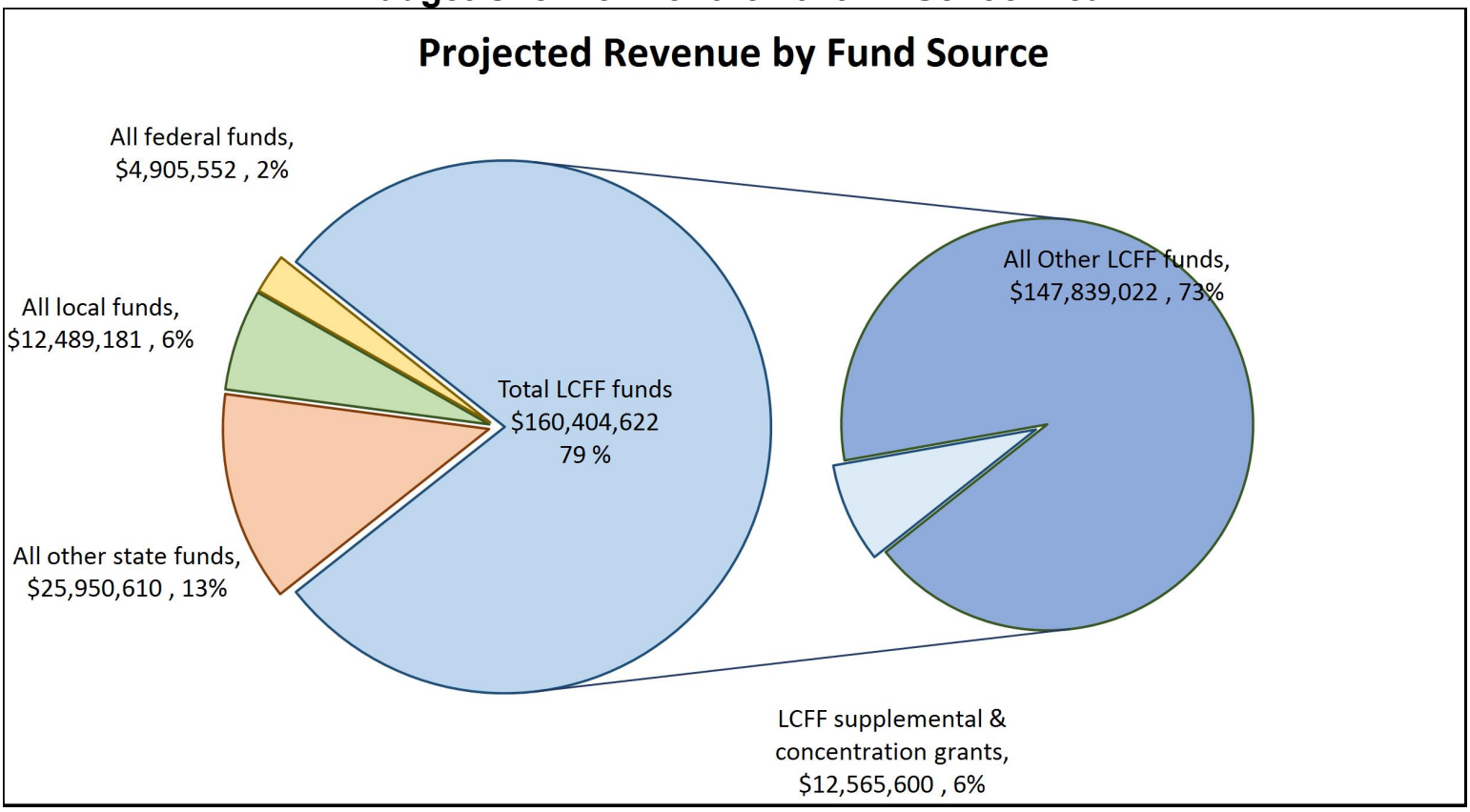
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Roseville City School District
CDS Code: 31669100000000
School Year: 2026-27
LEA contact information:
Derk Garcia
Superintendent
dgarcia@rcsdk8.org
916-771-1600

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

## Budget Overview for the 2026-27 School Year

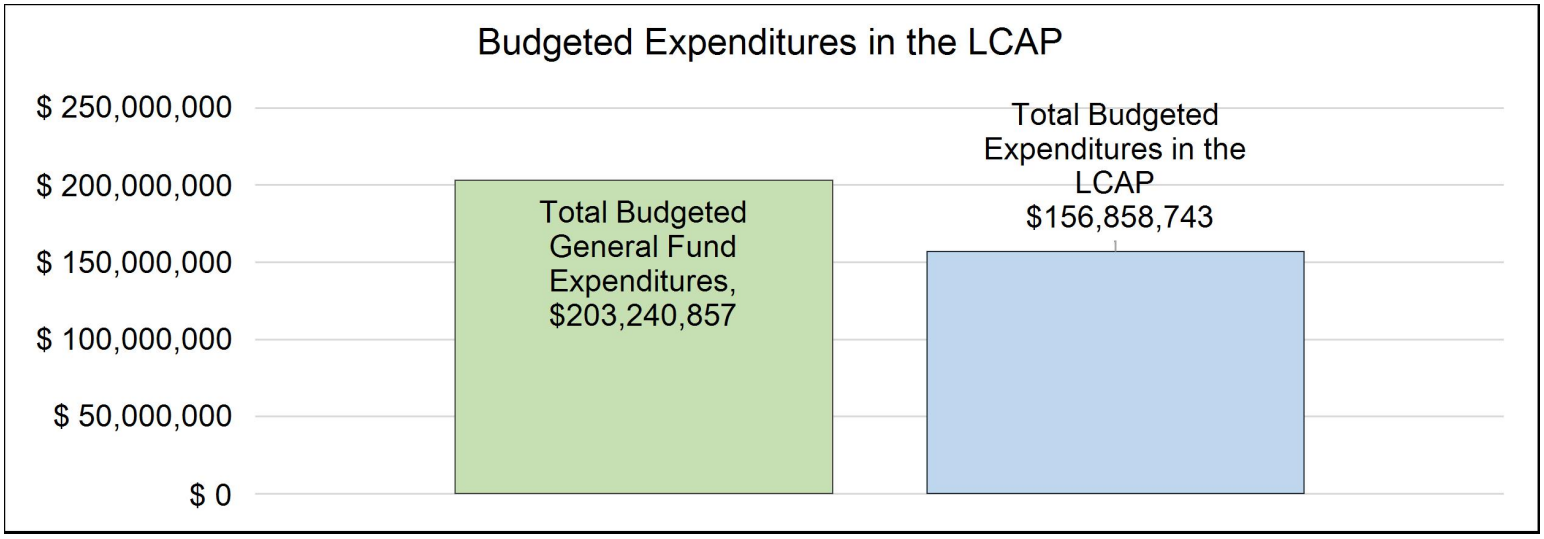



This chart shows the total general purpose revenue Roseville City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Roseville City School District is $203,749,965, of which $160,404,622 is Local Control Funding Formula (LCFF), $25,950,610 is other state funds, $12,489,181 is local funds, and $4,905,552 is federal funds. Of the $160,404,622 in LCFF Funds, $12,565,600 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Roseville City School District plans to spend for 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: Roseville City School District plans to spend $203,240,857 for the 2026-27 school year. Of that amount, $156,858,743 is tied to actions/services in the LCAP and $46,382,114 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

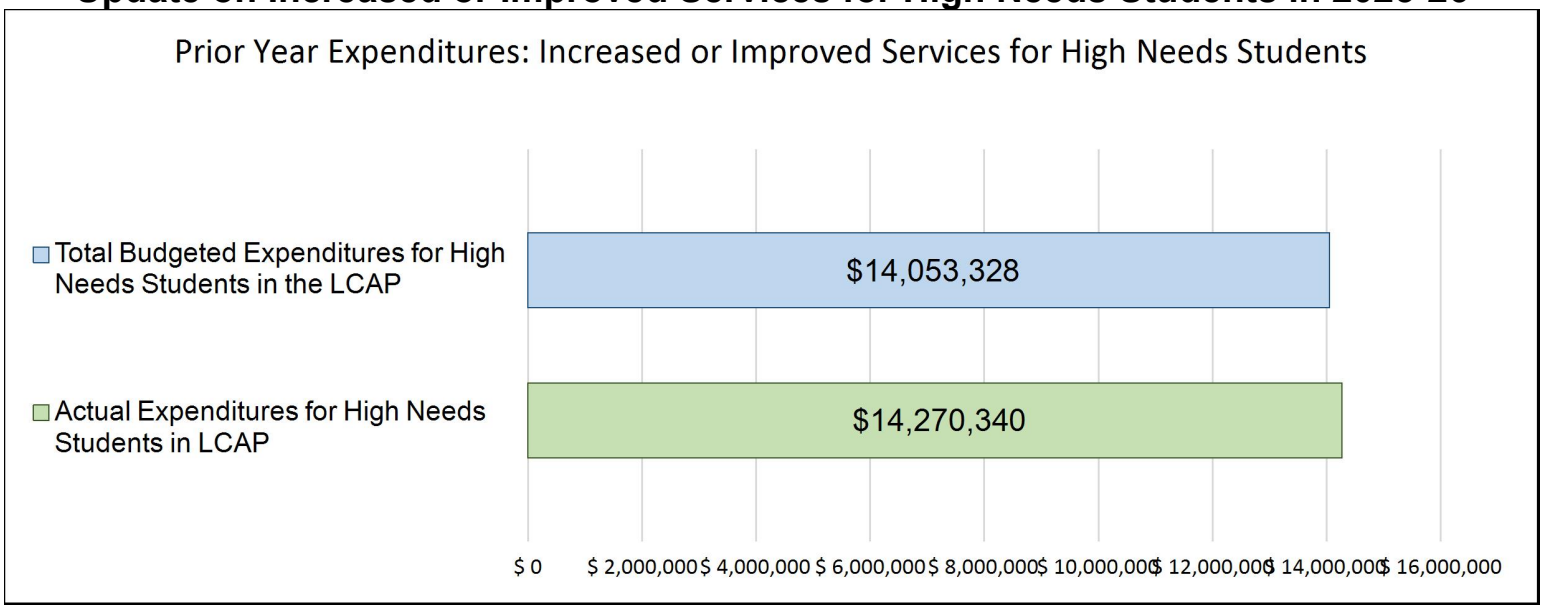
The operational costs play a significant role in the overall functioning of the district. These costs encompass utilities such as electricity, gas and water. They also include contracted services with outside vendors, which provide specialized services specifically tailored for our educational needs.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

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

In 2026-27, Roseville City School District is projecting it will receive $12,565,600 based on the enrollment of foster youth, English learner, and low-income students. Roseville City School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Roseville City School District plans to spend $14,205,733 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 Roseville City School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Roseville City School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Roseville City School District's LCAP budgeted $14,053,328 for planned actions to increase or improve services for high needs students. Roseville City School District actually spent $14,270,340 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Roseville City School District | Derk Garcia<br>Superintendent | dgarcia@rcsdk8.org<br>916-771-1600 |

# 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.

Reflections: Annual Performance
The 2025 California School Dashboard reflected continued progress across RCSD while also identifying areas requiring ongoing targeted support and intervention. The data showed that all academic indicators achieved Green performance levels districtwide, demonstrating strong overall academic performance across a district serving 12,324 students, including 42.5% socioeconomically disadvantaged students and 11.9% English Learners. These results matter because they reflect the impact of sustained investments in differentiated instruction, intervention systems, professional development, and standards-aligned instructional practices designed to support the academic success of all students.

Educational partners identified small-group instruction, teacher support, and access to academic resources as strengths across the district, while students and families also expressed a need for increased individualized support and more engaging learning opportunities. In response to this feedback and Dashboard outcomes, RCSD continues to strengthen Tier I and Tier II instructional practices, expand intervention and enrichment opportunities, and support data-informed instruction aligned with improving CAASPP outcomes and English Learner progress (Metrics 1.1, 1.2, and 1.5).

Although districtwide academic indicators improved overall, the data also showed that several schools and student groups continued to perform lower in English Language Arts and Mathematics. Based on the 2023 California School Dashboard, George Sargeant Elementary, Robert C. Cooley Middle, Thomas Jefferson Elementary, and Warren T. Eich Middle School were identified as Red in English Language Arts. Student groups identified as Red included Students with Disabilities, English Learners, and Homeless students. In Mathematics, Robert C.

Cooley Middle and Warren T. Eich Middle School were identified as Red, along with Students with Disabilities, English Learners, and Homeless students. These data matter because they demonstrate the continued need for targeted intervention, equitable access to academic supports, and ongoing instructional improvement efforts for historically underserved student groups (Goal 1, Actions 8 and 17; Metrics 1.1, 1.2, and 1.3).

The Dashboard and local climate data also reflected positive progress in student engagement, wellness, and school climate. Students and families consistently reported that RCSD schools provide safe, supportive, and relationship-centered environments, with strong staff connections serving as a key contributor to student belonging and engagement. All 21 RCSD schools implemented Positive Behavioral Interventions and Supports (PBIS) during the 2025–26 school year, with schools earning Bronze, Gold, or Platinum recognition levels. These accomplishments demonstrate the district's continued focus on creating positive school climates and strengthening social-emotional supports for students.

At the same time, the data showed that Chronic Absenteeism remained an area requiring continued attention. Schools identified as Red for Chronic Absenteeism included Barbara Chilton Middle, Bradford Woodbridge Elementary, Catheryn Gates Elementary, Crestmont Elementary, Diamond Creek Elementary, George Sargeant Elementary, Riego Creek Elementary, and Stoneridge Elementary. Student groups identified as Red included English Learners, Hispanic students, Students with Disabilities, students identifying as Two or More Races, and All Students. Additionally, Foster Youth and Pacific Islander students remained identified as Red for Chronic Absenteeism, while Foster Youth, Pacific Islander students, and Long-Term English Learners were identified as Red in Suspension Rate. These findings matter because attendance, school connectedness, and positive behavioral supports are closely tied to academic achievement and long-term student success. In response, RCSD continues to strengthen PBIS, Restorative Practices, social-emotional learning systems, and mental health services, including staffing a full-time psychologist at each site, while implementing targeted attendance and behavior interventions aligned with Goal 2 (Metrics 2.1, 2.2, 2.3, and 2.4).

The data also reflected continued progress in expanding access to high-quality programs, services, and supports districtwide. RCSD continued implementing a districtwide technology initiative, ensuring that all students in grades K–8 had access to a device, while Transitional Kindergarten classrooms were equipped with iPads to support early learning. The district also continued expanding access to programs, including International Baccalaureate (IB), Career Technical Education (CTE), AVID, GATE, Special Education services, elementary music, world languages, and Expanded Learning Opportunities Program (ELO-P) services at every elementary site through its partnership with Right at School. RCSD also implemented the Community Eligibility Provision (CEP) to increase student access to free meals at eligible schools, reducing barriers to participation and learning. These efforts matter because equitable access to programs, resources, enrichment, and student supports strengthens both academic achievement and student engagement outcomes across Goals 1–3.

Finally, district recognitions reflected continued success in maintaining high-quality educational programs and learning environments. Chilton Middle School was recognized as a California Distinguished School (2023–24), Kaseberg Elementary earned both National Blue Ribbon School (2024) and California Distinguished School (2025) honors, and Eich Middle School was recognized as a California Distinguished School (2026). These recognitions matter because they reflect RCSD's continued commitment to academic excellence, positive school culture, and continuous improvement efforts that support students academically, socially, and emotionally.

LCAP Acronyms:

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

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

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

Subgroup Acronyms:

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

# Reflections: Annual Performance

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

Goal 1: Academic Achievement
Metrics 1.1, 1.2, 1.3, 1.4, 1.5

English Language Arts (ELA) Performance – Metric 1.1
During the 2025–26 school year, Roseville City School District (RCSD) demonstrated continued strong academic performance on the California School Dashboard, maintaining Green performance in English Language Arts (ELA) (Metric 1.1), with students performing 15.7 points above standard, an increase of 5.7 points from the prior year. The majority of school sites performed in the Green or Blue performance bands, indicating consistent implementation of standards-aligned Tier I instruction across the district.

Growth data further support these outcomes, with 71% of students demonstrating growth in ELA, reflecting effective instructional practices and continued academic recovery.

The areas addressed in this Annual Performance Review are informed by the 2023 California School Dashboard, which identified specific student groups and school sites at the lowest performance levels. These student groups and school sites remain a continued focus of the district's improvement efforts and are reflected in the actions and services outlined throughout this LCAP. Specifically, the 2023 Dashboard identified George Sargeant Elementary, Robert C. Cooley Middle School, Thomas Jefferson Elementary, and Warren T. Eich Middle School in the Red performance level for ELA for one or more student groups. Through Goal 1, Action 8, these sites remained a focus of targeted academic intervention and instructional support efforts.

Mathematics Performance – Metric 1.2
RCSD also maintained Green performance in Mathematics (Metric 1.2), improving to 2.0 points below standard with a 5.5-point increase and achieving Accelerated growth, with 70.7% of students improving. These results reflect the continued strengthening of tiered math instruction and intervention systems across the district.

Despite overall success, significant subgroup disparities persist. Long-Term English Learners (LTELs) remain in the Red performance level, performing 147 points below standard in Mathematics and at similarly low levels in ELA. Students with Disabilities are 69.4 points below standard, Foster Youth are 72.9 points below standard, and socioeconomically disadvantaged students declined by 14.8 points, resulting in an Orange performance level. English Learners, Hispanic students, and students experiencing homelessness also remain below standard, reinforcing the need for continued targeted intervention and differentiated supports.

At the site level, evidence of improvement demonstrates that targeted supports are yielding results. The 2023 Dashboard identified Robert C. Cooley Middle School and Warren T. Eich Middle School in the Red performance level in Mathematics for one or more student groups. Through Goal 1, Action 17, RCSD expanded middle school math intervention supports, tiered instructional systems, FLEX intervention structures, and data-informed academic monitoring. By 2025, Students with Disabilities at Cooley Middle School improved from Red to

Orange, while English Learners at Eich Middle School improved from Red to Yellow. These gains suggest that when interventions align with site-specific needs and are supported by data-informed decision-making, measurable progress can occur.

Science Achievement – Metric 1.4
Science (Metric 1.4) remained a significant area of strength, with students performing 59.3 points above standard (Green). Most student groups performed at or above standard; however, LTELs remain in Red, and socioeconomically disadvantaged students showed slight declines, reinforcing the need to integrate literacy and language development within content-area instruction.

English Learner Progress – Metric 1.5
English Learner Progress (Metric 1.5) improved, with 53.6% of English Learners making progress toward proficiency, a 3.2% increase, resulting in a Green indicator. Additionally, 59.8% of LTELs demonstrated progress, reflecting the impact of expanded ELD supports and targeted interventions.

At Blue Oaks Elementary, performance trends illustrate both challenge and recovery: English Learners declined from Green (2022) to Red (2023), then rebounded to Blue (2025) following intensified ELD supports and professional development. Districtwide, ELD instructional coaching and early identification strategies contributed to these gains; however, academic performance for English Learners continues to lag behind, indicating a need to strengthen alignment between language development and core instruction.

Access to Standards-Aligned Instruction and Academic Supports – Metric 1.3
Metric 1.3 (Access to Standards-Aligned Instruction and Materials) was supported through the continued implementation of instructional materials, teacher induction programs, and professional development. Staff survey data indicate that 80% of staff reported that students receive the necessary learning materials and technology, reflecting progress while identifying an area for continued growth.

Additional programmatic evidence further supports academic outcomes. RCSD expanded instructional supports through districtwide iReady implementation and Tiered Systems of Support in ELA and Mathematics, while continuing to refine instructional pacing and monitoring of instructional minutes. Middle school math interventions demonstrated strong growth, including Chilton Middle School acceleration trends, reinforcing positive movement from Red to Green at Cooley and Blue at Eich Middle Schools. Early learning data, including Kindergarten and first-grade ESGI proficiency trends, indicate foundational gains aligned with extended-day programming.

An analysis of ELA outcomes further reflects both success and areas for growth. The “All Students” group remained a districtwide strength, with a score of 15.7 points above standard, and most sites performing in the Green or Blue bands. However, Homeless Students were identified in the Orange performance level, and Students with Disabilities demonstrated mixed outcomes. Students experiencing homelessness, English Learners, and Students with Disabilities remained a continued focus of Goal 1, Action 8 interventions, including targeted academic supports, intervention teachers, FLEX instructional systems, and expanded MTSS supports.

While some sites improved from Red to Orange due to tiered interventions, other sites showed declines: Cooley Middle School and George Sargeant Elementary Students with Disabilities declined from Yellow to Red, and Thomas Jefferson Elementary declined to Orange, confirming the need for consistent, targeted implementation of intervention systems.

Effectiveness

District actions supporting Goal 1, including standards-aligned instruction, professional development, ELD programming, intervention teachers, FLEX structures, and extended learning opportunities, resulted in strong overall academic performance and growth, particularly in Mathematics, Science, and English Learner Progress.

Needs Identified
Data across Metrics 1.1, 1.2, and 1.5 indicate persistent achievement gaps for Long-Term English Learners, Students with Disabilities, Foster Youth, socioeconomically disadvantaged students, and students experiencing homelessness. Continued focus is needed to strengthen targeted supports, align ELD with core instruction, and ensure consistent implementation of intervention systems across all sites.

Goal 2: Student Engagement and School Climate
Metrics 2.1, 2.4, 2.6

Chronic Absenteeism – Metric 2.1
RCSD demonstrated significant improvement in student engagement, particularly in Chronic Absenteeism (Metric 2.1), which improved to 10.6% (Yellow), a substantial reduction from 19.7% in prior years. This improvement reflects the impact of the district's Every Day Matters campaign and enhanced attendance monitoring through the Multi-Tiered System of Supports (MTSS).

This progress was observed across student groups, including students experiencing homelessness, who previously experienced the greatest challenges. At Catheryn Gates Elementary, all student groups improved from Red performance levels in 2023 to higher performance levels in 2025, demonstrating the effectiveness of targeted interventions and consistent monitoring systems.

Additional site-level improvements from 2023 to 2025 include:
Barbara Chilton Middle School: English Learners improved from Red to Orange
Woodbridge Elementary: English Learners improved from Red to Green; Hispanic students from Red to Yellow
Crestmont Elementary: Two or More Races improved from Red to Yellow
Diamond Creek Elementary: English Learners improved from Red to Green
George Sargeant Elementary: English Learners improved from Red to Green
Riego Creek Elementary: White students improved from Red to Green
Stoneridge Elementary: Students with Disabilities improved from Red to Green

Based on the 2023 California School Dashboard, English Learners, Foster Youth, Two or More Races, and Students with Disabilities were identified among the lowest-performing student groups in Chronic Absenteeism. Additionally, Barbara Chilton Middle School, Bradford Woodbridge Elementary, Catheryn Gates Elementary, Crestmont Elementary, Diamond Creek Elementary, George Sargeant Elementary, Riego Creek Elementary, and Stoneridge Elementary were identified in the Red performance level for one or more student groups. These identified student groups and school sites remain a continued focus of the district's improvement efforts and are reflected in the actions and services described throughout this LCAP. Through Goal 2, Actions 4 and 13, RCSD implemented targeted attendance monitoring systems, MTSS interventions, counseling outreach, and family engagement strategies, resulting in measurable improvement across many identified school sites and student groups by 2025.

Despite these gains, disparities persist. Foster Youth and Pacific Islander students remain in the Red performance level, while socioeconomically disadvantaged students and English Learners remain in the Orange performance level, indicating the need for continued targeted attendance interventions.

To address these ongoing needs, the district will strengthen supports through expanded mental health services, including a full-time psychologist at each elementary school, and additional site-level leadership, such as assistant principals at schools serving higher populations of Foster Youth and English Learners. These actions are intended to improve attendance, increase student engagement, and provide more consistent, responsive support across sites.

Suspension Rate and Behavioral Supports – Metric 2.4
Suspension Rate (Metric 2.4) remained Green at 2.0%, reflecting strong districtwide implementation of Positive Behavioral Interventions and Supports (PBIS), with 96% Tier I fidelity and recognition across all eligible sites.

However, disproportionate suspension rates persist for Foster Youth, Long-Term English Learners, and Pacific Islander students, highlighting the need for expanded restorative practices and targeted behavioral supports. Foster Youth were identified districtwide in the Red performance level for Suspension Rate on the 2023 Dashboard and continued to receive targeted supports through Goal 2, Action 5, including restorative practices, PBIS implementation, counseling supports, and behavioral interventions.

To further strengthen behavioral systems and improve student access to instruction, RCSD continued implementation of restorative practices, proactive intervention systems, and site-based behavioral supports aligned to MTSS and PBIS frameworks.

Student Connectedness and School Climate – Metric 2.6
Student Connectedness (Metric 2.6) remains an area for continued growth, with 86% of 7th-grade students reporting a sense of belonging, meeting the district goal of 73% by 2026. These results reflect continued efforts to strengthen positive school culture, increase student engagement opportunities, and expand social-emotional supports districtwide.

As part of Differentiated Assistance, RCSD partnered with the Placer County Office of Education to conduct comprehensive data analysis and site-based observations focused on Long-Term English Learners, Foster Youth, and Pacific Islander students. This collaboration resulted in targeted actions, including expanded counseling outreach, development of behavior intervention plans, and increased monitoring of attendance and discipline data.

Learning Recovery and Behavioral Intervention Supports
As part of RCSD's learning recovery efforts, Learning Recovery Emergency Block Grant (LREBG) funds are being utilized during the 2025–26 and 2026–27 school years to support behavioral services through the funding of 2.0 FTE Board Certified Behavior Analysts (BCBAs). This investment was informed by educational partner feedback gathered through LCAP surveys, in-person meetings, Parent Advisory Committee (PAC) discussions, certificated and classified staff feedback, and analysis of local and California School Dashboard data. Educational partners consistently emphasized the importance of strengthening behavioral supports, increasing proactive interventions, and ensuring staff and students have access to consistent behavioral expertise and support systems across school sites.

Effectiveness

The addition of 2.0 FTE BCBAs supports districtwide efforts aligned to Goal 2 by strengthening Positive Behavioral Interventions and Supports (PBIS), social-emotional learning systems, and behavioral intervention practices across school sites. BCBAs support staff through coaching, behavior intervention planning, student observations, consultation, and proactive strategies designed to improve student access to instruction and reduce behavioral barriers to learning.

These supports contribute to maintaining positive school climate outcomes, including a Green performance level in Suspension Rate on the California School Dashboard, while supporting ongoing district efforts to reduce Chronic Absenteeism and strengthen student connectedness and engagement (Metrics 2.1, 2.4, and 2.6). The BCBA positions also provide targeted support for unduplicated student groups and students with significant behavioral needs, helping schools respond proactively and consistently to student behaviors while maintaining safe and supportive learning environments.

Needs Identified
Educational partner feedback and local data continue to demonstrate an ongoing need for behavioral and social-emotional supports across RCSD schools. Staff and families identified the importance of maintaining consistent behavioral expertise to support students experiencing increasing social-emotional and behavioral challenges. Feedback gathered through LCAP surveys, PAC meetings, and in-person engagement opportunities emphasized the value of proactive behavioral supports, staff coaching, and consistent intervention systems to improve student success and school climate.

