of White students at Rockford met or exceeded standards while 60.72% of White students in the state scored at that level. • In Mathematics, for all student groups except English Learners, Rockford performance decreased dramatically as a result of pandemic emergency measures. For example, prior to the pandemic, 35.35% of White students met or exceeded standards while only 14.1% scored at that level in spring, 2023 testing. Compared to statewide peers there is a 35% gap between the district White student group and the state White student group. The socioeconomically disadvantaged student group was 68.4 points below standard, while English Learners made the most growth and are 77.8 points below standard. See also Reflections section, Educational Partners section, goal rationale and metrics. 2025-26 Update: Student academic performance in Language Arts and	academic expectations for students and fill in academic gaps caused by multiple factors of poverty, rural isolation, lack of community resources, and second language acquisition. They respond to unduplicated count students' needs: to closing identified achievement gaps per state testing and Dashboard; for highly qualified experienced teachers; to fill gaps in available family and community resources; and to close gaps in early literacy established before students enter school and/or resulting from the COVID emergency measures. During the process of identifying evidence-based practices to respond to the needs identified specific to our unduplicated count students, our educational partners, especially parents, provided feedback that students other than unduplicated count students will often benefit from some of these activities such as extended learning time and specialized learning materials. LCAP planners determined that these activities are most effectively and efficiently delivered LEA-wide. The district and its educational partners also analyzed how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective and efficiently implemented district-wide. 2025-26 Update: The above rationale remains unchanged and will continue to guide our actions in the coming year.	professional development on student achievement.

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	Mathematics, as measured by state assessments, declined year over year schoolwide and for all subgroups. Student academic performance on these assessments, in fact, remains below pre-COVID levels. **Scope:** LEA-wide		
1.2	**Action:** Extended Learning **Need:** Unduplicated count students come to school with gaps in available family and community resources (such as libraries and children's services) resulting in gaps in literacy established even before students enter school and exacerbated as children proceed through school. Rockford is an unincorporated rural area with no town amenities such as libraries or children's centers. Parents of unduplicated count students reported that, due to rural location and fiscal constraints, their children do not always have quiet, dedicated, well-equipped study areas at home or elsewhere and that small class sizes are therefore essential for their children to learn and engage in school. Parents continue to be adamant that a key to success for them is teacher engagement with their children. See also: Engaging Educational Partners, Reflections: Annual Performance, goal rationale, goal annual update, and Metrics sections.	In order to fill early literacy gaps of our unduplicated count students, primary class size and, to the extent possible, lower elementary class size, will be kept at minimums to allow teachers and staff maximum attention and interaction with every child in order to meet their unique needs. Professional and paraprofessional staff will be utilized to teach after school acceleration/ intervention programs with emphasis on early literacy and literacy in the content areas targeting unduplicated students. Additionally, providing these academic supports in the school ensures learning occurs most in environments supportive and conducive to learning and where trained personnel can readily and expertly assist. The process of identifying evidence-based practices to respond to the needs we identified specific to our unduplicated count students, our educational partners, especially parents, provided feedback that students other than unduplicated count students will often benefit from some of these activities such as extended learning time and specialized learning materials. LCAP planners determined that these activities are most effectively and efficiently delivered LEA-wide. The district and its educational partners also analyzed	metrics numbers 1.3 to 1.14 We will examine results of state testing and Dashboard growth. We will monitor implementation of strategies and approaches in our classrooms. We will seek teacher consultation and advice as to impact of professional development.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective and efficiently implemented district-wide.	
1.3	**Action:** Teacher Support **Need:** These actions are intended to respond to the following identified needs of our unduplicated count students: the need to close identified achievement gaps per state testing and Dashboard; the need for highly qualified experienced teachers who understand the unique needs of high poverty students and second language learners; and exposure to a rich learning environment not available in the home or our isolated rural community. For example: • In English/Language Arts, within the district, 46% of White students met or exceeded standards while only 12.5% of English Learners, 34.86% of Hispanic, and 33.6% of Low Income students met or exceeded standards. • In English/Language Arts, compared to their statewide peers, 46.06% of White students at Rockford met or exceeded standards while 60.72% of White students in the state scored at that level. • In Mathematics, for all students except English Learners, Rockford	There is convincing research (Marzano, et.al.), confirmed by local experience, that high impact strategies such as tutoring and differentiated instruction, are effective in ameliorating knowledge and skill gaps for unduplicated count students. One-on-one and/or small group instruction, with a focus on strategies proven to be effective in helping unduplicated count students improve academic outcomes will be utilized. Support in teacher use of most effective practices and strategies to accelerate English language acquisition by ELs, along with use of supplemental learning materials to scaffold their learning will also be provided. the process of identifying evidence-based practices to respond to the needs we identified specific to our unduplicated count students, our educational partners, especially parents, provided feedback that students other than unduplicated count students will often benefit from some of these activities such as extended learning time and specialized learning materials. LCAP planners determined that these activities are most effectively and efficiently delivered LEA-wide. The district and its educational partners also analyzed how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective and efficiently implemented district-wide.	metrics 1.3 through1.14 We will examine results of state testing and Dashboard growth. We will monitor implementation of strategies and approaches in our classrooms. We will seek teacher consultation and advice as to impact of professional development on student achievement.

