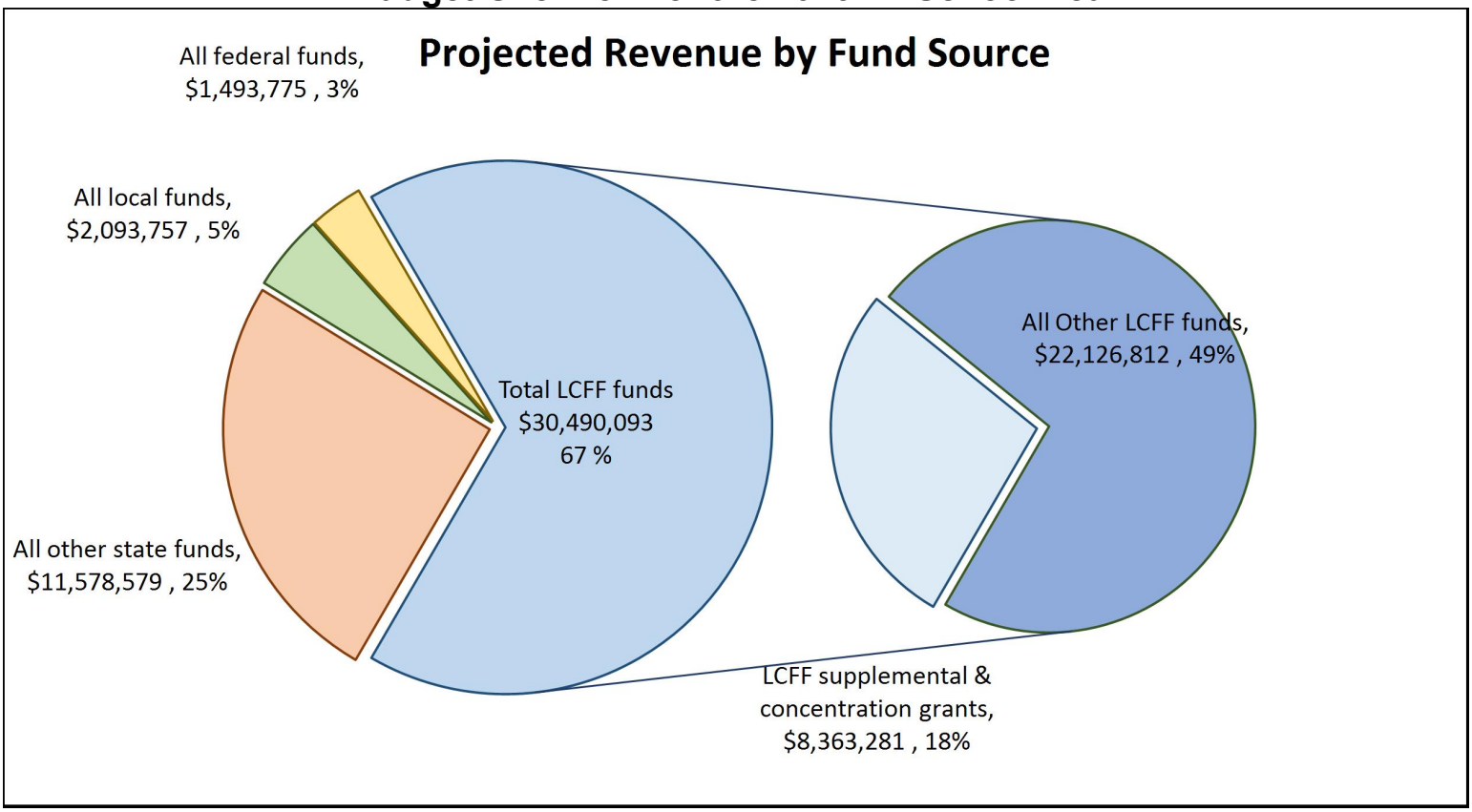
ROBLA SCHOOL DISTRICT
STRONG COMMUNITY | STRONG SCHOOLS | STRONG FAMILY

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Robla School District
CDS Code: 34674210000
School Year: 2026-27
LEA contact information:
Eileen Aguba Chen
Superintendent
echen@robla.k12.ca.us
916-649-5248

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

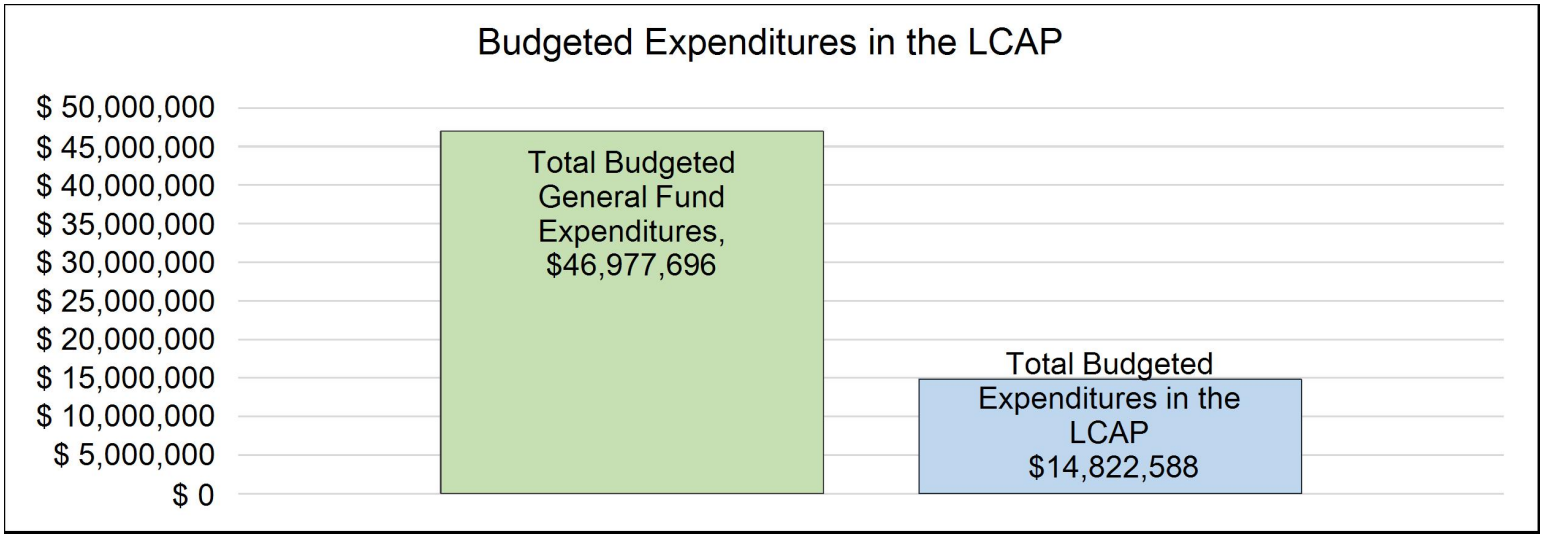


This chart shows the total general purpose revenue Robla School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Robla School District is $45,656,204, of which $30490093 is Local Control Funding Formula (LCFF), $11578579 is other state funds, $2093757 is local funds, and $1493775 is federal funds. Of the $30490093 in LCFF Funds, $8363281 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 Robla School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Robla School District plans to spend $46977696 for the 2026-27 school year. Of that amount, $14822588 is tied to actions/services in the LCAP and $32,155,108 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

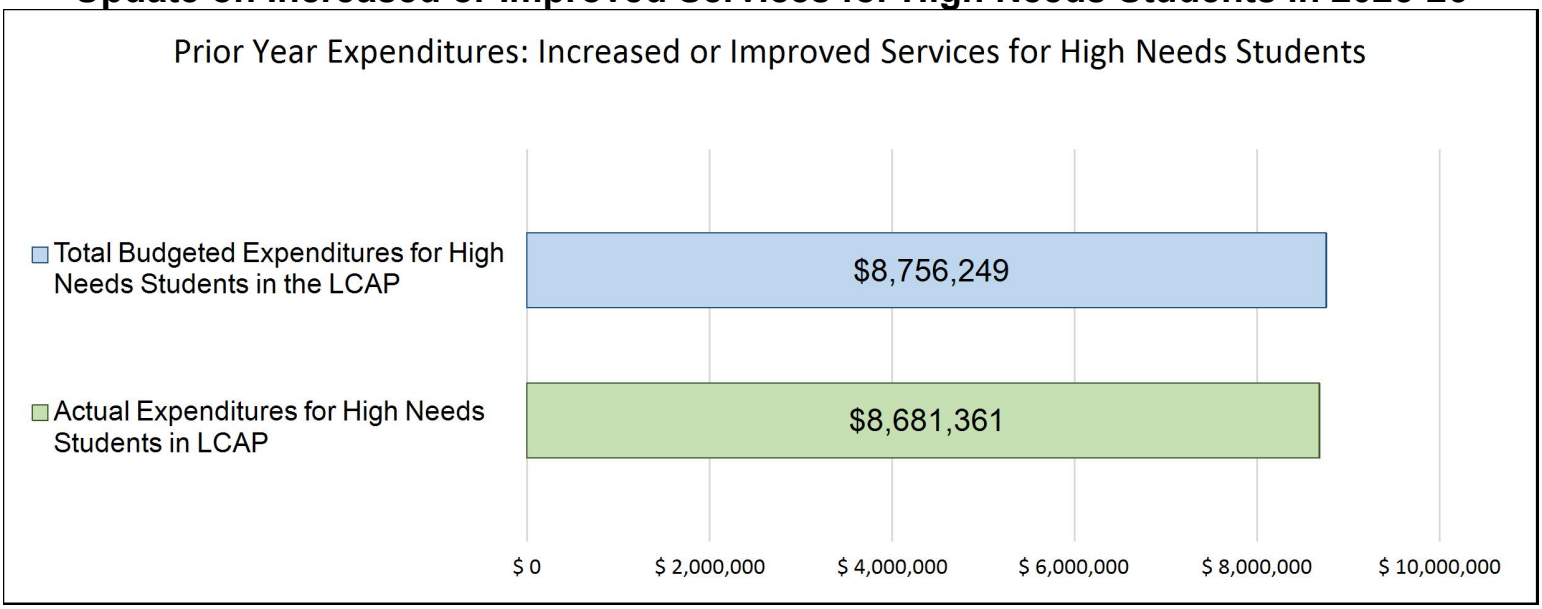
General Fund expenditures not included in the LCAP are related to establishing and running the district's base educational program. This includes expenditure categories such as salaris/benefits, curriculum, and facilities/maintenance.

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

In 2026-27, Robla School District is projecting it will receive $8363281 based on the enrollment of Foster Youth, English learner, and low-income students. Robla School District must describe how it intends to increase or improve services for high needs students in the LCAP. Robla School District plans to spend $10841042 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 Robla School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Robla School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Robla School District's LCAP budgeted $8756249 for planned actions to increase or improve services for high needs students. Robla School District actually spent $8681361 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $74,888 had the following impact on Robla School District’s ability to increase or improve services for high needs students:

In 2025-26, the actual expenditures for actions and services aimed at enhancing support for high-needs students fell short of the budgeted projections. This variance was primarily attributed to the augmentation of grant funding which allowed for some realignment of expenditures and as a result of staffing vacancies in mainly classified positions such as instructional assistants and Community Outreach Assistants. The actions and services were implemented and did not have an impact on the experience of high needs students.

ROBLA SCHOOL DISTRICT
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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
Robla School District	Eileen Aguba Chen Superintendent	echen@robla.k12.ca.us 916-649-5248

Plan Summary [2026-27]

General Information

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

The Robla School District is located within the city of Sacramento, north of the central city. The small Robla community is characterized by land use that is quite diverse. Students in the five Robla elementary schools come from large multi-family complexes, from tree-lined single family home neighborhoods and from homes with acreage that is also home to horses and sheep. There are areas within the community of warehouse complexes which house a variety of businesses, and there is still a great deal of open land. Occasionally, we hear whispers of future housing developments coming to the area, with some specific plans underway and other evidence of additional growth evident. The community houses a number of fast food franchises, gas stations, small businesses, a grocery store and a drug store. There is no hospital, no social service agencies, only one city park and no real cultural/community center. The families in Robla are representative of the varied people who live in the state of California. It is a community that is ethnically and racially diverse, linguistically diverse and socio-economically diverse. Children who attend our schools come from homes where families speak a variety of languages. Thirty-seven percent of our students are English Learners and over twenty languages are present in the community. The challenge of poverty is the reality for many of our families. Approximately eighty-five percent of our students qualify for free or reduced meals at school. This fact also indicates that these families face the issues that confront all who live in poverty: transportation problems, unemployment, instability in housing and a lack of access to support resources. Recent data indicates that approximately twenty percent of the families in the area fit the definition of homeless. Most do not lack housing, but are living in temporary housing, cohabitating with extended family or friends.

Reflections: Annual Performance

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

The CA Dashboard revealed that the 2023-24 school year was a challenging year for our students academically. We saw small declines in math, English language arts and the English Language Progress Indicator for our overall student population. Though the decline was small (-5 points) we moved from the Yellow indicator to the Orange indicator in math. We remained in the Orange indicator for English Language Arts with an 8.4 point decline. Our English Learner Progress Indicator went from the Green indicator to Orange with a 6.4% decline in progress. However, we saw our greatest improvement in our Conditions & Climate and Academic Engagement Dashboard Indicators. We improved our suspension rates by .2%. In 2024 we had 53 students with at least one day of suspension. In 2025, we had 49 students with at least 1 day of suspension. Though we decreased the number of students suspended, the CA School Dashboard has the district moving in the wrong direction from a Green Indicator to a Yellow, This gives the impression that we are not making progress in improving our student suspension rates when the opposite is actually true. We have improved student attendance and reduced our chronic absenteeism by 4.2%, moving from the Red indicator to the Yellow indicator on the California School Dashboard. The Robla School District acknowledges that there is progress to be made on our student's academic performance and attendance data. We continue to collect and analyze academic data on a regular basis and utilize this data to drive instruction and planning for student and teacher support.