RCSD will continue monitoring outcomes through Metrics 2.1, 2.4, and 2.6 to evaluate the effectiveness of these supports and determine ongoing behavioral support needs across the district. Continued investment in behavioral intervention systems and student support services will remain important to ensuring equitable access to safe, supportive, and inclusive learning environments for all students.

Effectiveness
Goal 2 actions contributed to significant reductions in chronic absenteeism and sustained positive school climate outcomes, supported by strong Tier I systems, targeted attendance interventions, restorative practices, counseling supports, and expanded behavioral intervention services.

Needs Identified
Targeted interventions are needed to address persistent disparities in attendance and discipline, particularly for Foster Youth, Pacific Islander students, and Long-Term English Learners. Continued focus will remain on strengthening MTSS implementation, behavioral supports, attendance systems, and mental health services to improve equitable outcomes across all student groups.

Goal 3: Family Engagement and Systems of Support
Metrics 3.1, 3.2
Family Engagement and Communication – Metric 3.1
RCSD continued to strengthen family engagement and district systems, with all Local Indicators reporting “Standard Met.” Parent survey data reflect increased engagement, with 85% of families reporting effective communication about their child’s progress. Additionally, 94% of students reported having a supportive adult at school whom they can rely on when they need help.

The district expanded access to programs supporting unduplicated students, including Extended Learning Opportunities Program (ELO-P), intervention programs, and enrichment opportunities, while mental health professionals dedicated over 35% of service time to supporting these student groups. These efforts contributed to increased access to supports and stronger communication systems between schools and families.

Districtwide family engagement efforts continued to include Parent Advisory Committee (PAC) meetings, school-site engagement opportunities, expanded communication systems, and outreach efforts designed to increase participation from underrepresented families.

Facilities and Learning Environments – Metric 3.2
Facilities improvements (Metric 3.2) further supported equitable access to learning environments, with 90.5% of sites earning “Exemplary” FIT ratings, reflecting continued investment in infrastructure, including HVAC systems, playgrounds, and site improvements.
These facility upgrades contributed to maintaining safe, supportive, and engaging learning environments aligned to district goals for student wellness, access, and school connectedness.

Areas for Growth
Although progress continued across Goal 3 metrics, areas for continued growth remain, including:
Increasing family understanding of academic systems and supports
Expanding engagement of underrepresented families in decision-making
Ensuring consistent implementation of family engagement practices across all sites

Effectiveness
Goal 3 actions resulted in expanded family engagement, improved communication systems, increased access to programs and services, and continued investment in safe and supportive learning environments.

Overall Annual Update Summary
The 2025–26 Annual Update reflects a district that continues to demonstrate:
Strong academic performance and growth (Goal 1)
Improved student engagement and school climate (Goal 2)
Expanded family engagement and systemwide supports (Goal 3)

At the same time, data across Metrics 1.1, 1.2, 1.5, 2.1, and 2.4 confirm that persistent inequities remain, particularly for Long-Term English Learners, Foster Youth, Pacific Islander students, socioeconomically disadvantaged students, and students experiencing homelessness.

Changes for Next Year
In response to the data, RCSD will:
Continue to strengthen targeted academic supports to close achievement gaps
Continue to improve alignment between English Language Development and core instruction
Examine and strengthen MTSS and attendance interventions for high-need student groups
Increase restorative practices to reduce discipline and increase proactive strategies
Enhance family engagement strategies, particularly for underrepresented populations

One material difference to the budget will be an increase in the number of psychologists and two additional assistant principals.

Conclusion
The district's Dashboard results demonstrate strong overall performance, effective instructional systems, and positive growth trends, particularly in Mathematics and Science. At the same time, persistent inequities across student groups remain evident.
Moving forward, RCSD will continue to focus on closing achievement gaps, strengthening instructional alignment, reducing disparities in attendance and discipline, and expanding targeted supports to ensure improved outcomes for all students.

# Reflections: Technical Assistance

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

Technical Assistance Reflection

Roseville City School District (RCSD) was identified for Differentiated Assistance based on the 2023 California School Dashboard, which indicated that one or more student groups, including Foster Youth, Pacific Islander students, Long-Term English Learners (LTELs), and students experiencing homelessness, were performing at the lowest performance levels on state indicators, including Chronic Absenteeism and Suspension Rate. In response, RCSD engaged in Differentiated Assistance during the 2025–26 school year in collaboration with the Placer County Office of Education (PCOE) to address these disparities and improve outcomes for identified student groups through targeted, data-driven supports.

Through collaboration with PCOE, RCSD conducted comprehensive data analysis, reviewed site-level systems and practices, and identified barriers contributing to attendance and discipline disparities for identified student groups. This process informed targeted actions and services within Goals 1 and 2 of the LCAP, including expanded MTSS supports, counseling services, attendance interventions, restorative practices, and behavioral support systems.

During the 2025–26 school year, RCSD implemented proactive systems of support beginning at enrollment, including identifying Foster Youth, reviewing attendance and behavior data, and developing initial support plans. Site-based points of contact, regular check-ins, and monthly monitoring of attendance and discipline data were established to ensure timely intervention. RCSD also strengthened collaboration among Educational Services, site administration, counselors, and student support teams to ensure identified students received coordinated academic, behavioral, and social-emotional supports.

RCSD strengthened the use of Attendance and Behavior Support Plans and prioritized the Student Support Process (SSP) for students demonstrating early warning indicators. Administrative and district staff reviewed suspension decisions to ensure that alternatives to exclusionary discipline were consistently considered. In addition, RCSD worked to strengthen awareness of and responsiveness to the needs of LTELs and students experiencing homelessness through expanded monitoring, site-level data reviews, and increased coordination of interventions and family outreach efforts.

For Pacific Islander students, RCSD increased visibility through PowerSchool and Attend systems, enabling site leaders to monitor attendance and suspension data and respond proactively.

As of April 2026, progress monitoring data indicate improvement: Foster Youth chronic absenteeism decreased to 15%, while the Foster Youth suspension rate was 15%; Pacific Islander chronic absenteeism decreased to 23%, and the Pacific Islander suspension rate was 7%, reflecting the early positive impact of targeted interventions.

RCSD will continue collaborating with PCOE during the 2026–27 school year to monitor progress, refine intervention systems, and strengthen equitable outcomes for identified student groups. Ongoing focus areas include reducing chronic absenteeism and suspension disparities, strengthening Tier I and Tier II supports, and improving coordination of academic, behavioral, and social-emotional interventions across school sites to ensure equitable access and outcomes for all students.

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| LCAP Parent Advisory Committee | 1) Facilitated regular meetings with the LCAP Parent Advisory Committee (PAC), scheduled from 6:30 to 8:30 pm over the designated months. This careful planning ensured efficient use of time, fostering a productive environment for educational partners to review data and identify underrepresented groups thoroughly. This approach garnered valuable feedback and notably included student representatives in the LCAP PAC. [February 2026, March 2026, June 2026] |
| Monthly certificated and classified labor group meetings with district office staff | 1) District office staff conducted monthly meetings with certificated and classified labor groups from August 2025 to May 2026.<br><br>2) Initiating meetings with local bargaining units proactively solicited constructive criticism and feedback, significantly contributing to developing the Local Control Accountability Plan (LCAP), including the Professional Development Advisory Plan and ongoing professional learning offerings.<br><br>3) The collective input from all educational partners was recognized as a vital component for decision-making, reinforcing that every opinion was valued and incorporated into the final decisions in May 2026. |
| Staff LCAP Survey | 1) An LCAP Survey, entitled "Staff LCAP Survey," was conducted in January 2026, aimed at obtaining effective feedback and soliciting valuable feedback to enhance engagement with educational partners. [January 2026] |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 2) The implementation of the Local Control and Accountability Plan (LCAP) surveys was directed toward staff members to gather insights on the needs of students, with a focus on unduplicated learners, and to explore potential actions to meet these needs. This initiative also facilitated discussions on potential updates to the LCAP. The data collected from these surveys were utilized in LCAP PAC meetings as a foundational resource for decision-making. [March 2026, June 2026]<br><br>3) The data was thoroughly analyzed after the survey to identify staff needs to support underrepresented groups.<br><br>4) Feedback received from all educational partners was carefully considered. |
| Schools' Site Councils | 1) From January to April 2026, principals convened meetings with School Site Councils. The purpose of these meetings was to ensure adequate representation and provide opportunities for input from all community partners.<br><br>2) The information gathered, which included similar questions for all schools, was shared with the district office in a form to analyze district themes and trends. These meetings were crucial for gathering feedback that would be instrumental in formulating the Local Control and Accountability Plan (LCAP) and every school's Site Plan for School Achievement (SPSA). Meeting agendas were formulated and dispatched to provide information to streamline discussions on the most pressing issues.<br><br>3)The findings from these collaborations with the educational partners will be used in every school's SPSA, voted on by May 2026. They also provided information about continuous improvement strategies within the school district, emphasizing sustained progress and adaptability. |
| Special Education Local Plan Area (SELPA) LCAP consult meeting | 1) On May 15, 2026, a comprehensive data review was conducted to identify underrepresented groups within the Special Education Local Plan Area (SELPA) LCAP consult meeting. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 2) The meeting addressed Students with Disabilities (SWD), potential actions addressing these needs, and recommended updates to the LCAP. |
| Student feedback groups and Student LCAP Student Survey (4th and 5th grade and middle school students) | 1) Initiated engagement with student feedback listening groups from the 4th and 5th grades and middle school from January to March 2026.<br><br>2) The purpose was to seek their input towards the comprehensive development of the school district and school sites. [January to March 2026]<br><br>3) Principals shared the information with the district to ensure that the district could analyze the data for trends and themes. The Site Plans for School Achievement (SPSA) will use local student feedback.<br><br>4) Students also took the LCAP Student Survey in 2026. |
| Parent and Guardian LCAP Survey | 1) In January 2026, parents and guardians in the district took the LCAP Survey, entitled "Parent LCAP Survey".<br><br>2) Survey data were analyzed to identify underrepresented groups among our educational partners. |
| Board Meeting Dashboard Update and LCAP Midyear Review Meeting | 1) The educational partner was consulted during the Board Meeting Dashboard Update and LCAP Midyear Review held on February 19, 2026, during which staff delivered a comprehensive update on the 2025–26 Local Control Accountability Plan (LCAP). The presentation included key performance metrics, the most current available data, progress on ongoing actions and services, and updated budget expenditures to date.<br><br>2) Multiple community partners were engaged from January to April 2026, ensuring a comprehensive and diverse input to shape the school district's goals and formulate plans to achieve these LCAP goals. (January to June 2026) |
| District English Language Acquisition Committee (DELAC) Meetings | 1) From February to June, meetings with the District English Language Acquisition Committee (DELAC) were conducted to review and analyze data, identifying underrepresented groups for additional outreach. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 2) May 19, 2026, engaged with DELAC in consultation and sought feedback to inform the Local Control and Accountability Plan (LCAP) development |
| Public feedback and review of the LCAP draft | 1) An extensive data review was conducted from June 8, 2026, to June 15, 2026. Valuable feedback was solicited from the public to inform revisions from June 8, 2026, to June 15, 2026. Written questions from the community, the LCAP PAC, and DELAC were addressed in writing by the Superintendent. [June 2026] |
| Board meeting and Public Hearing for LCAP and Budget | 1) On June 15, 2026, our Board of Education will hold a board meeting and public hearing for the Local Control Accountability Plan (LCAP) and Budget. |
| Board meeting with LCAP and Budget Approval on the agenda | 1) A board meeting is scheduled to approve the LCAP and budget, which is on the agenda. [June 17, 2026] |

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

Engaging Educational Partners
A summary of the process used to engage educational partners in the development of the LCAP

Roseville City School District (RCSD) engaged a broad range of educational partners, including teachers, principals, administrators, classified staff, local bargaining units, parents, guardians, and students, in the development of the 2026–27 Local Control and Accountability Plan (LCAP). Engagement efforts were structured, intentional, and sustained from August 2025 through June 2026 to ensure meaningful input, alignment with identified student needs, and continuous improvement. RCSD does not have schools generating Equity Multiplier funds; therefore, this requirement is not applicable.

Parent Advisory Committee (PAC)

RCSD facilitated regular LCAP Parent Advisory Committee (PAC) meetings from 6:30 to 8:30 p.m. in February, March, and June 2026. Meetings were structured to maximize efficiency while allowing for in-depth review of student data, including identification of underrepresented student groups. Student representatives participated in the meetings to ensure student voice was incorporated into the process.

In response, the district will continue strengthening attendance supports, mental health services, intervention systems, and family engagement opportunities to address the needs of all students, particularly unduplicated student groups, while promoting meaningful educational partner involvement in district decision-making processes (Goal 1, Actions 1.5, 1.8, and 1.18; Goal 2, Actions 2.5, 2.10, 2.11, 2.13, and 2.14; Goal 3, Action 3.2).

Certificated and Classified Labor Groups

District office staff conducted monthly meetings with certificated and classified labor groups from August 2025 through May 2026. These meetings provided opportunities for proactive feedback and collaboration related to LCAP development, professional learning, staffing supports, and student intervention systems.

In response, the district will continue implementing the Professional Development Advisory Plan (PDAC), strengthening Multi-Tiered System of Supports (MTSS), maintaining instructional and intervention supports, and expanding behavioral support systems to improve teaching and learning and meet the needs of all students (Goal 1, Actions 1.2, 1.5, and 1.8; Goal 2, Actions 2.3, 2.5, 2.13, and 2.14).
Staff LCAP Survey

RCSD conducted a Staff LCAP Survey in January 2026 to gather input regarding student needs, with an emphasis on unduplicated pupils and instructional supports. Survey results were analyzed to identify trends and areas requiring additional support and were used to inform discussions during PAC meetings and district planning sessions in March and June 2026.

In response, the district will continue strengthening intervention systems, expanding behavioral and mental health supports, providing professional learning opportunities, and supporting data-informed instructional practices to improve student outcomes and address the needs of unduplicated student groups (Goal 1, Actions 1.2, 1.5, 1.6, and 1.8; Goal 2, Actions 2.3, 2.5, 2.13, and 2.14).

School Site Councils (SSCs)

From January through April 2026, principals convened School Site Council (SSC) meetings at all school sites. Standardized questions ensured consistency in data collection and allowed district leaders to analyze trends across schools.

In response, the district will continue supporting academic intervention programs, attendance improvement efforts, family engagement opportunities, and data-informed instructional practices to address identified student needs and improve outcomes across all schools (Goal 1, Actions 1.5, 1.6, and 1.8; Goal 2, Actions 2.10 and 2.11).

SELPA Consultation

In May 2026, RCSD conducted a Special Education Local Plan Area (SELPA) consultation meeting that included a comprehensive review of data focused on Students with Disabilities. Educational partners identified areas of need related to instructional aide support, continuity of services, and intervention systems.

In response, the district will continue maintaining instructional aide coverage, strengthening substitute systems, and expanding academic, behavioral, and mental health supports to improve access to services, reduce disruptions in learning, and promote positive outcomes for students with disabilities (Goal 1, Actions 1.5 and 1.15; Goal 2, Actions 2.5, 2.13, and 2.14).

Student Engagement

Student listening groups were conducted with students in grades 4–8 from January through March 2026. In addition, students participated in the 2026 LCAP Student Survey. Student feedback was shared with both site and district leadership teams and informed the development of the LCAP and SPSAs.

In response, the district will continue implementing social-emotional learning programs, PBIS and restorative practices, counseling and mental health services, increased supervision during non-instructional periods, and academic intervention and enrichment opportunities to promote student safety, connectedness, well-being, and academic success (Goal 1, Actions 1.5, 1.16, and 1.18; Goal 2, Actions 2.2, 2.3, 2.5, 2.13, and 2.14).

Parent and Guardian LCAP Survey

The Parent LCAP Survey was conducted in January 2026. Responses were analyzed to identify trends, engagement gaps, and underrepresented educational partner groups.

In response, the district will continue expanding multilingual communication tools, translation and interpretation services, family outreach efforts, and opportunities for parent involvement to strengthen family engagement and ensure all families have meaningful access to district programs, services, and decision-making processes (Goal 2, Actions 2.9 and 2.11; Goal 3, Action 3.2).

Board Review and Community Engagement

On February 19, 2026, RCSD presented a comprehensive midyear LCAP update to the Board of Education. The presentation included California School Dashboard data, progress on actions and services, and budget updates. Additional engagement opportunities occurred from January through June 2026 to ensure broad input from community partners and educational stakeholders.

DELAC Engagement

District English Language Advisory Committee (DELAC) meetings were conducted from February through June 2026. Meetings included reviewing and analyzing English Learner data, discussing supports for English learners, and identifying areas requiring additional intervention.

In response, the district will continue investing in English Language Development (ELD) supports, multilingual communication systems, targeted interventions for English Learners and Long-Term English Learners (LTELs), and professional learning to strengthen instructional practices and accelerate language acquisition and academic achievement (Goal 1, Actions 1.5, 1.6, and 1.8; Goal 2, Actions 2.9 and 2.11).

Public Review and Adoption Process

The draft LCAP was made available for public review from June 8 through June 15, 2026. Feedback was solicited from the community, PAC, and DELAC, and written questions and comments were addressed by the Superintendent.

The Board of Education held a public hearing on the LCAP and Budget on June 15, 2026. Adoption of the LCAP and Budget was scheduled for the June 17, 2026, Board meeting.

Influence of Educational Partner Input on the LCAP

The 2026–27 LCAP was shaped by input from students, parents, certificated and classified staff, site and district administrators, labor partners, School Site Councils, DELAC, and the LCAP Parent Advisory Committee. Feedback was collected through listening groups, surveys, meetings, presentations, and ongoing collaboration conducted from August 2025 through June 2026.

Academic Supports and Access

Educational partners emphasized the importance of maintaining interventions and extended learning opportunities for students who require additional academic support. More than 700 students participating in the Expanded Learning Opportunities Program (ELO-P) across elementary sites informed the continuation and expansion of after-school programs and community partnerships.

In response, the LCAP continues to support intervention services, targeted academic assistance, and expanded learning opportunities designed to accelerate student achievement and provide additional time and support for learning beyond the instructional day (Goal 1, Actions 1.5, 1.9, 1.16, and 1.18).

Certificated staff identified the need for a dedicated Tier II FLEX period to support students requiring targeted intervention, while educational partners affirmed the continued use of i-Ready benchmarks and instructional tools to support data-driven instruction.

In response, the district expanded intervention structures at the middle school level, maintained assessment and progress-monitoring systems, and strengthened targeted academic supports to inform instructional decision-making and improve student achievement (Goal 1, Actions 1.1, 1.2, 1.5, 1.6, and 1.8).

Data-Informed Instruction

Board members, administrators, and teachers identified a continued need to strengthen the use of site-level data to inform instructional decisions.

In response, the LCAP includes continued investment in assessment and data systems, instructional coaching, professional learning, and alignment with the Multi-Tiered System of Supports (MTSS) framework to strengthen instructional practices, target interventions, and improve student outcomes (Goal 1, Actions 1.1, 1.2, 1.6, and 1.8).

Special Education Supports

Classified and certificated staff emphasized the importance of consistent instructional aide support to ensure continuity of services for students with disabilities.

In response, the LCAP includes funding to maintain instructional aide coverage, strengthen substitute systems, and reduce disruptions in student services, ensuring students receive consistent academic, behavioral, and instructional support throughout the school year (Goal 1, Actions 1.5 and 1.15; Goal 2, Action 2.5).

Social-Emotional Learning and Student Engagement

Student survey results, including 5,730 responses, emphasized the importance of safe, inclusive, and supportive school environments. While 95% of students reported having friends at school, survey feedback also indicated a need for continued attention to student well-being: 88% reported feeling sad at times, and 75% reported experiencing verbal bullying more than once, particularly during unstructured times.

In response, the district will continue implementing social-emotional learning programs, PBIS and restorative practices, mental health supports, and increased supervision during non-instructional periods to promote student safety, connectedness, and well-being (Goal 2; Actions 2.2, 2.3, 2.5, 2.13, and 2.14).

Family Engagement and Communication

Parents and guardians expressed a need for clearer communication systems and additional opportunities for involvement, particularly at the middle school level, with 27% unsure how to become involved at school.

In response, the district will continue expanding multilingual communication tools, strengthening DELAC engagement, and improving reporting systems and outreach opportunities for families.

Educational partner feedback from the LCAP Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), Parent LCAP Survey, staff surveys, student listening sessions, and School Site Councils consistently emphasized the need for expanded behavioral supports, mental health services, attendance interventions, and safe, inclusive school environments. Parents and staff specifically identified student behavior, mental health needs, school connectedness, and consistent intervention systems as priorities, while students highlighted the importance of feeling safe, supported, and connected at school.

In response, RCSD will continue implementing actions aligned to Goal 2, including social-emotional learning, PBIS and restorative practices, school counseling and mental health services, expanded psychological services, attendance interventions, and school climate supports (Goal 2, Actions 2.2, 2.3, 2.4, 2.5, 2.13, and 2.14). Additionally, educational partners emphasized the importance of strengthening supports for students with significant behavioral needs. As a result, RCSD utilized Learning Recovery Emergency Block Grant (LREBG) funds during the 2025–26 school year to fund 2.0 FTE Board Certified Behavior Analysts (BCBAs) and will continue supporting BCBA services in 2026–27. These services have provided more timely behavioral assessments, targeted intervention plans, and ongoing coaching for staff, resulting in stronger inclusive practices, improved student engagement, and increased staff capacity to implement effective behavior supports. Building on this feedback, the district will also expand student supports through additional psychologists and two assistant principals to strengthen behavioral interventions, attendance supports, student engagement, and school climate systems across the district (Goal 2, Actions 2.5, 2.13, and 2.14).

PAC, DELAC, and Parent LCAP Survey feedback also emphasized the importance of clear communication, multilingual resources, and meaningful family engagement opportunities. In response, RCSD will continue investing in translation services, multilingual communication tools, family outreach efforts, and parent engagement opportunities (Goal 2, Actions 2.9 and 2.11), while maintaining support for English learners, Long-Term English Learners, foster youth, and students experiencing homelessness through targeted interventions and monitoring systems (Goal 1 and Goal 2).

Engagement Trends and Continuous Improvement

During the 2025–26 LCAP cycle, the district received more than 713 family survey responses between January and March 2026. Feedback reflected increased participation in school events and positive experiences with communication tools. Areas identified for continued improvement included translation services and support in accessing communication platforms.

In response, the district will continue expanding translation supports, improving access to communication tools, and ensuring inclusive participation opportunities for all families through enhanced family engagement, multilingual communication systems, and outreach efforts designed to increase meaningful participation and access to district programs and services (Goal 2, Actions 2.9 and 2.11; Goal 3, Action 3.2).