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	performance decreased dramatically as a result of pandemic emergency measures. For example, prior to the pandemic, 35.35% of White students met or exceeded standards while only 14.1% scored at that level in spring, 2023 testing. Compared to statewide peers there is a 35% gap between the district White student group and the state White student group. The socioeconomically disadvantaged student group was 68.4 points below standard, while English Learners made the most growth and are 77.8 points below standard. See also: Engaging Educational Partners, Reflections: Annual Performance, goal rationale, goal annual update, and Metrics sections. **Scope:** LEA-wide		
1.4	**Action:** Supplemental Materials (Math) **Need:** This action responds to Rockford's post-COVID performance in mathematics on state tests. All student groups except English Learners decreased performance resulting in wider achievement gaps compared to statewide peers. Planners compared Rockford performance to state performance to set	The activities in this action will be directed toward ameliorating gaps in students' mathematical skills and knowledge. Teachers will become effective in strategies including alternative strategies, found successful with children of poverty backgrounds. During the process of identifying evidence-based practices to respond to the needs we identified specific to our unduplicated count students, our educational partners, especially parents, provided feedback that students other than unduplicated count students will often benefit from some of	metric numbers 1.1; 1.2; 1.8-1.12 We will examine results of state testing and Dashboard growth. We will monitor implementation of strategies and approaches in our classrooms. We will seek teacher consultation and advice as to impact of

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	targets and understand current achievement gaps. In prior years, Rockford students have succeeded in closing gaps between Rockford and the State. Unfortunately, since the pandemic emergency, the gap has increased dramatically. Compared to the state, the gap in meeting/exceeding standards in mathematics has, in fact increased to 17.12% schoolwide; 7.17% for disadvantaged; 5.26% for Hispanics 34.92% for White. Zero percent would indicate closing the gap peergroup to peergroup. That is the first step in closing statewide achievement gaps. The next step will be setting targets of all student groups against the highest performing statewide student groups (or a group selected by the State Board of Education). See also: Engaging Educational Partners, Reflections: Annual Performance, goal rationale, goal annual update, and Metrics sections. **Scope:** LEA-wide	these activities such as extended learning time and specialized learning materials. LCAP planners determined that these activities are most effectively and efficiently delivered LEA-wide. The district and its educational partners also analyzed how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective and efficiently implemented district-wide.	professional development on student achievement.
2.1	**Action:** Student Support **Need:** LCAP planners identified gaps in access by our unduplicated count students to health and mental health services as well as the absence of social and emotional supports in the local community. Parents report that they must travel over 35 miles in the hope of finding such services. The only alternative for our	Providing of student well-being services (health and social-emotional supports) will ensure that unduplicated count students have ready access to services that will support not only their physical and mental well-being, but also increase engagement in school through the fostering of increased attendance, increase engagement in classroom learning, and assist in creating and maintaining positive peer relationships. Through our analysis of the needs and circumstances of unduplicated count students in	metric numbers 2.1; 2.4; 2.10 We will monitor progress in metrics and case management reports as well as surveys and questionnaires to determine effectiveness in social and emotional supports for students.