In reflecting on the English language arts performance data on the 2025 dashboard though we are still below our baseline performance data for most student groups, we have seen improvement from the 2024 School Dashboard data. We are celebrating the growth made by our African American and Students with Disabilities student groups. Both of these student groups have improved from baseline data scores (AA increased 2.8 pts. above baseline, SWD increased 4.8 from baseline). However, current data indicates we did not see improved outcomes for our English learner, specifically our Long-term English learner and Homeless student groups. These student groups saw a decline in performance of 24.8 pts for our Long-term English learners and an 8.2 pt. decline for our Homeless student group.
We have seen slow progress in math scores. However, we are again celebrating the progress we have made with the African American student group. This student group improved their math scores by 7.4 pts. Though Long-term English learners struggled in ELA, their math scores have improved significantly with an increased 22.5 pts. In addition we saw improvement in math scores for our Homeless student group with a growth of 3.9 pts. The students with disabilities student group did not see growth with a score of 4.9 below baseline.
The Ca School Dashboard now includes two years of science performance data. Though our current science scores have decline 3% from baseline, they did show a slight improvement from last years (2024) performance which was 4% below baseline. The English Learner Progress Indicator also showed improvement from 2024 data by 3.4% but still is below baseline. We are celebrating a decrease in the number of students identified as Long-term English learners, a decrease of 1.9% and the increased rate of reclassification of students by 7.59% from baseline. We have also seen an increase in the participation rate of our 5th grade students completing the Fitnessgram to 95%. An increase of 2.8% participation.

Dashboard data indicates the following student groups were identified because they were identified in the lowest performance color “Red” on the 2023 CA School Dashboard.
ELA - African American students and Students with Disabilities
Chronic Absenteeism - All student groups with the exception of Foster Youth
Suspension Rates - African American students
(For a detailed breakdown of all "red indicators" on the California School Dashboard, please see the document provided and attached at the end of the Local Control Accountability Plan.)

Chronic absenteeism has been a focal point in district over the past several years. In an effort to improve student attendance, site administrators are monitoring student absenteeism and implementing a variety of incentives and initiatives to encourage better attendance overall. This has been a successful tactic as chronic absenteeism has decline by 4.2% with all student groups. School sites are aware of who the individual students are with attendance concerns. They work diligently with each family to help address the issue and support students getting to school regularly and on time.

Along with improvements in chronic absenteeism we also have seen improvement in our suspension rates on our CA School Dashboard with the exception of our Homeless student group. Currently our suspensions overall are in the Green indicator with a decrease of 0.3%. However, we do need to address the increase in the suspensions of our Homeless students which increased by 2.2% and has placed them in the Red indicator. Homeless can be an emotionally challenging situation for students. There is a heightened need for additional social and emotional supports for these students. Our current teaching staff is also less experienced. Only 75% of our teachers hold a Clear Teaching credential which is below the statewide and county average. To support this inexperienced teaching staff, will continue to focus our professional learning time on building school climate and safety; addressing student behavioral issues; and student attendance.

We will address suspension rates and chronic absenteeism with the continued implementation of PBIS district wide and maintain our partnership with the Placer County Office of Education to provide our PBIS training. We will also continue our partnership with Changing Perspectives which supports school sites in implementing inclusive practices and building a welcoming school environment. We will refine our practice in utilizing SWIS data to dis-aggregate data regarding type, time and where suspensions occur. We will increase professional learning for all staff (certificated and classified) in the area of Social Emotional Learning. Conversations will continue at the cabinet and site level regarding preventative practices around absenteeism and alternative means of intervention for students with chronic behavioral issues.

Learning Recovery Emergency Block Grant (LREBG)
Robla School District has unexpended LREBG funds for the 2026-27 school year. LREBG fund expenditures will be addressed in Goal 1, Action 1.2.

The Robla School District needs assessment had substantiated findings from the 2025 Dashboard related to all student groups performing below standard in English Language Arts and Math. Further analysis of our English language arts data reveals that English learners, Homeless students and our Students with Disabilities student groups showed the greatest decline in performance with English learners, Homeless and Students with Disabilities in the Red indicator. Analysis of the math indicator data revealed that all student groups are performing in the Orange or Red performance indicator. All student groups either maintained or declined in math scores with Homeless students and long-term English learners student groups performance in the Red indicator. Based on these findings, Goal 1, Action 2 directly addresses the need for more instructional support for students by reducing class sizes in grades 4 and 5, thus allowing for more student teacher interaction throughout the school day. Teachers will be able to provide more small group and/or one-to-one instructional support in an effort to bring students up to grade level standards. Research has shown that class size reduction has been effective in improving student achievement and narrowing the achievement gap.

(For a detailed breakdown of all "red indicators" on the 2024 California School Dashboard, please see the document provided and attached at the end of the Local Control Accountability Plan.)

Reflections: Technical Assistance

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

In 2023-24, the district was identified for Differentiated Assistance focusing on chronic absenteeism, academics and suspensions specifically for the following two student groups: African American and Students with Disabilities. The Sacramento County Office of Education is provided technical assistance in analyzing our data and identifying potential root causes. The district focused on improving attendance rates, specifically addressing chronic absenteeism. It is our belief that implementing actions that improve attendance and creating a more warm and welcoming environment will improve academic achievement and decrease suspension rates. Therefore our work with the county office of education focused on chronic absenteeism and its root causes. We have been developing and implementing change ideas to address attendance and chronic absenteeism. Some change ideas are for all students but others are designed for specific targeted populations that have been identified in our needs analysis. The change ideas we have implemented thus far included:

1. Attendance Challenges Theory of action: incentivizing attendance will result in increased attendance
2. Develop "When to Stay Home" graphic Theory of action: Parents are unsure when they can send their child to school when showing signs of sickness. Graphic will help to demystify when it is ok to come to school with slight illness symptoms.
3. Implement a new protocol around documenting family contacts on student absenteeism Theory of action: More personal. We will learn more about student/family situations and perhaps we can connect families with resources
4. Change parent contact 'script' at one school to include a safety check Theory of action: If we modify the script to include language about checking on the students' safety, parents will feel more positive about the school being a partner in their students' education
5. Send 'SARB" type letter to families of TK and K students, following the same procedures as grades 1-6. Theory of action: By sending attendance letters, families will increase their understanding of the importance of regular school attendance

We are continuing to monitor student attendance data on a monthly basis and by student group to identify the effectiveness of our change ideas. Additional actions taken include more family outreach and specific student targeted supports (i.e. transportation, counseling, etc.). In addition to our efforts to improve student attendance, we are also focusing on school climate and social and emotional support for students. We continue to implement Positive Behavior and Intervention Support (PBIS) districtwide. With the support from the Sacramento County Office of Education, we have added a Mental Health Clinician to each school site. Mental Health Clinicians are licensed therapists who work directly with identified students in need of social and emotional support.

As a result, we improved outcomes for Students with Disabilities and African American students after year 1 of Differentiated Assistance focused on these student groups. In the 2024-25 cycle, the district was identified for Differentiated Assistance for the following student groups: Homeless (HOM): Academics, Suspension Rate and Long-Term English Learners (LTEL): Academics, Chronic Absenteeism. In the 2025-26 school year, Robla made significant growth in the performance for Long-term English Learners, Homeless, and Students with Disabilities for chronic absenteeism. Students with Disabilities remain identified for the 2025-26 Differentiated Assistance cycle for suspension rates and academics.

A district team, consisting of site administrators and teachers, continued to participate in a Long-term English Learner Improvement Network (LTEL Network) hosted by the Sacramento County Office of Education. The team is working to identify areas for improvement in our delivery

of language instruction in both designated and integrated ELD. The team will utilize the Plan-Do-Study-Act cycle (PDSA cycle) to implement identified change ideas to improve student outcomes.

Actions under Goal 4 and 5 are written to address the diverse needs of these identified student groups.

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
Certificated Staff (Robla Teachers Association)	All certificated staff have received invitations to participate in the PAC/DELAC meetings held throughout the school year. School site principals held a staff meeting during the month of March to present an outline of the LCAP in development, which included: needs identified through data review, planned goals, actions, and identification for Differentiated Assistance. All staff were given the opportunity to share which actions they felt where the most beneficial to student success, as well as provide written comment. Interpreters and translated documents were provided.
Principals and Administrators	LCAP data and actions are discussed throughout the year during bi-monthly cabinet meetings. Differentiated Assistance data review and strategy planning also occurred throughout the school year. On Feb. 3, 2026, the principals were given a presentation on the LCAP outline which included: needs identified through data review, planned goals, actions, and identification for Differentiated Assistance. All administrators were given the opportunity to share which actions they felt were the most beneficial to student success, as well as provide written comment.
Classified Staff (Classified School Employees Association)	All classified staff have received invitations to participate in the PAC/DELAC meetings held throughout the school year. During the month of March, classified administrators presented an outline of the LCAP in development, which included: needs identified through data review, planned goals, actions, and identification for Differentiated Assistance to all classified employees. All staff was given the opportunity to share which actions they felt were the most beneficial

Educational Partner(s)	Process for Engagement
	to student success, as well as provide written comment. Interpreters and translated documents were provided.
Parent and Community Partners	Throughout the year, LCAP Updates were provided at District English Learner Advisory Committee Meeting (ELAC) and Parent Advisory Committee Meeting (PAC) as well as a LCAP infographic distributed mid-year. On Feb. 3, 2026 an update to the current LCAP (infographic) was presented to the PAC and DELAC committees. At this time, feedback from these committees was solicited on the development of the 2026-27 school year LCAP update. During the month of May, an outline of the LCAP in development, which included: identified needs through data review, planned goals, actions, and identification for Differentiated Assistance was presented at the PAC/DELAC meeting. Principals presented the same information at their School SIte Council meeting, English Learner Advisory Committee meeting and student council. Parents and Community Partners were given the opportunity to share which actions they felt where the most beneficial to student success as well as provide written comment. Interpreters and translated documents were provided. The final draft of the Local Control Accountability Plan was posted on the district website, in addition an email address for the public to comment on March 1, 2026. A public hearing was held on June 11, 2026. The LCAP was adopted by the Board of Trustees on June 25, 2026.
Students	Information on the Local Control Accountability Plan was brought to each school site student council during the month of March for comment.
Special Education Local Plan Area (SELPA)	The district has worked with our local SELPA to ensure that the needs of students with disabilities will be addressed. We have coordinated with our SELPA representative to determine our areas of focus. The Continuous Improvement and Monitoring Plan (CIM) was developed in conjunction with the SELPA. The plan was reviewed and areas of focus within that document were taken into consideration in planning actions and services to be included to the Local Control Accountability Plan.

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

The district LCAP leadership team has created a timeline to address the development of the 2024-2027 LCAP and to ensure all stakeholders have the opportunity to engage in the development process. The process was designed to allow time for each advisory group (parent/community, advisory councils, English learner committees, special education advisors, teachers, principals, administrator, Robla Teachers Association -RTA, California State Employees Association -CSEA, and school site councils) to provide input, review and approve the plan. This timeline includes a review and comment period, a scheduled public hearing to be held at a regular Board Meeting prior to the Board of Trustees adopting the LCAP and district budget.

Educational partners were asked to comment on our current actions and services.They were asked to indicate: Which actions and/or services are having the most impact? Which actions and/or services need improvement? and Are there students' needs that are not being met? The actions and/or services educational partners most often indicated as having a positive impact on students and learning are: having additional personnel both in the form of instructional assistants and additional teacher supports, having site funding to support attendance incentives and field trips, bullying prevention and school safety, professional learning for teachers, and dedicated supports and services to meet the needs of all learners. Therefore, the upcoming Local Control Accountability Plan will continue to include actions that address these areas. We will continue to provide additional personnel to support student's academic outcomes and to address the needs of all learners.

