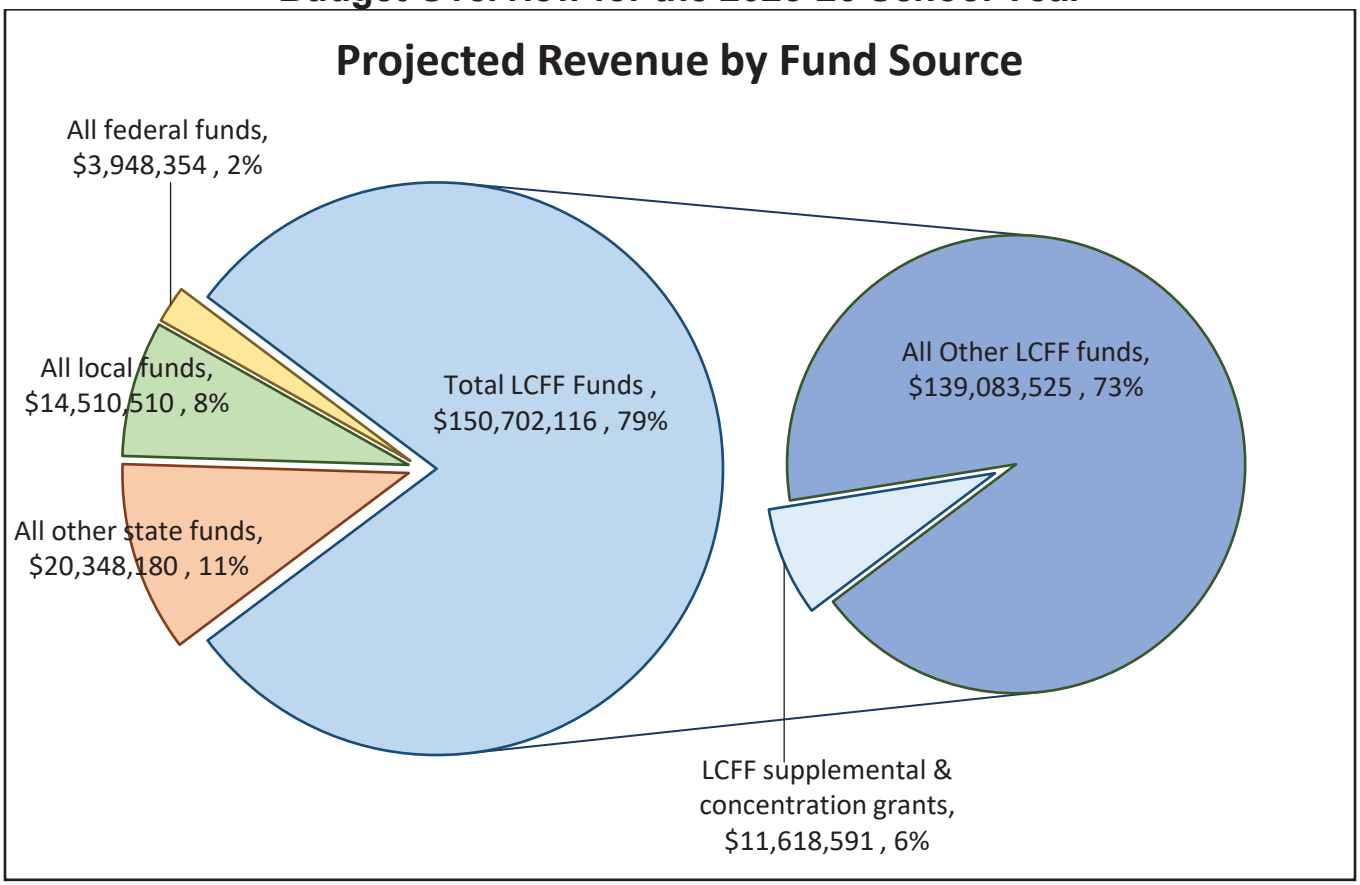
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Roseville Joint Union High School District
CDS Code: 31-66928
School Year: 2025-26
LEA contact information:
Dr. Tu Carroz
Assistant Superintendent
tcarroz@rjuhsd.us
(916) 782-5979

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

Budget Overview for the 2025-26 School Year

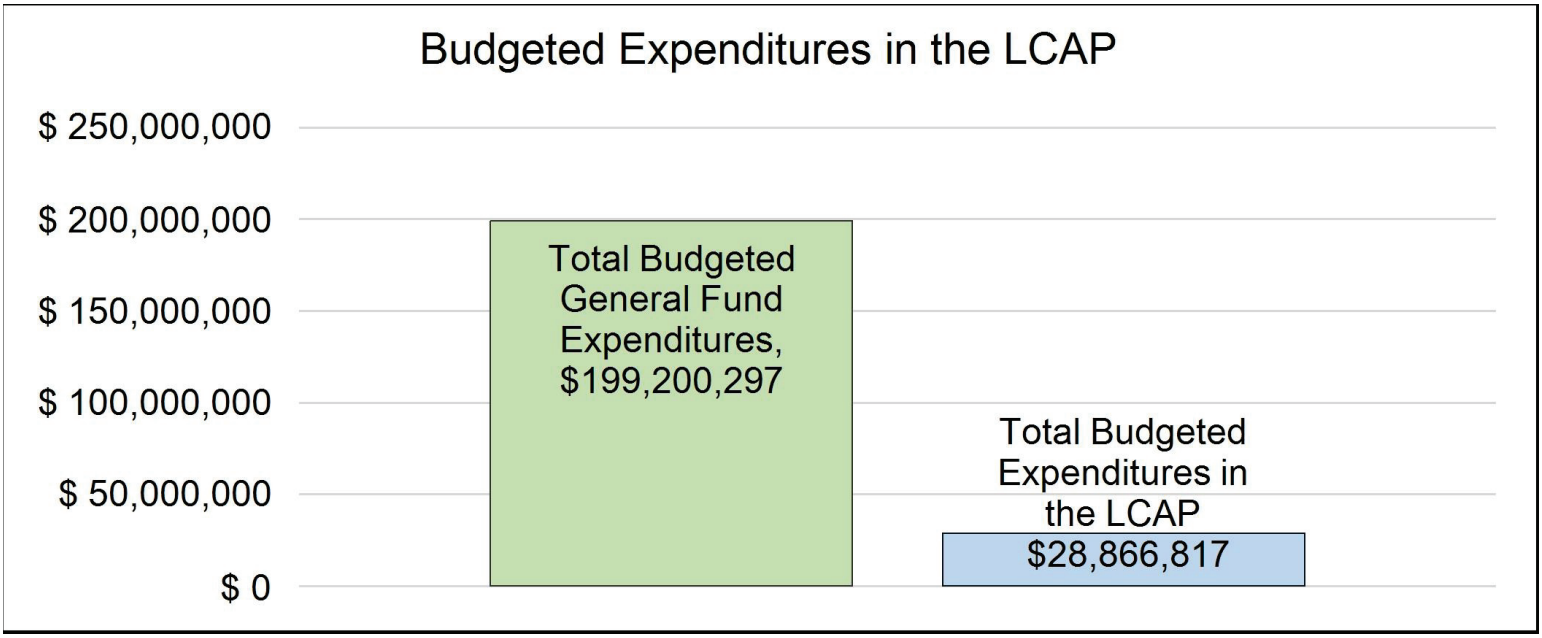


This chart shows the total general purpose revenue Roseville Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Roseville Joint Union High School District is $189,509,160, of which $150702116 is Local Control Funding Formula (LCFF), $20348180 is other state funds, $14510510 is local funds, and $3948354 is federal funds. Of the $150702116 in LCFF Funds, $11618591 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 Joint Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Roseville Joint Union High School District plans to spend $199200297 for the 2025-26 school year. Of that amount, $28866817 is tied to actions/services in the LCAP and $170,333,480 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

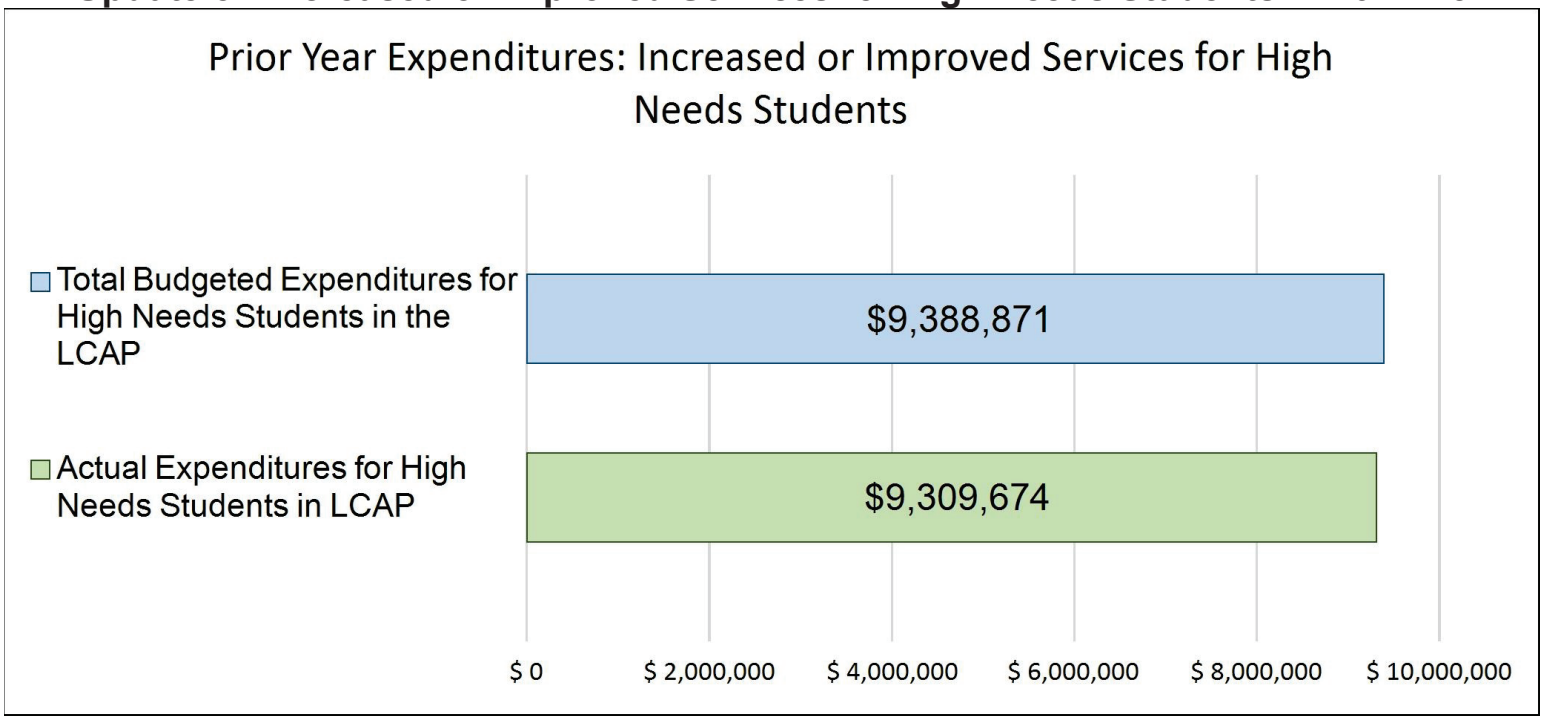
General fund expenditures not included in the LCAP include certificated and classified salaries and benefits, special education costs, facilities and maintenance upkeep, transportation, administrative costs and core education program needs.

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

In 2025-26, Roseville Joint Union High School District is projecting it will receive $11618591 based on the enrollment of foster youth, English learner, and low-income students. Roseville Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Roseville Joint Union High School District plans to spend $12018591 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Roseville Joint Union High School District's LCAP budgeted $9388871 for planned actions to increase or improve services for high needs students. Roseville Joint Union High School District actually spent $9309674 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $79,197 had the following impact on Roseville Joint Union High School District’s ability to increase or improve services for high needs students:

The total actual expenditures for high needs students in 2024–25 were slightly lower than budgeted due to staffing vacancies and offset by salary settlements. First, the Chief Officer of Strategic Communication and Engagement position was not filled until March 2025, resulting in approximately $150,000 in vacancy savings. Second, a $175,000 mental health specialist position remained unfilled for the year and was ultimately closed. While the district continued to provide core services, these vacancies limited the planned expansion of communication outreach and mental health support for high needs students during the year.

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 Joint Union High School District	Dr. Tu Carroz Assistant Superintendent	tcarroz@rjuhsd.us (916) 782-5979

Plan Summary [2025-26]

Exhibit A (Page 4 of 128)

General Information

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

The Roseville Joint Union High School District (RJUHSD) serves the educational needs of over 10,000 students from a diverse range of backgrounds (California School Dashboard (CA Dept of Education), 2024). Geographically, the district encompasses the city of Roseville, the Granite Bay community, and a portion of Antelope. It spans both Placer and Sacramento counties and is situated approximately 35 miles northeast of Sacramento.

Roseville has evolved significantly since its incorporation in 1909, transitioning from a railroad-centric town to a vibrant city with a diverse population. The city has earned a reputation for its excellent schools, expanding employment opportunities, and a welcoming environment for families.