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	unduplicated count students is for the school to have on-site support for our unduplicated count students. Educational partner feedback of the onsite services of the school nurse and the social worker in the previous LCAP cycle indicated that these are very effective at ameliorating students' social/emotional and health needs. Parents expressed a need to not only continue them but increase them if possible. See also: Engaging Educational Partners, Reflections: Annual Performance, goal rationale, goal annual update, and Metrics sections. **Scope:** LEA-wide	case study reports, we determined that other students are also sometimes in need and benefit from these actions. As parents learned of the availability of these services, many applied. Case studies document that some of these parents are not of unduplicated count students.During the process of identifying evidence-based practices to respond to the needs we identified specific to our unduplicated count students, our educational partners, especially parents, provided feedback that students other than unduplicated count students will often benefit from some of these activities such as extended learning time and specialized learning materials. LCAP planners determined that these activities are most effectively and efficiently delivered LEA-wide. The district and its educational partners also analyzed how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective and efficiently implemented district-wide.	
2.2	**Action:** Parent Engagement **Need:** During the evaluation process, educational partners (parents and LCAP Parent Committees) expressed a need to have continued district provided in-person parent education opportunities offered, related to how best support literacy and education in the home. Also, a need was identified relating to providing the availability of parent opportunities to become informed on how district educational programs operate, policies	The District will provide classes for parents of unduplicated count students, including parents of English Learners in their home language, as well as parents of individuals with exceptional needs, to promote involvement in school and literacy and education in the home. This action was developed in response to feedback from parents of our unduplicated count students. It responds to the expectations of LCFF and LCAP regulations and to the need to empower parents and increase their knowledge of school decision-making processes. This will be accomplished by ensuring the providing of educational parent opportunities to engage activities related to the operation of the	Metric numbers 2.3 and 2.10 We will monitor progress in metrics as well as parents surveys and questionnaires. Parents will evaluate workshops.

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	are created, and how to become more involved the decision-making process of the district. Also identified was that parents of English learners may often be hesitant to become involved due to existing language barriers. **Scope:** LEA-wide	school program. These activities will account for any existing language barriers that may limit possible participation. Through our analysis of the needs and circumstances of unduplicated count students, we determined that other students may also be in need and benefit from these actions. The district and its educational partners also analyzed how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective if implemented district-wide.	
2.3	**Action:** Learning Stations **Need:** Educational partners report that the majority of our unduplicated count students do not have a separate quiet space at home dedicated to reading, studying, and doing homework. Our isolated rural community does not have library services or other learning resources. Parents of unduplicated count students report that the school is the only source of such learning stations for their children. Our survey of community learning assets found the school to be the only such asset for our unduplicated count students, the majority of whom do not have library cards and have not visited a city or regional zoo. In addition to being a concern and specific request by our parent and community educational partners, our LCAP planners agreed with research findings that unduplicated count students benefit from a stimulating academically rich classroom and school environment.	These actions and services address the need to expose unduplicated count students to a rich learning environment currently not available in the majority of homes of our unduplicated count students or the community and fill gaps in available family and community resources. For our unduplicated count students, the school is the only source of such experiences. During the process of identifying evidence-based practices to respond to the needs we identified specific to our unduplicated count students, our educational partners, especially parents, provided feedback that students other than unduplicated count students will often benefit from some of these activities such as extended learning time and specialized learning materials. LCAP planners determined that these activities are most effectively and efficiently delivered LEA-wide. The district and its educational partners also analyzed how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective and efficiently implemented district-wide.	metric numbers 2.1; 2.10 We will monitor progress in metrics and case management reports as well as surveys and questionnaires to determine effectiveness in social and emotional supports for students.