Our focus for professional learning will center on the development and implementation of an instructional model by Robert Marzano, The New Art and Science of Teaching, which focuses on research based instructional practices for effective first instruction. This model will continue to provide professional learning and teacher support on instructional practices to address the needs of all learners. The feedback on school safety and bullying prevention has influenced the need to continue the addition of full time Assistant Principals at each school site. Educational partner feedback indicated that the additional libraries hours offered after school could be more effective. The library hours will not be eliminated but reviewed and modified to make them more impactful to families and students. The addition of Bilingual Community Outreach Assistants as a resource for our families and school sites is felt to be very valuable to both the district personnel and the community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement: Through the implementation of the Common Core State Standards, provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted populations and support closing the achievement gap for certain groups of students such as: low income students, students with disabilities, foster youth, homeless students and English learners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The state of California recognizes the CA School Dashboard as a means to measure and communicate student achievement in the areas of mathematics, English language arts, and English language development. However, the CA School Dashboard only reports prior year data and is limited to grades 3-6 in ELA and math. Stakeholders across our community agreed that while these measures are helpful, we believe they are not sufficient to describe the broad reaching skills, competencies, qualities, and mindsets that our young people will need to succeed in school and prepare for future success. As a Transitional Kindergarten through sixth grade district, we would like to have measures that help measure the progress our youngest learners are making. Therefore, we will also include local benchmark assessments that include grades K-2 to help measure student progress in meeting state academic standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Review - Priority 1: condition of facilities, teacher assignments, and student access to materials	Condition of Facilities: Currently do meet the “Good Repair” Standard Teacher Assignment: 75.5% Clear Teacher Assignment, 8.3%	Condition of Facilities: Currently do meet the “Good Repair” Standard (2025)	Condition of Facilities: Currently do meet the “Good” Standard (2026)	Facilities: Full compliance (100%) Credentials/Assignments: Full	Condition of Facilities: Unchanged Teacher Assignment: Clear (+5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Intern, 15.3% Ineffective, Student Access to Materials: 100% access (2023)	Teacher Assignment: 76.9% Clear Teacher Assignment, 10.0% Intern, 11.9% Ineffective (2023) Student Access to Materials: 100% access (2024)	Teacher Assignment: 80.5% Clear Teacher Assignment, 6.1% Intern, 9.8% Ineffective (2024) Student Access to Materials: 100% access (2025)	compliance (100%) Materials: Full compliance (100%)	Intern (-2.1%) Ineffective (-5.5%) Student Access to Materials: Unchanged
1.2	Dashboard: CAASPP - ELA All Students African American Students with Disabilities English Learners Homeless Long-Term English Learners: Grade 4 Students Grade 5 Students	All: -52.7 points Below Standard (2023) African American: -52.7 points Below Standard Students with Disabilities: -110.7 points Below Standard English Learners: -63.7 points Below Standard Homeless: -61.8 points Below Standard Long-Term English Learners: -47.8 distance from standard (2024) 4th Grade students (2024): 24% Proficient 5th Grade students (2024): 27% Proficient	All: -61.1 points Below Standard (2024) African American: -68.8 points Below Standard Students with Disabilities: -119.1 points Below Standard English Learners: -75.3 points Below Standard Homeless: -85.1 points Below Standard	All: -58.3 points Below Standard (2025) African American: -49.9 points Below Standard Students with Disabilities: -105.9 points Below Standard English Learners: -74 points Below Standard Homeless: -70 points Below Standard Long-Term English Learners: -76.2 points below standard (2025) 4th Grade students (2025): 27% Proficient	All: -28.7 points Below Standard (24 point gain) African American: -28.7 points Below Standard (24 point gain) Students with Disabilities: -86.7 points Below Standard (24 point gain) English Learners: -39.7 points Below Standard (24 point gain) Homeless: -37.8 points Below Standard (24 point gain)	All: (-5.6 pts.) African American: (+2.8 pts) Students with Disabilities: (+4.8 pts) English Learners: (-10.3 pts) Homeless: (-8.2 pts) Long-Term English Learners: (-28.4 pts) 4th Grade students: (+3% Proficient) 5th Grade students: (+2% Proficient)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				5th Grade students (2025): 29% Proficient		
1.3	Dashboard: CAASPP – Math All Students African American Students with Disabilities Homeless Long-Term English Learners: Grade 4 Students Grade 5 Students	All: -68.3 points distance from Standard (2023) African American: -91.3 points Below Standard Students with Disabilities: -120.3 points Below Standard Homeless: -80.3 points Below Standard Long-Term English Learners: -122.7 distance from standard (2024) 4th Grade students (2024): 21% Proficient 5th Grade students (2024): 17% Proficient	All: -73.4 points distance from Standard (2024) African American: -92.7 points Below Standard Students with Disabilities: -125.1 points Below Standard Homeless: -86.6 points Below Standard	All: -74.2 points distance from Standard (2025) African American: -83.9 points Below Standard Students with Disabilities: -125.2 points Below Standard Homeless: -84.2 points Below Standard (2025) Long-Term English Learners: -100.2 points below standard (2025) 4th Grade students (2025): 25% Proficient 5th Grade students (2025): 16% Proficient	All: -44.3 points Below Standard (24 point gain) African American: -67.3 points Below Standard (24 point gain) Students with Disabilities: -96.3 points Below Standard (24 point gain) Homeless: -56.3 points Below Standard (24 point gain)	All: (-5.9 pts) African American: (+7.4 pts) Students with Disabilities: (-4.9 pts) Homeless:(-3.9 pts) Long-Term English Learners: (+22.5 pts) 4th Grade students: (+4% Proficient) 5th Grade students: (-1% Proficient)
1.4	Dashboard: California Science Test (CAST)	21% Met or Exceeded Standard (2023)	22% Met or Exceeded Standard (2024)	18% Met or Exceeded Standard (2025)	36% Met or Exceeded Standard	Met or Exceeded Standard (-3%)
1.5	Dashboard: English Learner Progress Indicator -	50.2% Making Progress towards English Language Proficiency (2023)	43.8% Making Progress towards English Language Proficiency (2024)	47.2% Making Progress towards English Language Proficiency (2025)	64.9% Making Progress towards English Language Proficiency	Making Progress towards English Language Proficiency (-3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	English Learner Reclassification (CALPADS Census date Data 2.9)	3.1% Reclassified (2023)	8.4% Reclassified (2024)	10.69% Reclassified (2025)	10% Reclassified	Reclassified (+7.59%)
1.7	Fitnessgram	92.2% participation rate (2023)	91% participation rate (2024)	95% participation rate (2025)	100% participation rate	Participation rate (+2.8%)
1.8	ELA -End of Year K-1 Phonic Survey - Priority 8	56% Met or Exceeded of K 34% Met or Exceeded of 1st grade (2023)	37% Met or Exceeded of K 39% Met or Exceeded of 1st grade (2024)	44% Met or Exceeded of K 40% Met or Exceeded of 1st grade (2025)	75% Met or Exceeded of K 75% Met or Exceeded of 1st grade	Met or Exceeded of K (-12%) Met or Exceeded of 1st grade (6%)
1.9	ELA - Grade 2-6 STAR Reading Level - Priority 8	32.2% Met or Exceeded (2023)	24.1% Met or Exceeded (2024)	38.8% Met or Exceeded (2025)	70% Met or Exceeded	Met or Exceeded (6.6%)
1.10	Math - End of Year 2-6 Benchmark Assessment - Priority 8	21% Met or Exceeded (2023)	19.6% Met or Exceeded (2024)	19.4% Met or Exceeded (2025)	70% Met or Exceeded	Met or Exceeded (-1.6%)
1.11	Efficacy Tool: Self Reflection for Priority 2, the implementation of academic standards (ELA/ELD, Math, & NGSS)	An Average of 4 and 5 in each area except World Language and Career Technical Education (2023)	An Average of 4 and 5 in each area except Health Education and Career Technical Education (2024)	An Average of 5 in each area except English Language Development and World Language at 4 and Health Education and Career Technical Education (2025)	An Average of 4 or higher in each of the 5 areas	An Average of 4 and 5 in each area except Health Education and Career Technical Education (Progressing)
1.12	Access to standards based curriculum in ELA, math, Science, physical education, visual arts, technology and performing arts for all pupils including Students with	No barriers Identified for 100% of students (2023)	No barriers Identified for 100% of students (2024)	No barriers Identified for 100% of students (2025)	No barriers Identified for 100% of students	No barriers Identified for 100% of students (No Change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disabilities, English Learners, Foster Youth and Low Income Students (Priority 7)					
1.13	Dataquest: Long Term English Learners - LTELS (6+ yrs.)	Long Term English Learners - LTELS (6+ yrs.): 141 Students; 14.6% (2023)	Long Term English Learners - LTELS (6+ yrs.): 137 Students; 12.7% (2024)	Long Term English Learners - LTELS (6+ yrs.): 139 Students; 13.4% (2025)	Long Term English Learners - LTELS (6+ yrs.): 100 Students	Long Term English Learners - LTELS ,6+ yrs.: (-1.2%)

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.

Overall, the Robla School District was able to implement the actions we set forth in the Local Control Accountability Plan to achieve Goal 1, our academic performance goal. In reviewing metrics 1.2 and 1.3 we have begun to move in a positive direction towards improving academic performance. English Language Arts data shows improvement for all monitored student groups. Math data, Though the overall performance of students in math showed a slight decline, 1.1 pts, from the previous year, the following student groups showed improvement: African American increased 8.8 points, Homeless improved 2.4 points and 4th grade Long-Term English Learners improved by 4%. However, students with disabilities showed no growth and 5th grade Long-Term English Learners showed a slight decline of 1%.
We saw an increase in the percentage of certificated staff holding clear credentials and a decrease in the number of Intern teachers. The staff identified as 'Ineffective' under ESSA regulations are identified because they are assigned a position requiring a single subject credential. All of the teachers identified hold a multiple subject teaching credential which qualifies them under the California Department of Education/California Teaching Credential provisions as they integrate other subject areas into their daily lessons.

The following actions have had a substantial difference in implementation as outlined in the Local Control Accountability Plan.
Action 1.3 - We experienced an increase in enrollment in students in grades Kindergarten and Transitional Kindergarten which resulted in adding an additional Kindergarten classroom in February 2026.
Action 1.8 - Professional Learning Support Teachers: We began the year fully staffed with Professional Learning Support Teachers (PLST). However, these teachers are also supporting combination classes by actually teaching the math curriculum to one of the grade levels within those combo classrooms. One Professional Learner Support Teachers is covering 2 days a week in a classroom for a teacher on leave.
Action 1.9 - Intervention Assistants: Staffing issues have prohibited us from providing the academic interventions planned for special education and targeted student groups. We continue to try and fill vacant positions. In the meantime we are contracting with outside agencies to provide services for designated student groups.
Action 1.10: We had planned on having to Facilitators to assist in the Teacher Professional Growth Project. Due to a teacher resignation in October, one Facilitator has returned to the classroom. The other Facilitator is also assisting with instruction in a combo classroom.

Action 1.11: To ensure we address the needs of any student being identified as At-Risk of becoming a Long-term English learner or identified as a Long-term English learner, we have added services specifically designed to meet the needs of this student population within this action. According to Dataquest the number of students identified as Long-Term English Learners (6+ years) has increased slightly, However the majority of the students are above the 6th grade and attend our charter schools. According to the California School Dashboard, the Long-Term English Learners in grades TK-6 that attend our elementary schools have shown an improvement of 11.7% on the English Language Proficiency Indicator. The district has exited Differentiated Assistance for this student group.

As you can see in our metrics, student outcomes are moving towards our intended 3 year outcome slowly. Analysis of our English language arts data reveals that English learners are the only student group remaining in the Red indicator. Analysis of our math indicator reveals that Students with Disabilities are in the Red indicator. Long Term English African American students, and Homeless students showed the most improvement. Though we have no color indicator for the California Science Test, our for 5th grade students maintained in their performance level. Based on these findings, Goal 1, Action 2 will continue to include class size reductions for grades 4 and 5. It directly addresses the need for more instructional support for students by reducing class sizes in grades 4 and 5, thus allowing for more student teacher interaction throughout the school day. We added the long-term English learner student group to metrics 1.2 and 1.3 in 2024 to allow for additional monitoring of performance. We continue to conduct instructional rounds focused on supporting teachers in implementing effective instructional practices. Our Professional Learning Support Teachers, along with Mentor Teachers, are supporting our new and inexperienced teachers in an effort to build their capacity.

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.

Many of the material differences in expenditures in this Goal are related to a decrease in cost for personnel. Robla's teaching force has shifted from a large percentage of teachers being at the higher end of the pay scale to new teachers entering at the lower end of the pay scale (1.1, 1.2, 1.5, 1.8). The GATE program utilized less of the set aside funds than anticipated. Students attend 5th grade science camp every other year as the class is a 5/6 combo. Action 1.10 saw a material difference in over expenditure. This was do to having two facilitators for the year that are at at the top end of the payscale. This group of employees saw the most significant pay increase with the contract negotiations and salary scale adjustments to make the district comparable to the surrounding districts. Action 1.11 has unspent funds. Site funds and Title III covered the necessary expenses for the year in the Dual Immersion program.