This ongoing cycle of engagement, reflection, and responsiveness demonstrates RCSD’s commitment to continuous improvement and meaningful involvement of educational partners, particularly for English learners, foster youth, and low-income students, and aligns with California School Dashboard Local Indicator requirements.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | ELA CAASPP Achievement: Percentage of students meeting or exceeding standards | Spring 2023<br>58% of "All Students" met or exceeded Standard for ELA. | Spring 2024<br>57% of "All Students" met or exceeded Standard for ELA. | Spring 2025<br>59% of "All Students" met or exceeded Standard for ELA. | Spring 2025<br>61% of "All Students" meet or exceed Standard for ELA. | As of Spring 2025, 59% of RCSD students in the "All Students" group met or exceeded |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: State CAASPP Reporting | | | | | the standard in ELA, representing a 1% increase from the baseline. |
| 1.2 | MATH CAASPP Achievement: Percentage of students meeting or exceeding standards<br>Source: State CAASPP Reporting | Spring 2023<br>50% of "All Students" met or exceeded Standard for Math. | Spring 2024<br>50% of "All Students" met or exceeded Standard for Math. | Spring 2025<br>51.3% of "All Students" met or exceeded Standard for Math. | Spring 2025<br>53% of "All Students" meet or exceed Standard for Math. | As of Spring 2025, RCSD is 51.3% for the "All Students" group meeting or exceeding the Standard for Math, representing a 1.3% increase from baseline. |
| 1.3 | Local Control Accountability Plan (LCAP) Survey for Staff (yearly) | 62% of all staff who responded to the January 2024 Local Control Accountability Plan<br>(LCAP) Survey agreed, "Students receive the resources and support they need." | 68% of all staff who responded to the January 2025 Local Control Accountability Plan (LCAP) Survey agreed, "Students receive the resources and support they need." | 64% of all staff who responded to the January 2026 Local Control Accountability Plan (LCAP) Survey agreed, "Students receive the resources and support they need." | By 2026, 67% of all staff who respond to the Local Control Accountability Plan (LCAP) Survey will agree, "Students receive the resources and support they need." | In the January 2026 Local Control and Accountability Plan (LCAP) Survey, 64% of staff agreed that “students receive the resources and support they need,” 3% less than the Year 3 Outcome target. |
| 1.4 | Professional Development Advisory Survey | All certificated staff had the opportunity to share feedback to assist in developing the 24-27 Professional Development Advisory Plan. | The plan has been implemented as outlined by the Professional Development Advisory Committee. Feedback is gathered at each professional development session, and staff | The plan has been implemented as outlined by the Professional Development Advisory Committee. Feedback is gathered at each professional development session, and staff | In 2026, all certificated staff can share feedback about their top three priorities for professional learning by grade level or department to assist in developing the | The plan has been implemented as outlined by the Professional Development Advisory Committee. Feedback is gathered at each professional development session, and staff |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | will also provide input through the PDAC Committee in Spring 2025. | will also provide input through the PDAC Committee in Spring 2026. | next 3-year Professional Development Advisory Plan. | will also provide input through the PDAC Committee in Spring 2026. |
| 1.5 | English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS) | 58.7% of current EL students are making progress towards English language proficiency. | 50.4% of current EL students are making progress towards English language proficiency. | 53.6% of current EL students are making progress towards English language proficiency. | By 2025, maintain, or increase from, 58.7% of EL students making progress towards English language proficiency. | Current performance is 53.6%, which is 5.1 percentage points below the baseline of 58.7%. The district attributes this decrease, in part, to an influx of newcomer students who are in the early stages of acquiring English proficiency. |
| 1.6 | English Learner Redesignation Rate | 23-24 Data<br>12.7% of RCSD EL students were reclassified as fluent English proficient. | 24-25 Data<br>14.5% of RCSD EL students were reclassified as fluent English proficient. | 25-26 Data<br>14.9% of RCSD EL students were reclassified as fluent English proficient. of RCSD EL students were reclassified as fluent English proficient. | 24-26 Targets<br>Maintain, or increase from, 12.7% of EL students reclassified to Fluent English Proficient every year. | 25-26 Data<br>14.9% of RCSD EL students were reclassified as fluent English proficient which is a growth of 2.2% from baseline. |
| 1.7 | Local Control Accountability Plan (LCAP) Survey for Parents (yearly) | 66% of parents and guardians shared that "their school prepares their student for high school success." | As of Spring 2025, 65% of parents and guardians shared that "their school prepares their student for | As of Spring 2026, 61% of parents and guardians shared that "their school prepares their student for | By 2026, 71% of parents and guardians will share that "their school prepares their student for | As of Spring 2026, 61% of parents and guardians shared that "their school prepares their student for high school |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: January 2023 Local Control Accountability Plan<br><br>(LCAP) Survey | | high school success." | high school success." | high school success." | success" (-5% from baseline). |
| 1.8 | Local Control Accountability Plan (LCAP) Survey for Students<br>(yearly)<br><br>Source: 2023 California Health Kids Survey (CHKS) | 32% of all 7th-grade students who responded shared that it was<br>"Pretty much true" or "Very much true" that they had meaningful participation at school. | 86% of all 7th-grade students who responded shared that they had meaningful activities to participate in at school. | 88% of all 7th-grade students who responded shared that they had meaningful activities to participate in at school. | By 2026, 40% of all 7th-grade students will respond "Pretty much true"<br>or "Very much true" that they have meaningful participation at school. | 88% of all 7th-grade students who responded shared that they had meaningful activities to participate in at school. This is 56% increase from baseline. |
| 1.9 | TK-1 Local Data | 2024 ESGI Tri-3 Letter Sound Data<br>TK: 77.50%<br>K: 92.6%<br>1st: 95.40% | 2025 ESGI Tri-3 Letter Sound Data<br>TK:77.3%<br>K: 93.8%<br>1: 96.2% | 2026 ESGI Tri 3 Letter Sound Data:<br>TK: 84.8%<br>K: 92.2%<br>1: 96.5% | TK-1st grade students will maintain or increase proficiency on ESGI Tri-3 Letter Sound Data by 2026. | 2026 ESGI Tri-3 Letter Sound Data<br>TK: 84.8% (+7.3 from baseline)<br>K: 92.2% (-.4 from baseline)<br>1: 96.5% (+1.1 from baseline) |
| 1.10 | Parent and Family Engagement Local Indicator<br>Source: California School Dashboard | 23-24 Data<br>Rated 4 (Full Implementation) in providing families with information and resources to support student learning and development in the home. | Rated 4 (Full Implementation) in providing families with information and resources to support student learning and development in the home. | Rated 4 (Full Implementation) in providing families with information and resources to support student learning and development in the home. | 25-26 Target<br>Maintain a rating of 4<br>(Full Implementation) or increase to a 5 in providing families with information and resources to support student learning and development in the home. | Continues to be Rated 4 (Full Implementation) in providing families with information and resources to support student learning and development in the home. This is the same as the baseline year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.11 | English Language Arts California Dashboard Source: State CA School Dashboard | '23 Dashboard<br>All Students: Green<br>African American, Hispanic, English Learner, Students with Disabilities: Yellow<br>Homeless: Red<br>–<br>By Subgroup in '23<br>(All) +13.4<br>(AS) +45.5<br>(FI) +50.9<br>(TMR) +18.3<br>(WH) +17.7<br>(SD) -7.6<br>(B/AA) -21.6<br>(EL) -37.3<br>(HS) -14.33<br>(SWD) -57<br>(H) -82.4 | '24 Dashboard<br>All Students: Green<br>African American, Hispanic, English Learner, Students with Disabilities: Yellow<br><br>Homeless: Red<br>--<br>By Subgroup in '24<br>(All) +10<br>(AS) +40<br>(FI) +51.8<br>(TMR) +14.1<br>(WH) +13.8<br>(SD) -2.1<br>(B/AA) -21.1<br>(EL) -39.8<br>(HS) -17.3<br>(SWD) -57.2<br>(H) -85.2 | '25 Dashboard<br>All Students: Green<br>African American, Hispanic, English Learner, and Students with Disabilities: Yellow<br><br>Homeless: Red<br>--<br>By Subgroup in '25<br>(All) +5.7<br>(AS) -3.3<br>(FI) -1.3<br>(TMR) +10.1<br>(WH) +7.0<br>(SD) -14.8<br>(B/AA) +.6<br>(EL) +4.5<br>(HS) +6.6<br>(SWD) +4.8<br>(H) +14.5 | '25 Dashboard<br>All Students: Remain Green or Blue<br>African American, Hispanic, English Learner, Students with Disabilities: Progress to Green or better<br>Homeless: Progress to Orange or better<br>–<br>Cumulative Change By Subgroup in '26<br>(All) +31.6<br>AS) +5<br>(FI) +3<br>(TMR) +26.7<br>(WH) +9.1<br>(SD) +9<br>(B/AA) +9<br>(EL) +9<br>(HS) +9<br>(SWD) +9<br>(H) +12.4 | The '25 Dashboard data shows the difference from Baseline:<br><br>All Students: Green (Goal met)<br>African American, Hispanic, English Learner, and Students with Disabilities: Yellow<br><br>Homeless: Red<br>--<br>By Subgroup in '25<br>(All) +5.7<br>(AS) -3.3<br>(FI) -1.3<br>(TMR) +10.1<br>(WH) +7.0<br>(SD) -14.8<br>(B/AA) +.6<br>(EL) +4.5<br>(HS) +6.6<br>(SWD) +4.8<br>(H) +14.5<br><br>Overall performance improved slightly, with All Students maintaining Green and trending upward. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | Several student groups (Hispanic, EL, SWD) show early signs of positive movement.<br><br>However, highest-need groups remain far below standard, and gaps persist despite small gains. |
| 1.12 | Mathematics California Dashboard<br>Source: State CA School Dashboard | '23 Dashboard<br>All Students: Yellow<br>Homeless: Red<br>–<br>By Subgroup in '23<br>(ALL) - 6.4<br>(AS) +30.2<br>(FI) +30.2<br>(TMR) -0.7<br>(WH) -.01<br>(SD) -29.4<br>(B/AA) -48.3<br>(EL) -54.1<br>(HS) -39.7<br>(SWD) -75.6<br>(H) -104.4 | '24 Dashboard<br>All Students: Yellow<br>Homeless: Red<br>–<br>By Subgroup in '24<br>(ALL) - 7.4<br>(AS) +23.9<br>(FI) +30.6<br>(TMR) -2<br>(WH) +.7<br>(SD) -20.6<br>(B/AA) -63.9<br>(EL) -52.3<br>(HS) -40<br>(SWD) -75.2<br>(H) -106.6 | '25 Dashboard<br>All Students: Green<br><br>Homeless: Yellow<br>--<br>By Subgroup in '25<br>(All) +5.5<br>(AS) +.1<br>(FI) +1.7<br>(TMR) +4.1<br>(WH) +5.4<br>(SD) -14.8<br>(B/AA) +15.5<br>(EL) +7.7<br>(HS) +7.4<br>(SWD) +5.8<br>(H) +17.7 | '25 Dashboard<br>All Students: Progress to Green<br>Homeless: Progress to Orange or better<br>–<br>Minimum Cumulative Change By Subgroup in '26<br>(ALL) +6.4<br>(AS) +4.8<br>(FI) +3<br>(TMR) +3<br>(WH) +3<br>(SD) +9<br>(B/AA) +9<br>(EL) +9<br>(HS) +9<br>(SWD) +9<br>(H) +9.4 | The '25 Dashboard data shows the difference from Baseline:<br><br>All Students: Green (Goal Met)<br>Homeless: Yellow (Moved from Red to Yellow)<br>–<br>'By Subgroup in '25<br>(All) +5.5<br>(AS) +.1<br>(FI) +1.7<br>(TMR) +4.1<br>(WH) +5.4<br>(SD) -14.8<br>(B/AA) +15.5<br>(EL) +7.7<br>(HS) +7.4<br>(SWD) +5.8 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | (H) +17.7<br><br>Math shows clear, systemwide improvement from 2024 to 2025<br>All Students improved +5.5, moving to Green.<br><br>Several subgroups (Asian, Hispanic, TMR, White) show meaningful upward movement.<br><br>Gaps persist, but most high-need groups (EL, SWD, Homeless) |
| 1.13 | Percentage of Long-Term English Learners (LTELS).<br>Source: DataQuest | 22-23 Data<br>5.1% are Long-Term English Learners (LTELS). | 23-24 Data<br>4.7% are Long-Term English Learners (LTELS). | 25-26 Data<br>7.2% are Long-Term English Learners (LTELS). | 25-26 Data<br>Cumulative Change By Subgroup by 2026 for Long-Term English Learners (LTELS) will be less than or equal to 8.1%. | 25-26 Data<br><br>2.1% increase in Long-Term English Learners (LTELS) from the Baseline year. (Goal met) |

# 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.

Successfully Implemented Actions in Goal #1:
1.1 iReady Assessments for progress monitoring

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

1.6 Director of Educational Technology - This action was not implemented in the 2024–25 school year and was not renewed.
1.19 Administrator Workdays - This action was not implemented in the 2025–26 school year and was not renewed.

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

Explanation of Material Differences (2025–26 Budget vs. Estimated Actuals, +/- 20% Variance)

Action 1.4 – Class Size Reduction
Material Difference: Estimated Actual Expenditures exceeded Budgeted Expenditures by more than 20%.
Reason: Two additional Transitional Kindergarten (TK) Class Size Reduction positions were added after the adopted budget to support enrollment and maintain lower class sizes.

Action 1.22 – Translation Services
Material Difference: Estimated Actual Expenditures exceeded Budgeted Expenditures by more than 20%.
Reason: The need for translation and interpretation services was greater than originally anticipated. Contracted service costs increased significantly to support family communication and compliance requirements.

Action 1.23 – Parent Engagement
Material Difference: Estimated Actual Expenditures were significantly lower than Budgeted Expenditures.
Reason: School sites spent substantially less than the allocated parent engagement budget, utilizing approximately 10% of the originally budgeted funds.

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

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

iReady Implementation, Tiered Instruction, and Monitoring
Actions: 1.1, 1.2, 1.5, 1.11
Metrics: 1.1, 1.2, 1.5

- Effectiveness: Substantial

- Progress Made:

The Roseville City School District demonstrated strong academic performance, with all academic indicators reaching green status on the Dashboard. Mathematics performance remained steady at 51.3% of students meeting or exceeding standards, while English Language Arts increased from 57% to 59%. Additionally, the percentage of English Learners making progress toward English proficiency improved from 50.4% to 53.6%, reflecting the impact of more targeted and effective supports.

- Leading Indicators:

Districtwide implementation of i-Ready has enhanced differentiated instruction and reinforced a foundation of evidence-based instructional practices. These efforts provide a strong base for continued improvement, with effectiveness measured through CAASPP ELA and Math performance (Metrics 1.1, 1.2) and English Learner progress toward proficiency (Metric 1.5).

- Areas for Improvement:

While outcomes are positive, the district will focus on deepening consistency in Tier II supports across sites, strengthening the use of real-time data in PLC/Data Team cycles, and ensuring intervention systems (including FLEX) are tightly aligned to identified student needs to sustain and accelerate progress.

* Next Steps:
In 2026–27, middle school principals will increase instructional oversight by monitoring evidence-based materials and participating in Data Team Meetings (DTMs) during PLC time. DTM outcomes will directly inform FLEX groupings for intervention and enrichment, ensuring data-driven and responsive instruction for all students.

ELA Professional Learning and Tiered Supports
Actions: 1.5, 1.8, 1.9, 1.15
Metrics: 1.1, 1.3

- Effectiveness: Substantial

- Progress Made:

All elementary and middle school ELA teachers participated in district-led professional development focused on English Language Arts. Early indicators show a shift toward more aligned, standards-based, and engaging instructional practices, supporting improved literacy outcomes across sites.

- Leading Indicators:

Feedback from the January 2026 LCAP Staff Survey shows that 81% of educators believe students have the instructional materials and technology they need, reflecting growing capacity and positive initial reception to the training (Metric 1.3).

- Areas for Improvement:

While professional development has been well received, the district must continue to support consistent classroom implementation. Academic progress, as measured by CAASPP, remains incremental in growth and uneven across grade levels and subgroups.

- . Next Steps:

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

Middle School Math Intervention
Actions: 1.3, 1.4, 1.12, 1.13, 1.14
Metrics: 1.2, 1.3, 1.12

- Effectiveness: Substantial

- Progress Made:

The district's investment in middle school math intervention has yielded strong outcomes, including positive gains, as demonstrated by a Green performance level for mathematics scores on the Dashboard: students participating in targeted intervention classes have shown strong growth over the last few years.

- Leading Indicators:

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

- Areas for Improvement:

Despite these gains, significant disparities persist among subgroups. On state math assessments, English Learners scored 99.8 points below the standard, and Homeless students improved slightly but still scored 70.7 points below the standard, highlighting the ongoing need for sustained and targeted support.

- . Next Steps:

Continued implementation with fidelity, along with expanded use of i-Ready diagnostics and benchmark assessments, will be paired with ongoing data analysis to identify learning gaps and refine targeted supports. Emphasis will remain on advancing equitable outcomes and accelerating academic recovery across all middle schools. Additionally, middle schools will reintegrate i-Ready assessments into their multiple-measures framework to strengthen data-informed decision-making.

Extended-Day TK and Kindergarten
Actions: 1.16, 1.18
Metrics: 1.9

- Effectiveness: Effective

- Progress Made:

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

- Leading Indicators:

Spring 2025 ESGI data support these impressions, with *** % of Kindergarten students and ****% of first-grade students demonstrating proficiency in letter-sound recognition (Metric 1.9).

- Areas for Improvement:

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

- . Next Steps:

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

Leadership Coaching and Administrator Capacity
Actions: 1.5
Metrics: 1.3, 1.9

- Effectiveness: Substantial

- Progress Made:

Site administrators are working to support clearer instructional feedback through better discussion, improved staff collaboration, and greater focus on unduplicated student groups, resulting in better early intervention and student engagement in classrooms.

- Leading Indicators:

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

- Areas for Improvement:

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

Administrators will continue to strengthen instructional coherence, expand college and career pathways through strategic master scheduling, actively engage in instructional leadership meetings, and enhance planning and support for vulnerable student populations.

Family Engagement and Communication

Actions: 1.20, 1.21, 1.22, 1.25
Metrics: 1.3

- Effectiveness: Substantial

- Progress Made:

The district has expanded translation services, trained staff to use ParentSquare, and strengthened multilingual outreach, including using Peachjar so all flyers can be translated into almost any parent and guardian language.

- Leading Indicators:

Survey results show 86% of respondents rated RCSD communication as effective, and feedback from Title I families reflected greater inclusion and accessibility.

- Areas for Improvement:

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

- . Next Steps:

In 2026–27, the district will collaborate with Parent Square to conduct more site surveys and use on field trips, with fully translated materials, to further strengthen inclusive outreach.

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

Action 1.1:  Due to increased need for accurate progress monitoring, middle school math classes will use the i-Ready diagnostic tool in the 26-27 school year, which will increase the cost of the program by about $33,000.

Action 1.3: Due to enrollment and demographic changes, Kaseberg Elementary will be designated as a Title I school for 2026–27 and will receive Title I funds. There will be an integration of students from Woodbridge Elementary, which is expected to restore Title I eligibility. A second Intervention Teacher will be added to Kaseberg because of its size.

Action 1.4: Title I funds will not be used to reduce class size in Title I schools because it was found as a not acceptable expense during Federal Program Monitoring (FPM).

Action 1.10: There will be no TOSA positions in the district due to budget constraints. in the 26-27 school year.

Action 1.15: The Director of Educational Support Services will assist in onboarding the Deaf Education Program in RCSD for the 2026–27 school year.

Action 1.19: Administrator Workdays - This action was not implemented in the 2025–26 school year due to less funding. This will not be renewed for the 26-27 school year.