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	See also: Engaging Educational Partners, Reflections: Annual Performance, goal rationale, goal annual update, and Metrics sections. **Scope:** LEA-wide		
3.1	**Action:** Teacher Support **Need:** Research tells us that the academic performance of unduplicated count students is directly correlated to the training and experience of their teachers (Hammond et.al). After going through a period of teacher turnover and reliance on teachers who were not yet fully credentialed, LCAP actions and support resulted in a Rockford teacher workforce that now is credentialed and in tier one of training directly beneficial to Rockford students and responsive to their needs. These teachers now need continuing support for induction to the clear credential and tiered professional development to expand and enhance their skills and knowledge to help unduplicated count students overcome gaps in community and home assets as they progress through school. See also: Engaging Educational Partners, Reflections: Annual Performance, goal rationale, goal annual update, and Metrics sections.	The district will enter teachers in the county Induction program and provide multiple supports for them as they work to meet the needs of our unduplicated count students. This will assure that our unduplicated count students have highly qualified, fully credentialed teachers who have the skills, attributes, and knowledge to meet their needs. This action is intended to significantly improve performance of our unduplicated count students, however, it is being provided on a district-wide basis to maximize its impact.	metric numbers 3.1; 3.2; 3.4 We will monitor metrics and teacher candidate progress. Teachers will evaluate training. The superintendent will work with teachers to evaluate services.

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	Scope: LEA-wide		
3.2	**Action:** Supplemental Materials **Need:** Need: Resources for learning. Parents of our unduplicated count students and students self-report that the majority of unduplicated count students at Rockford School do not have electronic resources or Internet access at home (surveys, interviews, inventory). Research validates that such home resources are critical for a student's school success. This action responds to these resource gaps. See also: Engaging Educational Partners, Reflections: Annual Performance, goal rationale, goal annual update, and Metrics sections. In English/Language Arts, within the district, 46% of White students met or exceeded standards while only 12.5% of English Learners, 34.86% of Hispanic, and 33.6% of Low Income students met or exceeded standards. • In English/Language Arts, compared to their statewide peers, 46.06% of White students at Rockford met or exceeded standards while 60.72% of White students in the state scored at that level. • In Mathematics, for all students except English Learners, Rockford performance decreased dramatically	These resources, selected by teachers to differentiate instruction, will ameliorate gaps and accelerate learning for unduplicated count students as they work to close achievement gaps. Students will use these carefully selected resources both at school and at home to extend learning and personalize learning. During the process of identifying evidence-based practices to respond to the needs we identified specific to our unduplicated count students, our educational partners, especially parents, provided feedback that students other than unduplicated count students will often benefit from some of these activities such as extended learning time and specialized learning materials. LCAP planners determined that these activities are most effectively and efficiently delivered LEA-wide. The district and its educational partners also analyzed how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective and efficiently implemented district-wide.	metric numbers 3.3 and 3.4 We will monitor student progress in the broad curriculum and the services provided to unduplicated count students to assure access and support in the broad curriculum.

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	as a result of pandemic emergency measures. For example, prior to the pandemic, 35.35% of White students met or exceeded standards while only 14.1% scored at that level in spring, 2023 testing. Compared to statewide peers there is a 35% gap between the district White student group and the state White student group. The socioeconomically disadvantaged student group was 68.4 points below standard, while English Learners made the most growth and are 77.8 points below standard. **Scope:** LEA-wide		
3.4	**Action:** Supplemental Services **Need:** Unduplicated count student needs: resources for learning and practicing what they are learning in school. This action responds to identified resource gaps (parents, teachers, survey) which have resulted in literacy gaps (teacher analysis and reports) as Rockford unduplicated count students enter school and matriculate through the grades. See also: Engaging Educational Partners, Reflections: Annual Performance, goal rationale, goal annual update, and Metrics sections. In English/Language Arts, within the district, 46% of White students met or exceeded	Research validates that exposure to a rich and varied learning environment helps unduplicated count students acquire knowledge, skills and attributes necessary for school success. For unduplicated count students, that rich learning environment is available only through their school. These resources, selected by teachers to differentiate instruction, will accelerate learning for unduplicated count students as they work to close achievement gaps. The process of identifying evidence-based practices to respond to the needs we identified specific to our unduplicated count students, our educational partners, especially parents, provided feedback that students other than unduplicated count students will often benefit from some of these activities such as extended learning time and specialized learning materials.	3.3 and 3.4 We will monitor student progress in the broad curriculum and the services provided to unduplicated count students to assure access and support in the broad curriculum.