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

Goal # 1 focuses on providing learning opportunities that result in increased academic achievement for all students, including support systems which meet the needs of targeted populations. Specific actions include:
Action 1.1: The addition of instructional minutes to each school day to provide extended learning time has been effective in allowing the district to incorporate additional learning opportunities into each student's day. We have been able to enrich the curriculum with opportunities for students to have additional physical education and music or art instruction as part of their weekly schedule. The minutes also allow more time and opportunity to support staff to work with students in small groups without interfering with their direct instruction.
Action 1.2: We continue to implement class size reduction to provide greater opportunities for teachers to interact with students one on one and to provide more individualized attention in the early years of learning. Evidence suggests that smaller classes can help students academically, especially low-income and minority students, which make up a significant majority of the district's population. Smaller classes

have also been found to have a positive impact on school climate, student social-emotional growth, safety, suspension rates and parent engagement.
Action 1.3: We will continue to offer Universal Pre-Kindergarten and work to expand the program to all sites as facilities that meet requirements become available to allow for families to enroll their child for early educational opportunities.
Action 1.4: The importance of providing expanded learning for our students identified as Gifted and Talented continues to be a priority. Students should be allowed to participate in educational opportunities that meet their academic needs.
Action 1.5: We continue to try and address the needs of our English language learners through providing professional learning for our teachers on effective instructional practices and monitoring English language development throughout the school year as a formative tool. A professional learning session focused on Long-Term English Learner academic supports for building reading skills was provided to all certificated staff to improve their effectiveness at teaching this population of students and as an action to address our identification for Differentiated Assistance for the Long-term English learner student group. Each school site implemented grade level Professional Learning Communities (PLCs) weekly during the school day, supported by the enrichment teachers. Students were provided with enrichment enabling grade level teams to meet to review student data and plan instruction accordingly. In addition, we continued to provide two, after-school 75 minute per week school-wide PLC's to further support teacher collaboration and professional learning.
Action 1.6: Library resources are updated with additional non-fiction books for student research. We expanded our bilingual selections to include more materials in more languages and purchased grade level appropriate books addressing social and emotional learning.
Action 1.7: Each school site receives discretionary site funds, allocated per pupil, for sites to use as approved by the school site council.
Action 1.8: Our Professional Learning Support Teachers (PLST) continued to assist teachers in improving instruction and making common core more accessible to all students. The teachers have expanded their support to all areas of curriculum, including our social emotional learning curriculum. An additional Professional Learning Support Teacher was added to support the development and implementation of our Universal Pre-Kindergarten Program and the alignment of Pre-K through 2nd grade instructional practices. A team of specialized teachers (i.e. intervention teachers, English learner support teachers, and enrichment teachers) provided opportunities for all students and students in need of additional support in accessing state standards.
The expansion of the California School Dashboard and the reporting of state assessment data reflects the need to continue to provide a team of specialized teachers to provide targeted students with academic interventions, language support for English learners and enriching opportunities to engage in school. School sites implemented procedures to strategically identify students for intervention and support services. Specifically, site English learner support teachers identified students at risk of or identified as Long term English learners. They provided targeted small group instruction for these students, as well as assisted teachers in delivering specific supports identified for these students. Even with staffing challenges, students were able to receive specialized programs that support them in meeting core standards.
The addition of an Assistant Principal at each school site has been determined to be an effective action. They have assisted the site principal in addressing chronic absenteeism by increasing family outreach. They also assist the principal in addressing behavior issues that interfere with academic learning and positive social interaction. The Assistant Principals are also participating in the Long-Term English Learner Professional Learning Network, which identified areas of focus for the next academic school year to support our Long-term English learners.
Action 1.9: Intervention assistants were provided to all sites to assist struggling students and English learners. Despite intervention assistant staffing shortages, we continued to target students for small group intervention opportunities.
Action 1.10: We continue to work to improve and expand our facilities as identified by the Williams Review and Board of Trustee's recommendation of need.
Action 1.11: We successfully implemented our TK through sixth grade Dual Immersion program at Glenwood school with a Spanish speaking Intervention Assistant. The program is built on the three Pillars of Dual Language Education: bilingualism and biliteracy; high academic

achievement; sociocultural competence. Enrollment has met expectations, but we continue to experience transiency, which can affect enrollment in this program.

Based on this analysis, Actions 1.1; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10; 1.11 are effective. Actions 1.2 appears to be ineffective because we have yet to see the same gains throughout 4th and 5th grade academic data but will continue for the 2026-27 school year to allow for more time to evaluate their full effectiveness in addressing student achievement.

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.

Our goal and our actions as written continue to support this continued effort toward improving student achievement. With the addition of funding to support art education through Prop. 28, Robla was unable to add two enrichment teacher positions in the 2025-26 school year but will continue to seek qualified candidates for the 2026-2027 school year.These positions will support the addition of Science, Technology, Engineering, Art, and Math (STEAM) in grades four and five throughout the district. Through our Needs Assessment the following areas were identified; science performance on the CAST is low; reading and math scores at grade four and beyond are below standard; and the number of At-Risk Long-Term English learners begins to increase at grade six. We were identified for Differentiated Assistance for the Students with Disabilities student group. It has been determined that students in grades four and five would benefit from reduced class sizes. The Learning Recovery Emergency Block Grant funds will be used to support smaller classes in these grades.

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	Additional Instructional Minutes	The addition of instructional minutes added to each school day above the required minimum to provide extended learning time for all students	$582,869.00	Yes
1.2	Class Size Reduction	LREBG Action Provide class size reduction to allow greater opportunities for teacher interaction and supports to individual students. Class size reduction for grades TK-3 will follow the 24:1 ratio. Reduce the student to teacher ratio in grades 4 and 5, utilizing LREBG funding, to improve student outcomes. Research suggests that class size reduction in grades 4 and 5 can positively impact student achievement, particularly in reading and mathematics. Studies have shown that smaller classes can lead to improved test scores and a greater ability for teachers to provide	$5,211,122.00	Yes

Action #	Title	Description	Total Funds	Contributing
		individualized attention, especially for students from disadvantaged backgrounds. The metrics being utilized to monitor this action are 1.2 and 1.3 The total LREBG funds supporting this Action: $340,000		
1.3	Universal Pre-Kindergarten	Additional funding provided to school sites as they create a developmentally informed, districtwide universal prekindergarten program. Funds will be used for professional learning, early childhood assessments and materials that exemplify developmentally; culturally; and linguistically appropriate and effective practices.	$1,172,438.00	Yes
1.4	Specialized Instructional Program	Provide funding to support a Gifted And Talented Education (GATE) program reflective of Robla School District’s diversity	$26,523.00	No
1.5	Teacher Professional Learning	Continue to provide four days of professional development each year to deepen all teachers', including special education and support teachers, knowledge of: effective Common Core instruction in all core subjects (ELA, math, Social studies, Science, English language Development, physical education, etc.); effective use of assessments; how to evaluate and respond to student performance data such as below grade level and/or not meeting English language development goals; allow for teachers to meet in Professional Learning Communities (PLC’s) on a weekly basis to extend the professional learning beyond a single day event and to review student data (ELA, math, English language development, etc.). Annually provide professional learning to all certificated staff on effective instructional practices, monitoring English language acquisition, English language development standards and addressing the specific needs of English language learner populations such as Newcomers and Long-term English learners. Additional professional learning will be provided for staff addressing the social emotional and academic needs of our students with disabilities.	$159,629.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Library Services	Continue to provide support for existing school library and expand services to support Common Core state standards.	$17,640.00	No
1.7	Site Funding	Provide Site allocation funding to allow each school community to make local decisions about what services would best serve students and staff in support of CCSS. Funds will be used to purchase supplemental materials to support the Common Core in English Language Arts, mathematics and ELD; to provide professional development in the Common Core; and to create field trip experiences for students to supplement learning.	$156,279.00	No
1.8	Personnel-Additional Teacher Supports	Provide additional certificated teachers to support effective instructional practices; provide more small group instruction to assist students in academic and social emotional needs; provide specialized instruction in the arts, technology integrated with the Common Core standards and physical education to provide intramural sports opportunities; provide high quality Designated and Integrated English language development and to address the unique needs of identified student subgroups such as Newcomers and Long-term English learners. These positions include intervention teachers, English learner teachers, enrichment teachers, and Professional Learning support teachers. Specific interventions, such as providing teaching coaching in English language arts specifically focusing on the needs of African American students and students with disabilities, who are reflected on the dashboard in Red, districtwide. Additionally, English learners who are Long Term English Learners and/or at risk of being identified as Long Term English Learners at Robla Elementary and Homeless Youth at Taylor who are reflected in Red on the dashboard will be targeted at the school level for differentiated instructional supports.The needs of student groups who are identified in Red on the Dashboard for math will be addressed in a similar way. These student groups include Students with Disabilities and African American students at Main Ave. School and Homeless students at Taylor	$3,037,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
		St. School. Each school sites' SIngle Plan for Student Achievement address the interventions more specifically for site based support.		
1.9	Personnel-Instructional Assistants	Provide Intervention Assistants to allow opportunities for more focused small group instruction by the classroom teacher and/or support students just below desired achievement levels all at grade levels	$377,375.00	Yes
1.10	Facilitators	Provide Facilitators for the Teacher Professional Growth Project to support the implementation of a teacher evaluation system based in growth and professional learning.	$361,317.00	No
1.11	English Language Development Program/Services	As a part of our base instructional programs, provide Structured English Language Development and Mainstream English Language Development to ensure all English language learners receive both Integrated and designated English language instruction. In addition, offer a Spanish Dual Language Immersion Program, PreK through 6th grade, at Glenwood Elementary School to enhance the language development of English learners and English only students in a researched based instructional model. The programs will include monitoring student progress through regular data analysis and the English language development report card to ensure we are meeting the needs of our English learners and addressing the unique needs of At-Risk Long- term English Learners and those identified as Long-term English Learners.	$10,815.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Climate: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. The Robla School District identifies that students must first feel safe in order to learn. We utilized a multi-tiered system of support (MTSS) process to continuously monitor and provide services to students with social emotional and mental health needs. The team, with input from stakeholders, focuses on developing proactive approaches to help students develop coping mechanisms to regulate emotions and learn social skills. The mental health team, in addition to supporting classroom teachers, provides a variety of mental health services that include group social skill development, individualized counseling and emergency mental health services (suicide prevention assessments/counseling/staff training).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance	91.4% -(4/28/2023)	93.16% -(4/30/2024)	93.60% (4/17/2026)	95% Attendance	2.2% increase
2.2	Dashboard: Reduce Overall Chronic Absenteeism - All: African American Asian Hispanic Students with Disabilities	All: 48.6% Chronically Absent (2023) African American: 66% Asian: 30.2% Hispanic: 49.4% Students with Disabilities: 57.9%	All: 44.4% Chronically Absent (2024) African American: 57.1% Asian: 23.5% Hispanic: 45.7%	All: 24% Chronically Absent (2025) African American: 31.3% Asian: 8.6% Hispanic: 24.9%	All: 22% Chronic Absenteeism African American: 22% Asian: 22% Hispanic: 22%	All: Chronically Absent (-24.6%) African American: (-34.7%) Asian: (-21.6%) Hispanic: (-24.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learners Homeless Pacific Islander Socioeconomically Disadvantaged White	English Learners: 41.9% Homeless: 55.5% Pacific Islander: 65.9% Socioeconomically Disadvantaged: 50.4% White: 46.4%	Students with Disabilities: 49.1% English Learners: 40% Homeless: 49.8% Pacific Islander: 59.1% Socioeconomically Disadvantaged: 45.2% White: 44.8%	Students with Disabilities: 30.6% English Learners: 16.9% Homeless: 31.2% Pacific Islander: 33.3% Socioeconomically Disadvantaged: 25.6% White: 26.5%	Students with Disabilities: 22% English Learners: 22% Homeless: 22% Pacific Islander: 22% Socioeconomically Disadvantaged: 22% White: 22%	Students with Disabilities: (-27.3%) English Learners: (-25%) Homeless: (-24.3%) Pacific Islander: (-32.6%) Socioeconomically Disadvantaged: (-24.9%) White: (-19.9%)
2.3	Dashboard: Reduce Overall Suspension Rates - All: African American: Hispanic: Socioeconomically Disadvantaged: White:	All: 2.9% (60 total) (2023) African American: 6.1% Hispanic: 2.2% Socioeconomically Disadvantaged: 3.2% White: 4.6% Students with Disabilities: 5.8% (19 total) (2025)	All: 2.6% (53 total) (2024) African American: 5.9% (19 total) Hispanic: 1.3% (14 total) Socioeconomically Disadvantaged: 2.5% (46 total) White: 5.5% (14 total)	All: 2.4% (49 total) (2025) African American: 3.5% (10 total) Hispanic: 2% (21 total) Socioeconomically Disadvantaged: 2.6% (45 total) White: 5.4% (14 total)	All: 1.5% Suspension Rate African American: 1.5% Hispanic: 1.5% Socioeconomically Disadvantaged: 1.5% White: 1.5%	All: -0.5% (4 less students) African American: (-2.6%) Hispanic: (-0.2%) Socioeconomically Disadvantaged: (-0.6%) White: (+0.8%)
2.4	Expulsion Rate - Dashboard	Expulsion Rate: 0% (2023)	Expulsion Rate: 0% (2024)	Expulsion Rate: 0% (2025)	0% Expulsion Rate	Expulsion Rate: Unchanged
2.5	Kelvin Pulse Survey/Students - Feel Safe at School	Prior Metric Data: 50% Feel Safe (Panorama Survey Results 2024)	51% Feel Safe (Kelvin Survey Results 2025)	82% Feel Safe (Kelvin Survey Results 2026)	80% Feel Safe	Feel Safe (+32%)
2.6	Kelvin Pulse Survey/Students- School Engagement and Supports/School Connectedness	Prior Metric Data: 50% Feel Connected (Panorama Survey Results 2024)	64% Feel Connected (Kelvin Survey Results 2025)	75% Feel Connected (Kelvin Survey Results 2026)	80% Feel Connected	Feel Connected (+25%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Kelvin Pulse Survey/Students - Anti-Bullying Climate	Prior Metric Data: 51% Responded Favorably (Panorama Survey Results 2024)	66% Responded Favorably (Kelvin Survey Results 2025)	58% Responded Favorably (Kelvin Survey Results 2026)	85% Positive Response	Responded Favorably (+7%)
2.8	Kelvin Pulse Survey/Parent - School Climate	Prior Metric Data: 76% Positive Response (Panorama Survey Results 2024)	79% Positive Response (Panorama Survey Results 2025)	94% Responded Favorably (Kelvin Survey Results 2026)	85% Positive Response	Positive Response (+18%)
2.9	Kelvin Pulse Survey/Parent - School Safety	Prior Metric Data: 77% Positive Response (Panorama Survey Results 2024)	83% Positive Response (Panorama Survey Results 2025)	91% Responded Favorably (Kelvin Survey Results 2026)	85% Positive Response	Positive Response (+14%)
2.10	Kelvin Pulse Survey/Staff: School Safety	Prior Metric Data: 68% (Panorama Survey Results 2024)	70% Positive Response (Panorama Survey Results 2025)	89% Responded Favorably (Kelvin Survey Results 2026)	85% Positive Response	Positive Response (+21%)
2.11	Kelvin Pulse Survey/Staff: School Climate	Prior Metric Data: 81% (Panorama Survey Results 2024)	81% Positive Response (Panorama Survey Results 2025)	90% Responded Favorably (Kelvin Survey Results 2026)	85% Positive Response	Positive Response (+9%)

Goal Analysis [2025-26]

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

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

The Robla School District identifies that students must first feel safe in order to learn. We have implemented a multi-tiered system of support (MTSS) process to continuously monitor and provide services to students with social emotional and mental health needs. The mental health team has worked diligently to identify students that need additional social and emotional support and to provide the appropriate interventions. With support from the Sacramento County Office of Education, the addition of a full time Mental Health Clinician at each school site has been beneficial in supporting students, families and staff. Unfortunately, Glenwood School is our only school site without a Mental Health Clinician.The clinicians carry a caseload of approximately 20 students, starting with students that qualify through MediCal and addressing those with the greatest need first. Chronic absenteeism decreased significantly on the CA School Dashboard. We continue to experience issues with student behaviors which are straining our resources and causing disruption to student learning. Knowing that this is a stressor that affects teachers and students alike, we continue to provide a full time Behavior Analyst. This person provides targeted support for classrooms on behavior management.