RJUHSD operates six comprehensive high schools (Antelope, Granite Bay, Oakmont, Roseville, Woodcreek, and West Park), along with an adult school (Roseville Adult), and alternative education options through Roseville Pathways which include two campuses, Adelante and Independence, serving continuation, independent study, and middle college students. According to data from the fall 2024 California School Dashboard, the RJUHSD student population totaled 10,791 (California School Dashboard (CA Dept of Education), 2024). Breaking down this population, 41.6% of students are socioeconomically disadvantaged, 5.7% are English Learners, 1.5% are experiencing homelessness and 0.2% are foster youth. Over the past decade, the RJUHSD student body has become more diverse, with the current ethnic breakdown showing 46.6% white students, 4.2% are African American, 11.7% Asian, 4.3% Filipino, 22.4% Hispanic, and 5% are Two or More Races. The most commonly spoken non-English languages among our families are Spanish, Russian, Ukrainian, Punjabi, Arabic, and Filipino (Pilipino or Tagalog) (Dataquest; California School Dashboard (CA Dept of Education), 2024).

Reflections: Annual Performance

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

Upon reviewing our district's performance on the 2024 California School Dashboard and local data, we have identified both successes and challenges across multiple state indicators. Our reflection highlights the areas in need of targeted support and our ongoing efforts to improve student outcomes across all student groups.

Academic Performance
Our district performed well overall on the ELA indicator, with 61% meeting / exceeding standard. This is higher than the state average of 47% and County average of 59.4%. Successes include high performance among Filipino (83%) and Asian students (71%). However, challenges persist for English Learners (EL) and students with disabilities (SWD), with only 8% and 7% respectively meeting / exceeding standard. Also, EL's did decline by 8.3 points and SWD declined by 29.2 points. Additionally, only 4% of LTEL's met / exceeded standard. Contributing factors include limited support for EL students and the need for specialized interventions for SWD.
Math performance maintained at 36% meeting / exceeding standard. While this is higher than the state average of 35% it is significantly lower than the county's 50%. One success is with our African American students moving from red to orange with an increase of 10.6 points districtwide. Specific challenges were observed among LTEL's and students with disabilities, with only 0% and 3% respectively meeting / exceeding standard. SWD also declined by 11.7 points. Contributing factors include the lack of interventions and support for these subgroups and the need for more targeted support in math skills.

Student movement from the 2023 Dashboard Red Indicators:
Antelope High: ELA: African American students moved to N/A, however, they did decline by 75.3 points. Math: African American students moved to N/A, however, they declined by 133.7 points. English learners continue to be in the red and declined by 20.8 points.

Independence High: ELA: African American is N/A with fewer than 11 students. Math: All students moved to orange with an increase by 12.2%. White students moved from red to yellow with an increase by 5.8%.

Roseville High: Math: SED students moved from red to yellow with an increase by 15.7 points.

Woodcreek High: ELA: SWD students declined by 29.7 points and moved to N/A. Math: SED moved from red to yellow and increased by 29.2 points. SWD is N/A, however, they declined by 13.2 points.
We attribute the growth with our actions to address ELA and Math performance including using Building Thinking Classrooms (BTC) with fidelity, developing a systemic math support plan, targeted intervention programs, integration of interim assessments, increasing implementation of co-teaching and providing additional professional development for educators. These strategies aim to address the achievement gaps, improve student performance, and ensure equitable learning opportunities for all students across the district.

Graduation Rate
The Roseville Joint Union High School District (RJUHSD) achieved a commendable graduation rate of 94%, surpassing the statewide average—a testament to the dedication of students, educators, and the supportive community.

It is important to note the graduation rates for the following subgroups: 80% for English Learners (increased by 6%), 90% for socioeconomically disadvantaged students (increased by 5%), 70% for homeless students (increased by 2.4%), and 78% for students with disabilities (increased by 12%). The district's performance in graduation rates for homeless students and students with disabilities increased in performance color from red to yellow with a 2.4% and 11.9% increase respectively. Additionally, several schools for at least one or more demographic groups moved positively in color.

Adelante High: All Students moved from red to yellow with a 10% increase. Hispanic students moved to green with a 34.8% increase. Also, SED students also moved from red to yellow with a 9.7% increase.

Antelope High: Hispanic students moved to blue (increase by 5.2%); Socioeconomically Disadvantaged (SED) moved to green (increase by 2.6%). Students with disabilities moved to yellow with an increase by 12.7%.

Granite Bay High: Students with Disabilities (SWD) moved to yellow (increase by 17.6%).

Roseville High: Students with Disabilities (SWD) moved to yellow (increased by 9.1%).

Independence High: Hispanic students were N/A, however, they maintained at 0%.

Oakmont High: SWD students are N/A, however they increased by 13.2%.

We attribute this growth to offering academic counseling to all students and credit recovery during the quarter and summer for students deficient in credits. We plan to continue these same efforts. Through these continued efforts, RJUHSD aims to close the gaps for underserved subgroups and sustain overall improvement in graduation rates.

Suspension Rate
In RJUHSD, suspension rates highlight both successes and challenges in maintaining a positive school climate. Our suspension rate decreased by .6% moving our district from orange to green. Disparities persist among our students with disabilities (SWD), and foster youth. Foster youth continue to be in the red with an increase in suspensions by 4%. Students with disabilities continue to be in the red and maintained at 0.2%. Additionally, homeless students declined by 1.9% and moved from red to orange.

Contributing factors that have led to the decrease of our suspension rate was a focus on data collection, documentation practices and data analysis. We implemented the PAUSE protocol to support our administrative teams in engaging in more opportunities of “Other Means of Correction” (OMC) instead of suspensions.

Throughout the year we review discipline practices, outcomes and data as an administrative team to better align the practices across the distinct. There has been extensive dialogue, reflection, and root cause analysis around discipline data. The focus of the work has been around approaching each situation uniquely in order to understand the behavior and improve it.

With this work the culture around discipline practices across the district have improved and that is represented in the decrease of suspensions district wide. We have continued this work this year and have expanded our alignment of practices through case study, reflection, norming activities and accountability through peer support and consultation. Additionally, we have increased our intervention practices, which is having a positive impact on the overall culture of the community as a whole.

Some groups continue to exhibit relatively lower suspension rates, such as American Indian, Asian, English Learner, Filipino, Hispanic, two or more races, SED, and White students. However, disparities persist among certain subgroups.

The following subgroups continue to be in red performance color:

Foster youth (21%) increased by 2%

Students with disabilities (10%) maintained at 0.2%

African American (10%) increased by 2%

It is important to note that Homeless students (14%) declined by 2% and moved to orange.

The following schools moved in performance color from the 2023 dashboard:
Adelante High - All students moved from red to yellow with a decline in suspensions by 9.8%. Three subgroups (Hispanic, SED, and White) were identified in red 2023. On the 2024 dashboard no subgroups were identified in red. SED students moved to yellow with a decline by 15.5%. Hispanic students moved to yellow with a decline by 12.9% suspensions and white students moved to orange with a decline by 5.7%.

Antelope High - Students with disabilities continue to be in red with an increase in suspensions by 3.3%.

Roseville High - Four subgroups (EL, Hispanic, SED and SWD) were identified in red in 2023. On the 2024 dashboard, EL moved to yellow with a decline by 5.4%. Hispanic students moved to green with a decline by 3.5%. SWD moved to yellow with a decline by 2.4% and SED students moved to yellow with a decline by 3.6%.

Woodcreek High - SWD students moved to yellow and declined by 5%.

Our next steps to increase use of other means of correction with the use of intervention practices, increased collaboration with site resources (special education staff, counselors and wellness staff), additional teacher and administrative training on behavior intervention strategies (trauma informed practices, motivational interviewing) along with providing social-emotional support services, and fostering culture of care among staff.

College/Career Readiness (CCI)
RJUHSD maintained at 56% of students being prepared with successes in Filipino students (74%), Hispanic students (44%), Hispanic students (53%), SED (41%), and white students (60%). Homeless students as a district moved in performance from orange to yellow increasing by 2%. Challenges persist in certain schools and subgroups as indicated below.

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Adelante High: Continue to be in red while maintaining at 1.4%. SED students continue to be in the red, maintaining at 1.6%. Hispanic students moved to orange and increased by 2.6%. English learners and homeless students are 0% prepared. Whites declined by 3.7%.

Antelope High: Students with Disabilities (SWD) moved from red to yellow increasing by 15.2%

Independence High: All students declined by 4.6%.

Oakmont High: English Learners (EL) increased by 15.4% and Students with Disabilities (SWD) maintained at 1.3%.

Woodcreek High: English Learners (EL) moved to yellow and maintained at 1.8%. SWD moved to yellow and declined by 2.4%.

Our next steps include expanding CTE pathways in order to bring awareness to the different CTE pathways, provide A-G counseling and support for students, and increase dual enrollment opportunities.

English Learner Progress Indicator (ELPI)
Progress on the ELPI showed that 50% of our English Learners are making adequate progress toward English proficiency as measured by English Language Proficiency Assessment for California (ELPAC) which was a decline from 2022-2023. All students identified as EL showed an overall decline of 3% from 2022-2023. Both EL and LTEL's declined by 3% and 9% respectively. Successes were observed at Woodcreek High school (increasing for the second year in a row) which they attributed in part to the change of the ELPAC testing environment and strengthened partnership between the EL and the English teachers to strengthen English instruction.

Meanwhile, Oakmont High School, and Roseville High School showed a decline in 2023-2024. Antelope High School experienced a significant decline in 2023-2024. The decline at the sites could be attributed to access to ELD instruction support. With the addition of a Director II next steps include providing targeted explicit language support, building instructional capacity, professional development and development of systems to improve outcomes.

Learning Recovery and Emergency Block Grant

RJUHSD has unexpended LREBG funds for the 2025-26 school year.

LREBG funded actions may be found in:
Goal 2, Action 2.2, 2.3, 2.4, 2.5, and 2.6
Goal 3, Action 3.3

The RJUHSD needs assessment substantiated findings from the 2024 Dashboard related to ELA/Math Academic Performance, Graduation, and Suspension rate. A review of state and local data indicates significant disparities in Academic performance, Graduation and Suspension rates among SWD, EL, LTEL, African American, and SED students. Based on this, Goal 2, Actions 2.2 - 2.6 and Goal 3, Action 3.2 directly address the need to motivate students to engage more consistently in their education, provide access, and provide accessible counseling and crisis intervention to support students in building resilience, and developing coping strategies. These actions align to allowable uses of

funds in the areas of providing professional development, building instructional capacity, college and career counseling and mental health support services.

The RJUHSD needs assessment did not identify significant needs in the areas of Chronic Absenteeism as that is not an indicator on the California Dashboard for high school students.

Reflections: Technical Assistance

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

In the ongoing efforts of Differentiated Assistance for the Roseville Joint Union High School District, a comprehensive overview has unveiled a dynamic landscape of challenges, strengths, and opportunities for our SWD and LTEL students. Observations have identified patterns in various metrics across different schools.

In the examination of specific schools within the Roseville Joint Union High School District, notable trends and concerns emerge. At Adelante High School (AdHS) and Independence High School (IHS), ELA, Math, and CCI for all students declined and/or maintained (CCI). Simultaneously, Granite Bay High School (GBHS) has experienced an increase in suspension rates among SWD populations. Also, Oakmont High School (OHS) went up in suspension in LTEL's and SWD students. Additionally, West Park High School (WPHS) also increased suspension (red) for SWD. In contrast, Roseville High School (RHS) declined in suspensions for LTEL students while Antelope High School (ANHS) saw an increase in suspensions for SWD students (red) and LTEL's (orange) with decline in ELA for LTEL's and an increase in performance for SWD students. ANHS declined in Math for both subgroups. At Woodcreek High School (WHS) LTEL's (orange) increased in suspension with a decline (yellow) in our SWD students. The Hispanic and Asian student populations have maintained, with a slight decline in white students from 49.5% to 46.6%. These changes reflect a more diverse student body, prompting RJUHSD's commitment to inclusive education strategies. Regarding suspension trends, discrepancies in the duration of penalties and discipline are observed across different school sites. Additionally, there is a consistent rise in identified populations, particularly in our SWD students and LTEL's.

Strengths

Our district performed well overall on the ELA indicator, with 61% meeting / exceeding standard. This is higher than the state average of 47% and County average of 59.4%. Successes include high performance among Filipino (83%) and Asian students (71%). Additionally, one success is with our African American students moving from red to orange with an increase of 10.6 points districtwide. It is important to note the graduation rates for the following subgroups: 80% for English Learners (increased by 6%), 90% for socioeconomically disadvantaged students (increased by 5%), 70% for homeless students (increased by 2.4%), and 78% for students with disabilities (increased by 12%). Finally, our suspension rate decreased by .6% moving our district from orange to green. These achievements highlight the pivotal role of our Local Control and Accountability Plan (LCAP), which has provided a clear framework for targeted support and strategic investments. By aligning resources with student needs, the LCAP has strengthened district-wide efforts to foster equity, academic growth, and student well-being. Additionally, a stable workforce and a sound budget position have allowed for sustained improvements, reinforcing our commitment to long-term success.

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Opportunities

The data points underscore pressing areas requiring improvement within the Roseville Joint Union High School District. Disparities persist among our students with disabilities (SWD), and foster youth. Foster youth continue to be in the red with an increase in suspensions by 4%. Students with disabilities continue to be in the red and maintained at 0.2%. Additionally, homeless students declined by 1.9% and moved from red to orange. This indicates the need for targeted interventions to create a more inclusive and supportive environment.
Throughout the year there is a need to review discipline practices, outcomes and data as an administrative team to better align the practices across the distinct. There has been extensive dialogue, reflection, and root cause analysis around discipline data. As a result, we have implemented the Proceed with Analysis: Understanding Student Experience (PAUSE) protocol. Additionally we've implemented ongoing data conversations with Assistant Principals with regular data monitoring and making adjustments as needed. However, there is still a need to focus on approaching each situation uniquely in order to understand the behavior and improve it.
Challenges persist for English Learners (EL) and students with disabilities (SWD), with only 8% and 7% respectively meeting / exceeding standard in ELA. Also, EL's did decline by 8.3 points and SWD declined by 29.2 points. Additionally, only 4% of LTEL's met / exceeded standard. In Math, specific challenges were observed among LTEL's and students with disabilities, with only 0% and 3% respectively meeting / exceeding standard. SWD also declined by 11.7 points. These areas indicate a need for instructional strategies supporting our target student populations in order to address specific academic challenges.
The evolving demographics of the district present an opportunity to adapt and refine instructional approaches to better meet the needs of all students. With a stable and experienced workforce, the district is well-positioned to implement targeted professional development (PD) that builds staff capacity to address these challenges effectively. An urgency to provide additional opportunities for collaboration time for IM1-IM3 teams to develop and understand essential standards is critical as noted in Goal 2, Action 2.3. Establishing before/after school math tutoring can further bolster efforts to improve math achievement and providing comprehensive professional learning on effective strategies in math classrooms for both instructors and site leaders becomes imperative (Goal 2, Action 2.3 and 2.1).