Action 1.23: Kaseberg Elementary will be a Title I school in 26-27.  Action 1.23 will be funded through Title I in the upcoming 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 |
|---|---|---|---|---|
| **1.1** | iReady Assessments for progress monitoring | Steps will be taken to ensure the continued use of the iReady ELA and Mathematics benchmark assessments as a district-wide, bi-annual tool for all students in grades 2 through 8. This includes using a mandatory growth measure, which allows results to be broken down specifically to LI, FY, EL students, and students with unique needs. This specifically targets instructional time and resources to create effective interventions by Professional Learning Communities (PLC). | $251,798.00 | Yes |
| **1.2** | iReady Instruction | The District will continue to utilize iReady instruction for grades 2-5, providing intervention and enrichment in English Language Arts and Mathematics during school hours, alongside support for extended learning. This strategy aims to assist Low-Income and English Learner students underperforming in English Language Arts and Mathematics. iReady is a versatile tool, available for student use at school, at home, and during after-school care arrangements such as ASES. It is specifically designed to address instructional needs and to provide additional learning opportunities.<br><br>The iReady Instruction Module has no budgeted amount but is part of the total budgeted in the iReady Assessment Module. (Goal 1.1) | $0.00 | Yes |
| **1.3** | Intervention Teachers | The District will continue to assign Intervention Teachers to Title I schools, Sargeant Elementary School, Eich Middle School, and Buljan Middle School. These educators will implement a structured and highly effective system of academic interventions using the Multi-Tiered System of Support (MTSS). The system is designed to primarily support Low-Income (LI), Foster Youth (FY), English Learner (EL) students, and those with unique needs, as they have been identified to require additional assistance in | $860,209.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achieving proficiency in English Language Arts and Mathematics. These teachers will also provide support during allocated English Language Development instruction periods. | | |
| **1.4** | Title I Class Size Reduction | Title I class sizes in Transitional Kindergarten across two Title I schools will be decreased, along with the intermediate grades at both Kaseberg and Cirby Elementary Schools. This action is expected to promote individualized and small-group instruction methods, which are better suited to meet the requirements of LI, FY, and EL students. These students make up a significant population in both aforementioned schools. | $653,735.00 | Yes |
| **1.5** | Directors and Administrative Assistants | The District is committed to retaining the Directors of Educational Services and Administrative Assistants, recognizing their crucial roles in coordinating and supporting key areas. These areas include curriculum planning, instruction and assessments, coaching for administrators, professional learning models, managing Title I schools, adhering to categorical mandates, and providing various supportive services.<br><br>On the 2023 CA Dashboard for English Language Arts (ELA), highlighted in orange and red are student groups in all our schools: African American, English Learners, Students with Disabilities, Hispanic students, and Homeless students. Each group undergoes systematic evaluation, with growth plans formulated for the next three years. Directors work closely with principals weekly to develop and implement these plans, addressing the specific needs of these students. More information located in our increased and improved services section.<br><br>This administrative team also plays a vital role in engaging parents and families, overseeing professional development, and enhancing services for Low-Income (LI) students, Foster Youth (FY), English Learners (EL), and students with unique needs. Additionally, they are responsible for coaching principals and providing counsel on site-specific decisions, ensuring comprehensive support across the District. | $923,588.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.6** | Director of Educational Technology - Discontinued for 25-26 | The District will continue with the Director of Educational Technology role to effectively coordinate and support various initiatives. These include boosting student use of classroom technology to foster creativity, communication, collaboration, and critical thinking. The aim is to encourage equal access to technology across all locations, paying special consideration to providing necessary resources for Low-Income families to obtain required instructional materials. To ensure the application of best practices that meet the needs of all students, including Low-Income (LI), foster youth (FY), English Learners (EL), and those with distinct needs, professional development opportunities for teachers and administrators will be increased. Essential support for assessments, grading, and report cards will be continually delivered. Additionally, assistance for principals in the form of coaching will be provided. | | |
| **1.7** | College and Career Pathways aligned to high schools | In line with high schools, the refinement and enhancement of College and Career Pathways is a prioritized action within the District's commitment to improving student proficiency in English Language Arts and Mathematics. Collaboration with school counselors has been implemented to provide comprehensive support and meet the requirements of diverse student groups, including low-income, first-year students, English Learners, and those with special needs. This ensures these students have access to educational courses that are both challenging and stimulating. Furthermore, the AVID program enjoys consistent support in selected schools, and Pre-Advanced (Pre-AP) placement courses are offered in identified middle schools. The International Baccalaureate (IB) programs are maintained in certain schools. These programs and initiatives, which are vital and align seamlessly with high school, college, and career pathways, are designed to assist in the academic progression of all students. | $719,846.00 | Yes |
| **1.8** | Professional Development | Professional development, aimed at reinforcing all three levels of the Multi-Tiered System of Support (MTSS), is recognized as crucial within the district. MTSS offers extra help and resources to students originating from lowerincome backgrounds. This ensures their academic success. A uniquely devised 3-year Professional Development plan involving educators and administrators ensures a balanced approach. This plan is | $1,703,419.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | founded on detailed student data and insights acquired from staff surveys. The district employs an all-encompassing initiative that includes data team meetings. These meetings aid in fostering teamwork among staff. They focus on the development of teaching strategies aimed at aiding students who are underachieving to attain at least one year's academic progress. Three devoted days for both credentialed and classified staff development are also included, along with site-specific days. These are adapted to enhance the learning priorities of the district and/or site. Additionally, this Professional Development greatly aids in furthering educational equity. It caters to each student's precise needs and development in the district, specifically focusing on those Low-Income, Foster Youth, and English Learners in the Roseville City School District (RCSD). Students who display insufficient progress toward academic proficiency are also included in this focus. | | |
| **1.9** | Coordinators | Educational Services Coordinators offer assistance in many areas, such as curriculum, instruction, Multi-Tiered Systems of Support (MTSS), and assessments. This is all done to optimize student learning in every school. Specific professional development is guaranteed, prioritizing Title I schools. The focus is on English Language Arts, English Language Development, behavior, and Mathematics. Implementing the MTSS Framework and robust Student Success Protocols effectively supports students with additional needs. | $733,092.00 | Yes |
| **1.10** | Teachers on Special Assignment (TOSA) Discontinued for 26-27 | Due to a decrease in funding, the district will not continue the assignment of a Teacher on Special Assignment (TOSA) for any schools in the 25-26 school year. This TOSA will support students' proficiency in mathematics and help students who require intensive assistance. The assigned TOSA is tasked with several vital responsibilities. These include delivering professional development to staff, facilitating the Student Success Protocol, working directly with students on instruction and behavior in groups and one-to-one, and analyzing data to inform high-quality instructional strategies. The TOSA will provide one-on-one instruction and analyze data to inform instructional strategies. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.11** | Educational Technology Programs | The district intends to continue supplementing the curriculum with educational technology programs to enrich, offer targeted interventions for each student, and provide quality data for the teachers. These programs include targeted support for new students, guaranteeing a solid opportunity for English language learning and quality instruction. All these measures align with the District's objective, which seeks to enhance Student Proficiency in English Language Arts and Mathematics. | $200,603.00 | Yes |
| **1.12** | English Learner Newcomer Support | The District intends to enhance support services for newcomer English Learners requiring intensive English assistance. These services are expected to accelerate English language acquisition rapidly, with the ultimate goal of reclassifying students before they reach the 8th grade. | $26,300.00 | No |
| **1.13** | English Learner Instructional Assistants | English Learner Instructional Assistants (IA) provide intensive classroom support to English Learner students who require significant English language assistance. This support expedites their English language acquisition and facilitates their reclassification before 8th grade, which is critical for our Long-Term English Learners (LTELs). | $71,833.00 | No |
| **1.14** | Quality Mainstream English Learner Program | The district prioritizes the delivery of a high-quality mainstream English learner program tailored to meet the needs of English Learners (EL). This program promotes English language acquisition and proficiency among EL students, ensuring they master California's English content standards. The District will provide ongoing professional development opportunities for staff to enhance their instructional expertise, promoting positive student outcomes. The work includes English Learner Liaisons at every site to advocate, assist with assessments, support families, and work with the district in providing resources to parents and guardians of English Learners.<br><br>RCSD implements a comprehensive and integrated English Language Development (ELD) program complemented by designated ELD instruction. This approach is specifically tailored to support English Learners' unique needs and academic progress at various proficiency levels in all our classrooms. Our goal is to ensure our English Learners' | $93,517.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | continued progress and prevent the occurrence of Long-Term English Learners.<br><br>This work is critical to Blue Oaks Elementary School, which was green on the 2023 CA Dashboard due to poor performance on English Learner progress. | | |
| **1.15** | Executive Director, Director, and Coordinator | The Executive Director and Coordinator of Special Education will ensure support for all schools in curriculum, instruction, work within the MTSS framework, and assessments. The Executive Director of Educational Support Services provides leadership supporting Special Education and the Multi-Tiered System of Support at all schools. The position assists in increasing the prevention and intervention structures to increase inclusion structures and scaffolds for all students. The Coordinator will collaborate with other coordinators to build extensive professional knowledge about the best tier-one practices for all teachers. Along with Students with Disabilities (SWD), the focus will be predominantly on strategies that benefit English Learners who require Special Education services. Throughout the school year, professional development will be provided to both general education and special education teachers to ensure that students with unique needs are catered for effectively. This includes Students with Disabilities and English Learners, who should receive a comprehensive course of study and placement in the least restrictive environments. | $842,297.00 | Yes |
| **1.16** | TK instructional assistants will be 6-hour employees | Six-hour work schedules have been designated to instructional assistants for Transitional Kindergarten. This measure has been implemented to boost enriched support, mainly catered to Transitional Kindergarten and Kindergarten students. This is particularly through focused small-group instruction in English Language Arts and Mathematics. | $649,613.00 | Yes |
| **1.17** | Middle School Math Intervention teachers | Each middle school will be assigned a dedicated math intervention teacher. These teachers' primary responsibility will be to conduct targeted interventions in smaller class sizes in sixth grade. These interventions aim to expedite the math learning process for sixth-grade students identified as | $586,128.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | significantly lagging behind their grade-level peers, including Low-Income, Foster Youth, and English Learners. There is a significant gap on the Dashboard between these groups and the "all students" group for math. | | |
| **1.18** | Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions | The district aims to ensure every student, regardless of their differences, has fair access to enhanced services, especially for our Low-Income, Foster Youth, and English Learners who need more time to close the achievement gaps recognized on the 2023 Dashboard. This includes programs such as the Extended Learning Opportunity Program (ELO-P) and concentrated small-group sessions with Transitional Kindergarten teachers throughout the week. The district is dedicated to upholding six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions throughout all school locations. | $164,479.00 | Yes |
| **1.19** | Administrator Workdays Discontinued for 26-27 | An extension has been implemented to the workdays of both on-site and itinerant administrators to accommodate families more effectively. Tasks such as formulating complex master schedules, which aim to guarantee comprehensive subject access for all students, are assigned to these administrators. In addition, they are expected to engage with staff and students before and after the school year to ensure relationships are forged. These administrators exhibit a dedication to ensuring all students, including those with special or unique needs, receive access to coursework that supports their academic needs. They also commit to broadening college and career pathways aligned with neighboring high schools. | | |
| **1.20** | Community Liaisons | The district will continue supporting Community Liaison Positions at Title I Schools to reinforce strong ties with their communities. This initiative primarily aims to enhance student success. Notably, three schools, including the Woodbridge Elementary School, which accommodates the largest Low-Income student population, have benefited substantially from these community liaisons. These institutions receive financial support from a federal grant. A clear understanding of the impact of inadequate support on these schools, particularly as they strive to address the requirements of Low-Income families, has been established. This underscores the significance of amplified liaison support. This measure guarantees effective | $104,232.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | communication with families needing additional resources, and continuous home language assistance. | | |
| **1.21** | LCAP Parent Survey | The district will annually conduct an LCAP Parent Survey, an LCAP Staff Survey, and an LCAP Student Survey. The intent is to garner significant input from families, community members, staff, and students. The insights obtained will influence the shape of the LCAP and provide an understanding of the needs and desires of various stakeholders. Stakeholders encompass parents and guardians of LI, FY, and EL students, in addition to students with special needs. This feedback will show how funding is distributed to boost services for these student groups. | $58,710.00 | Yes |
| **1.22** | Translation Services | The ongoing supply of translation services, encompassing written, in-person, and phone communications, is guaranteed throughout the academic year. This acknowledges their indispensable role for the families of English Learners in the District. | $88,303.00 | Yes |
| **1.23** | Parent Engagement at Title I Schools | Title I schools offer targeted opportunities for parental engagement. Additionally, we share non-site-specific opportunities with parents and Low-Income students when space permits. | $12,465.00 | No |
| **1.24** | Support by high school students | Utilize high school students to supplement help for TK-8 students within existing programs. The current partnerships and mentorship programs, which have successfully fostered positive interactions between high school students and younger pupils, are set to be sustained. Moreover, the district is dedicated to enlarging these opportunities, paving the way for more interactive engagement between high school and elementary students during regular school hours. This includes experiences from Unified Sports, mural painting, senior walks, and recess games. | $0.00 | No |
| **1.25** | Executive Director of Communication and | The Executive Director of Communication and Community Engagement has been charged with evaluating and integrating all internal and external | $370,512.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Community Engagement | communications within the district. This includes direct communication with staff and interactions with families and community members, all to devise a comprehensive communication strategy. The primary focus of this strategy is on the enhancement of current protocols, the exploration of potential expansions, and the promotion of two-way communication. The importance of cultural sensitivity and coordinated planning is also a significant aspect of this initiative. The jurisdiction of this strategy involves the conception, application, and appraisal of family involvement initiatives at the school and district levels. The ultimate aim is to push forward established objectives effectively.<br><br>The alignment of the Communication Technician's responsibilities with this strategy is also paramount. They will manage social media operations, lend their expertise to website support, entertain public queries for information, and look after other assigned tasks.<br><br>All of these actions are geared towards assisting in improving student proficiency in English Language Arts and Mathematics. | | |
| **1.26** | Executive Director of Assessment, Planning, and Analysis | The Executive Director of Assessment, Planning, and Analytics leads districtwide efforts to integrate data and assessment practices into instructional decision-making. This position supports student achievement and school improvement by providing educators and administrators with the tools, training, and analysis needed to foster a data-driven culture focused on continuous growth and clear feedback to students and families. The Executive Director collaborates across departments to align assessment, planning, and accountability systems with district goals. | $244,542.00 | Yes |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Average Daily Attendance (ADA) (End of P2 each year) | For the 23-24 School Year<br><br>92.74% Average Daily Attendance (ADA) for | For the 24-25 School Year<br><br>The Average Daily Attendance (ADA) for the 2024-25 | For the 25-26 School Year<br><br>The Average Daily Attendance (ADA) for the 2025-26 | By the 25-26 SchoolYear<br><br>Maintain 95.09% or increase our AverageDaily | The Average Daily Attendance (ADA) for the 2025-26 school year was 95.8% which was an increase of |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | the 2023-24 school year. (End of P2)<br><br>19.7%of all students were chronically absent on the 2023 CA Dashboard. | school year was 95.8%. (End of P2)<br><br>11.3% of all students were chronically absent on the 2024 CA Dashboard. | school year was 95.57%. (End of P2) | Attendance (ADA)(End of P2)<br><br>Minimum Cumulative Change by CA 2026 Dashboard - 9.7%<br>or less will be 2024 on CA Dashboard. | 2.83% from baseline.<br><br>For the 25-26 School Year, RCSD made a 8.4% Cumulative Change of all students who were chronically absent on the 2024 CA Dashboard which is 8.4% decline from baseline. |
| 2.2 | Site Plans for School Achievement (SPSA) School Goals | 100% of RCSD Site Plans for School Achievement (SPSA) incorporate school goals encompassing local objectives and metrics in alignment with the LCAP in 2024. | 100% of RCSD Site Plans for School Achievement (SPSA) incorporate school goals encompassing local objectives and metrics in alignment with the LCAP by June 2025. | 100% of RCSD Site Plans for School Achievement (SPSA) incorporate school goals encompassing local objectives and metrics in alignment with the LCAP by June 2026. | By 2026,100% of RCSD Site Plans for School Achievement (SPSA) will incorporate school goals encompassing local objectives and metrics in alignment with the LCAP. | 100% of RCSD School Plans for Student Achievement (SPSAs) include school goals aligned to local objectives and metrics, consistent with the baseline. |
| 2.3 | Middle School Dropout Rate | 0% of middle school students dropped out in 2023-2024 | 0% of middle school students dropped out in 2024-2025. | 0% of middle school students dropped out in 2025-2026. | Maintain 0% of middle school students dropping out between 2024-2027. | The middle school dropout rate remained at 0% in 2025-2026 consistent with the baseline. |
| 2.4 | Suspension Rate. Source: California Dashboard | 22-23 Dashboard<br>All Students: Yellow<br>Foster Youth: Red<br>– | 23-24 Dashboard<br>All Students: Yellow<br>Foster Youth: Red | 24-25 Dashboard<br>All Students: Green<br>Foster Youth: Red | All Students: Maintain Yellow or Progress to Green | 24-25 Dashboard<br>All Students: Green<br>Foster Youth: Red |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (ALL) -1.7%<br>(AS) -.9%<br>(FI ) - .8%<br>(TMR) -2%<br>(WH) -1.6%<br>(SD) -2.1%<br>(B/AA) -2.6%<br>(EL) -1.4%<br>(HS) -1.9%<br>(SWD) -3%<br>(H)-4.1%<br>(FY) -11.9%<br>(AI) 6.1%<br>(PI) - 2.2% | (ALL) +2.5%<br>(AS) + 11.4%<br>(FI ) +.9%<br>(TMR) +2.4%<br>(WH) +2.4%<br>(SD) +3%<br>(B/AA) +7.5%<br>(EL) +2.1%<br>(HS) +2.8%<br>(SWD) +4.3%<br>(H) +8.6%<br>(FY) +5.1%<br>(AI) -+1.4%<br>(PI) +0.0% | Pacific Islander: Red<br><br>(ALL) +1.0<br>(AS) +.4<br>(FI ) +.2<br>(TMR) -.4<br>(WH) -.2<br>(SD) +1.8<br>(B/AA) +3.5<br>(EL) +1.8<br>(HS) +1.6<br>(SWD) +2.7<br>(H) +1.5<br>(FY) +2.8<br>(PI) +4.1 | Foster Youth: Progress to Orange Minimum Cumulative Change on the CA 2026 Dashboard<br><br>(ALL) -0.2%<br>(AS) +0.0%<br>(FI) +0.0%<br>(TMR) -0.5%<br>(WH ) -0.1%<br>(SD) -1 .6%<br>(B/AA)<br>+0.0%<br>(EL) -0.9%<br>(HS)<br>-0.4%<br>(SWD) -1.6%<br>(H ) -1.1%<br>(FY) -5.9%<br>(AI) -0.9%<br>(PI ) -0.7% | Pacific Islander: Red<br><br>(ALL) +1.0<br>(AS) +.4<br>(FI ) +.2<br>(TMR) -.4<br>(WH) -.2<br>(SD) +1.8<br>(B/AA) +3.5<br>(EL) +1.8<br>(HS) +1.6<br>(SWD) +2.7<br>(H) +1.5<br>(FY) +2.8<br>(PI) +4.1 |
| 2.5 | Local Control Accountability Plan (LCAP) Survey for Parents (yearly) | 78% of all parents and guardians responded to the 2024 Local Control Accountability Plan (LCAP) Survey that students are comfortable talking to school staff. | 79% of all parents and guardians responded to the 2025 Local Control Accountability Plan (LCAP) Survey that students are comfortable talking to school staff. | 79% of all parents and guardians responded to the 2026 Local Control Accountability Plan (LCAP) Survey that students are comfortable talking to school staff. | By 2026<br><br>80% of all parents and guardians will respond to the 2024 Local Control Accountability Plan (LCAP) Survey that students are comfortable talking to school staff. | In the 2026, Local Control and Accountability Plan (LCAP) Survey, 79% of parents and guardians reported that students feel comfortable talking to school staff—reflecting a 1% increase from baseline. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.6 | Local Control Accountability Plan (LCAP) Survey for Students (yearly)<br>Source:<br>California Health Kids Survey (CHSK) | 2023 Data<br>68%of 7th-grade students responses reported<br><br>"Agreeing"<br>or<br>"Strongly Agreeing"<br>to being connected to school.<br>(AI) 75%<br>(Asian) 71%<br>(B/AA) 67%<br>(HS) 66%<br>(W)70%<br>(TMR) 63%<br>Other 64% | 2024-2025 LCAP Student Survey Data<br><br>87% of 7th-grade students reported, "I have at least one adult at school that I trust." | 2025-2026 LCAP Student Survey Data<br><br>91% of 7th-grade students reported, "I have at least one adult at school that I trust." | By 2026<br>73% of 7th-grade students responding will "Agree"<br>or<br>"Strongly Agree"<br>to being connected to school.<br>(AI) 80%<br>(Asian) 76%<br>(B/AA) 72%<br>(HS) 71%<br>(W)75%<br>(TMR) 68%<br>Other 69% | 2025-2026 LCAP Student Survey Data<br><br>23% increase from baseline of the 7th-grade students that reported, "I have at least one adult at school that I trust" than the baseline year. |
| 2.7 | PBIS Tiered Fidelity Inventory for Tier I | 2024 Data<br>96% of RCSD schools implemented PBIS at Tier I with fidelity. | 2025 Data<br>100% of RCSD schools implemented PBIS at Tier I with fidelity. | 2026 Data<br>100% of RCSD schools implemented PBIS at Tier I with fidelity. | 2026 Target<br>90% of RCSD schools will implement PBIS at Tier I, with an average of 90% with fidelity. | 2026 Data<br>100% of RCSD schools implemented PBIS at Tier I with fidelity which is a 4% increase from baseline. |
| 2.8 | Chronic Absenteeism Rate<br>Source: California Dashboard | 22-23 Dashboard<br>RCSD, All Students: Yellow<br>–<br>By Subgroup<br><br>(ALL) 19.7%<br>(AS) 15.5%<br>(FI) 12.4%<br>(TMR) 19.8%<br>(WH) 18.1%<br>(SD) 24.4% | 23-24 Dashboard<br><br>RCSD, All Students: Yellow<br>–<br>By Subgroup<br><br>(ALL) 11.4%<br>(AS) 8.8%<br>(FI) 4.2%<br>(TMR) 10.3%<br>(WH) 10.2% | 24-25 Dashboard<br><br>RCSD, All Students: Yellow<br>–<br>By Subgroup<br><br>All: –18.7<br>AS: –15.1<br>FI: –12.2<br>TMR: –20.2<br>WH: –18.3 | 25-26 Target<br><br>RCSD, All Students: Maintain Yellow or Progress to Green<br>–<br>Minimum Cumulative Change on Subgroupon the | The '25 Dashboard data shows the difference from Baseline:<br><br>RCSD, All Students: Yellow (maintained)<br>–<br>By Subgroup<br><br>All: –18.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (B/AA) 24%<br>(EL) 21.6%<br>(HS) 25.5%<br>(SWD) 26.8%<br>(H) 41.3%<br>(FY) 31.6%<br>(AI) 33.3%<br>(PI) 20.5% | (SD) 13.5%<br>(B/AA) 16.6%<br>(EL) 12.8%<br>(HS) 15.4%<br>(SWD) 17.7%<br>(H) 33%<br>(FY) 31.6%<br>(AI) 17.6%<br>(PI) 24% | SD: –22.6<br>B/AA: –20.5<br>EL: –19.8<br>HS: –23.9<br>SWD: –24.1<br>H: –39.8<br>FY: –29.6<br>AI: –32.8<br>PI: –16.4 | CA 2026 Dashboard<br><br>(ALL) -9.7%<br>(AS) -5.5%<br>(FI) -2.4%<br>(TMR) -9.8%<br>(WH) -8.1%<br>(SD) -14.4%<br>(B/AA) -9%<br>(EL) -11.6%<br>(HS) -15.5%<br>(SWD) -16.8%<br>(H)-11.6%<br>(FY) -11.6%<br>(AI) -13.3%<br>(PI) -1.5% | AS: –15.1%<br>FI: –12.2%<br>TMR: –20.2%<br>WH: –18.3%<br>SD: –22.6%<br>B/AA: –20.5%<br>EL: –19.8%<br>HS: –23.9%<br>SWD: –24.1%<br>H: –39.8%<br>FY: –29.6%<br>AI: –32.8%<br>PI: –16.4 % |

# 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.

Successfully Implemented Actions for Goal #2:

- 2.1 Teacher in Charge (TIC) Stipends
- 2.2 Assistant Principals
- 2.3 Second Step Curriculum
- 2.4 Site Initiatives to support the LCAP goals
- 2.5 School Mental Health Professionals and support
- 2.6 Supports and Resources for Homeless Youth
- 2.7 After School Education & Safety Program(ASES)
- 2.8 Volunteer Background Checks
- 2.9 Health Coordinator, Health Assistants, and nurses
- 2.10 Transportation
- 2.11 Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics
- 2.12 Safe School Plans and Safety Measures
- 2.13 Attendance Monitoring Program

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

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

Action 2.1 – Teacher in Charge (TIC) Stipends
Material Difference: Estimated Actual Expenditures exceeded Budgeted Expenditures by more than 20%.
Reason: Additional Teacher in Charge (TIC) stipends were added after budget adoption to support operational and administrative needs at school sites.

Action 2.6 – Supports & Resources for Homeless Youth
Material Difference: Estimated Actual Expenditures were lower than Budgeted Expenditures.
Reason: The district experienced less need for gas cards and transportation assistance for homeless families than originally projected.

Action 2.8 – Volunteer Background Checks
Material Difference: Estimated Actual Expenditures were significantly lower than Budgeted Expenditures.
Reason: No expenditures were incurred for volunteer background checks during the fiscal year.

Action 2.10 – Transportation
Material Difference: Estimated Actual Expenditures were lower than Budgeted Expenditures.
Reason: The need for contracted transportation services through Medicab was reduced compared to prior year projections.

Action 2.12 – Safe School Plans & Safety Measures
Material Difference: Estimated Actual Expenditures exceeded Budgeted Expenditures by more than 20%.
Reason: A door access control system was added after the adopted budget to strengthen districtwide campus safety and security measures.

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

Goal 2: Student Engagement, Wellness, and Climate

Actions: 2.1, 2.2
Metrics: 2.4
Effectiveness: Substantial

- Progress Made:

The presence of Teachers in Charge and Assistant Principals has strengthened inclusive school environments and behavior systems. Site leaders support family engagement, monitor attendance and behavior trends, and reinforce PBIS and Restorative Practices, contributing to consistent Tier I supports and positive campus climate.

- Leading Indicators:

According to the 2024 LCAP Parent Survey, 93% of families report schools are welcoming and supportive, and 81% of staff indicate students receive appropriate academic and behavioral support (Metric 2.4).

- Areas for Improvement:

Implementation varies across sites, particularly in the consistency of Tier II supports and targeted interventions. Outcomes remain disproportionate for Foster Youth, Pacific Islander students, and other unduplicated groups.

- Next Steps:

RCSD will formalize collaboration between Teachers in Charge, Assistant Principals, and intervention teams to strengthen consistent implementation of PBIS, Restorative Practices, and attendance systems (Actions 2.1, 2.2). In alignment with the Differentiated Assistance (DA) Plan, sites will prioritize early identification, monthly attendance monitoring, and targeted support plans for Foster Youth and Pacific Islander students, with regular data reviews to guide interventions. Effectiveness will be measured through reduced chronic absenteeism, decreased suspension rates, and improved climate outcomes by subgroup (Metric 2.4).

Social-Emotional Learning and Targeted Supports
Actions: 2.3, 2.4, 2.5, 2.6
Metrics: 2.4
Effectiveness: Emerging

- Progress Made:

The district has expanded social-emotional learning and targeted behavioral supports, including implementation of Second Step, PBIS, and Restorative Practices, to strengthen school climate and student well-being. Increased access to behavioral interventions and mental health supports has established a stronger foundation for safe and supportive learning environments.

- Leading Indicators:

The district's suspension rate remains low at 2%, reflecting a 0.5% decline, indicating that Tier I and Tier II supports are positively influencing student behavior (Metric 2.4).

- Areas for Improvement:

Despite overall progress, disproportionate outcomes persist, particularly for Homeless and Pacific Islander students, as well as other unduplicated groups. These trends indicate a need for more consistent implementation of Tier II and Tier III supports and stronger alignment of interventions across sites.

- Next Steps:

The district will strengthen implementation of PBIS, Restorative Practices, and social-emotional learning across Tiers I–III, ensuring consistency and fidelity across sites (Actions 2.3–2.6). In alignment with the Differentiated Assistance Plan, the district will prioritize early identification and targeted supports for Foster Youth and Pacific Islander students.
Effectiveness will be measured by reduced suspension rates and improved school climate outcomes overall and by subgroup (Metric 2.4), while expanding small group supports and engagement opportunities in response to student feedback.

Integrated Student Wellness and Engagement Supports
Actions: 2.5, 2.7, 2.9, 2.10, 2.11, 2.13
Metrics: 2.6, 2.8, 1.3
Effectiveness: Substantial

- Progress Made:

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

- .Leading Indicators:

Chronic absenteeism decreased from 19.7% to 11.3%, and 7th-grade connectedness increased to 87%. More than 35% of all mental health service hours were dedicated to supporting unduplicated pupils. These outcomes were further supported by the implementation of structured absence review meetings at both the site and district levels, ensuring consistent monitoring and targeted intervention for students with attendance needs.

- Areas for Improvement:

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

- Next Steps:

RCSD will continue leveraging its mental health professionals to support students, including expanding to full-time psychologists at each elementary school. The district will emphasize proactive implementation of PBIS and Restorative Practices across Tiers I–III, with ongoing professional development in positive behavioral strategies. School-based PBIS teams will use data to guide interventions and monitor impact by subgroup.

School Safety and Family Engagement
Actions: 2.8, 2.12
Metrics: 2.7
Effectiveness: Substantial

- Progress Made:

RCSD has implemented consistent school safety procedures and strengthened family engagement by increasing communication, supporting safe environments, and improving family participation and awareness.

- Leading Indicators:

PBIS Tier I fidelity reached 100%, and 86% of students reported feeling safe at school, reflecting strong foundational systems (Metric 2.7).

- Areas for Improvement:

Verbal bullying remains a concern, underscoring the need for more consistent site-based outreach and for implementing preventive, positive behavior protocols and practices to ensure safe, respectful environments for all students.

- Next Steps:

In 2026–27, RCSD will expand student and family outreach to support positive school cultures and strengthen the consistent implementation of PBIS and safety protocols across sites (Actions 2.8, 2.12). The district will also disaggregate PBIS and safety data by site and subgroup to identify targeted needs and align supports, while continuing ongoing PBIS training and regular safety audits to ensure fidelity and continuous improvement (Metric 2.7).

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

Action 2.2: RCSD will add two assistant principals to support the prevention and intervention of behavioral and attendance issues (Kaseberg and Crestmont Elementary Schools).

Action 2.5: RCSD will expand mental health services by adding three full-time psychologists, ensuring each elementary school is staffed with a full-time psychologist to enhance Tier II interventions and student support systems.

Action 2.6: Supplemental funds will be used in 26-27 to support low-income and homeless youth with hotspots to access and complete schoolwork outside of the school day.

Action 2.7: ASES will not continue in 26-27 due to the closure of Woodbridge School and the current ELO-P programs' ability to seamlessly absorb students from the programs at Cirby and Kaseberg Elementary School for no- or low-cost after-school care.

Action 2.11: Two Board Certified Behavior Analysts will be paid from Learning Recovery Emergency Block Grant (LREBG) funds, supported by staff and parent feedback indicating a need for behavior support for students with Tier three needs.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Teacher in Charge (TIC) Stipends | The RCSD believes face-to-face meetings provide better information to parents and guardians and help build stronger relationships with families. We recognize the need for additional adults on campus beyond the principals to facilitate these meetings. Therefore, the district provides elementary school staff with stipends to assist with administrative tasks and facilitate meetings, specifically through Teachers In Charge (TIC). These TICs play a crucial role in conducting meetings with parents and guardians.<br><br>We hold families in high regard as essential partners within the district. Effective communication is key to gathering precise data and making informed decisions about student needs. Part of a TIC's time is specifically allocated to supporting families, ensuring event safety, and addressing other assigned tasks. This structure ensures that our engagement with families is meaningful and impactful.<br><br>In particular, we provide additional support for our low-income, English Learner, and Foster Youth students to ensure they receive the needed attention and resources. TICs are dedicated to addressing these students' unique challenges, facilitating tailored meetings, and coordinating with relevant support services. This targeted approach helps us serve these vulnerable populations better and promote their academic and personal success. | $41,512.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.2** | Assistant Principals | The district supports implementing an inclusive Multi-Tiered System of Support (MTSS) at each campus. The prevention and interventions support behavior and attendance, given that RCSD has a gap in our 2023 CA Dashboard for Suspensions with Foster Youth (FY) in red, with 11.9% suspended at least one day. The district strongly focuses on foundational initiatives that prioritize and protect all students' well-being and safety, physically and mentally. It also acts as a mediator between campus needs and district resources, thereby boosting cooperation and maximizing student resources and possibilities of success. | $2,325,300.00 | Yes |
| **2.3** | Second Step Curriculum | The Second Step Curriculum is a social-emotional educational program systematically taught to all students in grades K-8 by the RCSD. This curriculum fosters teacher-directed groups supporting and refining social-emotional competencies. These skills prove to be crucial for students who are experiencing poverty, stress, or harassing situations. Studies indicate that faithful execution of the Second Step curriculum significantly curtails bullying and aids students from traumatic backgrounds to prosper. Furthermore, for students requiring additional reinforcement in learning and adapting to unused or recently adopted behaviors, the lessons from this curriculum are incorporated in Tier 2 sessions. | $38,132.00 | Yes |
| **2.4** | Site Initiatives to support the LCAP goals | District funds amounting to $100 per unduplicated student (including Low-Income, foster youth, and English Learners) have been allocated to each school. These funds aim to consolidate resources and address critical areas identified by each school's local parent, staff input, and data analysis. This support must follow the Multi-Tiered System of Support (MTSS) framework, which facilitates providing services, resources, and programs to enhance academic, social-emotional, and behavioral support. Each school's Site Plan for School Achievement (SPSA) includes this funding allocation and the corresponding goals. | $548,431.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.5** | School Mental Health Professionals and support | The school's mental health professionals will provide counseling support services, family engagement, and community resources, with a primary focus on Low-Income (LI), English Learners (EL), and Foster Youth (FY) students. The staff will work collectively to maintain the school's culture and safety. A priority will be ensuring that these unduplicated students have access to rigorous and engaging classes. This commitment by the middle school counselors fosters a positive and conducive learning atmosphere for all students.<br><br>CareSolace continues to be a welcomed partner in ensuring our students and families have access to community-based mental health services in a timely and efficient manner. Greater access to community-based mental health supports has added a key element to our MTSS framework. | $4,468,728.00 | Yes |
| **2.6** | Supports and Resources for Homeless Youth | The district offers necessary support to homeless students and their families. The district's licensed social worker assists and provides resources for homeless youth and facilitates this support. The Director of Educational Services oversees the documentation and monitoring of support time and resources. This is crucial to ensure appropriate funding allocation and sufficient assistance. | $20,515.00 | Yes |
| **2.7** | After School Education & Safety Program(ASES) Discontinued for 26-27 | The district is committed to improving student connectedness to reduce chronic absenteeism and behavioral issues. As part of this commitment, the district intends to sustain the After School Education and Safety (ASES) program support at two Title I elementary schools. Its main goal is to provide crucial literacy, academic enrichment, and secure activities particularly designed for Low-Income (LI), Foster Youth (FY), and English Learner (EL) students. The district will integrate the ASES with the Expanded Learning Opportunities Program (ELO-P) in these Title I elementary schools. This approach eliminates wait lists and ensures all students have uninterrupted access to enhanced learning opportunities. | $0.00 | |
| **2.8** | Volunteer Background Checks | The district's commitment to inclusivity and community engagement is reflected in its policy to cover the cost of fingerprinting services for parents and guardians who may not have the financial means. This facilitates their | $206.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | participation in school volunteering and promotes active involvement in school communities, extending an equal opportunity to all, irrespective of financial limitations. | | |
| **2.9** | Health Coordinator, Health Assistants, and nurses | The District is steadfast in its commitment to fostering student connectedness to reduce chronic absenteeism, increase student achievement, and mitigate behavioral issues. To achieve this, the school district provides health assistants and nurses dedicated to supporting medically fragile students and their families. These assistants and nurses ensure continual monitoring for students with ongoing needs, such as diabetes and insulin regulation.<br><br>Nurses meet with families before the school year begins, develop plans, and train staff. They also find community resources when on-site support is unavailable. This support extends to Low-Income (LI) students, English Learners (EL), and Foster Youth (FY), who often do not regularly see healthcare providers. Our nurses help these families with their health needs. Health assistants provide day-to-day checks for LI and FY students, connecting them with community resources and referring them to nurses for specific health concerns.<br><br>Additionally, a dedicated health coordinator supervises the medical needs of all students. The Coordinator manages the implementation of health programs, coordinates professional development opportunities, evaluates health initiatives, and ensures these needs are met efficiently and appropriately. | $1,689,668.00 | Yes |
| **2.10** | Transportation | The district is ensuring the provision of complimentary bus transportation from home to school for all students from Low-Income families. This service will also be available to students who typically qualify for a reduced fee rate. Additionally, alternative transport arrangements are being made for students who are homeless. The purpose of these measures is to strengthen the sense of student belonging and to reduce both chronic absenteeism and behavioral problems. | $221,450.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.11** | Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics | Four Board Certified Behavior Analysts (BCBA) will support students with increased behavior needs using applied behavior analysis, assisting the professional development of behavior modification strategies, and developing and implementing behavior intervention plans. RCSD has provided more BCBA and Analysts time to schools with a significant percentage of Low-Income and Foster Youth students. Behavior support has been provided to students, but the BCBA and Analyst have also supported the families with ideas to implement at home. The Board Certified Behavior Analysts will work directly with teachers and students with special education needs based on each child's Individual Education Plan (IEP). S<br><br>Six Instructional Assistants will be at elementary sites that do not have assistant principals as Tier 2 supports for behavior and academics, directed by the principals based on the site's student needs. Sites use these staff members to help structure routines, visuals, and time to practice correct behaviors, essential for Low-Income and Foster Youth students who thrive in positive environments. | $726,387.00 | Yes |
| **2.12** | Safe School Plans and Safety Measures | The RCSD district safety plan will continue to be implemented and improved to maintain safe schools. The plan will be implemented with fidelity, observed by public safety agencies and neighboring districts for feedback, and modified and enhanced as needed. | $58,000.00 | No |
| **2.13** | Attendance Monitoring Program | Attendance is monitored and communicated coherently in RCSD to target the 19.7% chronically absent students based on the 2023 CA Dashboard. Using our attendance monitoring program in 23-24, the local data shows that RCSD has significantly improved overall attendance and chronic absenteeism.<br><br>The district will continue to utilize the attendance monitoring system to proactively send positive letters regarding the importance of attendance, actively monitor all students, highlight specifically and monitor chronically absent students, and more consistently know our district data to better target our intervention and services. | $79,356.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | RCSD commits to safeguarding the district's fiscal health, maintaining high-quality facilities, strategically integrating and utilizing technology, and cultivating a collaborative and supportive culture. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percent of teachers' misassignments and vacancies.<br><br>Source: School Accountability Report Card ( SARC) | 3.8% teacher misassignment rate<br><br>0% vacancy rate | Awaiting the state information, as no date has been provided.<br><br>0% vacancy rate | In 23-24, the teacher misassignment rate was 4.0%.<br><br>0% vacancy rate | Maintain 3.8% teacher with misassignment rate.<br><br>Maintain 0% vacancies | In 23-24, the teacher misassignment rate was 4.0% which is +.2% from baseline. This goal was not met.<br><br>0% vacancy rate is the same as baseline. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percent of schools that meet the Exemplary on Facility Inspection Tool (FIT) criteria.<br><br>Source: School Accountability Report Card (SARC) | 81% of schools met the Exemplary on Facility Inspection Tool (FIT) criteria in 2023. | 95% of schools met the Exemplary on Facility Inspection Tool (FIT) criteria. | 90.5% of schools met the Exemplary on Facility Inspection Tool (FIT) criteria. | According to the Facility Inspection Tool (FIT), 90% of schools will be at the Exemplary level from 2024 to 2026. | 9.5% growth from baseline of RCSD schools met the Exemplary on Facility Inspection Tool (FIT) criteria in 2026 compared to baseline. |
| 3.3 | Percent compliance with the Williams Act.<br><br>Source: Board of Education Report | 100% compliance with the Williams Act in the academic year 23-24. | 100% compliance with the Williams Act in the academic year 24-25. | 100% compliance with the Williams Act in the academic year 25-26. | Maintain 100% compliance with the Williams Act from 2024 to 2026. | Consistent with baseline,100% compliance with the Williams Act in the academic year 25-26. |
| 3.4 | Percent of schools using the Summer "Walk-around" Maintenance upgrade report.<br><br>Source:<br><br>RCSD Internal Report | 100% of RCSD schools maintained the Summer "Walk-around" Maintenance upgrade report every school year from 2023-2024. | 100% of RCSD schools maintained the Summer "Walk-around" Maintenance upgrade report every school year from 2024-2025. | 100% of RCSD schools maintained the Summer "Walk-around" Maintenance upgrade report every school year from 2025-2026. | 100% of schools will use the Summer "Walk-around" Maintenance upgrade report from 2024-2026 every school year. | Consistent with baseline,100% of RCSD schools maintained the Summer "Walk-around" Maintenance upgrade report every school year from 2025-2026. |
| 3.5 | Local Control Accountability Plan (LCAP) Survey for Staff (yearly)<br><br>Source: January 202 Local Control Accountability Plan (LCAP) Survey | 83% of the staff conveyed that the district provides a comprehensive curriculum to the students. | 90% of the staff conveyed that the district provides a comprehensive curriculum to the students. | 92% of the staff conveyed that the district provides a comprehensive curriculum to the students. | 80% or more of the staff conveys that the district is providing a well-rounded curriculum to students through January 2026. | At 92%, this is 9% growth from baseline of the staff that conveyed the district provides a comprehensive curriculum to the students. |
| 3.6 | Local Control Accountability Plan | 48% of 7th-grade students | RCSD did not request this data from students. | RCSD did not request this data from students. | 53% of 7th-grade students | RCSD did not request this data from students. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (LCAP) Survey for Students (yearly)<br><br>Source: 2023 Local Control Accountability Plan (LCAP) Survey | "Agreed" or "Strongly Agreed" about the quality of facilities upkeep.<br><br>–<br>(AI) 50%<br>(Asian) 46%<br>(B/AA) 40%<br>(HS) 46%<br>(W) 52%<br>(TMR) 42%<br>Other 43% | | | will "Agree" or "Strongly Agree" about the quality of facilities upkeep.<br><br>–<br>(AI) 55%<br>Asian) 51%<br>B/AA) 45%<br>(HS) 52%<br>(W) 57%<br>(TMR) 47%<br>Other 48% | |
| 3.7 | County Approved Budget | In September 2023, the RCSD budget was certified by the Placer County of Education. | In September 2024, the RCSD budget was certified by the Placer County of Education. | In September 2025, the RCSD budget was certified by the Placer County of Education. | RCSD will continue to have the budget certified by the Placer County of Education every year through May 2026. | Consistent with baseline, in September 2025, the RCSD budget was certified by the Placer County of Education. |