We were able to implement all the planned actions with improved metrics in all areas except of Action 2.1 Student Mentor Program. Action 2.1: Student Mentor Program required classified personnel to engage one-on-one with students. The program has not been implemented to its fullest extent due to a lack of training and commitment of all parties involved to create an implementation map.

All sites received training from the Placer County Office of Education (PCOE) to strengthen the District's Tier 2 PBIS team's effectiveness. This professional development was provided through a grant received from Sutter Health. Taylor St. Elementary received the Gold award and Main Ave. school received the Platinum award for PBIS implementation in 2025.

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.

Action 2.1 The Student mentor program was not carried out in the 2025-26 school year to full implementation which did not require the full expenditure of funds allotted the program has been reviewed and a new approach will be taken in the 2026-27 school year to revise this action into a more manageable and meaningful action. Action 2.6 Is the Bullying Prevention Project grant we receive from the Sacramento County Office of Education under a Mental Health initiative. This program has sunsetted as of June 30, 2026. Remaining funds will support the shift of the program objectives to a new funding source.

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

An analysis of the Kelvin staff, family, and student survey data indicates that this platform is more user friendly. We have increased our response rate, particular on our family survey, significantly from prior years. Our students are feeling a greater sense of being safe at school, more connected to school, and find the school environment to be more anti-bullying than in previous years.We have shown growth in the family Kelvin data reveals that both staff and parents perception of school climate and safety has increased. A full time Assistant Principal at each school site has been an important component in supporting school climate and safety. They assist the principal in implementing Positive Behavior Intervention and Support program and addressing student attendance. Assistant Principals help contact families of students displaying attendance issues and provide support to families in addressing the barriers that exist in getting their student to school.

School and district safety has been improved with the addition of cameras, fencing, and new visitor protocols established throughout the district. Each school sites' Safety Plan has been updated to reflect the changes needed with the modernization of school campuses. Based on analysis of the actions in Goal 2, all actions appear to be effective strategies. All actions will continue for the 2026-27 school year.

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.

Our goal and our actions as written continue to support this continued effort toward providing a physically and emotionally safe environment that is culturally response to all students. We are evaluating the initial plan for the student mentor program. We have struggled with implementation of this program due to training and program oversight issues. We have identified a new approach to resolving these issues and will implement a social emotional learning platform, complete with training, that we are piloting to serve as materials and an oversight tool in the 2026-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Mentor Program	Select Classified Personnel will provide mentoring to targeted students identified as needing additional social emotional support in their everyday school interactions with peers and adults in an effort to address chronic absenteeism issues and build school connectedness. Additional focus will be placed at schools where Black students are reflected on the Dashboard as red for suspensions.	$82,500.00	Yes
2.2	Positive Behavior Intervention Supports (PBIS)	Implementation of Positive Behavior Interventions Supports (PBIS) program at each school site. PBIS is an evidence-based three tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. As all student groups have been identified in Red on the school Dashboard at the district level, this action will address every student and be implemented throughout the district.	$30,870.00	Yes
2.3	Attendance Incentives	Monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board; Continue to provide incentives to improved student attendance	$19,463.00	No
2.4	School Safety	Provide programs, training, materials & supplies to ensure student safety and secure school campuses (cameras, trauma first aid training)	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Nutrition Services	Provide student meals recognizing the cultural diversity of our student population & student nutrition education (Breakfast in the classroom, Harvest of the Month, Birthday Baskets, i.e.)	$21,970.00	No
2.6	Bullying Prevention Project	Provide services and programs that address bullying prevention and provide conflict resolution strategies which result in fewer student suspensions	$6,121.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent Involvement: Increase parent, family, and community involvement in the education of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Students whose parents are involved in their education get better grades and have higher test scores. A study of parents who were highly involved in the educational process showed that their children were more likely to improve in reading and math. Studies have also shown that students are less likely to skip school, be less disruptive in class, and be more likely to do their homework when their parents are involved. Educational partner engagement activities, such as committee meetings and parent surveys, assist in the identification of parent workshop topics that will engage and meet the needs of our families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Empowerment Dinner program	Parents Rating of Overall Parent Empowerment Dinner experience - Scale of 1-5 = 5 Excellent (2024)	Parents Rating of Overall Parent Empowerment Dinner experience - Scale of 1-5 = 5 Excellent (2025)	Parents Rating of Overall Parent Empowerment Dinner experience - Scale of 1-5 = 5 Excellent (2026)	Parents Rating of Overall Parent Empowerment Dinner experience - Scale of 1-5 = 5 Excellent	Unchanged
3.2	Kelvin Pulse Survey - Parent Involvement	Prior Metric Data: 53% Positive Response (Panorama Survey Results 2024)	20% Positive Response (Panorama Survey Results 2025)	Kelvin Pulse Survey - Parent Involvement 95% fell a welcoming place	85% Favorable	Positive Response +42% favorable
3.3	Kelvin Pulse Survey - Perception	Prior Metric Data: 66% Positive Response (Panorama Survey Results 2024)	69% Positive Response (Panorama Survey Results 2025)	Kelvin Pulse Survey - Perception 94%	85% Favorable	Positive Response +28% favorable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				feel staff is approachable		
3.4	Parent Square Family Communication - District	92% Parents Contactable (2024)	96% Parents Contactable (2025)	98.2% Parents Contactable (2026)	100% Parents Contactable	Parents Contactable (+6.2%)

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.

Overall, the Robla School District was able to implement the actions we set forth in the Local Control Accountability Plan to achieve Goal 3, our parent involvement goal as discussed below.

Action 3.1: Parent Communication - In combination with Parent Square, the Robla School District website, school websites and social media outlets (e.g. Instagram) have helped us provide an ongoing communication stream with our community and families. We continue to provide in-person parent/teacher conferences at the end of the first trimester. Bilingual support is provided for parents and teachers during this time. We also provide two parent conferences for the parents of our Transitional Kindergarten classrooms.
Action 3.2: Parent Education With assistance from our Community School Liaisons, the school site Mental Health Clinician held various parent workshops throughout the year and at each school site. Topics included a variety of high interest topics on parenting, social emotional development, navigating childhood and school, social media influences, and many more. We increased our efforts to provide parents information on the importance of school attendance, especially in the early years, providing them with health guidance on knowing when it is okay to send their child to school. In addition, WarmLine Parent Resource Center information was provided to parents to participate in training sessions provided throughout the year.
Additional time was allotted at advisory group meetings to provide parents with information on their role in supporting their students success in reading. Strategies to support reading are shared as well as reminders of the opportunity to access bilingual books and school library hours for parents.
Action 3.3: Parent Empowerment - Three dinner events were held throughout the year. Attendance at the dinners continues to grow as the community becomes familiar with the quality of the speakers at the events. We have included more opportunities for students to perform and/or be recognized.
Action 3.4 and Action 3.5: Additional Library Hours and English for Adults: The opportunity for families, especially our English learner community, to access our school libraries to check out books for the family and use of the computers for online English programs and family resources continues to be under utilized.

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.

Action 3.3 All Parent Empowerment Workshops were held as planned. Expenditures came in under budget. Action 3.5 The English for Parents classes were held online utilizing free language programs. Finding a teacher for in-person instruction continues to be a challenge resulting in a decrease expenditure for this action.

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

The use of Parent Square has increased our ability to communicate with families and was found to be effective. Data indicates that 98% of Parents are utilizing the app. to receive and communicate with the district, school sites and their teachers. This application supports everything from classroom to district level communications. Parents can choose the language in which they receive and send their messages. We also post information regularly on district social media platforms.

The Parent Empowerment dinners have been well received by our families. These events recognized the diversity of our community by highlighting specific race and cultural groups: Hispanic Heritage, Black History, and Asian American Pacific Islander month. These dinners included an influential speaker from the Sacramento community, such as Dr. Art Pimentel, President of Folsom Lake College, Dr. Ed Bush, President Consumnes River College, as well as local cultural artists. Student artwork created in accordance with the event theme was displayed. The evenings included performances by district students and recognition of students.

We continue to struggle to find a qualified instructor for English as a second language classes for parents in person. We offered English classes through an online program as well as provided computers through our school libraries. Our school libraries held extended library hours to our families. We would like to see more families take advantage of this opportunity and are beginning to work with our Community Schools Liaisons to reevaluate and revamp this program.

We moved to a new student, family and staff survey, Kelvin Education. Using this new instrument, we saw a significant in the number of parent completing the survey and providing additional feedback. Last year we had approximately 400 parent respond to the school climate survey throughout the district. This year we saw the response rate increase to over 1100 responses which equalied 59% of all possible respondents. Overall, parents responding positively to our schools climate and safety. The additional comments parents included in their survey will provide additional in site in to areas to celebrate as well as ways we can meet some specific needs.

Overall, based on analysis of the actions in Goal 3, all actions appear to be effective strategies. Analysis of actions 3.4 and 3.5, and how they may be improved will assist in planning for next year and making these actions the most effective. All actions will continue for the 2026-27 school year.

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.

We are re-evaluating our extended library hours and how we conduct English for parents classes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication	Provide multiple approaches to communication with parents, including Parent Square, school newsletters, the Robla School District website, school websites, the student information system parent portal, school information display screens and through social media	$77,250.00	No
3.2	Parent Educational Opportunities	Provide training/education for parents and school community groups. Topics to include the importance of attendance for academic achievement especially in the early years of learning, social emotional learning, reading, training for parents of student with disabilities, etc.	$34,968.00	Yes
3.3	Parent Empowerment Workshops	Provide three parent dinners with guest speakers. Each dinner will focus on one of three prominent ethnic community members: Asian, Hispanic, and African American communities.	$50,985.00	Yes
3.4	Extended Library Hours	Provide access to school libraries for parents and students before and/or after school, targeting families of unduplicated pupils.	$27,623.00	No
3.5	Adult English Classes	Provide access to English as a Second Language classes for parents	$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Inclusive Educational Practices: We will create a district-wide environment that values equity, inclusion and respect for all students, staff and families and which is reflected in the words and actions of all.	Broad Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Robla School District serves a very diverse community. Families who send their children to our schools have a variety of national origins, languages, cultures and belief systems. Our students come in all colors. The employees of the Robla School District work each year to create strong bonds with our students and their families. These relationships serve as the foundation for all of the work that is accomplished in our elementary schools. Robla School District also recognizes that the history of the United States is full of a variety of perspectives. Many of these perspectives have not received the attention they deserve. This lack of diversity has led systemic practices that are based upon racial and ethnic biases and inequities in opportunities for groups of people. Robla wishes to examine itself as a system and educate its workforce in an open approach to welcoming the views of others and taking action to end exclusion. While we have always worked towards equity and inclusion, this goal focuses us more deeply on using this lens in all the work that we do.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate - reduce disproportionate suspension rates to equivalent of overall suspensions	English Learners: 1.9% Students with Disabilities: 2.2% Foster Youth: 5.0% African American: 6.1% Hispanic: 2.2% (2023) Homeless 3.4% (2024)	English Learners: 1.3% Students with Disabilities: 3.5% Foster Youth: 0% African American: 5.9% Hispanic: 1.3% (2024)	English Learners: 0.8% Students with Disabilities: 5.8% Foster Youth: (no data displayed fewer than 11 students) African American: 3.5% Hispanic: 2%	English Learners: 0.5% Students with Disabilities: 1.5% Foster Youth: 3.0% African American: 4.0% Hispanic: 1.5%	English Learners: (-1.1%) Students with Disabilities: (+3.6%) Foster Youth: (no data displayed fewer than 11 students) African American: (-2.6%) Hispanic: (-0.2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Homeless: 1.1% (2025)		Homeless: (-2.3%)
4.2	Chronic Absenteeism - reduce disproportionate chronic absenteeism rates to equivalent of Overall Chronic Absenteeism	English Learners: 41.9% Students with Disabilities: 57.9% Foster Youth: 35.3% African American: 66.0% Hispanic: 49.4% (2023) Long-Term English Learners 45% (2024)	English Learners: 40% Students with Disabilities: 49.1% Foster Youth: 45.5% African American: 57.1% Hispanic: 47.5% (2024)	English Learners: 16.9% Students with Disabilities: 30.6% Foster Youth: (no data displayed fewer than 11 students) African American: 31.3% Hispanic: 24.9% Long-Term English Learners 7.7% (2025)	English Learners: 20% Students with Disabilities: 20% Foster Youth: 20% African American: 20% Hispanic: 20%	English Learners:(-25%) Students with Disabilities: (-27.3%) Foster Youth: (no data displayed fewer than 11 students) African American: (-34.7%) Hispanic: (-24.5%) Long-Term English Learners: (-37.3%)
4.3	Staff Diversity - increase the diversity of our staff to reflect our student population	Certificated Staff: African American 4.6% Hispanic or Latino 21.9% Classified Staff: African American 6.4% Hispanic or Latino 52.1% (2024)	Certificated Staff: African American 2.0% Hispanic or Latino 13.33% Classified Staff: African American 3.3% Hispanic or Latino 24.3% (2025)	Certificated Staff: African American 2.33% Hispanic or Latino 14.25% Classified Staff: African American 3.8% Hispanic or Latino 25.7% (2026)	Certificated Staff: African American 8% Hispanic or Latino 26% Classified Staff: African American 8% Hispanic or Latino 52%	Certificated Staff: African American -2.27% Hispanic or Latino -7.65% Classified Staff: African American -2.6% Hispanic or Latino -26.4%
4.4	CAASPP - ELA: Increase the performance of specific student groups to equivalent of Overall Average distance from Standard	English Learners: -63.7 distance from standard Students with Disabilities: -110.7 distance from standard African American: -70.1 distance from standard Hispanic: -58.1 distance from standard	English Learners: -75.3 distance from standard Students with Disabilities: -119.1 distance from standard	English Learners: -74 distance from standard Students with Disabilities: -105.9 distance from standard	English Learners: -33 distance from standard Students with Disabilities: -70 distance from standard	English Learners: (-10.3 pts) Students with Disabilities: (+4.8 pts) African American: (+20.2 pts) Hispanic: (-7.9 pts)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023) Homeless: -85.1 points Below Standard Long-Term English Learners: -47.8 distance from standard (2024)	African American: -68.8 distance from standard Hispanic: -65.9 distance from standard (2024)	African American: -49.9 distance from standard Hispanic: -66 distance from standard Homeless: -70 distance from standard (2025)	African American: -40 distance from standard Hispanic: -28 distance from standard (2023)	Homeless: (+15.1 pts)
4.5	CAASPP - Math: Increase the performance of specific student groups to equivalent of Overall Average distance from Standard	English Learners: -77.3 distance from standard Students with Disabilities: -120.3 distance from standard African American: -91.3 distance from standard Hispanic: -74.4 distance from standard (2023) Homeless: -86.6 distance from standard Long-Term English Learners: -122.7 distance from standard (2024)	English Learners: -84.9 distance from standard Students with Disabilities: -125.1 distance from standard African American: -92.7 distance from standard Hispanic: -77.6 distance from standard (2024)	English Learners: -84.9 distance from standard Students with Disabilities: -125.2 distance from standard African American: -83.9 distance from standard Hispanic: -80.4 distance from standard Homeless: -84.2 distance from standard Long-Term English Learners: -100.2 distance from standard (2025)	English Learners: -47 distance from standard Students with Disabilities: -90 distance from standard African American: -61 distance from standard Hispanic: -44 distance from standard	English Learners: (-7.6) Students with Disabilities: (-4.9 pts) African American: (+7.4 pts) Hispanic: (-6 pts) Homeless: (+2.4 pts) Long-Term English Learners: (+22.5 pts)