Also, it is important to note that through the Differentiated Assistance process conducting empathy interviews with Long-Term English Learners (LTELs) will provide the administrative team with valuable insight into their lived experiences within the educational system, shedding light on the challenges, barriers, and successes they encounter. By actively listening to their perspectives, we will be able to gain a deeper understanding of the factors that impact their academic progress, engagement, and overall well-being. These firsthand accounts will inform the development and implementation of a targeted action plan within the Local Control and Accountability Plan (LCAP), ensuring that resources, instructional strategies, and support systems are aligned with students' actual needs. Through this student-centered approach, the district can design more effective interventions, enhance language development programs, and create inclusive learning environments that empower LTELs to achieve greater academic success. Ultimately, embedding student voices in the decision-making process fosters a sense of belonging and agency, leading to improved student outcomes.

Through the empathy interviews conducted with Long-Term English Learners (LTELs) and teachers, we gained valuable insight into the lived experiences of our students, uncovering challenges related to cultural awareness, feelings of belonging, and access to meaningful support systems. These conversations validated the need for a more structured and collaborative framework to support both teachers and students which highlights the importance of mental health, emotional well-being, supportive teaching practices, and inclusive school climates. The interviews revealed a disconnect between teachers' intentions and students' perceptions, pointing to the need for professional development. These findings will shape our Local Control and Accountability Plan (LCAP) by informing the development of targeted, student-centered

actions, including hands-on support from TOSAs, and systems-level alignment between Educational Services and Student Services. Embedding these voices into our planning ensures that our interventions are accessible in reflecting the real needs of our students. Improving data input and reporting processes, particularly in Aeries, will strengthen overall information management and enhance decision-making. Fostering collective responsibility and collaboration among all educational partners is another key area for growth, ensuring a shared commitment to addressing challenges and improving student outcomes. These opportunities provide a clear path forward for strategic growth and improvement within the district, aligning with RJUHSD LCAP Plan, Goal 2, Action 1-8, 2025. As a result of being in Differentiated Assistance, we have engaged in a thorough analysis of data, sharing key findings with site administrators to guide informed decision-making. We have dedicated time to reviewing and analyzing metrics for different subgroups, engaging educational partners in developing targeted plans, and conducting empathy interviews to identify root causes of challenges for Long Term English Learners. Through collaborative discussions with sites and district administrators, we have worked to determine systemic issues and create strategic action plans aimed at improving student outcomes.

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.

Adelante High School

Support for Identified Schools

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

RJUHSD (Roseville Joint Union High School District) supports the implemented comprehensive support and improvement plan for Adelante High School (AHS) with a strong commitment to the continuous improvement cycle. The district's approach is rooted in the Plan, Do, Study, and Act (PDSA) cycles, emphasizing ongoing assessment and refinement. A significant portion of the funds addresses root causes such as attendance, credit earnings, and engagement in curriculum and instruction. Data utilization is at the core of providing support, involving extensive collaboration with the LEA, staff, parents, and students to inform educational partners of strategies aimed at helping each student achieve the goal of graduation. The district continues to provide support through monthly Ed Services Leadership meetings and through data conversations during these meetings and other one-on-one meetings with the Educational Services Team.

RJUHSD supports student learning by guiding the development and implementation of Professional Learning Team (PLT) common assessments that measure growth on identified standards. These assessments, whether project-based or traditional, help inform instruction and guide targeted interventions. Support is further strengthened through monthly Educational Services meetings, where data is collaboratively reviewed and analyzed to ensure that instructional decisions are responsive to student needs. District and site teams will support this process by setting clear, specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with the school's improvement priorities and California's state standards.

Monitoring and Evaluating Effectiveness

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

The Roseville Joint Union High School District (RJUHSD) has developed a comprehensive plan to carefully monitor and evaluate the implementation and effectiveness of the CSI initiative, ensuring continual growth and development. RJUHSD and Adelante High School are forging a partnership to bolster graduation rates through comprehensive strategies. Together, we are prioritizing continued growth in communication among all educational partners to foster a deep understanding of goals, expectations, and system opportunities. This includes proactive communication with students to increase their involvement in the diverse opportunities available within the Adelante community, such as college courses and Career and Technical Education (CTE) Pathways.

Furthermore, ongoing communication will continue to engage students and parents in the opportunities available within the Adelante Community, reinforcing their commitment to student success. RJUHSD will monitor the CSI process regularly, meeting twice a year for comprehensive reviews, with additional monthly meetings to ensure the School Site Council (SSC) is focusing on data and fund utilization, and quarterly agenda sessions with staff leadership specifically addressing data and finances. A key element of the monitoring plan will involve thorough data collection and analysis through regular Educational Services meetings in addition to one-on-one meetings. Various data sets, including academic performance, attendance rates, student demographics, and educational partner feedback, will be regularly examined with Adelante to measure progress.

Professional Learning Communities (PLCs) will be utilized to analyze data, share best practices, and develop strategies to support student success. The district will monitor the PLC process to ensure the challenges are addressed and capitalize on opportunities.

Resource allocation will undergo regular review to align with school improvement goals. Staffing, materials, and programs will be scrutinized to maximize their impact on identified priorities. Quality improvement plans, responsive to evolving needs, will be developed and updated based on data analysis.

In partnership with Adelante High School, RJUHSD will regularly share progress, challenges, and strategies with educational partners, fostering a sense of shared responsibility within the local education agency (LEA).

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Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teacher Meetings Targeted discussions in district department leader meetings to align LCAP goals with curriculum needs. [October 2024-January 2025] Bargaining Units Involvement Held LCAP discussions that included representatives from the Roseville Secondary Education Association (RSEA) leadership team to ensure teacher representation and input in the planning process. [September 2024-April 2025] Survey Data and Feedback Administered surveys within focus groups to collect detailed insights on specific LCAP components and strategies. [February 2025] Collaborative Workshops Integrated LCAP-related workshops with Department Coordinators with the curriculum and Instruction team to foster teacher, administrator, and staff understanding and engagement. [October 2024-March 2025]
Parents	Parent Surveys and Feedback Forms

Educational Partner(s)	Process for Engagement
	Distributed online surveys to gather parent opinions, concerns, and suggestions regarding LCAP priorities and initiatives. [February 2025] Advisory Committees or Focus Groups Formed advisory committees that included parents. The committee met regularly and discussed LCAP elements, ensuring their perspectives were included in decision-making. [September 2024-April 2025] The superintendent of the LEA responded, in writing, to any comments submitted by the parent advisory committee and the English learner parent advisory committee. [May 2025] Multilingual Engagement Conducted LCAP discussions and feedback sessions with the District English Learner Advisory Committee (DELAC) which included languages spoken by diverse parent communities, ensuring inclusivity. [May 2025]. Offered translated LCAP documents and information to facilitate understanding and engagement among non-English speaking parents. [September 2024-April 2025]. DELAC reviewed the LCAP and provided comments on the proposed LCAP. [April 2025]. The superintendent of the LEA responded, in writing, to any comments submitted by the parent advisory committee and the English learner parent advisory committee. [May 2025] School Site Council Engagement Engaged parents in School Site Council meetings where LCAP priorities and strategies were discussed and reviewed. [February-March 2025]. Encouraged parent representation on the School Site Council to ensure their perspectives are considered in decision-making. [August-September 2024].
Students	Student Surveys and Feedback Platforms

Exhibit A (Page 14 of 128)

Educational Partner(s)	Process for Engagement
	Distributed online surveys along with the California Healthy Kids Survey tailored for different age groups to gather student perspectives on various LCAP priorities and initiatives. [October 2024 - November 2024] Distributed online surveys to gather parent opinions, concerns, and suggestions regarding LCAP priorities and initiatives. [February 2025] Focus Groups and Advisory Committees Organized student forums at each school site to delve deeper into specific LCAP elements and gather more detailed feedback. [November-February 2025] Formed advisory committees that included students. The committee met regularly and discussed LCAP elements, ensuring their perspectives were included in decision-making. [September 2024-April 2025] Student Council Involvement Engaged student council members to discuss LCAP priorities, gather insights, and represent student perspectives in decision-making. [January-March 2025]
Administrators	Meetings and Workshops Held regular meetings with school administrators to discuss LCAP goals, review progress, and gather their insights. [October 2024-April 2025] Data Review and Analysis Collaborated with administrators to review academic, attendance, and other pertinent data to identify areas of improvement aligned with LCAP goals. [January-April 2025] Hosted workshops focusing on data interpretation and analysis to understand how different metrics align with the LCAP priorities. [November-February 2025] Feedback Forums and Committees

Educational Partner(s)	Process for Engagement
	Facilitated focused group discussions for administrators to share their perspectives, challenges, and recommendations related to LCAP initiatives. Invited site principals to LCAP advisory committee discussion responsible for various aspects to offer targeted insights and solutions. [October 2024-April 2025] Training and Professional Development Offered training sessions on LCAP reporting requirements and methodologies for administrators involved in data collection and reporting. [January - March 2025]
SELPA	The SELPA Program Specialist was invited to Advisory Committee meetings to review and provide input on the actions for Students with disabilities (SWD) [April 2025]. The SELPA Program Specialist was consulted with to discuss areas of growth and need [April 2025]. The district Special Education team was regularly consulted to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. [October 2023-April 2025]
Other School Personnel	Survey Data and Feedback Conducted anonymous surveys to gather opinions, suggestions, and areas of concern from counselors and support staff members regarding LCAP priorities and implementation. [February 2025] Meetings and Workshops The LCAP leadership team held meetings every two weeks to prepare for Parent Advisory Committee engagement. [September 2024-April 2025]
Community Partners	Posted the LCAP for public comment before the public hearing [May 2025]

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Educational Partner(s)	Process for Engagement
	Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP [May 2025] Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item [June 2025] Posted the adopted LCAP prominently on our district web page [July 2025]

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

RJUHSD believes that cultivating strong relationships with educational partners and providing intentional opportunities for feedback throughout the development of the Local Control and Accountability Plan (LCAP) results in a plan that reflects the shared values and priorities of our diverse school community. Our collaborative approach centers on the belief that incorporating multiple perspectives—students, families, staff, and community educational partners—enhances the quality of the plan and contributes to improved outcomes for all students.

RJUHSD actively seeks input from students, parents/guardians, teachers, classified staff, site and district administrators, bargaining units, and community educational partners. Feedback is gathered through a variety of means including annual surveys, Student Focus Groups, Advisory meetings, Educational Services Leadership meetings, ELAC/DELAC, and districtwide LCAP Advisory Committee meetings. This collective input is reviewed and analyzed to shape goals and actions that promote academic achievement, student well-being, and inclusive access to learning opportunities.
Feedback from educational partners was collected, analyzed, and influenced the LCAP in the following ways:

Students:
Goal 1, Action 1.2, Action 1.3, Action 1.4, and Action 1.5 reflects feedback from students indicating a need for stronger connections to college and career pathways. This influenced expanded outreach and improved student awareness of AP, IB, Dual Enrollment, Seal of Biliteracy, and CTE opportunities.

Goal 2, Action 2.4 and Action 2.8 was shaped by feedback from student focus groups who expressed a desire for more personalized support, Credit Recovery, and access to resources. As a result, expanded tutoring and targeted academic support in courses have been prioritized.

Parents and Families:
Goal 3, Action 3.1 and Action 3.5 was influenced by parent feedback collected through the annual districtwide LCAP survey and DELAC meetings, which emphasized the need for improved communication and access to resources in multiple languages. In response, RJUHSD will implement a Chief Officer of Strategic Communication and Engagement and increase multilingual outreach materials to better connect

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with families. Additionally, parents and families through Annual Surveys highlighted the importance of student safety and well-being. As a result, tools such as PowerSchool, Catapult/WeTip, and CoVitality will be utilized to ensure the effective collection of data and implementation of targeted interventions to foster safer, more supportive school environments.

Goal 2, Action 2.6, and Action 2.7, and Goal 3, Action 3.4, addresses feedback from families of chronically absent students, including EL, FY, and homeless youth, who voiced the need for more proactive outreach. This resulted in the creation of family engagement strategies specifically focused on attendance, academic support, counseling, and student support.

Staff (Teachers, Classified, and Certificated):
Goal 2, Action 2.3 was shaped by PLT and staff survey feedback calling for increased support in implementing common assessments and using data to inform instruction. As a result, the district is expanding support for PLTs and CAASPP-aligned training.

Goal 2, Action 2.2 and Action 2.5 reflects staff input regarding the importance of professional learning around inclusive instructional strategies. Coaching on explicit language instruction and support for co-teaching models will be expanded in response.

Administrators:
Goal 3, Action 3.2 and Action 3.3 was informed by site leaders through Educational Services meetings and 1:1 check-ins, who identified a need for more effective interventions and alternative discipline options. The district will now provide additional Restorative Practices training and resources for schoolwide behavior support systems.