# 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.

Successfully Implemented Actions for Goal #3:
3.1 California Teacher Induction Program
3.2 Continue maintenance of quality school facilities
3.3 Provide Standards-Aligned Instructional Materials
3.4 Provide Qualified Certificated and Classified Staff
3.5 Provide Science Supplemental Materials
3.6 County Approved Budget

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

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

Action 3.1 – Teacher Induction
Material Difference: Estimated Actual Expenditures exceeded Budgeted Expenditures by more than 20%.
Reason: The district hired more new teachers after budget adoption, who were required to participate in the Teacher Induction Program.

Action 3.2 – Maintenance of Schools
Material Difference: Estimated Actual Expenditures were lower than Budgeted Expenditures.
Reason: A planned playground project included in the budget was not completed during the fiscal year.

Action 3.3 – Standards Aligned Instructional Materials
Material Difference: Estimated Actual Expenditures exceeded Budgeted Expenditures by more than 20%.
Reason: The district purchased one-year elementary math bridge materials while piloting and preparing for the adoption of a new mathematics curriculum.

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

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

Actions: 3.1, 3.3, 3.4, 3.5
Metrics: 1.3, Priority 1 & 4 (local indicators)
Effectiveness: Effective

- Progress Made:

RCSD sustained its partnership with the Placer County Office of Education to provide California Teacher Induction support for first- and second-year teachers, strengthening mentorship and retention. The district also adopted a new elementary math curriculum aligned to state standards. Recruitment efforts were enhanced through technology-based hiring platforms and community outreach, supporting staffing in critical operational and instructional roles.

- Leading Indicators:

Teacher and staff feedback highlight the importance of accessible induction support, mentorship, and collaboration. Student feedback indicates that small-group instruction, engaging materials, and access to support staff are key contributors to learning success. Families also expressed appreciation for increased access to instructional resources and support programs. These combined inputs demonstrate that instructional materials and staffing supports are positively impacting classroom experiences.

- Areas for Improvement:

Across educational partner groups, there is a need for more consistent implementation of instructional practices, expanded small group and individualized support, and continued improvement in classified staff recruitment and retention, particularly in transportation and instructional aide positions.

- Next Steps:

In 2026–27, RCSD will continue to fund teacher induction, expand recruitment through technology-based tools, and monitor the implementation and effectiveness of instructional materials. The district will also increase opportunities for small group instruction, tutoring, and student support, informed by ongoing feedback from students, staff, and families.

Facilities Maintenance and Fiscal Planning
Actions: 3.2, 3.8
Metrics: 3.2
Effectiveness: Effective

- Progress Made:

The district's budget received timely approval from the Placer County Office of Education, supporting continued investment in safe and well-maintained learning environments. Key facility improvements included HVAC upgrades, roofing projects, and enhanced playground accessibility, increasing access for students with disabilities.

- Leading Indicators:

The 2025 Facility Inspection Tool (FIT) results showed that 90.5% of schools achieved an "Exemplary" rating, an increase from 81% the baseline year. Student and family feedback indicate that safe, clean, and well-equipped campuses contribute to a positive learning environment, with particular appreciation for playgrounds, classroom tools, and flexible learning spaces.

- Areas for Improvement:

Educational partners' feedback identified a need for continued attention to facility maintenance, including cleanliness, repairs, and improved access to learning spaces and equipment, as well as enhanced supervision and comfort in shared spaces such as bathrooms, playgrounds, and lunch areas.

- Next Steps:

In 2026–27, RCSD will prioritize facility improvements based on site needs, focusing on safe, clean, and functional learning environments. The district will continue investments in playground safety, campus maintenance, and infrastructure improvements, while incorporating student, staff, and family feedback to guide planning and ensure facilities support engagement and learning across all sites.

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

Metric 3.6: RCSD did not collect student feedback regarding the quality of facilities upkeep during the 2025 survey cycle. However, the district collected feedback on facilities through the 2023-2024 LCAP Survey for Priority 1: Basic Services from staff and families. Beginning in 2025–26, this metric was revised to include site-level data collection processes to better capture and respond to student feedback specific to each school site, enabling more targeted improvements and greater responsiveness to student needs regarding campus facilities and upkeep.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | California Teacher Induction Program | The Placer County Office of Education has partnered with us to support new and second-year teachers. This partnership is part of our district's pledge to promote educational excellence. The commitment includes facility enhancements, staff retention, technological integration, and fiscal stability. Additionally, we impart training to ensure that all teachers succeed in supporting students. This spans aspects such as teaching, classroom management, and interventions. Finally, we maintain a robust hiring practice with efficient scaffolding measures to retain our talented staff. | $141,200.00 | Yes |
| **3.2** | Continue maintenance of quality school facilities | RCSD guarantees the proactive upkeep of facilities, including HVAC systems, roofs, tiles, flooring, playgrounds, and outdoor facilities. | $1,457,000.00 | No |
| **3.3** | Provide Standards-Aligned Instructional Materials | In line with our objective to "Promote Educational Excellence through Facility Enhancement, Staff Retention, Technology Integration, and Fiscal Stability," The District will purchase educational resources that align with our established standards. | $1,393,038.00 | No |
| **3.4** | Provide Qualified Certificated and Classified Staff | The district will explore fresh approaches to hiring using modern technology platforms and specialized websites for recruitment, education, and upkeep of superior, certified, and classified personnel. To mirror the diverse student demographic more effectively, we aim to incorporate a broader range of staff from diverse geographical backgrounds and regions. A particular focus is set on filling positions for Students with Disabilities (SWD), instructional assistants, and middle school departments that are hard to fill positions and the students who frequently need supplementary resources and guidance to flourish academically. | $134,259,599.00 | No |
| **3.5** | Provide Science Supplemental Materials | The district will provide elementary science materials for ongoing, engaging, hands-on activities. These are vital for Low-Income students who might not have regular access to after-school STEM experiences. The District will ensure the replenishment of these materials at the district level, | $31,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | guaranteeing the constant availability of necessary supplies for all sites in the following year.<br><br>Additionally, the District will supply middle school labs with hands-on materials, including the perishable materials needed for experiments.unique needs. This action reflects partner feedback emphasizing the importance of experiential science learning and supports long-term engagement in STEM fields. | | |
| **3.6** | County Approved Budget | The district will continue to secure annual budget approval every September from the Placer County Office of Education to ensure fiscal solvency in the current and future years. The goal is to provide a quality education to all students. | $0.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## 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.

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.

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

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.

**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 |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## 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.

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.

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

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.

**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 |
|---|---|---|---|---|

# 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 |
|---|---|
| $12,565,600 | $ |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 8.771% | 0.325% | $443,708.31 | 9.096% |

**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:**<br>iReady Assessments for progress monitoring<br><br>**Need:**<br>The district has identified a continued need for a consistent, standards-aligned growth measure to support data-driven instruction for all students, with a focus on unduplicated pupil groups, including students with disabilities, English Learners, and students experiencing homelessness. Analysis of the 2025 California | Explanation:<br><br>Implementing i-Ready ELA and Mathematics assessments districtwide provides a consistent, standards-aligned measure of student growth. This supports data-driven instruction by helping teachers and PLCs identify learning gaps and adjust instruction and supports.<br><br>i-Ready is administered twice yearly in grades 2–8 and generates disaggregated data for all student | Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards<br>Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards |

| 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 |
|---|---|---|---|
| | Dashboard indicates that, while overall district performance is at the Green level, English Learners, Socioeconomically Disadvantaged students, and students experiencing homelessness continue to perform below standard in English Language Arts and Mathematics, with some groups demonstrating persistent gaps in academic achievement.<br><br>To effectively address these gaps, teachers and staff need ongoing access to reliable progress-monitoring tools like iReady. These tools track growth and guide planning toward CAASPP proficiency. The need for this tool stems from the imperative to strategically allocate instructional time and resources for timely intervention, especially for unduplicated students who need differentiated support to close persistent achievement gaps.<br><br>**Scope:**<br>LEA-wide | groups, ensuring ongoing monitoring of progress, particularly for unduplicated pupils, including Low-Income students, English Learners, and students experiencing homelessness.<br><br>Rationale:<br><br>i-Ready aligns with CAASPP standards and supports MTSS by identifying students who need Tier I, II, or III supports.<br><br>This is critical as 2025 Dashboard data show English Learners, Socioeconomically Disadvantaged students, and students experiencing homelessness continue to perform below standard in ELA and Mathematics.<br><br>Using i-Ready LEA-wide ensures consistent access to data, strengthens equitable instructional practices, and supports improved outcomes for unduplicated pupils.<br><br>Assessment:<br><br>RCSD administers i-Ready twice annually in grades 2–8 to support instructional planning and subgroup analysis. Disaggregated data allow monitoring of progress for unduplicated pupils.<br><br>While overall 2025 Dashboard performance is Green, achievement gaps persist for key student groups. i-Ready data supports early identification of needs and targeted intervention through PLCs and data teams. | Source: State CAASPP Reporting<br><br>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard<br><br>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard |

| 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 |
|---|---|---|---|
| | | Family reports and translated resources support engagement, reinforcing equitable access to academic supports. | |
| **1.2** | **Action:**<br>iReady Instruction<br><br>**Need:**<br>The district has identified ongoing academic needs among unduplicated pupils, particularly Low-Income students, English Learners, and students experiencing homelessness, who continue to perform below standard in English Language Arts and Mathematics, according to 2025 California Dashboard equity data.<br><br>To address this, the district will continue utilizing i-Ready Instruction for grades 2–5, providing intervention and enrichment during the school day and through extended learning, including after-school programs such as ASES. i-Ready supports learning across school and home settings, ensuring consistent access to targeted support for unduplicated pupils.<br><br>The i-Ready Instruction Module is included within the total budget for the i-Ready Assessment Module (Goal 1.1), ensuring a cohesive system of assessment and instruction to address learning gaps and improve student outcomes.<br><br>**Scope:**<br>LEA-wide | Explanation:<br><br>The districtwide implementation of i-Ready Instruction supports closing academic gaps in English Language Arts (ELA) and Mathematics, particularly for unduplicated pupils, including Low-Income students, English Learners, and students experiencing homelessness. This adaptive program provides personalized learning during the school day and at home, as well as through extended learning opportunities such as ASES, ensuring access to targeted support across multiple settings.<br><br>Rationale:<br><br>The LEA-wide use of i-Ready Instruction reflects RCSD's commitment to equity, as 2025 Dashboard data show that English Learners, Socioeconomically Disadvantaged students, and students experiencing homelessness continue to perform below standard in ELA and Mathematics despite overall Green performance.<br><br>i-Ready supports differentiated instruction by allowing students to work at their level and pace, aligning to state standards and strengthening Tier I and intervention supports within MTSS.<br><br>Assessment:<br><br>i-Ready Instruction is implemented in grades 2–5 for intervention and enrichment and is accessible | Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)<br><br>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard<br><br>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard |

| 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 |
|---|---|---|---|
| | | during the school day, at home, and through extended learning programs. The cost is embedded within Goal 1, Action 1.1.<br><br>RCSD monitors implementation and student progress through PLCs and site leadership structures. While overall 2025 Dashboard performance is Green, persistent gaps among unduplicated pupils indicate the need for continued targeted support.<br><br>This action is intended to accelerate learning, increase proficiency in ELA and Mathematics, and reduce achievement gaps for unduplicated students. | |
| **1.3** | **Action:**<br>Intervention Teachers<br><br>**Need:**<br>The district has identified a continued need to expand academic supports for unduplicated pupils, including Low-Income students, Foster Youth, English Learners, and students with unique needs. Analysis of the 2025 California Dashboard indicates that, while overall district performance is at the Green level, English Learners, Socioeconomically Disadvantaged students, and students experiencing homelessness continue to perform below standard in English Language Arts and Mathematics.<br><br>These trends highlight the need for targeted, high-quality interventions, particularly during designated English Language Development (ELD) and Tier II instructional time. While | Explanation:<br><br>Maintaining Intervention Teachers at a schoolwide level supports a comprehensive MTSS framework and ensures equitable access to academic interventions for unduplicated pupils, including Low-Income students, Foster Youth, English Learners, and students experiencing homelessness. This approach allows for consistent implementation across sites and provides targeted, small-group instruction in English Language Arts and Mathematics within core and intervention settings. In schools with higher concentrations of unduplicated pupils, this model expands access to supports and strengthens overall instructional capacity.<br><br>Rationale:<br><br>A schoolwide intervention model increases access to Tier II supports for unduplicated pupils, who | Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: |

| 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 |
|---|---|---|---|
| | existing supports have shown some success, persistent gaps indicate the need for more consistent, structured instructional responses across all sites to accelerate progress for unduplicated pupils.<br><br>**Scope:**<br>Schoolwide | continue to perform below standard on the 2025 California Dashboard, particularly in English Language Arts and Mathematics.<br><br>Embedding MTSS practices across classrooms, including designated English Language Development (ELD) time, ensures consistent, data-driven instruction and targeted support. This approach aligns with RCSD's commitment to equity by addressing persistent achievement gaps and improving outcomes for students most in need.<br><br>Assessment:<br><br>Intervention Teachers are placed at Title I schools and targeted sites to support MTSS implementation through small-group instruction in ELA and Mathematics, with additional focus during ELD for English Learners.<br><br>Effectiveness will be monitored using multiple measures, including i-Ready diagnostic data, CAASPP performance, and English Learner progress. While overall 2025 Dashboard performance is Green, ongoing gaps among unduplicated pupils indicate the need for continued targeted support.<br><br>These efforts are intended to accelerate learning, improve proficiency, and reduce achievement gaps across student groups. | California School Dashboard (CALPADS)<br><br>Metric 6: English Learner Redesignation Rate |
| **1.4** | **Action:**<br>Title I Class Size Reduction | Explanation:<br><br>Action 1.4 provides funding to reduce class sizes in Transitional Kindergarten and intermediate | Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards |

| 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 |
|---|---|---|---|
| | **Need:**<br>Analysis of site-level data and educational partner feedback identified a need for more personalized learning environments in Title I schools, particularly in Transitional Kindergarten and intermediate grades. Unduplicated pupils, including Low-Income students, Foster Youth, and English Learners, continue to perform below standard in English Language Arts and Mathematics, according to 2025 Dashboard trends. High class sizes were identified as a barrier to providing targeted intervention and differentiated instruction, particularly in foundational literacy and numeracy skills.<br><br>**Scope:**<br>Schoolwide | grades at Kaseberg and Cirby Elementary, which serve high concentrations of unduplicated pupils. Lower student-to-teacher ratios support more personalized instruction, increased teacher-student interaction, and expanded use of small-group and targeted instructional strategies. This is especially critical for early learners and students requiring language development and additional supports.<br><br>Rationale:<br><br>This action is primarily directed toward Low-Income students, Foster Youth, and English Learners, who continue to perform below standard in English Language Arts and Mathematics, according to 2025 Dashboard trends.<br><br>Reducing class size in Title I settings improves access to differentiated instruction, increases engagement, and strengthens early identification of learning needs. This targeted strategy addresses opportunity gaps and supports improved outcomes for unduplicated pupils.<br><br>Assessment:<br><br>Effectiveness will be measured through i-Ready diagnostic data, CAASPP performance in ELA and Mathematics, and English Learner progress indicators, with results disaggregated by student group. Classroom walkthrough data and family feedback surveys will also inform implementation.<br><br>Dashboard indicators for Cirby will be reviewed annually to assess the impact of class-size | Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)<br><br>Metric 6: English Learner Redesignation Rate |

| 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 |
|---|---|---|---|
| | | reduction on unduplicated pupil outcomes and to guide continuous improvement. | |
| **1.5** | **Action:**<br>Directors and Administrative Assistants<br><br>**Need:**<br>To address the needs of all students while maintaining a focus on unduplicated pupils, the District continues to support the roles of Directors of Educational Services and Administrative Assistants. These positions coordinate curriculum, instruction, and assessment; support professional learning and administrator coaching; oversee Title I and categorical programs; and strengthen family engagement.<br><br>Analysis of the 2025 California Dashboard shows that, while overall performance is Green, English Learners, Socioeconomically Disadvantaged students, students with disabilities, and students experiencing homelessness continue to perform below standard in English Language Arts and Mathematics.<br><br>In response, Directors work with principals to analyze data, develop targeted plans, and monitor progress for these student groups. Key focus areas include coordinated instructional support, professional development, oversight of supplemental services, and expanded supports for Low-Income students, Foster Youth, English Learners, and students with unique needs. | Explanation:<br><br>The District continues to utilize Directors of Educational Services and Administrative Assistants to provide coordinated, systemwide support focused on improving outcomes for unduplicated pupils. These roles strengthen curriculum, instruction, and assessment systems; support professional learning and administrator coaching; and promote data-driven decision-making. This structure ensures consistent implementation of strategies across all schools and builds a comprehensive support system to address the academic and programmatic needs of diverse student groups.<br><br>Rationale:<br><br>An LEA-wide approach is necessary as 2025 Dashboard data show that, while overall performance is Green, English Learners, Socioeconomically Disadvantaged students, students with disabilities, and students experiencing homelessness continue to perform below standard in English Language Arts and Mathematics.<br><br>This model supports principals through coaching and guidance on site-based decisions, ensuring consistent implementation of effective practices. It prioritizes equitable access to resources and targeted supports for Low-Income students, Foster Youth, English Learners, and students with unique needs. | Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)<br><br>Metric 6: English Learner Redesignation Rate<br><br>Metric 9: TK-1 Local Data<br><br>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard |

| 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 |
|---|---|---|---|
| | This structure ensures consistent implementation of strategies to improve outcomes and reduce achievement gaps for unduplicated pupils.<br><br>**Scope:**<br>LEA-wide | Assessment:<br><br>The action includes two full-time Directors, two half-time Directors, and two Administrative Assistants who coordinate curriculum, instruction, assessment, and professional learning, while overseeing Title I programs, categorical requirements, and family engagement systems.<br><br>Effectiveness will be measured through student outcomes in ELA and Mathematics, English Learner progress, and implementation data from site support and coaching cycles. While overall 2025 Dashboard performance is Green, persistent subgroup gaps will guide ongoing refinement of this work.<br><br>This action is intended to improve outcomes for all students, with a focused impact on unduplicated pupil groups. | Metric 12: Mathematics California Dashboard Source: State CA School Dashboard |
| **1.7** | **Action:**<br>College and Career Pathways aligned to high schools<br><br>**Need:**<br>In alignment with the district's commitment to improving English Language Arts and Mathematics outcomes, the refinement and expansion of College and Career Pathways remains a priority, particularly for unduplicated student groups. While overall district performance reflects Green status in both English Language Arts and Mathematics, the equity reports indicate multiple student groups continue to perform in the Red, Orange, and | Explanation:<br><br>The LEA-wide implementation of Aligning College and Career Pathways with High Schools strengthens the core instructional program while intentionally addressing the needs of unduplicated pupils, including Low-Income students, Foster Youth, English Learners, and students with disabilities. By providing access to rigorous, standards-aligned coursework across all middle schools, the district ensures these students are included in programs that support long-term academic success. | |

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| | Yellow levels, demonstrating persistent achievement gaps.<br><br>**Scope:**<br>Schoolwide | Access to Pre-AP, IB, and AVID strategies is expanded through collaboration with school counselors, who support equitable course placement and monitor participation. This approach increases access to challenging coursework and prepares unduplicated pupils for high school success, college readiness, and career pathways.<br><br>Rationale:<br><br>An LEA-wide and schoolwide approach is necessary to remove systemic barriers that have historically limited access to advanced coursework for unduplicated pupils. Implementing these supports across all sites ensures equitable enrollment practices, expands elective and pathway opportunities (including bi-literacy pathways), and promotes consistent expectations for college and career readiness.<br><br>This approach is especially critical in schools serving higher proportions of Low-Income students, English Learners, and first-generation students, as it embeds access within the core program rather than limiting opportunities. As a result, a broader group of students can engage in rigorous learning and develop a clear pathway toward high school, college, and career success.<br><br>Assessment:<br><br>In response to achievement gaps and underrepresentation in advanced coursework, the College and Career Pathways Aligned to High Schools action strengthens articulation between | |

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| | | middle and high school programs. RCSD continues to expand equitable access to rigorous coursework and career exploration opportunities.<br><br>Implementation includes collaboration with school counselors to guide course selection and monitor access, continued AVID support at one middle and two elementary schools, expanded Pre-AP offerings at three middle schools, and maintenance of IB programs at one middle and one elementary school. These efforts increase participation of unduplicated pupils in rigorous coursework and support improved outcomes in ELA and Mathematics while preparing students for future academic and career opportunities. | |
| **1.8** | **Action:**<br>Professional Development<br><br>**Need:**<br>The Professional Development action aligned with PDAC continues to address the needs of unduplicated pupils, including Low-Income students, Foster Youth, English Learners, and students experiencing homelessness.<br><br>Analysis of the 2025 California Dashboard shows that overall district performance is Green; however, equity data indicate that unduplicated student groups continue to perform below standard. English Learners and Socioeconomically Disadvantaged students remain in the Yellow and Orange levels, while students experiencing homelessness and Foster Youth demonstrate some of the lowest outcomes across academic and engagement indicators. | Explanation:<br><br>This text outlines the broad scope of the Professional Development Plan initiated by the Professional Development Advisory Committee (PDAC). The approach is designed to extend across the entire Roseville City School District (RCSD), providing a consistent, districtwide strategy to support students' academic, behavioral, social, and emotional needs. Particular emphasis is placed on supporting Low-Income students who continue to experience academic challenges. By implementing this plan across the Local Educational Agency (LEA), RCSD ensures consistent training, fosters resource sharing, promotes the adoption of best practices, and supports the development of instructional strategies informed by reliable, consistent data.<br><br>Rationale: | Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards<br>Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards<br>Source: State CAASPP Reporting<br><br>Metric 3: Local Control Accountability Plan (LCAP) Survey for Staff (yearly) |

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| | Although English Learner Progress remains at Green, persistent gaps in English Language Arts and Mathematics highlight the need for continued targeted support.<br><br>These data demonstrate a continued need to build staff capacity through professional development focused on MTSS, English Language Development, and data-driven instruction to improve outcomes and ensure equitable access for unduplicated pupils.<br><br>**Scope:**<br>LEA-wide | The districtwide nature of this action amplifies its impact, helping to improve overall student performance and reduce achievement gaps on a broad scale. A universal approach creates a cohesive learning environment, accelerates the adoption of effective instructional practices across all sites, and expedites the addressing of learning disparities. Implementing a comprehensive, districtwide professional development strategy is an effective way to meet all students' diverse academic, behavioral, social, and emotional needs.<br><br>Assessment:<br><br>The implementation of RCSD’s MTSS-aligned professional development plan in 2025 has shown promising early indicators of effectiveness. Teacher surveys revealed that over 80% of staff reported increased confidence in using tiered instructional strategies. At the same time, initial CAASPP data show a modest upward trend in ELA performance among unduplicated pupils, particularly English Learners and Low-Income students. Trimester data team meetings were consistently attended, leading to the deployment of site-specific intervention strategies. However, further progress is needed to close persistent achievement gaps for Foster Youth, whose performance remains significantly below district averages. Continued monitoring, differentiated supports, and solid instructional practices will be prioritized to sustain progress and address subgroup disparities. | Metric 4: Professional Development Advisory Survey<br><br>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)<br>Metric 6: English Learner Redesignation Rate |