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	standards while only 12.5% of English Learners, 34.86% of Hispanic, and 33.6% of Low Income students met or exceeded standards. • In English/Language Arts, compared to their statewide peers, 46.06% of White students at Rockford met or exceeded standards while 60.72% of White students in the state scored at that level. • In Mathematics, for all students except English Learners, Rockford performance decreased dramatically as a result of pandemic emergency measures. For example, prior to the pandemic, 35.35% of White students met or exceeded standards while only 14.1% scored at that level in spring, 2023 testing. Compared to statewide peers there is a 35% gap between the district White student group and the state White student group. The socioeconomically disadvantaged student group was 68.4 points below standard, while English Learners made the most growth and are 77.8 points below standard. **Scope:** LEA-wide	LCAP planners determined that these activities are most effectively and efficiently delivered LEA-wide. The district and its educational partners also analyzed how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective and efficiently implemented district-wide.	
3.5	**Action:** Digital Skills and Knowledge **Need:**	Digital resources empower teachers and students to see beyond the classroom and increasingly empower them to experience beyond the classroom. Digital resources help students fill	1.3, 1.8, 3.3, and 3.4 We will monitor student progress in the broad curriculum and the

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	Need: Identified gaps in resources for unduplicated count students. This action responds to identified resource gaps which have resulted in literacy gaps (teacher records, surveys, readiness inventory) as Rockford unduplicated count student enter school and matriculate through the grades. Low-income families also report limited access to technology due to fiscal constraints, which result in poor or no access to reliable or consistent Internet/Wi-Fi, thus making access to learning resources a challenge for these students. In English/Language Arts, within the district, 46% of White students met or exceeded standards while only 12.5% of English Learners, 34.86% of Hispanic, and 33.6% of Low Income students met or exceeded standards. • In English/Language Arts, compared to their statewide peers, 46.06% of White students at Rockford met or exceeded standards while 60.72% of White students in the state scored at that level. • In Mathematics, for all students except English Learners, Rockford performance decreased dramatically as a result of pandemic emergency measures. For example, prior to the pandemic, 35.35% of White students met or exceeded standards while only 14.1% scored at that level in spring, 2023 testing. Compared to statewide peers there is a 35% gap between the district White student	those gaps. Digital resources also have been shown to serve as proxy experiences for unduplicated count students. During the process of identifying evidence-based practices to respond to the needs we identified specific to our unduplicated count students, our educational partners, especially parents, provided feedback that students other than unduplicated count students will often benefit from some of these activities such as extended learning time and specialized learning materials. LCAP planners determined that these activities are most effectively and efficiently delivered LEA-wide. The district and its educational partners also analyzed how best to effectively and efficiently deliver services to maximize the impact in our single-school district. It was decided that all Actions within this section can be most effective and efficiently implemented district-wide.	services provided to unduplicated count students to assure access and support in the broad curriculum.

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	group and the state White student group. The socioeconomically disadvantaged student group was 68.4 points below standard, while English Learners made the most growth and are 77.8 points below standard. See also: Engaging Educational Partners, Reflections: Annual Performance, goal rationale, goal annual update, and Metrics sections. **Scope:** LEA-wide		

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

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

N/A

Additional Concentration Grant Funding

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

Extended Learning Services: Professional and paraprofessional staff will be utilized to teach after school acceleration/ intervention programs with emphasis on early literacy and literacy in the content areas targeting unduplicated students; small class sizes in grades K-5 in order to optimize learning time for unduplicated count students and fill early literacy gaps. In order to assure that every student has maximum opportunity to learn critical primary knowledge and skills, especially unduplicated count students who enter school with gaps in knowledge, experience, and skills, maintain small class sizes in Grade K to 3 by adhering to or reducing the state formula for teacher to student ratio and closely monitoring all out-of-district attendance requests. Includes staff paid through the concentration grant add-on. These funds continue to support Goal 1, Action 2 in the 2026-27 LCAP.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,555,374	590,569	16.611%	0.000%	16.611%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,055,657.00	$235,059.00	$0.00	$97,256.00	$1,387,972.00	$1,002,010.00	$385,962.00