Goal 2, Action 2.1 was supported by site leadership as part of a continued effort to improve access in a systematic way to rigorous curriculum, including strategies to increase enrollment in higher-level math and science courses among underrepresented student groups.

Goal 1, Action 1.1 and Goal 3, Action 3.6 was influenced by feedback gathered through DELAC meetings and site leadership input emphasizing the need for more intentional and responsive support for English Learners and their families. In response, the EL Director of Multilingual Education will provide leadership in strengthening both integrated and designated ELD programs across the district. Administrators and families also identified a need for better communication tools; therefore, translation headsets and real-time communication devices will be implemented to support engagement during various events.
Through this ongoing partnership with our educational partners, RJUHSD ensures that its LCAP remains responsive, inclusive, and focused on student academic, behavioral, and emotional success and wellbeing.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	RJUHSD students will be college, career, and life-ready.	Broad Goal

State Priorities addressed by this goal.

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 Roseville Joint Union High School District crafted this LCAP goal in response to significant educational challenges. A decline in students meeting academic standards signaled a pressing issue in achieving educational benchmarks. The COVID-19 pandemic exacerbated learning gaps, underscoring the need for targeted interventions to address disparities in academic achievement. The influx of newcomers in the English Learner (EL) population added complexities in meeting diverse linguistic needs.

Supporting the academic achievement of English Learners (ELs) is a critical focus in educational research. Effective strategies are vital to assist ELs in mastering English and excelling academically across all subjects. Barriers to success in English Language Development (ELD) include challenges such as poor attendance, which hinders consistent language learning. Additionally, the lack of Specially Designed Academic Instruction in English (SDAIE) poses a hurdle. SDAIE refers to instructional strategies that are specifically designed for ELs to access grade-level content while learning English. Insufficient teacher training in ELD methods can also impede progress, and various factors can impact scores on the English Language Proficiency Assessments for California (ELPAC), which evaluate ELs' language proficiency levels. The ELPAC is a state-required test that measures the English language proficiency of EL students. Addressing these challenges through targeted interventions and professional development is crucial for the success of ELs in the educational system. To address these issues and improve the low ELPAC summative proficiency score of 21.43%, targeted interventions are necessary (California School Dashboard (CA Dept of Education), 2023).

Long Term English Learners (LTELs) are students who have been designated as an English Learner (EL) for seven years or more without being reclassified as fluent English proficient. According to the California Department of Education (CDE) and research on EL education, students often become LTELs due to insufficient academic progress, inadequate support, or inconsistent language development programs (LTEL COP - Resources (CA Dept of Education), n.d.). To be reclassified from EL to fluent English proficient, a student must meet criteria set by the state or school district, which typically includes achieving a specified level on English language proficiency assessments, demonstrating mastery of basic skills on state tests, and receiving teacher evaluations and parent opinions supporting the reclassification. Challenges in language learning, proficiency testing, and barriers to AP and IB participation indicated a need for addressing cultural, socioeconomic, and self-belief factors to staff, parent, and student partner groups.

Dual enrollment can significantly impact college enrollment and completion rates. A study conducted by Karp et al. (2007) noted that dual enrollment participants were more likely to go to college and complete their degrees. This is especially true for underrepresented student populations, as dual enrollment programs help demystify the college experience and make higher education appear more attainable. Statistical data and discussions with both parent and student groups indicated success in dual enrollment programs (DE) but highlighted additional needs to support the program. Challenges in dual enrollment (DE) arose from a shortage of instructors meeting the minimum qualifications required to teach these courses. Educational partners recognized the need to establish scaffolding and support structures to tackle achievement gaps in college-level courses and to address concerns regarding inconsistent teaching styles in both college and career courses.

Career and Technical Education (CTE) programs in high schools have received strong support from various research studies highlighting their benefits for students, educators, and the broader economy. Graduates of CTE programs often experience higher employment rates. Research by Alfeld et al. (2007) indicated that high school CTE students were more likely to be employed, and those who continued into postsecondary CTE programs had even higher rates of employment. Challenges in RJUHSD's Career and Technical Education (CTE) program involve unduplicated student participation, barriers to that participation, and specific course challenges identified by student partners and the data revealing 16.9% of graduating students completing a CTE pathway in 2023. Although this is an increase from the 14.0% of students completing a pathway in 2022, there is more work to be done in some areas to increase this percentage (California School Dashboard (CA Dept of Education), 2023).