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| **1.9** | **Action:**<br>Coordinators<br><br>**Need:**<br>Coordinators continue to play a critical role in ensuring coherence across curriculum, instructional practices, Multi-Tiered Systems of Support (MTSS), and assessments. Their work promotes consistency across all schools so that every student, regardless of site or teacher, has equitable access to foundational knowledge, evidence-based instruction, and appropriate supports. These aligned systems are essential to sustaining strong outcomes and closing opportunity gaps.<br><br>The 2025 California Dashboard reflects overall academic progress, with districtwide indicators in green. English Learner progress toward English proficiency increased to 53.6%, demonstrating the impact of more targeted supports. While outcomes have improved, subgroup data continue to highlight the need for ongoing focus to ensure equitable access and success for all student groups, particularly English Learners and students experiencing homelessness.<br><br>In response, coordinators have strengthened efforts to ensure curriculum fidelity, deepen implementation of evidence-based instructional practices, reinforce MTSS structures, and align assessments to instructional goals. This work is designed to sustain academic growth, address remaining disparities, and ensure that all students, | Explanation:<br><br>The scope of actions undertaken by Educational Services Coordinators is intentionally districtwide, ensuring that all schools—while maintaining a focused emphasis on Title I sites, receive consistent, aligned support. This structure addresses the diverse needs of Roseville City School District by promoting coherence in curriculum implementation, instructional practices, Multi-Tiered Systems of Support (MTSS), and assessment systems. A districtwide approach enables coordinated data collection, equitable resource allocation, and timely feedback, enabling responsive adjustments that improve student outcomes across all sites. In 2025, this aligned system supported overall academic performance reaching green status across Dashboard indicators, reflecting strengthened instructional systems and supports.<br><br>Rationale:<br><br>Adopting a Local Educational Agency (LEA)-wide model ensures multiple benefits. Educational Services Coordinators collect and analyze real-time instructional data across schools, providing actionable feedback to strengthen classroom practices. Their cross-site work supports the systematic identification of strengths and areas for growth, fostering shared ownership of district goals. This approach ensures alignment in professional development, assessment practices, and intervention strategies, resulting in more cohesive and effective implementation. In 2025, this coherence contributed to improved outcomes, | Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 4: Professional Development Advisory Survey<br><br>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)<br><br>Metric 6: English Learner Redesignation Rate<br><br>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard |

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| | especially Low-Income students, English Learners, Foster Youth, and Homeless Youth, are supported in achieving at high levels.<br><br>**Scope:**<br>LEA-wide | including increased English Learner progress toward proficiency (53.6%), demonstrating the impact of targeted, coordinated supports.<br><br>Assessment:<br><br>To address identified needs, the District implemented Educational Services Coordinators to provide targeted professional learning and site-based support, with priority given to Title I schools. Coordinators play a key role in strengthening MTSS frameworks and implementing Student Success Protocols to ensure timely, appropriate intervention for students who require additional support. These efforts serve all students while maintaining a focus on unduplicated pupil groups. In 2025, the impact of this work is reflected in improved academic outcomes and more consistent instructional practices across sites. Educational Services Coordinators remain central to sustaining academic growth, reducing disparities, and ensuring equitable access to high-quality instruction for all students. | Metric 12: Mathematics California Dashboard Source: State CA School Dashboard |
| **1.11** | **Action:**<br>Educational Technology Programs<br><br>**Need:**<br>There remains a targeted need to support the academic and behavioral development of students at Kaseberg Elementary School, particularly in English Language Arts and Mathematics. Although the district achieved green status on the 2025 Dashboard, site-level data indicate that some students continue to require additional support to meet grade-level standards. | Explanation:<br><br>Educational Technology Programs are implemented districtwide to support Tier II instruction and intervention within the Multi-Tiered System of Support (MTSS). These programs provide enrichment, acceleration, reteaching, and targeted intervention for all students. By integrating technology tools across all sites, Roseville City School District ensures equitable access to high-quality learning experiences regardless of background or circumstance. This approach promotes an inclusive environment and | Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)<br><br>Metric 6: English Learner Redesignation Rate |

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| | Focused, intensive interventions are needed to accelerate learning for students at risk of falling behind, including unduplicated pupil groups. Continued professional development is essential to ensure consistent, standards-aligned instruction and effective implementation of intervention practices. Strengthening Tier II and Tier III systems, alongside coherent instructional practices, will remain a priority to improve academic and behavioral outcomes at the site.<br><br>**Scope:**<br>LEA-wide | helps address linguistic and cultural disparities, particularly for English Learners and newcomer students.<br><br>Rationale:<br><br>The district's size and diversity, along with the needs of multiple student groups, require a coordinated, districtwide approach to educational technology. Consistent access to enrichment and intervention across sites helps bridge linguistic and cultural gaps while ensuring all students can engage in rigorous, standards-aligned instruction. Data indicate improvements in student engagement, academic performance, and English language proficiency among targeted groups, reinforcing the value of this comprehensive approach.<br><br>Assessment:<br><br>Educational Technology Programs enhance core instruction by providing personalized learning opportunities aligned to individual student needs. Targeted supports have been strengthened for newcomer students and Long-Term English Learners (LTELs), with continued prioritization of Hispanic, African American, and Students with Disabilities. Effectiveness is measured through improved academic performance, increased student engagement, and gains in English language proficiency, demonstrating the program’s impact on advancing equitable outcomes across the district. | Metric 8: Local Control Accountability Plan (LCAP) Survey for Students (yearly) |
| **1.15** | **Action:**<br>Executive Director, Director, and Coordinator | Explanation: | Metric 1: ELA CAASPP Achievement: Percentage |

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| | **Need:**<br>There remains a critical need for an Executive Director, Director, and Coordinator of Educational Support Services to lead and refine efforts addressing the needs of Homeless students, Hispanic students, African American students, and Students with Disabilities. While the Roseville City School District achieved green status across academic indicators on the 2025 Dashboard, subgroup data continue to reflect opportunity gaps in English Language Arts and Mathematics, indicating the need for sustained, targeted support.<br><br>Strong leadership is essential to embed inclusive practices across instructional and organizational systems, ensuring equitable access and outcomes for all students. By implementing research-based, data-informed strategies tailored to the needs of these student groups, the Executive Director, Director, and Coordinator support the development of coherent systems that prioritize equity, accelerate learning, and reduce disparities, fostering conditions in which every student can thrive.<br><br>**Scope:**<br>LEA-wide | The designation of an Executive Director, Director, and Coordinator of Educational Support Services is implemented on an LEA-wide basis to address the needs of Students with Disabilities while strengthening inclusive practices for all students. This districtwide approach ensures consistency in curriculum, instruction, MTSS structures, and assessment systems across all schools within Roseville City School District. In addition to systems oversight, these roles support ongoing professional development for both general and special education staff, building capacity to serve students with specialized needs effectively. In 2025, this aligned approach contributed to overall academic indicators reaching green status on the California Dashboard, reflecting strengthened instructional systems and supports. Through cross-department collaboration, this action promotes a coherent and equitable system of support for Students with Disabilities and unduplicated pupil groups, including Low-Income students, Foster Youth, and English Learners.<br><br>Rationale:<br><br>An LEA-wide model is essential to advancing the district's goal of an inclusive educational system. Students with disabilities must have access to rigorous academic opportunities in the least restrictive environment, and a coordinated districtwide structure ensures consistent implementation across all sites. Leadership from these roles strengthens alignment between general and special education, supports the implementation of strong Tier I practices, and fosters a culture of continuous improvement. In | of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)<br><br>Metric 6: English Learner Redesignation Rate<br><br>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard |

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| | | 2025, districtwide gains, including increased English Learner progress toward proficiency (53.6%), demonstrate the impact of coordinated, inclusive systems, while also reinforcing the need to continue addressing subgroup disparities.<br><br>Assessment:<br><br>The Executive Director, Director, and Coordinator of Educational Support Services support all schools in aligning curriculum, strengthening instructional practices, implementing MTSS, and refining assessment systems. In collaboration with Educational Services, they design and deliver professional development focused on evidence-based Tier I practices across inclusive settings. These efforts aim to expand access to rigorous coursework, increase participation in general education environments, and ensure appropriate placement in the least restrictive setting. In 2025, improved overall student outcomes and more consistent instructional practices across sites reflect the effectiveness of this work. Ongoing progress will be measured through continued gains in student achievement, increased educator capacity to support diverse learners, and expanded access to and success within inclusive classroom environments. | |
| **1.16** | **Action:**<br>TK instructional assistants will be 6-hour employees<br><br>**Need:**<br>The Executive Director, Director, and Coordinator of Educational Support Services support all schools in aligning curriculum, | Explanation (LEA-wide):<br><br>The Executive Director, Director, and Coordinator of Educational Support Services are implemented LEA-wide to ensure consistent, inclusive systems across all schools within the Roseville City School District. This approach aligns curriculum, instruction, MTSS, and assessments to support | Metric 9: TK-1 Local Data |

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| | strengthening instruction, implementing MTSS, and refining assessment systems across the Roseville City School District. In collaboration with Educational Services, they provide professional development focused on evidence-based Tier I practices in inclusive settings. These efforts expand access to rigorous coursework, increase participation in general education environments, and ensure appropriate placement in the least restrictive environment.<br><br>In 2025, improved overall student outcomes and more consistent instructional practices across sites indicate a positive impact. Effectiveness will be measured through LCAP-aligned metrics, including CAASPP ELA and Mathematics (Metrics 1.1, 1.2), English Learner progress (Metric 1.5), local assessment growth (Metric 1.3), and inclusion/LRE data (Metric 3.1). Ongoing monitoring of student performance, MTSS implementation, and educator capacity will guide continuous improvement and ensure increased access and success for all students.<br><br>**Scope:**<br>LEA-wide | Students with Disabilities and unduplicated pupils across all sites. An LEA-wide model is necessary as these students are served districtwide and require consistent access to high-quality Tier I instruction and targeted supports. In 2025, overall academic indicators reached green status, while subgroup data continue to inform targeted actions.<br><br>Rationale:<br><br>Centralized leadership strengthens alignment between general and special education, ensures implementation of evidence-based Tier I practices, and builds staff capacity through coordinated professional development. This coherence supports improved outcomes in ELA, Mathematics, and English Learner progress, while addressing persistent subgroup needs.<br><br>Assessment (Effectiveness & Metrics):<br><br>Effectiveness will be measured through LCAP-aligned metrics, including:<br>CAASPP ELA and Math – Metrics 1.1, 1.2<br>EL progress (ELPI) – Metric 1.5<br>Local assessment growth (i-Ready) – Metric 1.3<br>Inclusion/LRE and access to core instruction – Metric 3.1<br><br>In 2025, improved overall outcomes and increased English Learner progress (53.6%) indicate a positive impact. Ongoing monitoring of subgroup performance and MTSS implementation will guide continuous improvement. | |
| **1.17** | **Action:**<br>Middle School Math Intervention teachers | Explanation: | Metric 2: MATH CAASPP Achievement: Percentage |

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| | **Need:**<br>Recent data continue to highlight the need for intensified mathematics support at the middle school level. While the district achieved green status on the 2025 Dashboard, subgroup data indicate persistent gaps, particularly for students experiencing homelessness, as well as Low-Income students and English Learners. Factors such as housing instability, limited access to academic resources, and inconsistent educational experiences continue to impact students' ability to meet grade-level expectations.<br><br>Increasing the time, intensity, and consistency of targeted math intervention remains essential to improving outcomes, accelerating learning, and closing achievement gaps. Strengthening Tier II and Tier III supports aligned to data from assessments such as i-Ready will be critical to ensuring these students receive the focused instruction needed to achieve long-term academic success.<br><br>**Scope:**<br>LEA-wide | This action provides dedicated Middle School Math Intervention Teachers at each middle school to address critical academic needs across the Roseville City School District. Implemented LEA-wide, the model serves all students, with a focused emphasis on those experiencing homelessness, Low-Income students, English Learners, African American students, Hispanic students, and Students with Disabilities. Intervention is delivered through small-group instruction, primarily targeting sixth-grade students performing below grade level in mathematics. The goal is to accelerate learning and ensure all students are prepared for the rigor of Integrated Mathematics 1 (IM 1) by ninth grade.<br><br>Rationale:<br><br>An LEA-wide approach is necessary to address persistent subgroup gaps, even as the district achieved green status on the 2025 Dashboard. Many students within targeted groups continue to require Tier II and Tier III supports. Embedding intervention within the schoolwide program ensures consistent access to small-group, data-driven instruction. This model allows intervention teachers to focus on students one or more grade levels below standard, accelerating progress and supporting long-term academic success.<br><br>Assessment (Effectiveness & Metrics):<br><br>Each middle school is staffed with a dedicated math intervention teacher providing targeted, small-group instruction to students most at risk of falling behind. Effectiveness will be measured using LCAP-aligned metrics, including CAASPP | of students meeting or exceeding standards<br>Source: State CAASPP Reporting<br><br>Metric 12: Mathematics California Dashboard<br>Source: State CA School Dashboard |

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| | | Mathematics performance (Metric 1.2), local assessment growth such as i-Ready diagnostics (Metric 1.3), and progress monitoring within MTSS structures. In 2025, early indicators show improved consistency in intervention delivery and increased student access to targeted support. Ongoing monitoring of student growth and subgroup performance will guide continuous refinement of the program. | |
| **1.18** | **Action:**<br>Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions<br><br>**Need:**<br>Ongoing input from the Board of Education and families continues to affirm the need for expanded, equitable access to enriched learning opportunities in the early grades. Families consistently support maintaining extended instructional time, citing its positive impact on student readiness and academic growth. This need is especially pronounced for Low-Income students, Foster Youth, and English Learners, as demonstrated by the participation of over 700 students from these groups in the Extended Learning Opportunities Program (ELO-P) during 2025.<br><br>Extended instructional time provides increased opportunities for targeted small-group instruction, early intervention, and enrichment. This additional time strengthens foundational skills, accelerates learning, and supports the district’s efforts to close achievement gaps and ensure all students build a strong academic foundation. | Explanation:<br><br>Expanding Kindergarten to six hours and Transitional Kindergarten to five hours across all schools in the Roseville City School District ensures equitable access to enriched learning opportunities. This LEA-wide action provides all students with increased instructional time for small-group learning, targeted support, and social-emotional development. Beyond additional minutes, this structure accelerates foundational skill development and creates supportive learning environments that promote both academic and behavioral growth.<br><br>Rationale:<br>A districtwide approach reflects the District's commitment to equity and access. Consistent implementation across all sites ensures that every student benefits from extended learning opportunities, regardless of school or background. This is particularly important for unduplicated pupil groups, who benefit from increased time for intervention and enrichment. In 2025, strong participation in Extended Learning Opportunities Programs (ELO-P), including over 700 students from targeted groups, reinforces the need for | Metric 9: TK-1 Local Data |

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| | **Scope:**<br>LEA-wide | sustained access to expanded instructional time to support readiness and long-term success.<br><br>Assessment (Effectiveness & Metrics):<br>This action is implemented through six-hour Kindergarten and five-hour Transitional Kindergarten schedules across all sites, increasing opportunities for targeted instruction and alignment with ELO-P supports. Effectiveness will be measured through LCAP-aligned metrics, including early literacy and mathematics outcomes (Metrics 1.1, 1.2), local assessment growth (Metric 1.3), and education partner feedback (LCAP survey). In 2025, early indicators show improved student engagement and readiness. Ongoing analysis of student performance and participation data will guide continuous improvement to ensure expanded instructional time leads to increased achievement and equitable outcomes. | |
| **1.19** | **Action:**<br>Administrator Workdays<br>Discontinued for 26-27<br><br>**Need:**<br>The school community continues to emphasize the importance of equitable access to a full range of academic courses for all students, particularly those with disabilities or specialized needs, through the development of complex, student-centered master schedules. Early and intentional engagement with families also remains a priority to support student success.<br><br>To remain competitive with neighboring districts and strengthen recruitment and | Explanation (LEA-wide):<br><br>The Administrator Workdays action is implemented LEA-wide to support all student populations, including Students with Disabilities and those requiring specialized services. Within the Roseville City School District, administrators use this time to develop student-centered master schedules that ensure equitable access to all courses, plan targeted supports, and engage families before the start of the school year. While the number of administrator workdays has been reduced by five days to maintain regional competitiveness, the action continues to prioritize high-impact planning and early relationship-building. This early engagement supports a positive school climate and establishes a strong | Metric 7: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)<br><br>Metric 10: Parent and Family Engagement Local Indicator Source: California School Dashboard |

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| | retention, Roseville City School District reduced administrator workdays by five days while maintaining current salary levels. This adjustment aligns the district with regional comparability while preserving compensation, requiring a more strategic and efficient approach to key responsibilities, including master scheduling, family engagement, and student support planning.<br><br>Although overall outcomes have improved in 2025, chronic absenteeism remains a focus, particularly among vulnerable student groups, such as Foster Youth. As a result, administrators will prioritize high-impact engagement opportunities, ensuring available time is used effectively to connect with families, establish support plans, and promote strong attendance and student outcomes.<br><br>**Scope:** | academic and social-emotional foundation for students.<br><br>Rationale:<br><br>An LEA-wide approach is necessary to ensure inclusive practices across all sites and consistent access to supports for unduplicated pupil groups. Focused administrator time enables strategic development of master schedules, implementation of foundational programs such as WEB (Where Everybody Belongs), and proactive outreach to families—particularly those of students who require additional academic or behavioral support. Reducing workdays while maintaining compensation supports recruitment and retention, while requiring a more efficient and intentional use of time to sustain these critical functions. This approach ensures that all students benefit from coordinated planning, early support systems, and equitable access to learning opportunities.<br><br>Assessment (Effectiveness & Metrics):<br><br>This action supports improved services by strategically allocating administrator time to master scheduling, early program implementation, and family engagement. Effectiveness will be measured through LCAP-aligned metrics, including chronic absenteeism rates (Metric 2.1), student engagement indicators, and access to core instruction and supports. In 2025, overall outcomes improved, though chronic absenteeism particularly among Foster Youth— emains a focus. Ongoing monitoring of attendance, student engagement, and subgroup data will inform | |

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| | | continuous refinement to ensure a strong, equitable start to the school year for all students. | |
| **1.21** | **Action:**<br>LCAP Parent Survey<br><br>**Need:**<br>The survey process is designed to gather comprehensive input from diverse community partners, including families, students, staff, and community members. In 2025, Hanover Research continues to provide in-depth analysis beyond the district's internal capacity, including meta-analysis and disaggregation of feedback by student groups. This level of analysis strengthens the district's ability to understand trends, identify needs, and develop a more responsive and effective LCAP.<br><br>Survey findings continue to highlight that certain student populations face unique challenges that may impact their educational progress. In particular, Low-Income students, Foster Youth, English Learners, and Students with Disabilities require targeted supports to ensure equitable access and outcomes. The use of Hanover's analysis enables the district to more precisely identify these needs and align actions and services to address them effectively, ensuring education partner input meaningfully informs decision-making and continuous improvement.<br><br>**Scope:**<br>LEA-wide | Explanation (LEA-wide):<br><br>The LCAP Parent Survey is implemented LEA-wide to gather comprehensive input from families and community partners across the Roseville City School District. A districtwide approach ensures representation from all schools and student groups, including Students with Disabilities and unduplicated pupils (Low-Income, Foster Youth, and English Learners). This inclusive process captures diverse perspectives on key areas, including school climate, safety, facilities, and access to technology, ensuring that education partner voices meaningfully inform district priorities and decision-making.<br><br>Rationale:<br><br>This action is critical to understanding the unique needs of specific student groups, particularly unduplicated pupils and Students with Disabilities. Survey insights help the district identify barriers, allocate resources strategically, and refine services to better support these populations. The breadth and depth of feedback strengthen the district's ability to implement targeted, equitable actions aligned to student needs.<br><br>Assessment (Effectiveness & Metrics):<br><br>The LCAP Parent Survey remains an effective tool for collecting meaningful input from education partners. In 2025, districtwide implementation ensured strong representation across school sites | |

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| | | and student groups, improving the quality and equity of feedback. Effectiveness is measured through response rates, subgroup representation, and the relevance of identified themes. Survey results directly informed actions related to school climate, facilities, and technology access, and supported more precise resource allocation. This process remains essential to continuous improvement and to advancing equitable outcomes for all students, particularly historically underserved groups. | |
| **1.25** | **Action:**<br>Executive Director of Communication and Community Engagement<br><br>**Need:**<br>Roseville City School District maintained a Level 4 (Exemplary) rating for communication on the California School Dashboard. Educational partner input continues to affirm strong communication regarding student progress and opportunities for involvement. However, LCAP survey feedback indicates a continued need for clearer, more consistent information about academic, social, and emotional supports, particularly at the middle school level.<br>To address this, the district will strengthen communication strategies to:<br>• Increase family awareness of academic standards, expectations, and available support services<br><br>• Strengthen relationships and two-way communication between families and school staff | Explanation (LEA-wide):<br><br>The Executive Director of Communication and Community Engagement is implemented LEA-wide to strengthen communication systems and expand meaningful engagement across the Roseville City School District. This role enhances communication protocols, increases access to information, and promotes two-way engagement and collaborative planning with families. As unduplicated pupils, Low-Income (LI), Foster Youth (FY), and English Learners (EL) are enrolled across all schools, a coordinated districtwide approach is essential to ensure consistent access to supports and resources.<br><br>Rationale:<br><br>Research (Jeynes, 2011) demonstrates that effective school–family communication reduces barriers for Low-Income families and supports improved student outcomes. In 2025, education partner feedback, including LCAP survey results, continues to highlight the need for clear, accessible communication about academic, social, | Metric 10: Parent and Family Engagement Local Indicator Source: California School Dashboard |

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| | • Provide timely, accessible updates on student progress and resources<br><br>This work aligns with LCFF Priority 3: Parent and Family Engagement and supports continued improvement in equitable access to information and services for all families.<br><br>**Scope:**<br>LEA-wide | and emotional supports, particularly at the middle school level. Strengthening districtwide communication systems ensures that all families, especially unduplicated pupil groups, receive timely, culturally responsive information in accessible formats, improving engagement and connection to school supports.<br><br>Assessment (Effectiveness & Metrics):<br><br>The Executive Director leads the ongoing evaluation and refinement of district communication strategies, including expanded family engagement opportunities, digital communication systems, and culturally responsive outreach. Effectiveness will be measured through LCAP survey results (family engagement and communication), participation rates in school and district events, and increased access to and utilization of resources. In 2025, the district maintained a Level 4 (Exemplary) rating for communication on the California Dashboard, indicating strong performance, while continued feedback will guide improvements to ensure equitable access and meaningful engagement for all families. | |
| **1.26** | **Action:**<br>Executive Director of Assessment, Planning, and Analysis<br><br>**Need:**<br>Analysis of Dashboard results, local assessment data, and educational partner feedback continues to identify the need for stronger systems to integrate assessment data into instructional practices and continuous | Explanation (LEA-wide):<br><br>The Executive Director of Assessment, Planning, and Analytics is implemented LEA-wide to strengthen instructional support systems, data analysis, and continuous improvement across the Roseville City School District. This role ensures the integration of assessment data into instructional practices by supporting teachers, administrators, and educational partners with the | Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards<br>Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or |

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| | improvement cycles. While Roseville City School District achieved green status on the 2025 Dashboard, persistent achievement gaps among unduplicated pupils (Low-Income, Foster Youth, and English Learners) underscore the need for improved access to timely, actionable data and stronger support for data-driven decision-making.<br><br>The Executive Director of Assessment, Planning, and Analytics will lead the development of a cohesive, districtwide system for assessment, planning, and analytics. This work will strengthen the use of data to inform instruction, guide resource allocation, and support continuous improvement efforts to advance equity and improve student outcomes.<br><br>**Scope:**<br>LEA-wide | tools, systems, and training needed to analyze student performance effectively. A districtwide approach ensures all students, including unduplicated pupils, benefit from equitable access to high-quality, data-informed instruction.<br><br>Rationale:<br>Research and best practices emphasize the importance of data-driven decision-making to improve student outcomes and reduce achievement gaps. In 2025, while overall Dashboard indicators are green, subgroup disparities persist, reinforcing the need for stronger, more coherent data systems. Centralized leadership enhances the district's ability to monitor progress, identify trends, and implement timely, targeted interventions. This approach ensures unduplicated pupils (Low-Income, Foster Youth, and English Learners) receive supports informed by actionable data and aligned instructional planning.<br><br>Assessment (Effectiveness & Metrics):<br>The Executive Director oversees districtwide data systems, supports the use of formative and summative assessments, and leads continuous improvement cycles aligned to LCAP goals. Effectiveness will be measured through:<br>• CAASPP ELA and Mathematics outcomes (Metrics 1.1, 1.2)<br>• English Learner progress (ELPAC/ELPI) (Metric 1.5)<br>• Local assessment growth (e.g., i-Ready diagnostics) (Metric 1.3)<br>• Evidence of data use in PLC/Data Team cycles | exceeding standards Source: State CAASPP Reporting<br><br>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)<br><br>Metric 6: English Learner Redesignation Rate<br><br>Metric 9: TK-1 Local Data<br><br>Metric 11: English Language Arts California Dashboard Source: State CA School Dashboard<br><br>Metric 12: Mathematics California Dashboard Source: State CA School Dashboard |

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| | | In 2025, increased consistency in data use and improved overall student outcomes indicate progress. Ongoing analysis of subgroup performance and instructional practices will guide continuous refinement to sustain growth and reduce achievement gaps. | |
| **2.1** | **Action:**<br>Teacher in Charge (TIC) Stipends<br><br>**Need:**<br>Staff continue to identify a need for additional support in managing administrative responsibilities and conducting direct student outreach, including attendance, behavior, and family engagement. The 2025 Dashboard shows that all students remain in Yellow, with significant disparities for Foster Youth (48.5% chronically absent, +16.9%) and Pacific Islander students (24.4%, maintained), both in the Red performance level.<br><br>RCSD will utilize designated site-based staff to ensure consistent outreach, including regular in-person engagement with students and families, with a focused emphasis on Foster Youth and Pacific Islander students aligned to Differentiated Assistance priorities. These roles will strengthen implementation across sites, address attendance barriers, and accelerate progress toward reducing chronic absenteeism and closing subgroup gaps.<br><br>**Scope:**<br>LEA-wide | Explanation:<br><br>The Teacher in Charge (TIC) Stipends action addresses the needs of unduplicated pupils by increasing site-level capacity to provide timely support in attendance, behavior, and family engagement. TICs conduct proactive check-ins, monitor attendance, support behavior interventions, and strengthen communication with families, ensuring that Foster Youth, Pacific Islander students, Students with Disabilities, and other unduplicated groups receive consistent and responsive support.<br><br>Rationale:<br><br>This action is implemented on an LEA-wide basis because the need for consistent outreach, intervention, and administrative support is systemic across all elementary schools. Providing TICs at each site ensures equitable access to supports, strengthens implementation of attendance and behavior systems, and builds strong school-home partnerships for all students, particularly those most in need.<br><br>Assessment: | Metric 10: Parent and Family Engagement Local Indicator Source: California School Dashboard |