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.

Overall, the Robla School District was able to implement the actions we set forth in the Local Control Accountability Plan to achieve Goal 4, our inclusion and equity goal as discussed below.
4.1 Resilience - We continue to provide district Administrative staff with professional learning on topics that addressed the analysis of data that identified disproportionality amongst student outcomes and possible root causes. During months which highlight the contributions of specific cultural/racial groups, resources are shared with teachers to provide them with information they can use to develop lessons which focus on these specific cultures. These include Latinx Heritage Month (Sept/Oct), Black History Month (Feb) and Asian/Pacific Islander Heritage Month (May). A team of administrators continues to participate in a collaborative supported by California Collaborative for Excellence in Education (CCEE) that focuses its efforts on supporting African American students in education. According to the data, our work with this collaborative has result in some positive outcomes for our African American community.
4.2 Extended Learning - We expanded the opportunities for students for extended learning through the expansion of services to multiple entities to provide a variety of learning experiences after the normal school day.
4.3 Diverse Materials - We continue to provide a variety of opportunities and classroom materials that are more reflective of our diverse district population. We have diversified the materials in our libraries to better reflect the community we serve. The Roberts Family Development Center has created resources that our community and teachers can share with their students. These resources pay tribute to notable ethnic figures who were influential in positively influencing our communities and cultures. The acknowledgement of diverse populations is most evident in the art and music enrichment curriculum. The materials and procedures that influenced specific ethnic artistic styles are reflected in the student art work. This artwork is displayed throughout the district, in the cafeterias, district boardroom, and school offices.
4.4 Diverse Field Trips and Assemblies: We have been successful at increasing the number of culturally diverse assemblies being provided at every school site. Examples include: a hispanic, grammy winning musical artists, Kelvin Truitt, a Black country artist, Taiko Drumming and Ballet Folklorico
4.5 The individual working as out African American Community Outreach is no longer in the position as she is working as an Intern teacher for the district now. We did not fill the position vacancy for 2025-26.
4.6: We began the year fully staff in our Bilingual Community Outreach Assistant positions. However, one employee retired and due to budget constraints, the vacancy was not advertised.

In 2024-2025 Robla was identified for Differentiated Assistance for chronic absenteeism and academics for our Long-term English Learner student group and suspension rates for our Homeless student group. To ensure we address the needs of these specific student groups, we have added them to the following metrics: Metric 4.1, Homeless was added, Metric 4.2 LTELs were added, and in Metrics 4.4 and 4.5 Homeless and LTELs were added. We did not requalify for Differentiated Assistance for Long-term English Learners and Homeless students in 2025-26 as their suspension numbers decreased significantly and their math academic scores improved. For the 2025-26 school year, we have entered Differentiated Assistance for our Students with Disabilities student group for academics and suspension rates.

Chronic absenteeism has improved significantly amongst all student groups. Students with Disabilities remains higher than other student groups at 30.6%. We have seen improvement in English Language Art scores for all student groups identified with the exception of the

Hispanic student group maintaining their current level. Math performance showed mixed results. English Learners and Students with Disabilities saw flat growth, Hispanic and Homeless student groups showed a decline, African American, Homeless, and Long-Term English Learners showed improvement. School sites have worked to identify specific students with high absenteeism rates. Principals and Assistant Principals have been targeting outreach to these families in an effort to provide support and to decrease barriers. We continue to work to increase the diversity of our staff to better represent the populations we serve. We have been successful in making progress towards our benchmark for this metric and have exceeded our benchmark for increasing the number of Hispanic personnel in Robla. Hispanic students make up the majority of students in the Robla school district. It is encouraging to be able to increase the number of role models for this population. Though we saw a decrease in suspension rates for English Learners, African American students and Homeless student groups, we experienced a slight increase in suspensions for Students with Disabilities and English Learner students.

Three sites (Robla Elementary School, Main Ave. and Taylor St. School) received professional learning from Changing Perspectives. This training included targeted professional development, site visits, and virtual training on inclusive practices in the classroom. This professional learning was funded by a grant from the College Futures Foundation.

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.

4.2 ELOP The district hired an ELOP Coordinator and expanded our after school services. This included staff providing after school tutoring, clubs, student theatre performances and secondary vendors providing enrichment activities for our students.
4.5 With the addition of the California Community Schools Partnership Program grant and the addition of Community School Liaison positions, we decided to not refill this position. We have hired two African American liaisons that serve our schools with the highest African American student populations. They have taken on the role and responsibilities of the African American Community Outreach Person.

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

We continued to work to create a district-wide environment that provides inclusive practices and respect for all students, staff and families. We increased staff knowledge in respect to the population we serve and increased the availability of materials that reflect various cultures and bring awareness to their contributions. Assemblies at schools focused on music/dance/theatre from a variety of cultures. Additional cultural activities and events were part of school-wide and district student and family events. We expanded the learning opportunities for students through the diversification of our after-school programs. We have worked to develop breakfast, lunch and supper menus that are more reflective of our students' cultures. A chef has provided guidance and menu item creation for our cafeteria staff. We have also continued to diversify our staff and have nearly reached our goal. Our targeted populations have showed growth in both academics and attendance. Though the chronic absenteeism of our students with disabilities population has improved, these students continue to struggle to meet state standards and have seen an increase in suspension rates.

Based on analysis of the actions in Goal 4, all actions appear to be effective strategies and will continue for the 2026-27 school year.

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.

There aren't any planned changes in our actions at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Dedicated Supports & Services to Meet the Needs of All Learners	Enhance systems and practices to address disproportionality in identified student groups academics, suspensions and chronic absenteeism. Maximize supports for English learners, Students with Disabilities, and marginalized student populations such as African American students.	$70,000.00	Yes
4.2	Personnel and Supports for Extended Learning Opportunities	Provide extended learning opportunities for all students through collaboration with community organizations, partnerships and by providing district personnel dedicated to supports collaborations and to ensure full access for all Robla students.	$2,682,027.00	No
4.3	Culturally Diverse Materials	Provide classroom and site materials that are more reflective of our diverse district population	$15,000.00	Yes
4.4	Field Trips/Assemblies	Provide students with experiences more reflective of their home cultures	$110,250.00	Yes
4.5	African American Community Outreach Assistant	Provide outreach to African-American families through a community outreach liaison	$52,950.00	Yes
4.6	Bilingual Community Outreach	Provide Bilingual Community Outreach personnel to assist English learner students in accessing the CCSS, increase Parent Involvement, primary language outreach to families, and translation services	$348,716.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Differentiated Assistance	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Robla SD has been identified for Differentiated Assistance for the following student groups and measures:

African American Student Group (2024-25) Exited
- Chronic Absenteeism and Suspensions

Students with Disabilities Student Group (2024-25)
- Chronic Absenteeism (Exited)
- Academics and Suspensions (Entered 2025-26)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism African American Students Students with Disabilities	African American - 66% Chronically Absent Students with Disabilities - 57.9% Chronically Absent (2023) Long-Term English Learners: 45% (2024)	African American: 57.1% Chronically Absent Students with Disabilities: 49.1% % Chronically Absent (2024)	African American: 31.3% Chronically Absent Students with Disabilities: 30.6% Chronically Absent Long-Term English Learners: 7.7% Chronically Absent (2025)	African American - 25% Chronically Absent Students with Disabilities - 25% Chronically Absent	African American: (-34.7%) Students with Disabilities: (-27.3%) Long-Term English Learners: (-37.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Suspensions African American Students	African American Students - 6.1% (2023) Students with Disabilities - 5.8% (2025)	African American Students: 5.9% (2024)	African American Students: 3.5% (2025) Students with Disabilities - new metric added for 2026-2027	African American Students - 3.0% Students with Disabilities - 3.0%	African American Students: (-2.6%) SWD outcomes not available. New metric added for 2026-2027
5.3	Academics Students with Disabilities	Students with Disabilities ELA - 110.7 points Below Standard Math - 120.3 points Below Standard (2023)	Students with Disabilities ELA - 119.1 points Below Standard Math - 125.1 points Below Standard (2024)	Students with Disabilities ELA - 105.9 points Below Standard Math - 125.2 points Below Standard (2025)	Students with Disabilities ELA - 80 points Below Standard Math - 80 points Below Standard	Students with Disabilities ELA: (+4.8 pts) Math: (-4.9 pts)
5.4	Kelvin Pulse Survey - Sense of Belonging African American Students Students with Disabilities	Prior Metric Data: African American Students 57% Positive Response Students with Disabilities Unavailable (Panorama Survey Results 2024) Students with Disabilities: 67% Positive Response (2025)	African American Students: 52% Positive Response (2025)	62% - African American Students (2026) 73% - Students with Disabilities (2026)	80% - African American Students 80% - Students with Disabilities	African American Students +5% Positive Responses Students with Disabilities +6% Positive Response

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.

All actions in Goal 5 have been implemented throughout the district at all five school sites.
Action 5.1 Attendance challenges appear to have been beneficial in improving attendance. School site teams identified students at risk of chronic absenteeism and reached out to the families to provide support and guidance.

Action 5.2 SWIS data is analyzed a regular basis to identify students with behavioral concerns. School staff including teachers, administrators and school psychologists and social workers work together to improve student behaviour.
Action 5.3: Each school site has worked to implement restorative practices which is an essential process for creating a positive learning environment, building social capital, and resolving relational issues.
Action 5.4: Two Inclusion Specialists are supporting identified special education students as they fully participate in the general education program. Our students with disabilities continue to struggle academically in both ELA and math. We have seen slight improvement in English language arts scores however, are stagnant in moving the needle in math.
Action 5.6: We worked with the Sacramento County Office of Education to address the needs of Long-term English learners by participating in a learning network. A team of teachers and administrators worked together to analyze data, identify a problem of practice, and to implement a change idea specifically to improve our rate of reclassification. We were able to exit Differentiated Assistance for this student group in 2025.

Robla was identified for Differentiated Assistance for suspension rates and academics for our students with disabilities student group in 2025.

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.

5.5 Expenses for our teacher professional learning exceeded planned expenditures. We have embarked on a professional learning journey around an Instructional Model that targets first instruction and ensuring academic access for all learners especial students in our unduplicated student counts. Increased expenses for contracts with Marzano increased the expenditures in this area.

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

The district was successful in improving outcomes and did not requalify for Differentiated Assistance for Long-term English learners students for chronic absenteeism and academics. Students with Disabilities improved their chronic absenteeism. Their academic data showed little change and their suspension rates increased. We have expanded our work with Changing Perspectives to include an additional school site with special education students in both the inclusion program and self contained settings.
To address the academic and attendance data outcomes for our Long-term English learner student population, the district continued to participate in the Sacramento County Office of Education's LTEL Network. A team of district employees that include, site assistant principals, English learner support teachers and the Director of State and Federal Programs has been attending quarterly meetings to review district data and to learn how to apply Improvement Science to effect change.
Based on analysis of the actions in Goal 5, all actions appear to be effective strategies and will continue for the 2026-27 school year.