The College/Career Indicator (CCI) aims to measure the extent to which students are prepared for postsecondary options, whether that involves attending a college or starting a career. The CCI combines various measures to provide a more holistic view of student preparedness, including completion of college-preparatory coursework, performance on standardized tests, and completion of career technical education sequences. Gaps in the College and Career Indicator (CCI) Action Plans, including disparities among EL and homeless students, persistent math challenges, and gaps in college and career guidance, prompted the identification of barriers and the need for enhanced teacher training. Strengths identified in increased CTE completions, as previously mentioned, a rise in Seal of Biliteracy numbers, and steady CCI performance were acknowledged by educational partners; however, challenges persisted in certain student groups completing CTE pathways, the Seal of Biliteracy, and lower A-G completion rates with 15.9% of English Learners, 38.8% of socioeconomically disadvantaged students, and 33.3% of foster youth students meeting the status of Prepared for CCI (California School Dashboard (CA Dept of Education), 2023).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of EL students who are Long-Term English Learners Data Source: Dataquest	10% of our EL population are Long Term EL students	8.2% of our EL population are Long Term EL students. Source: Dataquest		4% of our EL population are Long Term EL students	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percentage of Students Earning the Seal of Biliteracy upon Graduation Data Source: Dataquest	Overall: 26% EL: 12% FY: 25% Homeless: 0% SED: 23% SWD: 8% African American: 25% American Indian: 0% Asian: 35% Filipino: 31% Hispanic: 33% Two or More Races: 25% Pacific Islander: 13% White: 22%	Overall: 30% EL: 24% FY: N/A Homeless: 30% SED: 26% SWD: 9% African American: 22% American Indian: 0% Asian: 34% Filipino: 30% Hispanic: 45% Two or More Races: 18% Pacific Islander: 27% White: 27%		Overall 29% EL: 18% FY: 31% Homeless: 6% SED: 29% SWD: 14% African American: 31% American Indian: 6% Asian: 41% Filipino: 37% Hispanic: 39% Two or More Races: 31% Pacific Islander: 19% White: 28%	Overall: +4% EL: +12% FY: N/A Homeless: +30% SED: +3% SWD: +1% African American: -3% American Indian: 0% Asian: -1% Filipino: -1% Hispanic: +12% Two or More Races: -7% Pacific Islander: +14% White: +5%
1.3	Percent of Students taking IB Courses *At GBHS and OHS, students can take International Baccalaureate (IB) classes without being IB diploma candidates. Data Source: Internal Aeries Report	Overall: 5% EL: 0% FY: 0% Homeless: 0% SED: 4% SWD: 4% African American: 3% American Indian: 13% Asian: 9% Filipino: 8% Hispanic: 4% Two or More Races: 8% Pacific Islander: 13% White: 4%	Overall: 3% EL: 0% FY: N/A Homeless: 0% SED: 2% SWD: 0% African American: 2% American Indian: 0% Asian: 4% Filipino: 0% Hispanic: 2%		Overall: 8% EL: 6% FY: 6% Homeless: 6% SED: 10% SWD: 10% African American: 9% American Indian: 19% Asian: 15% Filipino: 14% Hispanic: 10%	Overall: -2% EL: 0% FY: N/A Homeless: 0% SED: -2% SWD: -4% African American: -1% American Indian: -13% Asian: -5% Filipino: -8% Hispanic: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races: 1% Pacific Islander: 18% White: 4%		Two or More Races: 14% Pacific Islander: 19% White: 10%	Two or More Races: -7% Pacific Islander: +5% White: 0%
1.4	Percentage of students earning a C or better in IB Courses Data Source: Internal Aeries Report	Overall: 96% EL: 100% FY: N/A Homeless: 100% SED: 94% SWD: 100% African American: 100% American Indian: 100% Asian: 97% Filipino: 94% Hispanic: 94% Two or More Races: 95% Pacific Islander: 100% White: 96%	Overall: 96% EL: 82% FY: N/A Homeless: N/A SED: 94% SWD: N/A African American: 95% American Indian: N/A Asian: 98%, Filipino: 97% Hispanic: 94% Two or More Races: 96% Pacific Islander: N/A White: 96%		Overall: Maintain or Increase Overall: 99% EL: 100% FY: TBD% Homeless: 100% SED: 100% SWD: 100% African American: 100% American Indian: 100% Asian: 100% Filipino: 100% Hispanic: 100% Two or More Races: 100% Pacific Islander: % White: 100%	Overall: 0% EL: -18% FY: N/A Homeless: N/A SED: 0% SWD: N/A African American: -5% American Indian: N/A Asian: +1% Filipino: +3% Hispanic: 0% Two or More Races: +1% Pacific Islander: N/A White: 0%
1.5	Percent of Students taking AP Courses Data Source: Internal Aeries Report	Overall: 42% EL: 23% FY: 25% Homeless: 29% SED: 28% SWD: 15%	Overall: 45% EL: 12% FY: N/A Homeless: 30% SED: 32% SWD: 28%		Overall: 45% EL: 29% FY: 31% Homeless: 35% SED: 34% SWD: 21%	Overall: +3% EL: -11% FY: N/A Homeless: +1% SED: +4% SWD: +13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 32% American Indian: 13% Asian: 60% Filipino: 51% Hispanic: 25% Two or More Races: 44% Pacific Islander: 13% White: 41%	African American: 34% American Indian: 0% Asian: 60% Filipino: 58% Hispanic: 35% Two or More Races: 39% Pacific Islander: 27% White: 45%		African American: 38% American Indian: 19% Asian: 66% Filipino: 57% Hispanic: 31% Two or More Races: 50% Pacific Islander: 19% White: 47%	African American: +2% American Indian: -13% Asian: 0% Filipino: +7% Hispanic: +10% Two or More Races: -5% Pacific Islander: +14% White: +4%
1.6	Percentage of students earning a C or better in AP Courses Data Source: Internal Aeries Report	Overall: 95% EL: 86% FY: 67% Homeless: 100% SED: 91% SWD: 91% African American: 89% American Indian: 79% Asian: 97% Filipino: 96% Hispanic: 91% Two or More Races: 93% Pacific Islander: 80% White: 96%	Overall: 95% EL: 75% FY: N/A Homeless: 92% SED: 91% SWD: 93% African American: 93% American Indian: 95% Asian: 96% Filipino: 96% Hispanic: 92% Two or More Races: 95% Pacific Islander: 79% White: 95%		Overall: Maintain or Increase Overall: 98% EL: 92% FY: 73% Homeless: 100% SED: 97% SWD: 97% African American: 95% American Indian: 85% Asian: 100% Filipino: 100% Hispanic: 97% Two or More Races: 99% Pacific Islander: 86% White: 100%	Overall: 0% EL: -11% FY: N/A Homeless: -8% SED: 0% SWD: +2% African American: +4% American Indian: +16% Asian: -1% Filipino: 0% Hispanic: +1% Two or More Races: +2% Pacific Islander: -1% White: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percent of Students taking DE Courses Data Source: Dataquest; Internal Aeries report	Overall: 8% EL: 3% FY: 0% Homeless: 5% SED: 10% SWD: 3% African American: 6% American Indian: 4% Asian: 8% Filipino: 7% Hispanic: 9% Two or More Races: 11% Pacific Islander: 7% White: 8%	Overall: 10% EL: 2% FY: 0% Homeless: 2% SED: 10% SWD: 3% African American: 9% American Indian: 6% Asian: 11% Filipino: 9% Hispanic: 10% Two or More Races: 12% Pacific Islander: 11% White: 11%"		Overall: 11% EL: 9% FY: 6% Homeless: 13% SED: 16% SWD: 9% African American: 12% American Indian: 10% Asian: 14% Filipino: 13% Hispanic: 15% Two or More Races: 17% Pacific Islander: 13% White: 14%	Overall: +2% EL: -1% FY: 0% Homeless: -3% SED: 0% SWD: 0% African American: +3% American Indian: +2% Asian: +3% Filipino: +2% Hispanic: +1% Two or More Races: +1% Pacific Islander: +4% White: +3%
1.8	Percentage of students earning a C or better in dual enrollment courses Data Source: Internal Aeries report	Overall: 94% EL: 74% FY: N/A Homeless: 100% SED: 90% SWD: 75% African American: 85% American Indian: 75% Asian: 97% Filipino: 96% Hispanic: 92% Two or More Races: 93% Pacific Islander: 91%	Overall: 95% EL: 87% FY: N/A Homeless: N/A SED: 93% SWD: 84% African American: 96% American Indian: N/A Asian: 97% Filipino: 98% Hispanic: 93%		Overall: Maintain or Increase Overall: 97% EL: 80% FY: 100% Homeless: 100% SED: 96% SWD: 81% African American: 91% American Indian: 81% Asian: 100%	Overall: +1% EL: +13% FY: N/A Homeless: N/A SED: +3% SWD: +9% African American: +11% American Indian: N/A Asian: 0% Filipino: +2% Hispanic: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 95%	Two or More Races: 100% Pacific Islander: 92% White: 96%		Filipino: 100% Hispanic: 98% Two or More Races: 99% Pacific Islander: 97% White: 100%	Two or More Races: +7% Pacific Islander: +1% White: +1%
1.9	Percentage of Graduates Who Successfully Completed CTE Pathways Data Source: Dashboard Additional reports	Overall: 17% EL: 8% FY: 23% Homeless: 3% SED: 15% SWD: 6% African American: 13% American Indian: 10% Asian: 21% Filipino: 29% Hispanic: 14% Two or More Races: 12% Pacific Islander: 18% White: 17%	Overall: 22% EL: 7% FY: N/A Homeless: 1% SED: 17% SWD: 13% African American: 10% American Indian: 18% Asian: 26% Filipino: 25% Hispanic: 18% Two or More Races: 18% Pacific Islander: 32% White: 23%		Overall: 25% EL: 31% FY: 56% Homeless: 6% SED: 31% SWD: 21% African American: 20% American Indian: 6% Asian: 29% Filipino: 36% Hispanic: 26% Two or More Races: 28% Pacific Islander: 31% White: 27%	Overall: +5% EL: -1% FY: N/A Homeless: -2% SED: +2% SWD: +7% African American: -3% American Indian: +8% Asian: +5% Filipino: -4% Hispanic: +4% Two or More Races: +6% Pacific Islander: +14% White: +6%
1.10	Percentage of Students Who Enrolled in a CTE Course But Did Not Complete the Pathway Data Source: Dashboard Additional reports	Overall: 80% EL: 84% FY: 67% Homeless: 92% SED: 82% SWD: 92%	Overall: 79% EL: 91% FY: N/A Homeless: 100% SED: 85% SWD: 91%		Overall: 77% EL: 81% FY: 64% Homeless: 89% SED: 79% SWD: 89%	Overall: -1% EL: +7% FY: N/A Homeless: +8% SED: +3% SWD: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 82% American Indian: 88% Asian: 73% Filipino: 65% Hispanic: 82% Two or More Races: 81% Pacific Islander: 67% White: 81%	African American: 89% American Indian: 86% Asian: 69% Filipino: 74% Hispanic: 80% Two or More Races: 81% Pacific Islander: 74% White: 79%		African American: 79% American Indian: 85% Asian: 70% Filipino: 71% Hispanic: 62% Two or More Races: 78% Pacific Islander: 64% White: 78%	African American: +7% American Indian: -2% Asian: -4% Filipino: +9% Hispanic: -2% Two or More Races: 0% Pacific Islander: +7% White: -2%
1.11	Percentage of Students with Successful Course Completion of A-G courses Data Source: Dashboard Additional reports	Overall: 61% EL: 23% FY: 39% Homeless: 14% SED: 44% SWD: 15% African American: 54% American Indian: 52% Asian: 76% Filipino: 78% Hispanic: 47% Two or More Races: 46% Pacific Islander: 50% White: 64%	Overall: 61% EL: 25% FY: N/A Homeless: 16% SED: 46% SWD: 18% African American: 44% American Indian: 35% Asian: 71% Filipino: 77% Hispanic: 50% Two or More Races: 58% Pacific Islander: 56% White: 64%		Overall: 64% EL: 29% FY: 45% Homeless: 20% SED: 50% SWD: 21% African American: 60% American Indian: 58% Asian: 82% Filipino: 84% Hispanic: 53% Two or More Races: 52% Pacific Islander: 56% White: 70%	Overall: 0% EL: +2% FY: N/A Homeless: +2% SED: +2% SWD: +3% African American: -10% American Indian: -17% Asian: -5% Filipino: -1% Hispanic: +3% Two or More Races: +12% Pacific Islander: +6% White: 0%
1.12	Percentage of Students with Readiness on	Overall: 57% EL: 16%	Overall: 57% EL: 16%		Overall: 60% EL: 22%	Overall: 0% EL: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College and Career Indicator Data Source: Dashboard Additional reports	FY: 33% Homeless: 9% SED: 39% SWD: 12% African American: 41% American Indian: 38% Asian: 75% Filipino: 79% Hispanic: 41% Two or More Races: 46% Pacific Islander: 38% White: 60%	LTEL: 19% FY: N/A Homeless: 11% SED: 41% SWD: 13% African American: 36% American Indian: 29% Asian: 68% Filipino: 74% Hispanic: 44% Two or More Races: 53% Pacific Islander: 44% White: 60%		FY: 39% Homeless: 15% SED: 45% SWD: 18% African American: 47% American Indian: 44% Asian: 81% Filipino: 85% Hispanic: 47% Two or More Races: 52% Pacific Islander: 44% White: 66%	LTEL: +19% FY: N/A Homeless: +2% SED: 0% SWD: +1% African American: -5% American Indian: -9% Asian: -7% Filipino: -5% Hispanic: +3% Two or More Races: +7% Pacific Islander: +6% White: 0%
1.13	Number of IB courses offered at GBHS and OHS Data Source: Internal Aeries Report	IB Courses offered at each of the IB High Schools Site: GBHS Course #: 24 Enrollment: 716 Site: OHS Course #: 37 Enrollment: 742	IB Courses offered at each of the IB High Schools Site: GBHS Course #: 22 Enrollment: 671 Site: OHS Course #: 39 Enrollment: 666		Maintain or increase the number of IB Courses offered at each of the IB High Schools Site: GBHS Course #: 21+ Enrollment: TBD Site: OHS Course #: 10+ Enrollment: TBD	GBHS: Courses Offered: -2 Enrollment: -45 OHS: Courses Offered: +2 Enrollment: -76
1.14	Number of AP Courses Offered at all High Schools	AP Courses offered at each of the High Schools	AP Courses offered at each of the High Schools		Overall: Maintain or Increase	ANHS: Courses Offered: +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Aeries Report	Site: AnHS Course #: 15 Enrollment: 852 Site: GBHS Course #: 21 Enrollment: 2066 Site: OHS Course #: 10 Enrollment: 668 Site: RHS Course #: 21 Enrollment: 879 Site: AdHS/ IHS Course #: 0 Enrollment: 0 Site: WPHS Course #: 16 Enrollment: 824 Site: WHS Course #: 17 Enrollment: 1372	Site: AnHS Course #: 17 Enrollment: 902 Site: GBHS Course #: 21 Enrollment: 2190 Site: OHS Course #: 9 Enrollment: 580 Site: RHS Course #: 24 Enrollment: 1029 Site: AdHS/ IHS Course #: 0 Enrollment: 0 Site: WPHS Course #: 17 Enrollment: 1196 Site: WHS Course #: 17 Enrollment: 1612		Site: AnHS Course #: 15+ Enrollment: TBD Site: GBHS Course #: 21+ Enrollment: TBD Site: OHS Course #: 10+ Enrollment: TBD Site: RHS Course #: 21+ Enrollment: TBD Site: AdHS/ IHS Course #: 0+ Enrollment: TBD Site: WPHS Course #: 16+ Enrollment: TBD Site: WHS Course #: 17+ Enrollment: TBD	Enrollment: +50 GBHS: Courses Offered: 0 Enrollment: +124 OHS: Courses Offered: -1 Enrollment: -88 RHS: Courses Offered: +3 Enrollment: +150 AdHS/IHS: Courses Offered: 0 Enrollment: 0 WPHS: Courses Offered: +1 Enrollment: +372 WHS: Courses Offered: 0 Enrollment: +240
1.15	Number Of DE Courses Offered At All High Schools Data Source: Internal Aeries Report	DE Courses offered at each of the High Schools Site: AnHS Course #: 7 Enrollment: 416	DE Classes offered at each high school 2024-2025 Site: AnHS Course #: 10 Enrollment: 584		Site: AnHS Course #: 7+ Enrollment: TBD Site: GBHS Course #: 3+ Enrollment: TBD	ANHS: Courses Offered: +3 Enrollment: +168 GBHS: Courses Offered: +5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Site: GBHS Course #: 3 Enrollment: 159 Site: OHS Course #: 1 Enrollment: 13 Site: RHS Course #: 6 Enrollment: 170 Site: AdHS/ IHS Course #: 10 Enrollment: 72/45 Site: WPHS Course #: 0 Enrollment: 0 Site: WHS Course #: 9 Enrollment: 198	Site: GBHS Course #: 8 Enrollment: 425 Site: OHS Course #: 4 Enrollment: 136 Site: RHS Course #: 8 Enrollment: 364 Site: AdHS/IHS Course #: 10 Enrollment: 83/230 Site: WPHS Course #: 8 Enrollment: 523 Site: WHS Course #: 11 Enrollment: 349		Site: OHS Course #: 1+ Enrollment: TBD Site: RHS Course #: 6+ Enrollment: TBD Site: AdHS/ IHS Course #: 10+ Enrollment: TBD Site: WPHS Course #: + Enrollment: + Site: WHS Course #: 9+ Enrollment: TBD	Enrollment: +266 OHS: Courses Offered: +3 Enrollment: +123 RHS: Courses Offered: +2 Enrollment: +194 AdHS/IHS: Courses Offered: 0 Enrollment: +11/185 WPHS: Courses Offered: +8 Enrollment: +523 WHS: Courses Offered: +2 Enrollment: +151
1.16	Percentage of Students Who Accessed CTE Internships Data Source: Internal Aeries Report	Overall: 6% EL: 0% FY: 0% Homeless: 0% SED: 21% SWD: 1% African American: 4% American Indian: 0%	Overall: 9% EL: 1% FY: 0% Homeless: 0% SED: 30% SWD: 0% African American: 4%		EL: 6% FY: 6% Homeless: 6% SED: 27% SWD: 7% African American: 10% American Indian: 6%	Overall: +3% EL: +1% FY: 0% Homeless: 0% SED: +9% SWD: -1% African American: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 24% Filipino: 4% Hispanic: 16% Two or More Races: 5% Pacific Islander: 0% White: 45%	American Indian: 3% Asian: 24% Filipino: 0% Hispanic: 11% Two or More Races: 4% Pacific Islander: 1% White: 49%		Asian: 30% Filipino: 10% Hispanic: 22% Two or More Races: 11% Pacific Islander: 6% White: 51%	American Indian: +3% Asian: 0% Filipino: -4% Hispanic: -5% Two or More Races: -1% Pacific Islander: +1% White: +4%

Goal Analysis [2024-25]

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

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

Successful Implementation (fully Implemented):
Action 1.1 Multilingual Education and English Learner Support - A Multilingual Director was hired and has begun their role, taking initial steps toward implementation. They have started working on building relationships with educational partners and gaining a deeper understanding of the district's context. However, the process is still in its early stages, and a comprehensive plan has yet to be fully developed. Efforts are underway to outline a roadmap for providing designated and integrated English Learner (EL) program support. Embedded test-taking and organizational (study skills) in ELD Seminar, Continuing the use of Ellevation to support the identification of students, and the purchasing and implementing translation headsets/devices that allow us to correspond with our EL parents in real-time, during DELAC meetings has been completed. Additionally, funds have been provided to the site for EL support.

Action 1.3 Support for Advanced Placement (AP) and International Baccalaureate (IB) Programs - Fully implemented data-driven student identification and outreach strategies to expand access to AP, IB, DE, and CTE programs. All sites received College Board data, to identify students with the potential for AP coursework. Unique promotional programs were developed at each site to increase student awareness and participation. Several schools administered student surveys. Data analysis tools were successfully used to support enrollment growth, ensuring equitable access to advanced coursework. While some students still face challenges in accessing these programs, the district has established a structured and ongoing system to support recruitment, outreach, and student success.

Action 1.5 Support for Career Technical Education (CTE) Program - Fully implemented targeted recruitment efforts at middle schools, with a focused outreach to EL parents and students to increase awareness of CTE pathways and internship opportunities. The City of Roseville Field Day successfully engaged students, with a particular emphasis on EL student participation. Career Centers at each site actively utilize CA Career Zone and other resources to help students explore career, education, and training opportunities. The number of CTE courses

offering Dual Enrollment (DE) has increased, further attracting students to CTE programs. Additionally, planning is underway to leverage students repeating internship courses as peer mentors and recruiters, strengthening program sustainability and student engagement.

Implementation Challenges (Partially Implemented):
Action 1.2 Seal of Biliteracy Program Improvements – The implementation of promotional efforts for language assessments and the exploration of the California Spanish Assessment (CSA) began later than anticipated but are now in progress. While initial efforts focused on outreach, the need for a more structured approach emerged, leading to the formation of a Seal of Biliteracy working committee. This committee, not originally planned, is now being established to conduct a comprehensive review of current practices and develop targeted strategies to enhance student opportunities for meeting the Seal of Biliteracy criteria. Although the overall percentage of students earning the Seal increased from 26% to 30%, with a notable rise among English Learners (from 12% to 24%) there is still room for improvement to ensure long-term success.

Action 1.4 Support for Dual Enrollment (DE) Program - Participation in the CCEMC DE Leadership Academy was introduced as a strategic addition to strengthen site-level DE development, an initiative not originally outlined. Enrollment in DE courses has increased from 8% to 10%, with more schools establishing DE leadership teams and providing staff training through DELA. However, implementation remains partial, as efforts to integrate EL strategies into DE courses are still in the early stages. The DE application process continues to present challenges for families navigating online enrollment. To address this, initiatives are underway to improve communication about diverse course offerings for unduplicated students and to develop tools for counselors and registrars to better support families in understanding DE opportunities.

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

Action 1.5- difference due to estimated carryover from 23-24 being $227,000 lower than actual. More purchases occurred by 6/30/23 leaving less of a carryover balance for 24-25 school year.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Actions Demonstrating Strong Effectiveness:
Action 1.1 Multilingual Education and English Learner Support – Although the EL reclassification rate decreased from 23% to 22% due to an increase in newcomer students, the percentage of Long-Term English Learners (LTELs) declined from 10% to 8.2%. This indicates a positive trajectory in EL progress. The implementation of professional development for ELD teachers and EL Coordinators proved highly effective, strengthening instructional practices and structured support for English Learners (ELs). The full implementation of the Ellevation platform streamlined EL compliance monitoring and student progress tracking, improving data accessibility and intervention planning. However, there is a strong need to improve successful completion of A-G courses especially for EL students since only 25% of EL students successfully

completed A-G courses compared to the overall of 61%. Additionally, only 16% of EL students showed readiness on the College and Career Indicator compared 57% overall. More targeted interventions and support structures are necessary to address these gaps in performance.