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| | | District data indicate persistent disparities in chronic absenteeism, including Foster Youth (48.5%) and Pacific Islander students (24.4%), both in the Red performance level. These data demonstrate that unduplicated pupils require targeted, consistent intervention across all sites. The LEA-wide implementation of TICs ensures that each school has the capacity to provide coordinated support, reduce attendance barriers, and improve outcomes for unduplicated student groups. | |
| **2.2** | **Action:**<br>Assistant Principals<br><br>**Need:**<br>The 2025 California School Dashboard highlights ongoing disparities in student suspension and school climate outcomes that require continued LEA-wide attention. Foster Youth (20.5%, +15.4%) and Pacific Islander students (6.4%, +6.4%) are both in the Red performance level for suspensions, indicating a significant need. These trends, along with elevated rates for other unduplicated student groups, demonstrate the need for sustained, targeted support.<br><br>RCSD is currently in Differentiated Assistance due to elevated outcomes for Foster Youth and Pacific Islander students, further underscoring the importance of a comprehensive, LEA-wide Multi-Tiered System of Support (MTSS). Strengthening site-based MTSS structures, supported by district leadership and dedicated liaisons, is essential to proactively address behavior, | Explanation:<br><br>The Assistant Principal's action supports the implementation of a comprehensive Multi-Tiered System of Support (MTSS) at the middle school level, with a focus on student safety, wellness, and behavior systems. At large middle schools, particularly those serving high percentages of unduplicated students (Low-Income, Foster Youth, and English Learners), additional leadership capacity is essential to ensure consistent implementation of Tier I–III. Assistant Principals strengthen site systems by establishing clear behavioral expectations, facilitating restorative practices, leading intervention meetings, and coordinating supports across staff and services. This schoolwide action ensures all students, including those with the greatest needs, receive equitable and timely support.<br><br>Rationale:<br><br>Both data and operational demands support the need for Assistant Principals. The 2025 California Dashboard shows significant disparities in student | Metric 1: Average Daily Attendance (ADA) (End of P2 each year)<br><br>Metric 4: Suspension Rate. Source: California Dashboard<br><br>Metric 5: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)<br><br>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly) |

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| | improve school climate, and ensure equitable discipline practices across all schools.<br><br>**Scope:**<br>Schoolwide | outcomes, including Foster Youth (20.5%, +15.4%) and Pacific Islander students (6.4%, +6.4%) in the Red performance level for suspensions, while the district remains in Differentiated Assistance for these subgroups. Additionally, chronic absenteeism remains elevated for Foster Youth (48.5%) and Pacific Islander students (24.4%), further highlighting the need for coordinated site-based intervention. These data underscore the importance of strong leadership to ensure consistent MTSS implementation and targeted supports. Assistant Principals increase site capacity to address behavior, attendance, mental health, and family engagement, ensuring more responsive and coordinated systems. Without this support, principals alone cannot sustain the level of implementation needed to meet the needs of unduplicated student groups effectively.<br><br>Assessment:<br><br>Effectiveness will be measured through reductions in suspension rates, decreases in chronic absenteeism, and improved MTSS implementation indicators at the site level. Assistant Principals will lead data review cycles, facilitate intervention meetings, and monitor behavior and attendance plans, ensuring students with the greatest needs receive timely and appropriate support. They will also strengthen family engagement and coordination with counselors, teachers, and district staff. By increasing site capacity, this action supports the consistent, data-driven implementation of | |

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| **2.3** | **Action:**<br>Second Step Curriculum<br><br>**Need:**<br>The district's leadership team identified a significant need to strengthen students' emotional resilience and relationship-building skills, especially among those facing economic hardship. In 2024–25, 63% of RCSD students are identified as Unduplicated students, those who are English learners, foster youth, or eligible for free or reduced-price meals, often face compounded challenges that increase their vulnerability to chronic stress, trauma, and difficulties in peer interactions. Behavior data from the current school year indicates that over 60% of all suspensions and major office referrals involve students from unduplicated groups, highlighting the need for proactive, skill-based support. These patterns can disrupt students' ability to manage emotions, form healthy relationships, and remain engaged in learning. The Second Step Curriculum was adopted to meet this growing need by offering consistent, age-appropriate instruction that fosters emotional well-being, positive behavior, and stronger connections within the school community.<br><br>**Scope:**<br>LEA-wide | Explanation:<br><br>The district has identified a continued need to strengthen students' emotional resilience and relationship-building skills, particularly for those experiencing economic hardship. In 2025–26, approximately 63% of RCSD students are identified as unduplicated, including English Learners, Foster Youth, and students eligible for free or reduced-price meals—who often face compounded challenges related to stress, trauma, and barriers to engagement.<br><br>Behavior data indicate that over 60% of suspensions and major office referrals involve unduplicated students, highlighting the need for proactive, skill-based supports. To address this need, RCSD continues implementation of the Second Step curriculum, providing consistent, age-appropriate instruction that fosters social-emotional learning, positive behavior, and relationship development.<br><br>Rationale:<br><br>A districtwide approach is necessary to ensure all students have access to consistent, preventative social-emotional learning supports. The Second Step curriculum strengthens Tier I instruction within MTSS, equipping students with skills in self-management, empathy, and responsible decision-making. This is particularly important for unduplicated students, who are disproportionately represented in behavior data and benefit from early, structured interventions that build | Metric 3: Middle School Dropout Rate<br><br>Metric 4: Suspension Rate. Source: California Dashboard |

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| | | foundational skills and reduce the need for more intensive supports.<br><br>Assessment:<br><br>Effectiveness will be measured through reductions in suspension rates and office discipline referrals, as well as improvements in school climate and student engagement data. Ongoing monitoring of behavior data disaggregated by subgroup will ensure that implementation is effectively supporting unduplicated students. Continued use of the Second Step curriculum is expected to reduce behavioral incidents, improve peer interactions, and strengthen overall school climate, contributing to more equitable outcomes across student groups. | |
| **2.4** | **Action:**<br>Site Initiatives to support the LCAP goals<br><br>**Need:**<br>The 2025 California School Dashboard highlights persistent performance gaps among key student groups, particularly Low-Income students, English Learners (ELs), Foster Youth, and Pacific Islander students. These groups continue to underperform in core academic areas and exhibit higher suspension rates than their peers.<br><br>*Academic Performance: Many districts received the lowest performance level (red) in English Language Arts (ELA) and Mathematics for current English Learners, underscoring the need for targeted academic interventions. | Explanation:<br><br>The 2025 California School Dashboard highlights persistent disparities among key student groups, particularly Low-Income students, English Learners, Foster Youth, and Pacific Islander students. These groups continue to demonstrate lower academic performance and disproportionately higher rates of suspension and chronic absenteeism compared to their peers.<br><br>Academic Performance: English Learners continue to perform below standard in ELA and Mathematics, indicating a need for continued targeted academic supports and progress monitoring.<br><br>Suspension Rates: The 2025 Dashboard shows Foster Youth (20.5%, +15.4%) and Pacific Islander | Metric 2: Site Plans for School Achievement (SPSA) School Goals<br><br>Metric 5: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)<br><br>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly) |

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| | *Suspension Rates: Homeless and LTEL students experience disproportionately high suspension rates, indicating a critical need for enhanced behavioral, social, and emotional support systems.<br><br>These disparities are compounded by economic hardship, language barriers, and unstable living conditions, adversely affecting students' academic engagement and overall well-being.<br><br>The district is committed to implementing a comprehensive Multi-Tiered System of Support (MTSS) framework to address these challenges. This approach will provide integrated academic, behavioral, and social-emotional interventions tailored to the unique needs of these student populations, ensuring equitable access to educational opportunities and promoting improved outcomes across all performance indicators.<br><br>**Scope:**<br>LEA-wide | students (6.4%, +6.4%) in the Red performance level for suspensions, reflecting significant behavioral disparities.<br><br>Chronic Absenteeism: Chronic absenteeism remains elevated for Foster Youth (48.5%) and Pacific Islander students (24.4%), both in the Red performance level, further impacting student engagement and achievement.<br><br>These disparities are compounded by economic hardship, language barriers, and housing instability, which continue to affect students' access to learning and overall well-being.<br><br>Rationale:<br><br>A comprehensive, LEA-wide Multi-Tiered System of Support (MTSS) is necessary to address these systemic challenges. By integrating academic, behavioral, and social-emotional supports, the district can provide tiered, data-driven interventions that respond to the needs of unduplicated student groups. This approach ensures consistent implementation across sites, strengthens school climate, and improves access to supports for students most impacted.<br><br>Assessment:<br><br>Effectiveness will be measured through improvements in CAASPP outcomes, reductions in suspension rates, and decreases in chronic absenteeism, with a focus on Foster Youth, Pacific Islander students, English Learners, and other unduplicated groups. Ongoing monitoring of | |

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| | | disaggregated data will guide adjustments to ensure that interventions effectively address disparities and promote equitable outcomes across all student groups. | |
| **2.5** | **Action:**<br>School Mental Health Professionals and support<br><br>**Need:**<br>Unduplicated pupils, including Low-Income students, English Learners, and Foster Youth, continue to experience disproportionate barriers that impact their academic achievement and school engagement. These students are more likely to face chronic stress, trauma, housing instability, language barriers, and limited access to healthcare and mental health services, which affect their ability to participate in school fully.<br><br>Local data indicate that 42% of students report feeling lonely at school, with higher rates among unduplicated students, and behavior data show that over 60% of suspensions and major office referrals involve students from these groups. Additionally, chronic absenteeism and suspension rates remain elevated for key subgroups, including Foster Youth and Pacific Islander students, highlighting ongoing disparities in access and outcomes.<br><br>These factors underscore the need for targeted, school-based supports, including expanded mental health services and consistent Tier II interventions within a | Explanation:<br><br>Expanding school-based mental health services to ensure a full-time psychologist at every elementary site addresses the needs of unduplicated pupils by increasing access to timely Tier II supports, including counseling, proactive check-ins, behavior interventions, and family engagement. These services directly support Low-Income students, English Learners, and Foster Youth, who experience higher rates of stress, trauma, and barriers to outside services. Embedding psychologists within the MTSS framework enables early identification and targeted interventions to improve student well-being and engagement.<br><br>Rationale:<br><br>This action is implemented on an LEA-wide basis because the need for consistent mental health and behavioral supports is systemic across all elementary schools. Providing a full-time psychologist at each site ensures equitable access to services, strengthens Tier II intervention systems, and promotes consistent implementation of supports for unduplicated pupils. This approach also enhances coordination with families and staff, improving responsiveness to student needs.<br><br>Assessment: | Metric 2: Site Plans for School Achievement (SPSA) School Goals<br><br>Metric 5: Local Control Accountability Plan (LCAP) Survey for Parents (yearly)<br><br>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly) |

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| | comprehensive MTSS framework, to ensure unduplicated pupils receive the support necessary to succeed academically and socially.<br><br>**Scope:**<br>LEA-wide | Effectiveness will be measured through reductions in behavioral incidents, suspension rates, and chronic absenteeism, along with improvements in student climate and connectedness data. Monitoring disaggregated data by subgroup will ensure that expanded mental health services effectively support unduplicated pupils and contribute to more equitable outcomes across all sites. | |
| **2.6** | **Action:**<br>Supports and Resources for Homeless Youth<br><br>**Need:**<br>Homeless and low income students often experience inconsistent access to reliable internet services outside of the school day, creating barriers to completing homework, accessing digital instructional programs, participating in online learning opportunities, and communicating with teachers. These barriers can negatively impact academic achievement, engagement, attendance, and access to intervention supports. The district identified the need to provide internet hotspots and additional technology support to ensure homeless students have equitable access to educational resources and learning opportunities comparable to their peers.<br><br>**Scope:**<br>LEA-wide | The district offers necessary support to homeless students and their families through the coordination of the district's licensed social worker, who assists families in accessing community resources, educational supports, and technology needs, including internet hotspots for students lacking reliable connectivity. Providing hotspots allows homeless and low income students to access online curriculum, complete homework assignments, participate in intervention and enrichment opportunities, and maintain communication with school staff regardless of housing instability. The Director of Educational Services oversees the documentation and monitoring of support time, resources, and services to ensure appropriate funding allocation and sufficient assistance for students and families. This action is provided on an LEA-wide basis because homeless students reside and attend schools across the district, and equitable access to internet connectivity is necessary to support consistent educational access and academic success for all identified students. | The effectiveness of providing internet hotspots and connectivity support to homeless students will be monitored through multiple state and local indicators. The district will review CAASPP English Language Arts and Mathematics performance data for homeless students, including Distance from Standard and overall achievement levels, to monitor academic progress and access to learning. Additionally, the district will monitor the Chronic Absenteeism Rate for homeless students through the California Dashboard to determine whether increased access to online resources and school supports improves school attendance and |

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| | | | engagement. Local monitoring tools will also include tracking hotspot distribution and usage, participation in digital instructional platforms and intervention programs, and ongoing service logs maintained by the district social worker and Director of Educational Services to ensure students and families receive timely and appropriate support. |
| **2.8** | **Action:**<br>Volunteer Background Checks<br><br>**Need:**<br>Feedback from the LCAP PAC and DELAC revealed that financial barriers were preventing some parents and guardians from participating in school volunteer opportunities. The cost of required background checks was a significant obstacle, limiting their ability to engage with the school community. This highlighted a need to foster a more inclusive environment by removing financial barriers and ensuring that all families, regardless of income, have equal access to participate in school activities and support student success.<br><br>**Scope:**<br>LEA-wide | Explanation:<br><br>The districtwide Volunteer Background Checks action addresses the needs of unduplicated pupils by removing financial barriers that limit family participation in school communities. Feedback from LCAP PAC and DELAC, along with site-level data, indicates that fingerprinting costs disproportionately affect low-income families, reducing their ability to participate in volunteer opportunities. In 2025–26, approximately 63% of RCSD students are identified as unduplicated pupils, including 42.5% who are socioeconomically disadvantaged, 11.9% who are English Learners, and 0.2% who are Foster Youth, reinforcing the need to expand equitable access to family engagement opportunities.<br><br>Rationale:<br><br>This action is implemented on an LEA-wide basis to ensure all families, regardless of income or | Metric 5: Local Control Accountability Plan (LCAP) Survey for Parents (yearly) |

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| | | school site, have equitable access to participation opportunities. The 2025 Dashboard highlights ongoing disparities in student outcomes, including chronic absenteeism rates for Foster Youth (48.5%) and Pacific Islander students (24.4%), both in the Red performance level. Strengthening family engagement is a key strategy to improve attendance, behavior, and student outcomes, particularly for unduplicated pupils. Removing financial barriers to volunteering supports stronger home-school partnerships across all sites.<br><br>Assessment:<br><br>Since implementing this action, RCSD has seen increased volunteer participation and family engagement, particularly at Title I sites and schools serving higher proportions of unduplicated students. Expanded access to volunteer opportunities has strengthened communication, relationships, and school connectedness, which are critical factors in improving student engagement. Ongoing monitoring of participation data and subgroup outcomes will ensure this action continues to effectively support unduplicated pupils and promote equitable access to school involvement opportunities. | |
| **2.9** | **Action:**<br>Health Coordinator, Health Assistants, and nurses<br><br>**Need:**<br>Analysis of 2025–26 district health office logs and chronic absenteeism data indicates that unduplicated pupils—Low-Income (LI), English Learners (EL), and Foster Youth (FY)—are | Explanation:<br><br>To meet the diverse health needs of students—and to address barriers faced by Low-Income (LI), English Learners (EL), and Foster Youth (FY)—RCSD implements a coordinated system of Health Coordinators, Nurses, and Health Assistants. Nurses develop individualized care plans, support medically fragile students, and coordinate with | Metric 1: Average Daily Attendance (ADA) (End of P2 each year) |

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| | disproportionately impacted by health-related absences, limiting consistent access to instruction. In elementary schools, over 40% of Foster Youth had 3 or more health-related absences in a semester, compared to 18% of their peers, highlighting a significant gap.<br><br>This pattern aligns with broader 2025 Dashboard trends, which show chronic absenteeism rates remain highest for Foster Youth (48.5%) and Pacific Islander students (24.4%), both in the Red performance level. These data reflect ongoing barriers for unduplicated students, including limited access to healthcare, housing instability, and challenges connecting to community services.<br><br>These findings highlight the need for coordinated, school-based health supports that provide proactive care, consistent monitoring, and family connection to services. Addressing these gaps is critical to improving attendance, engagement, and equitable access to learning conditions for unduplicated pupils.<br><br>**Scope:**<br>LEA-wide | families to ensure continuity of care. Health Assistants provide daily monitoring, immediate care, and connection to community health resources, particularly for unduplicated families. The Health Coordinator oversees implementation, ensuring consistent service delivery, staff training, and alignment of supports across sites.<br><br>Rationale:<br><br>An LEA-wide approach is necessary due to the scope and complexity of student health needs and the barriers faced by unduplicated pupils. 2025–26 data indicate that Foster Youth (48.5%) and Pacific Islander students (24.4%) experience the highest rates of chronic absenteeism, with health-related issues contributing to missed instructional time. Unduplicated students are more likely to face limited access to healthcare, financial constraints, and language barriers, underscoring the critical role of school-based services. This coordinated system increases equitable access to care, supports early intervention, and strengthens connections between schools, families, and community providers.<br><br>Assessment:<br><br>Through this action, RCSD has strengthened access to school-based health services, resulting in improved care coordination and reduced barriers for students. Nurses provide care plans and staff training, Health Assistants ensure daily supervision and family connection, and the Health Coordinator leads program monitoring and continuous improvement. These supports | |

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| | | contribute to reduced health-related absences and improved attendance, particularly for unduplicated students, supporting increased engagement and more equitable learning outcomes. | |
| **2.10** | **Action:**<br>Transportation<br><br>**Need:**<br>Unduplicated pupils—including Low-Income (LI) students, Foster Youth (FY), English Learners (EL), and students experiencing homelessness face significant transportation barriers that impact consistent school attendance and engagement. Many families lack reliable access to transportation due to financial constraints, housing instability, or limited access to public transit, which contributes to higher rates of chronic absenteeism among these student groups.<br><br>2025–26 data indicate that chronic absenteeism remains elevated for key subgroups, including Foster Youth (48.5%) and students experiencing homelessness, highlighting the need to reduce barriers to regular school attendance. Without consistent access to transportation, students are more likely to miss instructional time, experience disconnection from school, and face increased behavioral and academic challenges.<br><br>These findings underscore the need to provide equitable, school-based transportation supports, including complimentary bus services and alternative transportation options for students experiencing homelessness, to | Explanation:<br><br>This action provides transportation supports to reduce barriers to consistent school attendance for unduplicated pupils, including Low-Income students, Foster Youth, and students experiencing homelessness. Many of these students face limited or unreliable access to transportation, which contributes to missed instructional time and disengagement. The 2025 California Dashboard indicates that chronic absenteeism remains elevated for Foster Youth (48.5%) and Pacific Islander students (24.4%), underscoring the need to address barriers to regular attendance. By providing complimentary bus transportation and alternative arrangements, the district improves access to school and supports consistent participation in instructional and intervention programs.<br><br>Rationale:<br><br>This action is implemented on an LEA-wide basis to ensure equitable access to transportation for all students who experience barriers, regardless of school site. Transportation challenges are systemic across the district, particularly for unduplicated pupils who may face financial constraints, housing instability, or limited access to public transit. Providing transportation supports directly addresses a root cause of chronic absenteeism and strengthens student | Metric 1: Average Daily Attendance (ADA) (End of P2 each year)<br><br>Metric 8: Chronic Absenteeism Rate. Source: California Dashboard |

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| | improve attendance, engagement, and access to learning opportunities for unduplicated pupils.<br><br>**Scope:**<br>LEA-wide | engagement, belonging, and access to learning opportunities. An LEA-wide approach ensures consistent implementation and equitable support across all sites.<br><br>Assessment:<br><br>The district has implemented transportation supports to improve access and reduce absenteeism for unduplicated pupils. Effectiveness will be measured through reductions in chronic absenteeism rates, improved daily attendance, and increased participation in school and intervention programs, particularly for Low-Income students, Foster Youth, and students experiencing homelessness. Additional measures will include family feedback through LCAP surveys and site outreach. Early indicators show improved attendance patterns for students receiving transportation support, demonstrating progress toward more equitable access and engagement. | |
| **2.11** | **Action:**<br>Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics<br><br>**Need:**<br>Unduplicated pupils—particularly Low-Income students, Foster Youth, and Pacific Islander students—continue to experience disproportionately high rates of suspension and chronic absenteeism. The 2025 Dashboard indicates that Foster Youth have a suspension rate of 20.5% (+15.4%) and chronic absenteeism of 48.5%, while Pacific Islander students have a suspension rate of | Explanation:<br><br>RCSD provides four Board Certified Behavior Analysts (BCBAs) to deliver targeted behavioral support at schools serving high proportions of unduplicated pupils, including Low-Income students, Foster Youth, and Pacific Islander students. BCBAs implement Applied Behavior Analysis (ABA) strategies, provide staff training on evidence-based interventions, support the development and monitoring of Behavior Intervention Plans (BIPs), and partner with families to reinforce strategies at home. BCBAs also work directly with students receiving special education | Metric 4: Suspension Rate. Source: California Dashboard<br><br>Metric 8: Chronic Absenteeism Rate. Source: California Dashboard |

| 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 |
|---|---|---|---|
| | 6.4% (+6.4%) and chronic absenteeism of 24.4%, all in the Red performance level. These outcomes significantly exceed district averages and highlight persistent equity gaps.<br><br>Educational partner input and site-level data further indicate that unduplicated students are more likely to experience trauma, instability, and behavioral health challenges, which impact engagement and behavior. To address these needs, Board Certified Behavior Analysts (BCBAs) provide intensive, school-based behavioral supports, including functional behavior assessments, targeted interventions, and staff coaching. These supports strengthen inclusive environments, improve behavior outcomes, and increase engagement for unduplicated pupils.<br><br>**Scope:**<br>LEA-wide | services, strengthening inclusive practices and improving student engagement.<br><br>Rationale:<br><br>The 2025 California Dashboard indicates persistent disparities in behavioral outcomes, particularly for unduplicated pupils. Foster Youth (20.5%, +15.4%) and Pacific Islander students (6.4%, +6.4%) are in the Red performance level for suspensions, and chronic absenteeism remains elevated for Foster Youth (48.5%) and Pacific Islander students (24.4%). These data highlight a continued need for intensive, site-based behavioral supports. Educational partner input further emphasizes the importance of embedded experts who can coach staff, support consistent implementation of interventions, and partner with families to address behavior-related barriers to learning.<br><br>Assessment:<br><br>The effectiveness of BCBA services will be measured through reductions in suspension rates, decreases in chronic absenteeism, and progress toward behavioral IEP goals, particularly for unduplicated pupils. Ongoing monitoring of disaggregated behavior and attendance data will guide adjustments to support. Staff feedback continues to indicate increased confidence in behavior management with BCBA support, and family input reflects improved consistency and communication of behavior strategies. These outcomes demonstrate progress toward strengthening school climate and improving | |

| 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 |
|---|---|---|---|
| | | student engagement among those with the greatest needs. | |
| **2.13** | **Action:**<br>Attendance Monitoring Program<br><br>**Need:**<br>Chronic absenteeism remains a key area of focus in RCSD. The 2025 California School Dashboard shows All Students in the Yellow performance level, with a +1.0% increase, indicating a need to strengthen current efforts. Disaggregated data highlight persistent disparities, with Foster Youth (48.5%), Pacific Islander students (24.4%), and students experiencing homelessness (33%) in the Red performance level, significantly above the district average.<br><br>Local data also indicate that health, transportation, and housing barriers continue to impact attendance for unduplicated pupils. These trends underscore the need for continued early identification, consistent monitoring, and targeted outreach to improve attendance and close gaps.<br><br>**Scope:**<br>LEA-wide | Explanation:<br><br>Chronic absenteeism continues to disproportionately affect unduplicated students in RCSD. The 2025 California School Dashboard shows that all students remain in the Yellow performance level, with a +1.0% increase, indicating a need to strengthen current efforts. Significant disparities persist, with Foster Youth (48.5%), Pacific Islander students (24.4%), and students experiencing homelessness (33%) in the Red performance level. While prior implementation of the A2A/Attend attendance system contributed to improved monitoring and outreach, the most recent data highlight the need to sustain and intensify efforts to close attendance gaps.<br><br>Rationale:<br><br>The A2A/Attend system provides real-time attendance tracking and automated, supportive communication to families, enabling early identification of attendance concerns. These supports are especially critical for unduplicated students, who are more likely to face transportation, health, housing, and economic barriers. Strengthening consistent use of this system across sites supports timely intervention, improved family communication, and increased student engagement, all key factors in reducing chronic absenteeism.<br><br>Assessment: | Metric 1: Average Daily Attendance (ADA) (End of P2 each year) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | The implementation of A2A/Attend has improved data monitoring and family outreach, allowing staff to focus more on direct engagement and targeted support. However, 2025 Dashboard data indicate that attendance gaps persist for key student groups, reinforcing the need for continued refinement. Effectiveness will be measured through reductions in chronic absenteeism overall and by subgroup, with ongoing monitoring to ensure that supports effectively address barriers and improve outcomes for unduplicated pupils. | |
| **3.1** | **Action:**<br>California Teacher Induction Program<br><br>**Need:**<br>District staff and educational partners continue to identify the need to strengthen instructional supports for English Learners, Foster Youth, students with disabilities, and middle school students. To address these needs, RCSD prioritizes the recruitment, development, and retention of high-quality educators committed to long-term service and continuous instructional growth. Through its partnership with the Placer County Office of Education, the California Teacher Induction Program provides structured support for first- and second-year teachers through mentorship, instructional coaching, classroom management support, and professional learning opportunities.<br><br>Recent student performance data continues to demonstrate the need to accelerate progress in English Language Arts achievement and English Learner outcomes, particularly among unduplicated student groups. In response, the | Explanation:<br><br>The California Teacher Induction Program is implemented districtwide to support first- and second-year teachers through structured mentoring, instructional coaching, and targeted professional development. The program is designed to strengthen instructional effectiveness and support teachers in meeting the needs of all students, including English Learners, students with disabilities, Foster Youth, Low-Income students, and students experiencing homelessness.<br><br>While RCSD maintained overall Green performance levels in English Language Arts on the 2025 California School Dashboard, student group performance data continues to demonstrate achievement gaps among historically underserved student groups. English Learners, Students with Disabilities, and students experiencing homelessness continued to perform below the districtwide All Students group, indicating a continued need to strengthen instructional practices, intervention systems, and differentiated supports. These data reinforce the importance of | Metric 5: Local Control Accountability Plan (LCAP) Survey for Staff (yearly)<br><br>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly) |