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.

Though suspension rates overall for the district have improved, our students with disabilities continue to have challenges. To ensure we address the needs of this specific student group we have added them to Metric 5.2. The district will work with school sites specifically around implementation of Actions 5.2 and 5.3 to ensure that the school climate and conditions meet the specific needs of this student group.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Attendance Challenges	Sites will conduct attendance challenges that incorporate incentives and recognition to students, classes, and/or sites to improve their regular attendance.	$18,100.00	No
5.2	Student Absence Protocols	Implement a new protocol around documenting family contacts for student absences, updating attendance codes and requesting doctor's note. Protocols include more personal outreach such as: student/ family meetings and identification of specific roadblocks to attendance and providing assistance in overcoming those challenges.	$10,661.00	No
5.3	Restorative Practices	School sites will incorporate restorative practices into their school climate initiatives. Restorative practices is an essential process for creating a positive learning environment, building social capital, and resolving relational issues. The Homeless and White student groups at Robla Elementary School were identified in the Red indicator for Suspension Rates on the 2024 CA School Dashboard. Robla School's Single Plan for Student Achievement will address the interventions more specifically for site based supports.	$73,974.00	No
5.4	Inclusion Specialists	Provide Inclusion Specialists, to work as independence facilitators, supporting the transition and inclusion of students with disabilities in to the general education setting	$145,249.00	No
5.5	Professional Learning	In an effort to support inclusive practices throughout the district, Changing Perspectives will offer coaching to administration and professional development	$65,900.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Professional Learning Networking	Work in partnership with educational partners such as the Sacramento County of Education and California Collaborative on Educational Excellence (CCEE) to address the conditions that contributed to our identification for Differentiated Assistance	$26,320.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8363281	$1063722

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
38.226%	0.000%	$0.00	38.226%

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:** Additional Instructional Minutes **Need:** The majority of unduplicated students not meeting grade level standards prioritizes the need to provide additional instructional time and support. Educational partners believe that additional time with students for direct instruction will benefit the students academic outcomes.	The district operates Title I schoolwide programs at all five school sites. The percentage of students that qualify for Free or Reduced Priced Meals exceeds 83% at each site. The addition of instructional minutes added to each school day above the required minimum is added to provide extended learning time for teachers to work with unduplicated and other high needs students to improve their academic outcomes. While the action has the primary goal of improving outcomes	1.2, 1.3, ,1.4 ,1.5, 1.6, 1.8, 1.9, 1.10

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	for unduplicated pupils, all students can benefit from the extended learning time.	
1.2	**Action:** Class Size Reduction **Need:** The majority of students not meeting grade level standards prioritizes the need to reduce the size of classes in grades TK-3 and Grades 4 & 5 to provide a smaller student/teacher ratio for greater opportunity for personalized and differentiated instruction. **Scope:** LEA-wide	The district operates Title I schoolwide programs at all five school sites. Enrollment analysis also indicates the percentage of students that are identified in our unduplicated count is above the threshold at each site. Through a comprehensive needs analysis it has been determined that there is a large number of unduplicated pupils performing below grade level standard LEA-wide. A smaller student/teacher ratio will provide greater opportunity for personalized and differentiated instruction to address the needs of under performing unduplicated pupils.	1.2, 1.3,1.8, 1.9, 1.10
1.3	**Action:** Universal Pre-Kindergarten **Need:** Facilities improvement, instructional materials, professional learning **Scope:** Schoolwide	The majority of students entering the district come from households that have been identified as socio-economically disadvantaged and/or English as a second language homes. Statistics show that these students often enter school at an academic disadvantage and may need additional support to ensure an effective education at the early years so as not to develop academic gaps as they progress. With the expansion of the Universal Pre-Kindergarten program there is a need to ensure teachers and instructional assistants are adequately prepared to meet the needs of this young population. Through targeted professional learning in early childhood education, providing developmentally appropriate learning spaces, and purchasing additional instruction materials we strive to provide a quality universal pre-	1.8

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
		kindergarten program aligned to meet the needs of this young population.	
1.8	**Action:** Personnel-Additional Teacher Supports **Need:** The majority of students not meeting grade level standards prioritizes the need to provide additional support for students not meeting grade level standards **Scope:** LEA-wide	Our needs analysis has determined that there are a large percentage of students who are identified as meeting the criteria under non-duplicated pupils (low-income and English learners specifically) and are not meeting state academic standards. Therefore, these services are principally directed towards unduplicated students who are also under performing. After reviewing student academic data utilizing both local and state data sources, it has been determined that students need additional support in meeting grade level standards (ELA, math, ELPI). Providing additional certificated staff to proved intervention, second language development support, social emotional learning support, and teacher coaching will increase the opportunity for small group instruction, intervention, enrichment and English learner support. Our goal is to accelerate student learning through differentiation and greater access. Teachers are supported in providing effective instructional practices through coaching and individualized professional learning.	1.2, 1.3, ,1.4 ,1.5, 1.6, 1.8, 1.9, 1.10, 1.13
1.9	**Action:** Personnel-Instructional Assistants **Need:** The majority of students not meeting grade level standards prioritizes the need to provide additional support for students not meeting grade level standards	Our needs analysis has determined that there are a large percentage of students who are identified as meeting the criteria under non-duplicated pupils (low-income and English learners specifically) and are not meeting state academic standards. Our goal is to accelerate student learning through differentiation and greater access. Providing additional classified staff will increase the opportunity for small group instruction, intervention, and English learner support. Our goal	1.2, 1.3, ,1.4 ,1.5, 1.6, 1.8, 1.9, 1.10, 1.13

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	is to accelerate student learning through differentiation and greater access. Intervention Assistants provide academic supports to targeted students in small group settings under the direction of the site Intervention Teacher. These services are principally directed towards unduplicated students who are also under performing throughout our districtwide Title I schools.The addition of an Intervention Assistant that specifically supports unduplicated students identified in our dual immersion program (English learner or socio-economically disadvantaged) is an additional opportunity to provide support to students struggling to meet grade level standards while participating in a two-way language program.	
1.11	**Action:** English Language Development Program/Services **Need:** Dual Immersion programs are evidence based instructional settings that increase language proficiency and academic achievement in students' first and second languages, and build cross-cultural understanding. It is a strong, evidence based model of instruction proven to be effective in meeting the academic needs of all students regardless of race, ethnicity, or home language. Spanish is the second most common language spoken by students in the Robla School District. Through educational partner engagement, it was made evident by our community that this model of instruction was desired.	Dual Immersion programs are evidence based instructional settings that increase language proficiency and academic achievement in students' first and second languages, and build cross-cultural understanding. It is an evidence based model of instruction with strong evidence of its effectiveness in meeting the needs of marginalized students such as those identified in the unduplicated criteria. The program is offered to all Robla students. Participation is by parent choice.	1.2, 1.3, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Student Mentor Program **Need:** School Climate survey results **Scope:** LEA-wide	Our needs analysis has determined there are a large percentage of students who are low-income and English learners who could benefit from additional social emotional support. There is a discrepancy in the number of suspensions, rate of chronic absenteeism, and office referrals for our unduplicated student count. We would like to build stronger school connectedness and sense of belonging for these students. Select Classified Personnel will provide mentoring to targeted students identified as needing additional social emotional support in their everyday school interactions with peers and adults. While the action has the primary goal of improving academic outcomes for unduplicated pupils, all students will benefit from this additional support.	2.1, 2.6
2.2	**Action:** Positive Behavior Intervention Supports (PBIS) **Need:** High chronic absenteeism and school climate survey data **Scope:** LEA-wide	Our needs analysis has determined there are a large percentage of students who are low-income and English learners who could benefit by feeling their school was a welcoming and inclusive environment. There is a discrepancy in the number of suspensions, rate of chronic absenteeism, and office referrals for our unduplicated student count. We would like to build stronger school connectedness and sense of belonging for these students. Implementation of Positive Behavior and Interventions Supports (PBIS) program at each school site will create a school climate with consistent expectations that foster an inclusive school environment where all students experience success and feel welcome. While the action has	2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the primary goal of improving academic outcomes for unduplicated pupils, all students will benefit from this additional support.	
2.4	**Action:** School Safety **Need:** School safety was one of the top priorities indicated through educational partner feedback. Panorama Survey Data indicates that not all students feel safe at school. Parent and staff perception is higher but has room for improvement. **Scope:** LEA-wide	The Robla school District resides in an area that unfortunately has frequent police activity. It is an impoverished area of Sacramento where many families may be doubled up or homeless. School safety was one of the top priorities indicated as an area of need during our educational partner feedback sessions. To promote a positive culture and safe learning environment we plan to apply resources towards securing campuses and training. While this action will benefit all students, students whose life circumstances are not stable (low income, homeless or foster youth) will benefit most from a safe and welcoming environment.	2.5, 2.9, 2.10
3.2	**Action:** Parent Educational Opportunities **Need:** Our surveys indicate that only 14% of parents responded favorably in regards to in-person contact with their child's teacher and 11% have participated in a parent group. **Scope:** LEA-wide	School sites will provide opportunities for parents to access the campus and engage with school staff through informational and interactive opportunities.They will encourage parents to become active educational partners through participating in school groups such as SSC, PTO, & ELAC Sites will offer educational engagement opportunities for parents. SItes will focus on targeting student groups such as students with disabilities, foster youth, homeless and English learners (unduplicated student count), although they will be open to all.	3.2, 3.3
3.3	**Action:** Parent Empowerment Workshops **Need:** Robla serves a ethnically and culturally diverse community. Parent's need to feel	Workshops provide the opportunity for greater parent involvement in a non-threatening educational setting, building school community relationships. Themed evening events focus on one of three prominent ethnic community groups: Asian, Hispanic, and African American. Parents	3.1

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
	connected to their school and district in order to support student educational success. Only 53% of parents responded favorably to the family engagement portion of our survey. **Scope:** LEA-wide	and caregivers of unduplicated students will be targeted for attendance at these workshops, although they will be open to all.	
4.1	**Action:** Dedicated Supports & Services to Meet the Needs of All Learners **Need:** Disproportionality in student outcomes **Scope:** LEA-wide	Our needs analysis has determined that there are a large percentage of students who are identified as meeting the criteria under non-duplicated pupils (low-income and English learners specifically) and are not meeting state academic standards. Therefore, these services are principally directed towards unduplicated students who are also under performing. Building inclusive school environments and the capacity of all staff to recognize and support the unique needs of all students builds are capacity for greater academic outcomes. Increase access and inclusion for all through coaching, professional learning, and inclusion training to support the diverse student population in our district wide Title I schools. While the action has the primary goal of improving academic outcomes for unduplicated pupils, all students will benefit from this additional support.	4.1, 4.2, 4.4, 4.5
4.3	**Action:** Culturally Diverse Materials **Need:** Robla serves a culturally and ethnically diverse student population **Scope:**	Our needs analysis has determined that there are a large percentage of students who are identified as meeting the criteria under non-duplicated pupils (low-income and English learners specifically) and are not meeting state academic standards. Building inclusive school environments and providing materials that reflect our learners supports a sense of belonging and reflects our understanding of the community we serve. It is a	4.4, 4.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	step in recognizing and supporting the unique needs of our students while building are capacity for greater academic outcomes. We will provide classroom and site materials that are more reflective of our diverse district population throughout our school wide Title I schools. While the action has the primary goal of improving academic outcomes for unduplicated pupils, all students will benefit from this additional support.	
4.4	**Action:** Field Trips/Assemblies **Need:** 92% of the district student population qualifies for Free or Reduced Priced Meals **Scope:** LEA-wide	The Robla school District resides in an impoverished area of Sacramento. The majority of our student enrollment meets the criteria for unduplicated student counts and are failing to meet the academic standards for their grade level. We have a significant percentage of families that may be living doubled up or homeless and have little opportunity for enriching activities in their daily lives and limited exposure to experiences beyond the immediate community. By providing Field Trips and assembly opportunities, we can provide students with experiences that can enrich their vocabulary and understanding of the world we live in. It also provides us the opportunity to provide experiences that are more reflective of their home cultures, building cultural competence.	4.2, 4.4, 4.5
4.5	**Action:** African American Community Outreach Assistant **Need:** Disproportionate student outcomes **Scope:** LEA-wide	Reflecting on our demographic and academic data we have identified that there are a significant number of socio-economically disadvantaged African American students not meeting academic standards and demonstrating higher a higher percentage of chronically absent students. These students reside throughout all schools within the district. By providing outreach to African-American families through a community outreach liaison we hope to build a stronger relationship with our African American community to target chronic	4.1, 4.2, 4.4, 4.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		absenteeism, reduce suspensions and improve academic outcomes.	

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
4.6	**Action:** Bilingual Community Outreach **Need:** 37% of student population has a home language other than English **Scope:** Limited to Unduplicated Student Group(s)	Bilingual Community Outreach Assistants assist students in their primary language with CCSS to improve student academic outcomes. Outreach assistants act as community/school liaisons to families with a home language other than English in an effort to increase parent involvement and school connectedness.	4.4, 4.5

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.

Though the district has been experiencing declining enrollment; we have maintained the same number of certificated teachers, which has decreased class sizes across all school sites. In addition, we have increased the number of certificated support staff with the responsibilities

of supporting new teachers and coaching teachers on scientifically proven effective instructional practices, as well as added additional certificated staff who focus their work in supporting the social and emotional well being of our students. We have also increased our number of classified personnel through increasing the number of instructional assistants working at each school site and increasing the number of personnel supporting yard duty supervision. Action 1.1, 1.2, 1.8, 1.9,

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	12.8:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	12.6:1 - TK ratio is 20:1, TK-3 24:1 and 4-6 28:1.