Action 1.3 Support for Advanced Placement (AP) and International Baccalaureate (IB) Programs – Data-driven identification using College Board assessments successfully expanded access to advanced coursework. AP participation rates increased from 42% to 45%, reflecting the impact of targeted recruitment strategies. However, IB course participation slightly declined from 5% to 3%, indicating a need for further exploration of IB accessibility. Also, it is important to note that 95% and 96% of students who take an AP or IB course respectively earned a C or better. Finally, enrollment numbers in IB at both OHS (39) and GBHS (22) continue to stay steady compared to the previous year. Similarly, AP courses offered at all the high school are steady as well. One-on-one outreach continues to provide critical support for underrepresented students, as evidenced by qualitative feedback from staff and students reporting increased confidence in managing rigorous coursework.

Action 1.4 Dual Enrollment (DE) Program Expansion – The establishment of DE Leadership Teams at each school improved coordination and planning for DE pathways. Participation in the CCEMC DE Leadership Academy increased staff preparedness. Additionally, DE enrollment saw an increase from 8% to 10% and 95% of the students that take a DE class earn a C or better. Additionally, DE course offerings increased at each site. Some challenges persist in integrating EL strategies into DE courses and streamlining the online enrollment process. Further support for students and families is needed to increase participation.

Actions Demonstrating Emerging Effectiveness or Somewhat Effective:
Action 1.2 Seal of Biliteracy Program Improvements – Promotional efforts, including translated materials, successfully raised awareness of the Seal of Biliteracy. The percentage of students earning the Seal increased from 26% to 30%, with notable gains among EL students (from 12% to 24%) and homeless students (from 0% to 30%). However, the exploration of the California Spanish Assessment (CSA) as an alternative pathway is still in progress, and further analysis is needed to determine its impact on accessibility.

Action 1.5 Career Technical Education (CTE) and Internships – CTE completers grew from 17% to 22% contributing to recruitment efforts at the middle school level. Despite internship participation increasing from 6% to 9%, barriers remain in providing opportunities equitably across all sites. This was evidenced by the fact that 79% of students who enrolled in a CTE course did not complete the pathway. Continued focus is needed to expand industry partnerships and enhance student access to career-connected learning experiences.

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.

Baseline was changed in metric 1.13 due to a miscalculation from the previous year.
Overall baseline percentage was added to metric 1.16 to add clarity and consistency.

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	Multilingual Education and English Learner Support	The EL Director of Multilingual Education and English Learner Support will provide leadership and directions by implementing and supporting multilingual integrated and designated English Learner programs to support student achievement and rigorous, innovative learning aligned to the district and school goals. Embed test-taking and organizational (study skills) in ELD Seminar Continue the use of Ellevation to support the identification of students Purchase and implement translation headsets/devices that allow us to correspond with our EL parents in real-time, during DELAC meetings, etc. Funds provided to site for EL support	$740,282.00	Yes
1.2	Seal of Biliteracy Program Improvements	Implementation of New Seal of Biliteracy Standards and Inclusive Language Testing Strategy at RJUHSD. Communicate new Seal of Biliteracy requirements to staff and families Build a comprehensive promotional plan specifically targeting unduplicated students and families, including information on testing for languages not currently offered at RJUHSD.	$0.00	No
1.3	Support for Advanced Placement (AP) and International Baccalaureate (IB) Programs	Implement comprehensive strategies to enhance access, support, and success for students in advanced coursework. Develop an annual student survey for AP/IB/DE/CTE courses to gather input for program outreach with an emphasis on unduplicated students. Provide information in languages accessible to all RJUHSD families across print, digital, and other platforms. Enhance outreach and recruitment efforts targeting unduplicated groups. Increase the number of unduplicated students completing AP coursework Increase the number of AP courses and sections Assess and enhance the effectiveness of the tutoring center to maintain and improve the academic support system.	$1,022,284.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide supports for students in AP and IB courses AP Coordinators Operational expenses of the IB programs at GBHS and OHS Preparation of students for AP exams Enhance AVID programs to support student academic success and college readiness		
1.4	Support for Dual Enrollment (DE) Program	Enhance access and support for students in Dual Enrollment (DE). Implement English language development strategies to support EL students to access DE. Simplify and clarify the application and onboarding process for students and families. Increase access and opportunity of our unduplicated students in DE courses. Effectively communicate diverse course options to unduplicated student groups and families. Create tools for counselors and registrars to enhance parent communication about DE options.	$1,592,297.00	No
1.5	Support for Career Technical Education (CTE) Program	Implement personalized support initiatives for students. Offer targeted support for unduplicated students. Enhance communication with unduplicated students and families to provide additional support. Develop individualized learning plans for students that align with their career interests and academic needs Create structured mentorship programs where students are paired with mentors from industries relevant to their CTE track Offer specialized career services and a comprehensive inventory of career options to help students explore career opportunities, understand the educational requirements for these careers, and learn about pathways for advancement.	$1,295,235.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Significantly reduce and ultimately eliminate the achievement gap among specific student groups, promoting educational opportunities for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

RJUHSD formulated this LCAP goal with the primary objective of significantly reducing and ultimately eliminating the achievement gap among unduplicated student groups. The goal is rooted in a commitment to fostering educational opportunities for all students, ensuring that each individual has equitable access to quality education. The decision to develop this goal is supported by a comprehensive examination of various data points, shedding light on the disparities among student subgroups in different academic and non-academic aspects.

Academic Performance
The CAASPP (California Assessment of Student Performance and Progress) is the statewide educational assessment program in California. It measures student knowledge and skills in English language arts, mathematics, and science, providing key data on student performance for grades three through eight and grade eleven. For California's Local Education Agencies (LEAs), CAASPP results are crucial as they help evaluate the effectiveness of instruction and curricula, identify areas needing improvement, and ensure compliance with state and federal educational standards, contributing to accountability and educational improvement strategies.

In English Language Arts (ELA), the overall percentage of students meeting or exceeding standards is 67%, as measured by the 2023 California Assessment of Student Performance and Progress (CAASPP). The student groups listed in the LCAP (Local Control and Accountability Plan) are dashboard groups for which we are held accountable, representing specific demographic categories whose academic progress and outcomes are monitored and evaluated. and notable disparities exist among these groups. With 8% of English Learners (EL) meeting or exceeding the proficiency standard in ELA, there is a clear need for targeted interventions to address learning gaps (California School Dashboard (CA Dept of Education), 2023).

Similarly, in Mathematics, the overall percentage of 11th-grade students meeting or exceeding standards is 36%, with significant variations among subgroups. For instance, EL students have a lower percentage at 3%, highlighting the need to focus on specific support mechanisms for this group. Providing specialized training sessions and workshops in mathematics instruction focusing on research-proven strategies is a clear need. Additionally, supporting and guiding math instructors in data analysis to effectively evaluate student performance and inform

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instructional decisions can help identify the root cause of achievement gaps. Educational partners identified a need for workshops, lesson modeling, coaching, and collaboration sessions with math teachers and site leaders as a need to facilitate continuous professional development and implementation of effective instructional practices in mathematics. Additionally, there is a need to contribute to the development of instructional materials that cater to diverse student needs and align with math standards, ensuring accessibility and relevance for all learners. Finally, aligning assessments in math to measure progress and identify areas for improvement is crucial for enabling targeted interventions and differentiated instruction, ultimately fostering student success. Based on math trends, RJUHSD has established a proficiency goal of 39% of students meeting or exceeding the standard of proficiency on the CAASPP by 2027, incorporating a growth goal of 1% annually for the system as a whole. This goal is informed by the historical data trends, including proficiency rates of 36% in 2022-23, 33% in 2021-22, 34% in 2020-21, 40% in 2018-19, and 39% in 2017-18 (California School Dashboard (CA Dept of Education), 2023).

Both parents and teachers acknowledged the difficulty of making the California Assessment of Student Performance and Progress (CAASPP) relevant to both teachers and students. Educational partners also recognized that these barriers extended to insufficient training for test formats, inadequate support for students with disabilities, resistance to CAASPP as an accurate measure of student performance, and a general lack of success consciousness among students, highlighting multifaceted challenges. When educational partners reviewed the data related to the CAASPP test, they noted fewer students meeting standards, increased learning gaps due to the pandemic, and the need to provide additional scaffolds and supports due to the increase in English learners emphasizing significant hurdles in achieving educational goals. Barriers, such as a lack of buy-in for CAASPP, changes in the EL population, and pandemic-related disruptions, underscored the complexity of addressing issues in student performance and educational access.

The percentage of students within our 2023 graduating cohort taking higher-level math courses upon graduation was 78%, demonstrating a commitment to providing advanced educational opportunities. However, further analysis based on student subgroups is required to ensure equitable access to these courses. Over the past five years, there has been a fluctuation in the percentage of the graduating cohort taking higher-level math courses upon graduation. Baseline data collected in 2023 included all courses above Common Core Integrated Math II (CCIM2) including CCIM3, College Algebra, Precalculus, AP Statistics, AP Calculus, dual enrollment (DE) Math courses, or IB Math courses completed by the student’s senior year. This is an increase compared to the previous two years (36.5% in 2022 and 35.9% in 2021; however, the data collected during these years only considered year 3 or year 4 A-G or dual enrollment (DE) math courses into consideration. These trends across the last three years, including the incorporation of a more comprehensive definition of “high-level” math courses and pathways, suggest that a goal of a 1% increase annually is an appropriate target for the district (California School Dashboard (CA Dept of Education), 2023). These trends also suggest a need for targeted services to enhance academic performance and support student progression in mathematics. Prioritizing communication of CAASPP resources to district staff and alignment with Interim Assessment Benchmarks (IABs), with a particular focus on providing PLT training for math and English departments, is a clear need. Improving communication and support for counselors and math teachers is also essential to encourage increased math enrollment and facilitate student progression in math courses.

The California Science Test (CAST) is an assessment part of the CAASPP system, designed to evaluate students' understanding of the Next Generation Science Standards (NGSS) for California public schools. For California's Local Education Agencies (LEAs), CAST is important as it provides critical data on student achievement in science, aiding in curriculum improvement, helping to ensure that educational practices align with the NGSS, and contributing to the overall assessment of school and district performance. Science proficiency, as measured by the percentage of students meeting or exceeding standards, reveals an overall rate of 45%. Again, disparities among student subgroups emphasize the additional need for targeted interventions in this area (California School Dashboard (CA Dept of Education), 2023). High-

leverage strategies suggested by educational partners to improve science achievement involve integrating technology and hands-on experiments to make learning more interactive and engaging, thereby enhancing students' understanding and retention of scientific concepts. Another suggested approach was the implementation of professional development (PD) programs for teachers, focusing on the latest science education practices and curricula, which can equip educators with the tools and knowledge to better address diverse learning needs and improve instructional quality.

Graduation Rates
Research consistently shows that individuals with high school diplomas earn significantly more than those without. According to data from the U.S. Bureau of Labor Statistics, high school graduates earn approximately 30% more than those who have not completed high school and are more likely to be employed than those without a diploma (U.S. Bureau of Labor Statistics, (n.d.). A commendable 92% overall graduation rate is observed in RJUHSD; however, disparities persist among various student subgroups, emphasizing the importance of addressing equity in educational outcomes (California School Dashboard (CA Dept of Education), 2023).

English Learner Progress
Reclassifying English learners (ELs) refers to the process of transitioning students from an English learner status to a proficient English status based on specified criteria, which often includes assessment scores, teacher evaluations, and parent input. Reclassified students often experience significant improvements in academic performance. Research by Ilana Umansky and Sean Reardon, for example, suggests that reclassified ELs frequently perform at par with or better than their native English-speaking peers in academic assessments (Umansky & Reardon, 2014). This implies that reclassification, when accurately aligned with true language proficiency, can lead to enhanced educational outcomes. Notable progress is seen in the reclassification of EL students, with 73% achieving this milestone; however, a detailed analysis of The English Learner Progress Indicator (ELPI) levels, which shows the percentage of current English learners making progress towards English language proficiency or maintaining the highest performance level, indicates areas where additional support may be necessary (California School Dashboard (CA Dept of Education), 2023).