| 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 |
|---|---|---|---|
| | induction program emphasizes effective Tier I instruction, targeted Tier II interventions, standards-based curriculum implementation, differentiated instructional practices, and collaboration through Professional Learning Communities (PLCs). These supports are designed to build teacher capacity, strengthen instructional consistency across sites, and improve educators' ability to meet the academic, behavioral, and social-emotional needs of all students.<br><br>**Scope:**<br>LEA-wide | investing in high-quality induction, mentoring, and coaching systems to build teacher capacity and improve student outcomes across all schools and student groups.<br><br>Rationale:<br><br>Approximately 28% of certificated staff have fewer than three years of experience, highlighting the importance of structured support systems for early-career educators. Research from the Learning Policy Institute (Carver-Thomas & Darling-Hammond, 2017) indicates that comprehensive induction programs can improve teacher retention, instructional effectiveness, and student outcomes. Implementing the induction program districtwide supports consistency in instructional practices, classroom management, standards-based instruction, and student support systems across sites.<br><br>The program also supports RCSD's ongoing efforts to strengthen Tier I instruction, intervention practices, and support for unduplicated student groups, particularly in foundational literacy and mathematics instruction.<br><br>Assessment:<br><br>Through its partnership with the Placer County Office of Education, RCSD provides induction participants with mentoring, instructional coaching, and professional learning focused on classroom management, standards-based instruction, differentiated instruction, and intervention strategies. Professional Learning Communities | |

| 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 |
|---|---|---|---|
| | | (PLCs), site-based collaboration, and targeted professional development opportunities further support teachers in addressing student learning needs and achievement gaps identified through local and California School Dashboard data.<br><br>Program effectiveness will continue to be measured through teacher retention data, participant feedback, instructional growth, and student outcome measures, including English Language Arts and Mathematics performance and English Learner progress aligned to Metrics 1.1, 1.2, and 1.5. RCSD will continue monitoring implementation and outcomes to ensure the induction program effectively builds teacher capacity, supports instructional consistency, and improves outcomes for all students. | |
| **3.5** | **Action:**<br>Provide Science Supplemental Materials<br><br>**Need:**<br><br>**Scope:** | | Metric 5: Local Control Accountability Plan (LCAP) Survey for Staff (yearly)<br><br>Metric 6: Local Control Accountability Plan (LCAP) Survey for Students (yearly) |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.14** | **Action:**<br>Quality Mainstream English Learner Program<br><br>**Need:**<br>Explanation<br>RCSD is implementing a comprehensive, high-quality English Learner program that includes professional development, EL stipends, and the deployment of English Learner Liaisons at every school site. The program emphasizes designated and integrated ELD instruction aligned with California ELD standards, with training provided to all classroom teachers. EL stipends will compensate educators for their additional responsibilities in instructional planning, assessment support, and collaboration time beyond the regular contract. EL Liaisons serve as advocates and key communication bridges, supporting assessments, family engagement, and access to academic and social resources.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Explanation<br>RCSD is implementing a comprehensive, high-quality English Learner program that includes professional development, EL stipends, and the deployment of English Learner Liaisons at every school site. The program emphasizes designated and integrated ELD instruction aligned with California ELD standards, and provides training for all classroom teachers. EL stipends will compensate educators for their additional responsibilities in instructional planning, assessment support, and collaboration time beyond the regular contract. EL Liaisons serve as advocates and key communication bridges, supporting assessments, family engagement, and access to academic and social resources.<br><br>Rationale<br>This action is principally directed toward English Learners, a high-priority unduplicated group within the district. Research and local implementation data confirm that targeted, sustained professional learning and staffing support significantly enhance the quality of ELD instruction. EL Liaisons are critical in reducing barriers for families and improving outcomes through trust-building and tailored support. Providing stipends acknowledges and incentivizes the additional work teachers perform to ensure ELs receive equitable access to instruction. This comprehensive approach aligns with RCSD's commitment to prevent Long-Term | Metric 1: ELA CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 2: MATH CAASPP Achievement: Percentage of students meeting or exceeding standards Source: State CAASPP Reporting<br><br>Metric 5: English Learner Progress: percentage of English Learners who make progress as defined on the California School Dashboard Source: California School Dashboard (CALPADS)<br><br>Metric 6: English Learner Redesignation Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | English Learner status and promote rapid language acquisition and academic achievement.<br><br>Assessments<br>The effectiveness of RCSD's Quality Mainstream English Learner Program will be assessed through a comprehensive set of metrics aligned with district goals for English Learners. Key indicators will include ELPAC growth scores to measure annual language development and reclassification rates to track the number of EL students achieving English proficiency. Student performance on the CAASPP ELA and Math assessments will also be analyzed, both for reclassified and current EL students. Additionally, participation logs and qualitative feedback from professional development sessions will help evaluate how the training supports instructional improvements. Family engagement will be monitored through attendance at EL-focused events and workshops, coordinated by site-based EL Liaisons. Staff and student surveys will provide insights into perceptions of instructional support and inclusivity for EL students. The district will also closely track the rate of Long-Term English Learner designation, aiming to reduce the number of students who remain in EL status for extended periods. These data points will be reviewed regularly, disaggregated by site and proficiency level, to inform any necessary adjustments in program implementation. | |
| **1.22** | **Action:**<br>Translation Services<br><br>**Need:** | Explanation (Targeted Action):<br><br>This action provides targeted translation services to support English Learner families of Students with Disabilities within the Roseville City School | Metric 7: Local Control Accountability Plan (LCAP) Survey for Parents (yearly) |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Parents and staff have identified a critical need within the school community, particularly for English Learners and Students with Disabilities. Many families face communication barriers that limit effective home–school partnerships, making it more difficult to engage consistently with the school. These challenges can lead to misunderstandings regarding academic progress, school expectations, and available support resources, ultimately impacting student success.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | District. The purpose is to reduce communication barriers that limit effective home–school collaboration. Services are provided in multiple formats—including written translation, in-person interpretation, and phone support—throughout the academic year to ensure all communications are accessible regardless of language. This targeted approach allows the district to address the specific needs of this student group and strengthen meaningful engagement between schools and families.<br><br>Rationale:<br><br>Focusing resources on English Learner families of Students with Disabilities ensures support is directed where communication barriers most significantly impact access and engagement. This targeted approach improves families' ability to understand academic expectations, participate in decision-making processes, and access available supports. By addressing these barriers, the district strengthens partnerships with families and promotes more equitable access to educational services.<br><br>Assessment (Effectiveness & Metrics):<br><br>Translation services are provided year-round in written, verbal, and in-person formats to ensure consistent access to information and support. In 2025, continued positive feedback from families and improved engagement trends indicate the effectiveness of this action. Effectiveness will be measured through LCAP survey results, family participation rates (e.g., IEP meetings, | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | conferences), and increased access to school communications. Ongoing monitoring will ensure services remain responsive and continue to support meaningful family engagement and student success. | |

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

## Additional Concentration Grant Funding

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

N/A

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

# 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 | 143,255,272 | 12,565,600 | 8.771% | 0.325% | 9.096% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $93,183,116.00 | $51,870,727.00 | $378,585.00 | $11,426,315.00 | $156,858,743.00 | $152,137,511.00 | $4,721,232.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | iReady Assessments for progress monitoring | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $251,798.00 | $251,798.00 | | | | $251,798.00 | |
| 1 | 1.2 | iReady Instruction | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 1 | 1.3 | Intervention Teachers | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Kaseberg, Sargeant, Eich, Cirby, and Buljan | Ongoing | $860,209.00 | $0.00 | $379,894.00 | | | $480,315.00 | $860,209.00 | |
| 1 | 1.4 | Title I Class Size Reduction | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Kaseberg and Cirby Elementary School Transitional Kindergarten, Intermediate Grades | Ongoing | $653,735.00 | $0.00 | $653,735.00 | | | | $653,735.00 | |
| 1 | 1.5 | Directors and Administrative Assistants | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $923,588.00 | $0.00 | $767,787.00 | $155,801.00 | | | $923,588.00 | |
| 1 | 1.6 | Director of Educational Technology - Discontinued for 25-26 | | | | | | | | | | | | | | |
| 1 | 1.7 | College and Career Pathways aligned to high schools | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Middle schools and Sargeant, and Brown | Ongoing | $652,896.00 | $66,950.00 | $719,846.00 | | | | $719,846.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Elementary Schools | | | | | | | | | |
| 1 | 1.8 | Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,576,760.00 | $126,659.00 | $1,703,419.00 | | | | $1,703,419.00 | |
| 1 | 1.9 | Coordinators | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $733,092.00 | $0.00 | $641,598.00 | | | $91,494.00 | $733,092.00 | |
| 1 | 1.10 | Teachers on Special Assignment (TOSA) Discontinued for 26-27 | | | | | | | | | | | | | | |
| 1 | 1.11 | Educational Technology Programs | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $200,603.00 | $200,603.00 | | | | $200,603.00 | |
| 1 | 1.12 | English Learner Newcomer Support | Students with Disabilities<br>English Learners | No | | | All Schools | Ongoing | $26,300.00 | $0.00 | | | | $26,300.00 | $26,300.00 | |
| 1 | 1.13 | English Learner Instructional Assistants | Students with Disabilities<br>English Learners | No | | | Specific Schools: Eich and Buljan Middle Schools | Ongoing | $71,833.00 | $0.00 | | | | $71,833.00 | $71,833.00 | |
| 1 | 1.14 | Quality Mainstream English Learner Program | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $93,517.00 | $0.00 | $93,517.00 | | | | $93,517.00 | |
| 1 | 1.15 | Executive Director, Director, and Coordinator | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $842,297.00 | $0.00 | $590,274.00 | $252,023.00 | | | $842,297.00 | |
| 1 | 1.16 | TK instructional assistants will be 6-hour employees | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Elementary Schools Transitional Kindergarten | Ongoing | $649,613.00 | $0.00 | $649,613.00 | | | | $649,613.00 | |
| 1 | 1.17 | Middle School Math Intervention teachers | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | Specific Schools: Middle Schools Sixth-Grade Classes | Ongoing | $586,128.00 | $0.00 | $586,128.00 | | | | $586,128.00 | |

| 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 | 1.18 | Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Elementary Schools Transitional Kindergarten, Kindergarten | Ongoing | $164,479.00 | $0.00 | $164,479.00 | | | | $164,479.00 | |
| 1 | 1.19 | Administrator Workdays Discontinued for 26-27 | English Learners<br>Foster Youth<br>Low Income | | | English Learners<br>Foster Youth<br>Low Income | All Schools | | | | | | | | | |
| 1 | 1.20 | Community Liaisons | All<br>Low-Income | No | | | Specific Schools: Kaseberg, Cirby | Ongoing | $104,232.00 | $0.00 | | | | $104,232.00 | $104,232.00 | |
| 1 | 1.21 | LCAP Parent Survey | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $58,710.00 | $58,710.00 | | | | $58,710.00 | |
| 1 | 1.22 | Translation Services | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $41,953.00 | $46,350.00 | $88,303.00 | | | | $88,303.00 | |
| 1 | 1.23 | Parent Engagement at Title I Schools | All | No | | | Specific Schools: Kaseberg, Cirby TK-5th grade | Ongoing | $0.00 | $12,465.00 | | | | $12,465.00 | $12,465.00 | |
| 1 | 1.24 | Support by high school students | All | No | | | All Schools | Ongoing | $0.00 | $0.00 | | | $0.00 | | $0.00 | |
| 1 | 1.25 | Executive Director of Communication and Community Engagement | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $370,512.00 | $0.00 | $370,512.00 | | | | $370,512.00 | |
| 1 | 1.26 | Executive Director of Assessment, Planning, and Analysis | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $244,542.00 | $0.00 | $244,542.00 | | | | $244,542.00 | |
| 2 | 2.1 | Teacher in Charge (TIC) Stipends | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $41,512.00 | $0.00 | $41,512.00 | | | | $41,512.00 | |
| 2 | 2.2 | Assistant Principals | English Learners<br>Foster Youth | Yes | Schoolwide | English Learners<br>Foster Youth | Specific Schools: Middle | Ongoing | $2,325,300.00 | $0.00 | $1,928,738.00 | $396,562.00 | | | $2,325,300.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | | Low Income | schools, large elementary schools or larger elementary schools with more than two special education programs | | | | | | | | | |
| 2 | 2.3 | Second Step Curriculum | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $38,132.00 | $38,132.00 | | | | $38,132.00 | |
| 2 | 2.4 | Site Initiatives to support the LCAP goals | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $59,045.00 | $489,386.00 | $548,431.00 | | | | $548,431.00 | |
| 2 | 2.5 | School Mental Health Professionals and support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $4,445,464.00 | $23,264.00 | $1,286,915.00 | $3,181,813.00 | | | $4,468,728.00 | |
| 2 | 2.6 | Supports and Resources for Homeless Youth | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $20,515.00 | $515.00 | | | $20,000.00 | $20,515.00 | |
| 2 | 2.7 | After School Education & Safety Program(ASES) Discontinued for 26-27 | | | | | | | $0.00 | $0.00 | | $0.00 | | | $0.00 | |
| 2 | 2.8 | Volunteer Background Checks | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $206.00 | $206.00 | | | | $206.00 | |
| 2 | 2.9 | Health Coordinator, Health Assistants, and nurses | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,684,518.00 | $5,150.00 | $1,689,668.00 | | | | $1,689,668.00 | |
| 2 | 2.10 | Transportation | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $221,450.00 | $221,450.00 | | | | $221,450.00 | |
| 2 | 2.11 | Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | Ongoing | $726,387.00 | $0.00 | $164,852.00 | $561,535.00 | | | $726,387.00 | |
| 2 | 2.12 | Safe School Plans and Safety Measures | All | No | | | All Schools | Ongoing | $0.00 | $58,000.00 | $58,000.00 | | | | $58,000.00 | |
| 2 | 2.13 | Attendance Monitoring Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $79,356.00 | $79,356.00 | | | | $79,356.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.1 | California Teacher Induction Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing | $0.00 | $141,200.00 | $41,200.00 | | | $100,000.00 | $141,200.00 | |
| 3 | 3.2 | Continue maintenance of quality school facilities | All | No | | | All Schools | Ongoing | $0.00 | $1,457,000.00 | $1,457,000.00 | | | | $1,457,000.00 | |
| 3 | 3.3 | Provide Standards-Aligned Instructional Materials | All | No | | | All Schools | Ongoing | $0.00 | $1,393,038.00 | $558,243.00 | $834,795.00 | | | $1,393,038.00 | |
| 3 | 3.4 | Provide Qualified Certificated and Classified Staff | All | No | | | All Schools | Ongoing | $134,259,599.00 | $0.00 | $76,904,140.00 | $46,457,198.00 | $378,585.00 | $10,519,676.00 | $134,259,599.00 | |
| 3 | 3.5 | Provide Science Supplemental Materials | All | No | | | All Schools | Ongoing | $0.00 | $31,000.00 | | $31,000.00 | | | $31,000.00 | |
| 3 | 3.6 | County Approved Budget | All | No | | | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 143,255,272 | 12,565,600 | 8.771% | 0.325% | 9.096% | $14,205,733.00 | 0.000% | 9.916 % | **Total:** | $14,205,733.00 |
| | | | | | | | | **LEA-wide Total:** | $10,341,700.00 |
| | | | | | | | | **Limited Total:** | $181,820.00 |
| | | | | | | | | **Schoolwide Total:** | $3,682,213.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | iReady Assessments for progress monitoring | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $251,798.00 | |
| **1** | **1.2** | iReady Instruction | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| **1** | **1.3** | Intervention Teachers | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Kaseberg, Sargeant, Eich, Cirby, and Buljan | $379,894.00 | |
| **1** | **1.4** | Title I Class Size Reduction | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Kaseberg and Cirby Elementary School Transitional Kindergarten, Intermediate Grades | $653,735.00 | |
| **1** | **1.5** | Directors and Administrative Assistants | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $767,787.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 1 | 1.7 | College and Career Pathways aligned to high schools | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Middle schools and Sargeant, and Brown Elementary Schools | $719,846.00 | |
| 1 | 1.8 | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,703,419.00 | |
| 1 | 1.9 | Coordinators | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $641,598.00 | |
| 1 | 1.11 | Educational Technology Programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $200,603.00 | |
| 1 | 1.14 | Quality Mainstream English Learner Program | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $93,517.00 | |
| 1 | 1.15 | Executive Director, Director, and Coordinator | Yes | LEA-wide | English Learners | All Schools | $590,274.00 | |
| 1 | 1.16 | TK instructional assistants will be 6-hour employees | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Elementary Schools Transitional Kindergarten | $649,613.00 | |
| 1 | 1.17 | Middle School Math Intervention teachers | Yes | LEA-wide | English Learners<br>Low Income | Specific Schools: Middle Schools Sixth-Grade Classes | $586,128.00 | |
| 1 | 1.18 | Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Elementary Schools Transitional Kindergarten, Kindergarten | $164,479.00 | |
| 1 | 1.19 | Administrator Workdays Discontinued for 26-27 | | | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| 1 | 1.21 | LCAP Parent Survey | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $58,710.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 1 | 1.22 | Translation Services | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $88,303.00 | |
| 1 | 1.25 | Executive Director of Communication and Community Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $370,512.00 | |
| 1 | 1.26 | Executive Director of Assessment, Planning, and Analysis | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $244,542.00 | |
| 2 | 2.1 | Teacher in Charge (TIC) Stipends | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $41,512.00 | |
| 2 | 2.2 | Assistant Principals | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Middle schools, large elementary schools or larger elementary schools with more than two special education programs | $1,928,738.00 | |
| 2 | 2.3 | Second Step Curriculum | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $38,132.00 | |
| 2 | 2.4 | Site Initiatives to support the LCAP goals | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $548,431.00 | |
| 2 | 2.5 | School Mental Health Professionals and support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,286,915.00 | |
| 2 | 2.6 | Supports and Resources for Homeless Youth | Yes | LEA-wide | Low Income | All Schools | $515.00 | |
| 2 | 2.8 | Volunteer Background Checks | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $206.00 | |
| 2 | 2.9 | Health Coordinator, Health Assistants, and nurses | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,689,668.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.10 | Transportation | Yes | LEA-wide | Low Income | All Schools | $221,450.00 | |
| 2 | 2.11 | Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $164,852.00 | |
| 2 | 2.13 | Attendance Monitoring Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $79,356.00 | |
| 3 | 3.1 | California Teacher Induction Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $41,200.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $149,441,060.00 | $154,728,688.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | iReady Assessments for progress monitoring | Yes | $206,871.00 | 206,871.00 |
| **1** | **1.2** | iReady Instruction | Yes | $0.00 | 0.00 |
| **1** | **1.3** | Intervention Teachers | Yes | $833,541.00 | 850,728.00 |
| **1** | **1.4** | Title I Class Size Reduction | Yes | $1,009,948.00 | 1,288,370.00 |
| **1** | **1.5** | Directors and Administrative Assistants | Yes | $879,432.00 | 928,959.00 |
| **1** | **1.6** | Director of Educational Technology - Discontinued for 25-26 | | $0.00 | 0.00 |
| **1** | **1.7** | College and Career Pathways aligned to high schools | Yes | $816,810.00 | 768,280.00 |
| **1** | **1.8** | Professional Development | Yes | $1,679,716.00 | 1,670,994.00 |
| **1** | **1.9** | Coordinators | Yes | $710,285.00 | 728,511.00 |
| **1** | **1.10** | Teachers on Special Assignment (TOSA) | Yes | $158,281.00 | 161,577.00 |
| **1** | **1.11** | Educational Technology Programs | Yes | $210,333.00 | 224,103.00 |

| 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 | 1.12 | English Learner Newcomer Support | No | $24,662.00 | 25,175.00 |
| 1 | 1.13 | English Learner Instructional Assistants | No | $68,133.00 | 67,503.00 |
| 1 | 1.14 | Quality Mainstream English Learner Program | Yes | $91,296.00 | 86,230.00 |
| 1 | 1.15 | Executive Director, Director, and Coordinator | Yes | $619,958.00 | 688,173.00 |
| 1 | 1.16 | TK instructional assistants will be 6-hour employees | Yes | $560,630.00 | 635,952.00 |
| 1 | 1.17 | Middle School Math Intervention teachers | Yes | $558,936.00 | 574,017.00 |
| 1 | 1.18 | Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions | Yes | $156,961.00 | 160,229.00 |
| 1 | 1.19 | Administrator Workdays | Yes | $204,335.00 | 187,111.00 |
| 1 | 1.20 | Community Liaisons | No | $99,167.00 | 100,659.00 |
| 1 | 1.21 | LCAP Parent Survey | Yes | $58,710.00 | 55,691.00 |
| 1 | 1.22 | Translation Services | Yes | $49,748.00 | 92,140.00 |
| 1 | 1.23 | Parent Engagement at Title I Schools | Yes | $12,251.00 | 2,409.00 |
| 1 | 1.24 | Support by high school students | No | $0.00 | 0.00 |

| 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 | 1.25 | Executive Director of Communication and Community Engagement | Yes | $359,352.00 | 365,999.00 |
| 1 | 1.26 | Executive Director of Assessment, Planning, and Analysis - New Action for 25-26 | Yes | $205,565.00 | 243,465.00 |
| 2 | 2.1 | Teacher in Charge (TIC) Stipends | Yes | $12,655.00 | 37,112.00 |
| 2 | 2.2 | Assistant Principals | Yes | $1,875,418.00 | 1,640,815.00 |
| 2 | 2.3 | Second Step Curriculum | Yes | $40,559.00 | 38,131.00 |
| 2 | 2.4 | Site Initiatives to support the LCAP goals | Yes | $515,396.00 | 533,216.00 |
| 2 | 2.5 | School Mental Health Professionals and support | Yes | $3,906,504.00 | 3,820,675.00 |
| 2 | 2.6 | Supports and Resources for Homeless Youth | No | $11,000.00 | 5,995.00 |
| 2 | 2.7 | After School Education & Safety Program(ASES) | No | $305,224.00 | 305,224.00 |
| 2 | 2.8 | Volunteer Background Checks | Yes | $206.00 | 0.00 |
| 2 | 2.9 | Health Coordinator, Health Assistants, and nurses | Yes | $1,575,263.00 | 1,803,091.00 |
| 2 | 2.10 | Transportation | Yes | $224,950.00 | 182,553.00 |
| 2 | 2.11 | Provide Board Certified Behavior Analysts and Instructional Assistants to support behavior and academics | Yes | $735,730.00 | 719,723.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **2** | **2.12** | Safe School Plans and Safety Measures | No | $25,000.00 | 56,244.00 |
| **2** | **2.13** | Attendance Monitoring Program | Yes | $80,134.00 | 79,356.00 |
| **3** | **3.1** | California Teacher Induction Program | Yes | $128,750.00 | 152,337.00 |
| **3** | **3.2** | Continue maintenance of quality school facilities | No | $2,264,212.00 | 1,828,448.00 |
| **3** | **3.3** | Provide Standards-Aligned Instructional Materials | No | $988,435.00 | 1,335,300.00 |
| **3** | **3.4** | Provide Qualified Certificated and Classified Staff | No | $127,150,888.00 | 132,048,507.00 |
| **3** | **3.5** | Provide Science Supplemental Materials | No | $25,815.00 | 28,815.00 |
| **3** | **3.6** | County Approved Budget | No | $0.00 | 0.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 13,645,299 | $14,053,328.00 | $14,270,340.00 | ($217,012.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | iReady Assessments for progress monitoring | Yes | $206,871.00 | 206,871 | | |
| 1 | 1.2 | iReady Instruction | Yes | $0.00 | 0.00 | | |
| 1 | 1.3 | Intervention Teachers | Yes | $522,061.00 | 532,424 | | |
| 1 | 1.4 | Title I Class Size Reduction | Yes | $598,950.00 | 1,000,201 | | |
| 1 | 1.5 | Directors and Administrative Assistants | Yes | $729,323.00 | 774,559 | | |
| 1 | 1.7 | College and Career Pathways aligned to high schools | Yes | $811,810.00 | 764,684 | | |
| 1 | 1.8 | Professional Development | Yes | $1,679,716.00 | 1,670,994 | | |
| 1 | 1.9 | Coordinators | Yes | $539,481.00 | 637,583 | | |
| 1 | 1.10 | Teachers on Special Assignment (TOSA) | Yes | $158,281.00 | 161,577 | | |
| 1 | 1.11 | Educational Technology Programs | Yes | $210,333.00 | 224,103 | | |
| 1 | 1.14 | Quality Mainstream English Learner Program | Yes | $91,296.00 | 86,230 | | |
| 1 | 1.15 | Executive Director, Director, and Coordinator | Yes | $380,464.00 | 431,929 | | |
| 1 | 1.16 | TK instructional assistants will be 6-hour employees | Yes | $560,630.00 | 635,952 | | |

| 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 | 1.17 | Middle School Math Intervention teachers | Yes | $558,936.00 | 574,017 | | |
| 1 | 1.18 | Six-hour Kindergarten classes and five-hour Transitional Kindergarten sessions | Yes | $156,961.00 | 160,229 | | |
| 1 | 1.19 | Administrator Workdays | Yes | $204,335.00 | 179,441 | | |
| 1 | 1.21 | LCAP Parent Survey | Yes | $58,710.00 | 55,691 | | |
| 1 | 1.22 | Translation Services | Yes | $28,449.00 | 92,140 | | |
| 1 | 1.23 | Parent Engagement at Title I Schools | Yes | $1,200.00 | 0.00 | | |
| 1 | 1.25 | Executive Director of Communication and Community Engagement | Yes | $359,352.00 | 365,999 | | |
| 1 | 1.26 | Executive Director of Assessment, Planning, and Analysis - New Action for 25-26 | Yes | $205,565.00 | 243,465 | | |
| 2 | 2.1 | Teacher in Charge (TIC) Stipends | Yes | $12,655.00 | 37,112 | | |
| 2 | 2.2 | Assistant Principals | Yes | $1,875,418.00 | 1,640,815 | | |
| 2 | 2.3 | Second Step Curriculum | Yes | $40,559.00 | 38,131 | | |
| 2 | 2.4 | Site Initiatives to support the LCAP goals | Yes | $515,396.00 | 533,216 | | |
| 2 | 2.5 | School Mental Health Professionals and support | Yes | $984,611.00 | 1,005,402 | | |
| 2 | 2.8 | Volunteer Background Checks | Yes | $206.00 | 0.00 | | |
| 2 | 2.9 | Health Coordinator, Health Assistants, and nurses | Yes | $1,575,263.00 | 1,646,942 | | |
| 2 | 2.10 | Transportation | Yes | $222,950.00 | 182,538 | | |
| 2 | 2.11 | Provide Board Certified Behavior | Yes | $554,662.00 | 156,402 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| | | Analysts and Instructional Assistants to support behavior and academics | | | | | |
| **2** | **2.13** | Attendance Monitoring Program | Yes | $80,134.00 | 79,356 | | |
| **3** | **3.1** | California Teacher Induction Program | Yes | $128,750.00 | 152,337 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 136,320,065 | 13,645,299 | 0.784 | 10.794% | $14,270,340.00 | 0.000% | 10.468% | $443,708.31 | 0.325% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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