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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$7,585.00	$22,415.00	$30,000.00				$30,000.00	
1	1.2	Extended Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$882,272.00	$3,200.00	$655,213.00	$230,259.00			$885,472.00	
1	1.3	Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$0.00	$75,000.00	$75,000.00				$75,000.00	
1	1.4	Supplemental Materials (Math)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$3,227.00	$16,773.00	$20,000.00				$20,000.00	
1	1.5	Instructional Support	All	No			All Schools	2026-27	$92,642.00	$0.00				$92,642.00	$92,642.00	
1	1.6	English Learner Support	English Learners	No			All Schools	2026-27	$0.00	$4,614.00				$4,614.00	$4,614.00	
2	2.1	Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$0.00	$163,644.00	$163,644.00				$163,644.00	
2	2.2	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$1,355.00	$10,845.00	$7,400.00	$4,800.00			$12,200.00	
2	2.3	Learning Stations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$0.00	$2,400.00	$2,400.00				$2,400.00	
3	3.1	Teacher Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	3 years (2024-2027)	$6,398.00	$5,602.00	$12,000.00				$12,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	**3.2**	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	**3.4**	Supplemental Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$8,531.00	$21,469.00	$30,000.00				$30,000.00	
3	**3.5**	Digital Skills and Knowledge	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years (2024-2027)	$0.00	$55,000.00	$55,000.00				$55,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,555,374	590,569	16.611%	0.000%	16.611%	$1,055,657.00	0.000%	29.692 %	**Total:**	$1,055,657.00
								LEA-wide Total:	$1,055,657.00
								Limited Total:	$0.00
								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	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.2	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$655,213.00	
1	1.3	Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	1.4	Supplemental Materials (Math)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.1	Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,644.00	
2	2.2	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,400.00	
2	2.3	Learning Stations	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,400.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.1**	Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
3	**3.2**	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	**3.4**	Supplemental Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	**3.5**	Digital Skills and Knowledge	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$944,109.00	$1,178,893.38

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	Yes	$30,000.00	28,971.47
1	**1.2**	Extended learning	Yes	$567,309.00	772,782.69
1	**1.3**	teacher support	Yes	$75,000.00	23,905.98
1	**1.4**	supplemental materials	Yes	$20,000.00	34,868.66
2	**2.1**	student support	Yes	$140,000.00	143,677.90
2	**2.2**	parent engagement	Yes	$7,400.00	10,981.97
2	**2.3**	learning stations	Yes	$2,400.00	2,400
3	**3.1**	teacher support	Yes	$12,000.00	11,047.13
3	**3.2**	supplemental materials	Yes	$5,000.00	3,064.99
3	**3.4**	supplemental services	Yes	$30,000.00	85,878.78
3	**3.5**	digital skills and knowledge	Yes	$55,000.00	61,313.81

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
551,975	$539,227.00	$1,006,048.81	($466,821.81)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$20,000.00	12,621.47		
1	1.2	Extended learning	Yes	$334,750.00	628,990.67		
1	1.3	teacher support	Yes	$25,000.00	23,905.98		
1	1.4	supplemental materials	Yes	$20,000.00	29,993.66		
2	2.1	student support	Yes	$60,000.00	143,677.90		
2	2.2	parent engagement	Yes	$7,400.00	7,605.72		
2	2.3	learning stations	Yes	$2,400.00	2,400		
3	3.1	teacher support	Yes	$12,000.00	8,065.83		
3	3.2	supplemental materials	Yes	$5,000.00	3,064.99		
3	3.4	supplemental services	Yes	$20,000.00	84,408.78		
3	3.5	digital skills and knowledge	Yes	$32,677.00	61,313.81		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,438,442	551,975	0.352	16.405%	$1,006,048.81	0.000%	29.259%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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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