Teaching Staff
A significant body of research indicates that teacher quality is one of the most important factors affecting student achievement. For example, a study by Aaronson, Barrow, and Sander (2007) found that the quality of the teacher was the most important factor influencing student performance in math, surpassing class size and the socioeconomic status of students. Teachers with strong content knowledge and pedagogical skills are better equipped to deliver effective instruction and engage students. The high percentage of appropriately assigned teachers in RJUHSD (92%) is indicative of a commitment to ensuring students have access to qualified educators (California School Dashboard (CA Dept of Education), 2023).
In summary, the LCAP goal is a response to the nuanced data collected, aiming to address disparities in academic achievement, college and career readiness, graduation rates, attendance, and discipline among specific student groups. The goal reflects a commitment to promoting equitable educational opportunities for all students within the RJUHSD community.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Students Meeting or Exceeding Standard: ELA (SBAC/CAASPP) Data Source: Dashboard ELA Indicator	Overall: 67% EL: 8% FY: N/A (4 enrolled; 0 tested) Homeless: N/A (5 enrolled; 4 tested) SED: 53% SWD: 18% African American: 49% American Indian: 50% Asian: 74% Filipino: 86% Hispanic: 56% Two or More Races: 61% Pacific Islander: 57% White: 72%	Overall: 61% EL: 8% FY: N/A Homeless: 39% SED: 50% SWD: 7% African American: 43% American Indian: 54% Asian: 71% Filipino: 83% Hispanic: 49% Two or More Races: 55% Pacific Islander: 38% White: 63% LTEL: 4%		Overall: 70% EL: 14% FY: 2% annual increase from baseline %* Homeless: 2% annual increase from baseline %* SED: 59% SWD: 24% African American: 55% American Indian: 56% Asian: 80% Filipino: 92% Hispanic: 62% Two or More Races: 67% Pacific Islander: 63% White: 78%	Overall: -6% EL: 0% FY: N/A Homeless: +39% SED: -3% SWD: -11% African American: -6% American Indian: +4% Asian: -3% Filipino: -3% Hispanic: -7% Two or More Races: -6% Pacific Islander: -19% White: -9%
2.2	Percentage of Students Meeting or Exceeding Standard: MATH (SBAC/CAASPP) Data Source: Dashboard Math Indicator	Overall: 36% EL: 3% FY: N/A (4 students enrolled; 0 tested) Homeless: N/A (4 students enrolled; 0 tested) SED: 20%	Overall: 36% EL: 8% FY: N/A Homeless: 8% SED: 24% SWD: 3%		Overall: 39% EL: 9% FY: 2% annual increase from baseline %* Homeless: 2% annual increase from baseline %*	Overall: 0% EL: +5% FY: N/A Homeless: +8% SED: +4% SWD: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 5% African American: 15% American Indian: 23% Asian: 55% Filipino: 57% Hispanic: 22% Two or More Races: 32% Pacific Islander: 35% White: 39%	African American: 22% American Indian: 43% Asian: 51% Filipino: 47% Hispanic: 23% Two or More Races: 31% Pacific Islander: 17% White: 39% LTEL:0%		SED: 26% SWD: 11% African American: 21% American Indian: 29% Asian: 61% Filipino: 63% Hispanic: 28% Two or More Races: 38% Pacific Islander: 41% White: 45%	African American: +7% American Indian: +20% Asian: -4% Filipino: -10% Hispanic: +1% Two or More Races: -1% Pacific Islander: -18% White: 0%
2.3	Percentage of students who took a higher level (above IM2) math course upon graduation (CCIM3, College Algebra, Precalculus, AP Statistics, AP Calculus (AB or BC), DE Math, IB Math) Data Source: SIS	Overall: 78% (of the 2023 graduating cohort) EL: 26% FY: N/A (2 students that were in the 2023 cohort that graduated, took a higher level math course - N/A given the low number)* Homeless: 28.6% SED: 67% SWD: 15% African American: 54% American Indian: 77% Asian: 86% Filipino: 96% Hispanic: 68% Two or More Races: 78%	Overall: 74% (of the 2024 graduating cohort) EL: 48% FY: N/A Homeless: 70% SED: 72% SWD: 64% African American: 70% American Indian: 81% Asian: 76% Filipino: 81% Hispanic: 72% Two or More Races: 76% Pacific Islander: 87%		Overall: 81% (of the 2026 graduating cohort) EL: 32% FY: TBD Homeless: 34% SED: 73% SWD: 21% African American: 60% American Indian: 82% Asian: 92% Filipino: 100% Hispanic: 74% Two or More Races: 84% Pacific Islander: 96%	Overall: -4% EL: +22% FY: N/A Homeless: +41.4% SED: +5% SWD: +49% African American: +16% American Indian: +4% Asian: -10% Filipino: -15% Hispanic: +4% Two or More Races: -2% Pacific Islander: -3% White: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander: 90% White: 80%	White: 76%		White: 86%	
2.4	High School Graduation Rate Data Source: Dashboard	Overall: 92% EL: 74% FY: 70% Homeless: 67% SED: 85% SWD: 66% African American: 89% American Indian: 86% Asian: 96% Filipino: 97% Hispanic: 85% Two or More Races: 88% Pacific Islander: 100% White: 94%	Overall: 94% EL: 80% FY: NA Homeless: 70% SED: 90% SWD: 78% African American: 91% American Indian: 71% Asian: 96% Filipino: 98% Hispanic: 91% Two or More Races: 93% Pacific Islander: 92% White: 95% LTEL: 84%		Overall: 95% EL: 80% FY: 76% Homeless: 73% SED: 91% SWD: 72% African American: 95% American Indian: 92% Asian: 100% Filipino: 100% Hispanic: 91% Two or More Races: 94% Pacific Islander: 100% White: 100%	Overall: +2% EL: +6% FY: N/A Homeless: 0% SED: +5% SWD: +12% African American: +2% American Indian: -15% Asian: 0% Filipino: +1% Hispanic: +6% Two or More Races: +5% Pacific Islander: -8% White: +1%
2.5	Percent of EL students who are reclassified Data Source: Internal / CALPADS	23% of EL students were reclassified during the 22-23 school year.	22% of EL students were reclassificated during the 23-24 school year.		24% of EL students reclassified	-1%
2.6	Percentage of Students Meeting or Exceeding Standard: SCIENCE Data Source: Dataquest (CAST)	Overall: 45% EL: 1% FY: N/A (0 enrolled)* Homeless: N/A (6 enrolled; 4 tested)*	Overall: 43% EL: 3% FY: N/A Homeless: 14% SED: 28%		Overall: 43% EL: 3% FY: N/A Homeless: 14% SED: 28%	Overall: -2% EL: +2% FY: N/A Homeless: +14% SED: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 28% SWD: 9% African American: 27% American Indian: 31% Asian: 58% Filipino: 72% Hispanic: 31% Two or More Races: 43% Pacific Islander: 44% White: 48%	SWD: 4% African American: 27% American Indian: 41% Asian: 53% Filipino: 67% Hispanic: 31% Two or More Races: 37% Pacific Islander: 40% White: 46% LTEL: 0%		SWD: 4% African American: 27% American Indian: 41% Asian: 53% Filipino: 67% Hispanic: 31% Two or More Races: 37% Pacific Islander: 40% White: 46% LTEL: 0%	SWD: -5% African American: 0% American Indian: +10% Asian: -5% Filipino: -5% Hispanic: 0% Two or More Races: -6% Pacific Islander: -4% White: -2%
2.7	Number/Percentage of Appropriately Assigned Teachers Data Source: Dashboard	Appropriately Assigned Teachers: 92%	Appropriately Assigned Teachers: 91%		Appropriately Assigned Teachers: 91%	-1%

Goal Analysis [2024-25]

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

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

Successful Implementation (Fully Implemented)
Action 2.1 Instructional Capacity Building – Professional learning sessions focusing on high-impact strategies, such as Building Thinking Classrooms, were successfully conducted. Interim assessments for math and science were introduced, providing valuable progress data. The implementation of PowerSchool Unified Insights for data analysis began, with full integration planned for the 2025-26 school year. These efforts strengthened instructional alignment and improved teachers' capacity to analyze student performance data.

Action 2.3 Professional Development and Supports in Core Contents (Math, ELA, Science) - Lead teams in English, Math, and Science participated in a full-day assessment evaluation session, analyzing student achievement data and planning for the implementation of Interim

Assessment Blocks (IABs). As a result, Math selected interim assessments for fall and spring administration, Science identified an IAB for spring, and discussions were ongoing in English for the fall term. Interim assessments were agreed to be administered in the spring for ELA. This initiative strengthened data-driven instructional planning and alignment across core subjects. Although this work has been supported by Professional Learning Specialists, there is a continued need to support sites in math. This support needs to be ongoing. Additional funding in action 2.3 is necessary in order to provide all teachers targeted support in core classes.

Action 2.5 Co-Taught Learning Support – All comprehensive sites successfully implemented co-taught courses in IM1, IM2, English 9, English 10, and Biology. Professional development was provided for co-teaching teams, focusing on accommodations and Building Thinking Classrooms strategies. These efforts enhanced collaboration between general and special education teachers, improving instructional support for SWD students.

Action 2.7 Enhance Guidance Services - School counselors provided increased one-on-one support for foster youth (FY), homeless, and socioeconomically disadvantaged (SED) students, addressing their academic, college and career, and social-emotional needs. Counselors assist students and their families in accessing essential resources such as food, clothing, and shelter to ensure stability and academic success.

Counselors work closely with 11th and 12th grade FY, homeless, and SED students to support accurate FAFSA and financial aid completion, maximizing scholarship and grant opportunities. To support on-time graduation, counselors monitor FY students who transfer schools after 11th grade, identifying those eligible for AB 167. They also collaborate with College and Career Specialists to provide students with career exploration support, employment opportunities, work permits, and SAT/ACT fee waivers.

Family and Community Engagement (FACE) Liaisons further strengthen this system of support by conducting home visits and connecting families to local resources such as food banks, free or low-cost medical, vision, and dental services, and supplemental school supplies. This holistic approach ensures that unduplicated students receive the academic, career, and social-emotional guidance necessary for success.

Action 2.8 Credit Recovery Program - Ed Services offered online Credit Recovery courses available to all students in all graduation requirement courses both during the school year and via summer school. School counselors prioritized seniors at risk of not graduating, ensuring they had access to the necessary coursework. Increased access to credit recovery helped more seniors stay on track for graduation, contributing to an overall rise in graduation rates from 92% to 94%.

Implementation Challenges (Partially Implemented):
Action 2.2 Explicit Language Strategies – While collaboration between ELD and Biology teachers led to successful integration of sentence frames, interactive word walls, and scaffolding templates, expansion to other subjects such as Health, VAPA, and Math is still in progress. This work was supported by Professional Learning Specialists. However, there is a continued need to train all teachers in a manner that is sustainable and customized to meet the needs of individual sites. This support needs to be ongoing. Additionally, Implementing these strategies across all content areas remains a challenge, with ongoing efforts to support implementation across all content areas. Additional funding in action 2.2 is necessary in order to provide all teachers targeted support.

Action 2.4 Targeted Intervention and Academic Support - Credit recovery was embedded into the master schedule at select schools, and after-school tutoring programs were developed. However, some students in need of intervention, particularly those struggling with

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engagement, posed challenges. Sites are continuing to refine outreach efforts and intervention models to ensure at-risk students receive adequate academic support.

Action 2.6 Academic Support for Unduplicated Student Groups – Attendance teams closely monitored SED, foster, and homeless students. Intervention letters were issued along with home visits through Family and Community Engagement (FACE) liaisons. While transportation services were expanded using public transit, school buses, and third-party providers like MediCab, additional strategies are being explored to address increased transportation needs effectively and efficiently.

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

There are no material differences for goal 2.

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

The effectiveness of implemented actions in reducing the achievement gap has varied. While some initiatives have demonstrated strong effectiveness with measurable gains, others show emerging progress but have not yet reached their full impact.

Actions Demonstrating Strong Effectiveness
Action 2.1 Instructional Capacity Building and Action 2.3 Professional Development & Supports in Core Contents (Metric 2.3: Math, ELA, and Science Instructional Growth)
Strengthening instructional leadership and professional development through administrative roles contributed to improved teaching practices. The newly appointed Executive Director led multiple high-impact instructional strategy sessions, including Building Thinking Classrooms and language development. Additionally, the State and Federal Director II ensured full compliance with all Title programs, supporting schools in data-informed instruction through collaborative teacher release days and high-quality instructional material implementation.

Training initiatives on Building Thinking Classrooms and interim assessments aimed to enhance instructional capacity in core content areas led by the Executive Director. Math proficiency remained at 36% overall, yet African American students (+7%) and American Indian students (+20%) demonstrated strong growth. Due to the slight decline from 78% to 74% of students taking higher level math there has been discussion and pathway options for students to take different types of math courses as a fourth year option.

Additionally, professional development around the need for informative assessments (interim assessments) has been critical as there has been a decline from 67% to 61% in ELA overall and a 45% to 43% decline in Science overall in CAASPP performance. Teacher feedback indicated increased confidence in applying new instructional strategies. Moving forward, targeted site-specific math support will be developed to further increase effectiveness.

Action 2.5 Co-Teaching Learning Support
The expansion of co-taught courses and professional development for instructional teams led to significant academic gains. Graduation rates for SWD increased from 66% to 78%, and co-taught course participation expanded across core subjects. Additionally, 91% of teachers were

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appropriately assigned, ensuring that instructional teams were well-equipped to deliver effective co-teaching strategies. Classroom observations indicated improved instructional collaboration, while student feedback highlighted greater access to individualized academic support. The co-teaching model, supported by a highly qualified instructional workforce, proved to be a strong driver of academic success and student engagement.

Action 2.4 Targeted Intervention & Academic Support and Action 2.8 Credit Recovery & Targeted Interventions
Increased credit recovery, tutoring, and counselor engagement resulted in a rise in graduation rates. The overall graduation rate improved from 92% to 94%, with notable increases among SWD (+12%) and EL students (+6%). These targeted interventions were instrumental in supporting at-risk students in fulfilling their academic requirements, leading to positive overall outcomes.

Also, expanded access to credit recovery and tutoring programs provided support for students needing assistance in meeting graduation requirements. However, some sites faced challenges with attendance and engagement. While positive trends emerged, additional refinement of support structures and strengthening of intervention strategies is necessary to maximize effectiveness.

Actions Demonstrating Emerging Effectiveness
Action 2.2 Explicit Language Strategies
Although there was a slight decline (23% to 22%) in the number of reclassified students there has been efforts to implement explicit language strategies including professional development and classroom-based interventions. While sentence frames and scaffolding increased in classrooms, sustaining these strategies consistently across content areas remains a challenge. Further planning, development, and staffing are required to ensure long-term impact on EL student outcomes.

Action 2.6 Academic Supports & Services for Unduplicated Students and Action 2.7 Enhanced Guidance Services
Although graduation rates increased to 70% (homeless), and 90% (SED), the rates are still lower than the overall. Strengthened guidance services enhanced support for foster, homeless, and socioeconomically disadvantaged (SED) students, including expanded transportation and FACE liaison services have been critical this year. These wraparound support structures improved student stability and attendance, contributing to better engagement and retention.