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	21878312	8363281	38.226%	0.000%	38.226%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,839,163.00	$3,121,608.00	$92,220.00	$109,597.00	$15,162,588.00	$11,843,509.00	$3,319,079.00

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	Additional Instructional Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$582,869.00	$0.00	$582,869.00	$0.00	$0.00	$0.00	$582,869.00	
1	1.2	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$5,211,122.00	$0.00	$4,871,122.00	$340,000.00	$0.00	$0.00	$5,211,122.00	
1	1.3	Universal Pre-Kindergarten	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bell Ave., Glenwood, Main Ave. TK-3 grade	2024-27	$722,138.00	$450,300.00	$1,172,438.00	$0.00	$0.00	$0.00	$1,172,438.00	
1	1.4	Specialized Instructional Program	All	No			Specific Schools: Taylor St. 3rd - 6th	2024-27	$0.00	$26,523.00	$26,523.00	$0.00	$0.00	$0.00	$26,523.00	
1	1.5	Teacher Professional Learning	All	No			All Schools	2024-27	$159,629.00	$0.00	$159,629.00	$0.00	$0.00	$0.00	$159,629.00	
1	1.6	Library Services	All	No			All Schools	2024-27	$0.00	$17,640.00	$17,640.00	$0.00	$0.00	$0.00	$17,640.00	
1	1.7	Site Funding	All	No			All Schools	2024-27	$0.00	$156,279.00	$156,279.00	$0.00	$0.00	$0.00	$156,279.00	
1	1.8	Personnel-Additional Teacher Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$3,037,684.00	$0.00	$3,037,684.00	$0.00	$0.00	$0.00	$3,037,684.00	
1	1.9	Personnel-Instructional Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$377,375.00	$0.00	$377,375.00	$0.00	$0.00	$0.00	$377,375.00	

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	1.10	Facilitators	All	No			All Schools	2024-27	$361,317.00	$0.00	$361,317.00	$0.00	$0.00	$0.00	$361,317.00	
1	1.11	English Language Development Program/Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glenwood Elementary TK-6	2024-27	$0.00	$10,815.00	$10,815.00	$0.00	$0.00	$0.00	$10,815.00	
2	2.1	Student Mentor Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$82,500.00	$0.00	$5,000.00	$77,500.00	$0.00	$0.00	$82,500.00	
2	2.2	Positive Behavior Intervention Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$30,870.00	$30,870.00	$0.00	$0.00	$0.00	$30,870.00	
2	2.3	Attendance Incentives	All	No			All Schools	2024-27	$0.00	$19,463.00	$19,463.00	$0.00	$0.00	$0.00	$19,463.00	
2	2.4	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$70,000.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	
2	2.5	Nutrition Services	All	No			All Schools	2024-27	$15,960.00	$6,010.00	$6,010.00	$15,960.00	$0.00	$0.00	$21,970.00	
2	2.6	Bullying Prevention Project	All	No			All Schools	2024-27	$6,121.00	$0.00	$0.00	$6,121.00	$0.00	$0.00	$6,121.00	
3	3.1	Parent Communication	All	No			All Schools	2024-27	$0.00	$77,250.00	$77,250.00	$0.00	$0.00	$0.00	$77,250.00	
3	3.2	Parent Educational Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$34,968.00	$34,968.00	$0.00	$0.00	$0.00	$34,968.00	
3	3.3	Parent Empowerment Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$50,985.00	$50,985.00	$0.00	$0.00	$0.00	$50,985.00	
3	3.4	Extended Library Hours	English Learners	No			All Schools	2024-27	$27,623.00	$0.00	$0.00	$0.00	$0.00	$27,623.00	$27,623.00	
3	3.5	Adult English Classes	English Learner	No			All Schools	2024-27	$0.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	$8,000.00	
4	4.1	Dedicated Supports & Services to Meet the Needs of All Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$70,000.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	

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
4	4.2	Personnel and Supports for Extended Learning Opportunities	All	No			All Schools	2024-27	$546,062.00	$2,135,965.00	$0.00	$2,682,027.00	$0.00	$0.00	$2,682,027.00	
4	4.3	Culturally Diverse Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	
4	4.4	Field Trips/Assemblies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$110,250.00	$110,250.00	$0.00	$0.00	$0.00	$110,250.00	
4	4.5	African American Community Outreach Assistant	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$52,950.00	$0.00	$52,950.00	$0.00	$0.00	$0.00	$52,950.00	
4	4.6	Bilingual Community Outreach	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$348,716.00	$0.00	$348,716.00	$0.00	$0.00	$0.00	$348,716.00	
5	5.1	Attendance Challenges	All	No			All Schools	2024-27	$0.00	$18,100.00	$18,100.00	$0.00	$0.00	$0.00	$18,100.00	
5	5.2	Student Absence Protocols	All	No			All Schools	2024-27	$0.00	$10,661.00	$10,661.00	$0.00	$0.00	$0.00	$10,661.00	
5	5.3	Restorative Practices	All	No			All Schools	2024-27	$73,974.00	$0.00	$0.00	$0.00	$0.00	$73,974.00	$73,974.00	
5	5.4	Inclusion Specialists	Students with Disabilities	No			All Schools	2024-27	$145,249.00	$0.00	$145,249.00	$0.00	$0.00	$0.00	$145,249.00	
5	5.5	Professional Learning	All Students with Disabilities	No			All Schools	2024-27	$65,900.00	$0.00	$0.00	$0.00	$65,900.00	$0.00	$65,900.00	
5	5.6	Professional Learning Networking	All	No			All Schools	2024-27	$26,320.00	$0.00	$0.00	$0.00	$26,320.00	$0.00	$26,320.00	

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
21878312	8363281	38.226%	0.000%	38.226%	$10,841,042.00	0.000%	49.552 %	**Total:**	$10,841,042.00
								LEA-wide Total:	$9,319,888.00
								Limited Total:	$348,716.00
								Schoolwide Total:	$1,172,438.00

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**	Additional Instructional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$582,869.00	
1	**1.2**	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,871,122.00	
1	**1.3**	Universal Pre-Kindergarten	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bell Ave., Glenwood, Main Ave. TK-3 grade	$1,172,438.00	
1	**1.8**	Personnel-Additional Teacher Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,037,684.00	
1	**1.9**	Personnel-Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$377,375.00	

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	1.11	English Language Development Program/Services	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Glenwood Elementary TK-6	$10,815.00	
2	2.1	Student Mentor Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.2	Positive Behavior Intervention Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,870.00	
2	2.4	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
3	3.2	Parent Educational Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,968.00	
3	3.3	Parent Empowerment Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,985.00	
4	4.1	Dedicated Supports & Services to Meet the Needs of All Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
4	4.3	Culturally Diverse Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
4	4.4	Field Trips/Assemblies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,250.00	
4	4.5	African American Community Outreach Assistant	Yes	LEA-wide	Foster Youth Low Income	All Schools	$52,950.00	
4	4.6	Bilingual Community Outreach	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$348,716.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,922,727.00	$13,322,489.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Additional Instructional Minutes	Yes	$557,773.00	493747
1	**1.2**	Class Size Reduction	Yes	$3,581,021.00	2727091
1	**1.3**	Universal Pre-Kindergarten	Yes	$1,158,005.00	1158278
1	**1.4**	Specialized Instructional Program	No	$26,523.00	13587
1	**1.5**	Teacher Professional Learning	No	$178,448.00	156499
1	**1.6**	Library Services	No	$16,800.00	13638
1	**1.7**	Site Funding	No	$146,055.00	147261
1	**1.8**	Personnel-Additional Teacher Supports	Yes	$3,779,568.00	3078122
1	**1.9**	Personnel-Instructional Assistants	Yes	$369,975.00	406533
1	**1.10**	Facilitators	No	$287,723.00	354093
1	**1.11**	English Language Development Program/Services	Yes	$10,815.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Student Mentor Program	Yes	$82,500.00	0
2	2.2	Positive Behavior Intervention Supports (PBIS)	Yes	$29,400.00	25758
2	2.3	Attendance Incentives	No	$18,190.00	15440
2	2.4	School Safety	Yes	$139,383.00	139383
2	2.5	Nutrition Services	No	$21,970.00	21970
2	2.6	Bullying Prevention Project	No	$9,841.00	6122
3	3.1	Parent Communication	No	$77,250.00	77250
3	3.2	Parent Educational Opportunities	Yes	$34,968.00	34968
3	3.3	Parent Empowerment Workshops	Yes	$50,985.00	38816
3	3.4	Extended Library Hours	No	$23,422.00	27263
3	3.5	Adult English Classes	No	$6,000.00	0
4	4.1	Dedicated Supports & Services to Meet the Needs of All Learners	Yes	$139,050.00	130037
4	4.2	Personnel and Supports for Extended Learning Opportunities	No	$2,346,613.00	3470107

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.3**	Culturally Diverse Materials	Yes	$8,750.00	8750
4	**4.4**	Field Trips/Assemblies	Yes	$105,000.00	96522
4	**4.5**	African American Community Outreach Assistant	Yes	$52,950.00	0
4	**4.6**	Bilingual Community Outreach	Yes	$341,878.00	343356
5	**5.1**	Attendance Challenges	No	$18,100.00	15440
5	**5.2**	Student Absence Protocols	No	$10,661.00	10661
5	**5.3**	Restorative Practices	No	$77,889.00	77889
5	**5.4**	Inclusion Specialists	No	$142,401.00	141688
5	**5.5**	Professional Learning	No	$46,500.00	65900
5	**5.6**	Professional Learning Networking	No	$26,320.00	26320

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)
7949310	$8,756,249.00	$8,681,361.00	$74,888.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Additional Instructional Minutes	Yes	$557,773.00	493747		
1	1.2	Class Size Reduction	Yes	$1,972,749.00	2727091		
1	1.3	Universal Pre-Kindergarten	Yes	$1,158,005.00	1158278		
1	1.8	Personnel-Additional Teacher Supports	Yes	$3,779,568.00	3078122		
1	1.9	Personnel-Instructional Assistants	Yes	$369,975.00	406533		
1	1.11	English Language Development Program/Services	Yes	$10,815.00	0		
2	2.1	Student Mentor Program	Yes	$5,000.00	0		
2	2.2	Positive Behavior Intervention Supports (PBIS)	Yes	$29,400.00	25758		
2	2.4	School Safety	Yes	$139,383.00	139383		
3	3.2	Parent Educational Opportunities	Yes	$34,968.00	34968		
3	3.3	Parent Empowerment Workshops	Yes	$50,985.00	38816		
4	4.1	Dedicated Supports & Services to Meet the Needs of All Learners	Yes	$139,050.00	130037		

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)
4	4.3	Culturally Diverse Materials	Yes	$8,750.00	8750		
4	4.4	Field Trips/Assemblies	Yes	$105,000.00	96522		
4	4.5	African American Community Outreach Assistant	Yes	$52,950.00	0		
4	4.6	Bilingual Community Outreach	Yes	$341,878.00	343356		

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)
19567302	7949310	0.0	40.625%	$8,681,361.00	0.000%	44.367%	$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).

California Department of Education
November 2024

A5

	White				
Glenwood Elementary	Homeless Youth				
Main Avenue Elementary	African American				
	Asian				
	English Learners				
	Hispanic				
	Homeless Youth				
	Socioeconomically Disadvantaged				
	Students With Disabilities				
Marconi Learning Academy	English Learners				
	Hispanic				
	Socioeconomically Disadvantaged				
	Students With Disabilities				
New Hope Charter	African American				
	English Learners				
	Hispanic				
	Socioeconomically Disadvantaged				
Robla Elementary	African American				
	English Learners				
	Hispanic				
	Homeless Youth				
	Socioeconomically Disadvantaged				
	Students With Disabilities				
	White				
Taylor Street Elementary	Asian				
	English Learners				
	Hispanic				
	Homeless Youth				
	Socioeconomically Disadvantaged				
	Students With Disabilities				
	White				

Robla School District

Student Groups With Indicators In Red/Lowest Performance (District Level)

Student Group	ELA	Chronic	Suspension
African American			
ALL			
Asian			
English Learners			
Hispanic			
Homeless Youth			
Pacific Islander			
Socioeconomically Disadvantaged			
Students With Disabilities			
White			

Schools With Indicators In Red/Lowest Performance (All Students)

School	ELA	MATH	Chronic	Graduation
Bell Avenue Elementary				
Main Avenue Elementary				
Marconi Learning Academy				
New Hope Charter				
Robla Elementary				
Taylor Street Elementary				

Schools With Indicators In Red/Lowest Performance (Student Groups)

School	Student Group	ELA	MATH	Chronic
Bell Avenue Elementary	Asian			
	English Learners			
	Hispanic			
	Homeless Youth			
	Socioeconomically Disadvantaged			
	Students With Disabilities			

	White			
Glenwood Elementary	Homeless Youth			
Main Avenue Elementary	African American			
	Asian			
	English Learners			
	Hispanic			
	Homeless Youth			
	Socioeconomically Disadvantaged			
	Students With Disabilities			
Marconi Learning Academy	English Learners			
	Hispanic			
	Socioeconomically Disadvantaged			
	Students With Disabilities			
New Hope Charter	African American			
	English Learners			
	Hispanic			
	Socioeconomically Disadvantaged			
Robla Elementary	African American			
	English Learners			
	Hispanic			
	Homeless Youth			
	Socioeconomically Disadvantaged			
	Students With Disabilities			
	White			
Taylor Street Elementary	Asian			
	English Learners			
	Hispanic			
	Homeless Youth			
	Socioeconomically Disadvantaged			
	Students With Disabilities			
	White			