However, attendance monitoring and intervention efforts for SED, foster youth, and homeless students showed mixed results. Some improvements were observed, yet persistent barriers like housing instability and inconsistent transportation continued to impact school attendance. Letters, home visits, and transportation partnerships were implemented, but further adjustments to attendance strategies and transportation methods are needed to ensure consistent school engagement.

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 2.5 has been revised because the data reported on the LCAP was inaccurate. Data source on description revised. Baseline and year 3 outcome revised.

Added to Action 2.8 - An Executive Director position has been added to oversee the development, implementation, and continuous improvement of the Credit Recovery Program. This addition is necessary to ensure a clear and strategic vision for credit recovery, enhance program management, and improve student outcomes. The Director will be responsible for system oversight, data analysis, staffing coordination, and stakeholder communication. By centralizing leadership, this role will provide a more structured approach to identifying student needs, refining intervention strategies, and increasing access to credit recovery opportunities. The expected outcome is a more efficient and effective program that supports student success, improves graduation rates, and addresses equity gaps.

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	Instructional Capacity Building	Coordinate comprehensive educational initiatives for student success in mathematics. The Executive Director of Curriculum and Instruction will oversee the development, implementation, and evaluation of educational programs and strategies to enhance teaching and learning outcomes for unduplicated students, including but not limited to; Provide Targeted Professional Development in Mathematics Monitor strategy implementation progress from math professional development The Director II of State and Federal Programs and Accountability will ensure compliance with state and federal regulations, coordinate grant funding initiatives, and monitor academic performance metrics to drive continuous improvement within an educational institution. Align assessments to measure progress and identify areas for improvement, enabling targeted interventions and differentiated instruction Provide professional learning specialists to support teachers in accessing quality instructional materials. Provide specialized training sessions and workshops to math instructors. Provide support and guidance in data analysis.	$2,362,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Conduct workshops, modeling lessons, coaching, and collaboration sessions. Contribute to the development of instructional materials catering to diverse student needs and aligning with math standards. Develop the capacity of site leadership to be instructional leaders through training and focused implementation of high-level math instruction. Direct instruction and training in research-based, effective mathematical instruction practices Observation of specific classroom practices and providing coaching to teachers in mathematics Expand the current articulation opportunities between RJUHSD and its partner districts (high school and middle school math teachers) increasing both alignment and strengthening the instructional knowledge and capacity of each math instructor and department Implement highly effective strategies in all math classrooms Provide professional development research and resources for all instructors as part of capacity building efforts Incorporate engaging, high-leverage action habits into professional development at the beginning of the year as a form of capacity building Implement coaching cycles for math teachers throughout the year Ensure administrators participate in coaching cycles throughout the year, integrating high-leverage strategies.		
2.2	Explicit Language Strategies	Provide targeted support that enhances language acquisition and fosters academic success in all subject areas Provide additional ELD sections to sites to support EL students. Identify and implement explicit integrated English language development (ELD) strategies and training for teachers to support language acquisition. Provide professional development through professional learning specialists to use visual aids, hands-on activities, and simplified language to support comprehension while maintaining rigorous content standards. Train instructors to explicitly teach and reinforce academic language skills, such as vocabulary development, reading comprehension strategies, and academic writing, within the context of their specific subject area.	$1,270,442.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Train teachers to increase collaborative learning opportunities for EL, newcomer, and Long-Term English Learner (LTEL) students (pair students with varying language proficiency levels, build language skills through meaningful interactions, use English in academic contexts). Provide professional development to teachers to increase engagement in discussions, debates, presentations, and projects that require EL, newcomer, and Long-Term English Learner (LTEL) LTEL students to use academic language and apply content knowledge. Create intensive, integrated English Language development programs for newly arrived or newcomer students. Provide targeted support to Long-Term English Learners (LTELs). Implement targeted integrated English language development (ELD) programs that provide intensive English language instruction tailored to the proficiency level and individual needs of LTELs with the guidance of professional learning specialists. Incorporate language-rich activities and integrated English language development (ELD) instructional strategies into core content areas. Incorporate culturally relevant materials, texts, examples, and sharing opportunities into instruction. Train instructors to break down learning tasks into manageable steps, provide clear explanations and modeling, and offer guided practice and feedback to help LTELs develop academic language proficiency and content knowledge.		
2.3	Professional Development and Supports in Core Contents (Math, ELA, Science)	Ensure equitable access to high-quality education and foster academic success for all students, regardless of background or circumstance. Offer training and support for teachers administering CAASPP interim testing and utilizing formative data for instruction through professional learning specialists. Facilitate professional development to enhance learner-centered, deep thinking and learning, with a focus on strategies to reduce D and F rates in math classrooms, in partnership with various providers.	$4,593,757.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Investigate and provide professional development for sites to support high school students with significant skill gaps, ensuring successful progression in our Integrated Math sequence with an emphasis on unduplicated student groups. Deliver professional development through professional learning specialists on explicit language teaching strategies for teachers, along with establishing a progress monitoring system to assess program effectiveness for EL students with particular emphasis on math, English, and science instruction. Increase counselor and teacher support for students to finish the science pathway from Biology, Physics through Chemistry by the end of their junior year for CAASPP prep. Implement PowerSchool Unified Insights districtwide for data management and analysis of student outcomes data, to support the planning and adjustment for high-quality first instruction.		
2.4	Targeted Intervention and Academic Support	Offer additional academic support (i.e. mathematics tutoring) and opportunities for mastery across subjects, promoting access and academic success for all learners. Credit recovery opportunities for targeted credit deficient students (i.e., summer school, credit recovery during the school year). Implement a high dosage school math and science tutoring program. Implement a targeted selection process based on data analysis to identify students who will benefit most. Utilize pre and post assessments and measure individual student progress and adjust instructional strategies to maximize educational outcomes (Nickow, Oreopoulos, & Quan, 2020).	$889,932.00	Yes
2.5	Co-Taught Learning Support	Ensure universal access to education, accommodate diverse learning needs, and facilitate academic growth and success for students with disabilities (SWD).	$3,715,976.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide and expand co-taught courses in IM1, IM2, Eng9, Eng10, and NGSS Bio for the SWDs who require it according to their IEPs at each comprehensive school site Introduce co-taught DE courses for SWD		
2.6	Academic Supports and Services for Unduplicated Students	Address the unique challenges socio-economically disadvantaged (SED), homeless, and foster youth (FY) students face, ensuring stability in their education, and promoting their academic success. Establish a plan of support for homeless, foster youth (FY), and low-income (SED) students to help address attendance issues. Increase targeted academic support of SED, FY, and homeless students through Learning Support Specialists (LSS). Maintain a transportation service to ensure students, including those who are low-income (SED), foster youth, and homeless, have access to transportation to and from school as needed.	$1,067,937.00	Yes
2.7	Enhance Guidance Services	Provide academic, college and career guidance to students Support the unduplicated proportional cost of school counselor positions	$2,690,335.00	Yes
2.8	Senior Credit Recovery Program	Support 12th-grade students at risk of not graduating. Facilitate the concurrent enrollment of 12th-grade students at risk of not graduating in credit recovery programs at Roseville Adult School. The Executive Director of the Credit Recovery Program will be responsible for developing, implementing, and refining the vision for a comprehensive credit recovery system that ensures equitable access to graduation pathways for all students. This role will oversee the management of program operations, including staffing, budgeting, and resource allocation, to create a structured and effective system that meets student needs.	$325,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, the Director will lead data analysis efforts to track student progress, identify areas for improvement, and inform strategic decision-making. Clear and consistent communication with educational partners including district leadership, site administrators, teachers, students, and families. There will be a key focus to ensure alignment, transparency, and program effectiveness. By strengthening credit recovery opportunities, this position will play a vital role in increasing student success, closing achievement gaps, and supporting on-time graduation rates.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Expand support for students and increase parent involvement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Roseville Joint Union High School District has established a strategic goal to expand support for students and increase parent involvement, driven by comprehensive data highlighting areas for improvement within our educational community. Positive indicators, such as student and parent perceptions of school connectedness and safety, provide a foundation for engagement efforts.

Suspension and Expulsion Rates
RJUHSD places a significant emphasis on reducing suspension rates. Suspended students are more likely to fall behind in their studies, miss out on crucial instructional time, and become disconnected from the school environment. Research by Balfanz, Byrnes, and Fox (2015) highlighted the profound impact of even a single suspension during ninth grade, significantly decreasing the likelihood of graduating from high school. Moreover, studies have found that suspension is not effective at deterring poor student behavior (Fenning & Bohanon, 2006; Losen & Skiba, 2011). Instead, suspension tends to be a reactive response by adults that fails to address the underlying causes of misconduct, which may stem from experiences of trauma (Verdugo, 2002). Consequently, RJUHSD is actively focusing a culture of care that examines alternatives to suspension, seeking interventions that target the root causes of disruptive behavior. This proactive approach aims to provide support and resources to students in need, ultimately fostering a more inclusive and supportive learning environment.
Current suspension rates currently stand at 4.4% district-wide. Subgroups such as foster youth (FY) and homeless students experience disproportionately high suspension rates at 17% and 16%, respectively. Students with disabilities (SWD), also notable, have a suspension rate of 9.7%, with at least one day of suspension. Addressing these disparities is key to fostering a safe and inclusive learning environment for all students (California School Dashboard (CA Dept of Education), 2023).
Expulsion rates remain relatively low at 0.1% overall, but attention is warranted to ensure equitable outcomes across all student demographics (Expulsion Rate, Dataquest - Roseville Joint Union High (CA Dept of Education), 2023). Disaggregated data reveals disparities, with certain groups, such as American Indian and Hispanic students, experiencing slightly higher expulsion rates, warranting further investigation and support.

Absenteeism
Chronic absenteeism is not only a strong predictor of dropout rates but also has far-reaching consequences beyond K-12 education. According to a study by Balfanz and Byrnes (2012) from the Everyone Graduates Center at Johns Hopkins University, chronic absenteeism as early as sixth grade can foreshadow lower graduation rates. Moreover, the impacts of chronic absenteeism stretch into future educational

and career opportunities, affecting college preparedness, attendance, and subsequent employment prospects. On a positive note, chronic absenteeism, defined as the percentage of students absent for 10 percent or more of instructional days they were enrolled to attend, is notably lower in RJUHSD, currently at 15%, compared to the statewide rate of 25.4% (Chronic Absenteeism Rate, Dataquest - Roseville Joint Union High (CA Dept of Education), 2023). Disparities among student subgroups are notable, with rates particularly high among English Learners (EL) at 24%, foster youth (FY) at 33%, and homeless students at 45% (Chronic Absenteeism Rate, Dataquest - Roseville Joint Union High (CA Dept of Education), 2023). Similarly, students from socio-economically disadvantaged (SED) backgrounds and those with disabilities (SWD) also exhibit elevated rates, emphasizing the need for targeted intervention and support.

Extracurricular Activities

Participation in extracurricular activities has been consistently linked with improved academic performance. According to Fredricks and Eccles (2006) students who engage in these activities tend to have higher grades and demonstrate greater aspirations for continuing education. This is often attributed to the development of organizational skills, time management, and a positive attitude towards school (Fredricks & Eccles, 2006). Research shows that students who participate in extracurricular activities are less likely to engage in risky behaviors such as substance abuse and delinquency, largely because these activities offer structured and supervised environments that encourage healthy choices, as highlighted in a report by the U.S. Department of Health & Human Services (U.S. Department of Health & Human Services (n.d.). Additionally, involvement in these activities is associated with higher levels of school engagement and attendance. Extracurricular opportunities provide students with compelling reasons to be more invested in their school community, thus enhancing their overall commitment to education.

Athletic program participation in RJUHSD, one of the key extracurricular programs, is strong with 4,517 students engaged in sports, representing 44% of the total enrollment of 10,357. This showcases the district's commitment to athletics as an integral part of school life with nearly equal numbers of sports teams for both genders (Female: 188, Male: 181). Despite this commitment, the disparity in participation rates between genders exists, with 1,978 females (40%) compared to 2,539 males (47%) engaging in athletes. This indicates a need for further investigation to ensure equitable opportunities and encouragement for all students to participate in sports.

Co-Curricular Engagement

Co-curricular participation in high schools, additionally, is widely recognized for its positive effects on students' academic, social, and emotional development. Many studies have found that participation in extracurricular activities is positively associated with higher grades, higher academic aspirations, and higher standardized test scores (Broh, 2002). Participation in co-curricular activities result in better exam grades, less disciplinary issues, increased attendance, and less dropout rate from school (Darling, Caldwell, and Smith, 2005). Specific to students who were engaged in fine arts activities, Olson (2008) found students had significantly improved attendance compared to those students who preferred to limit only to studies at school. Being involved in co-curricular activities is significantly related with class attendance and higher class attendance is linked with higher academic achievement (Olson, 2008).

In RJUHSD, a range of co-curricular activities including club participation is seen as an integral component of the educational experience, fostering both personal growth and academic enrichment. In reviewing the current data, GBHS stands out with notably more clubs than its counterparts; however, a reassessment of quality club offerings to enhance student involvement and cater to a wider array of interests is warranted. The district-wide participation in additional co-curricular activities, which complement academic learning, involves 4,799 students. The activities, which include AVID, Yearbook, Speech and Debate, and others, are critical as they support diverse aspects of student development, from leadership skills to creative expression. The high participation rate indicates
strong engagement and suggests that these programs are well-received by students, potentially contributing positively to their academic and personal growth.

At-Risk Students
Research on credit recovery programs and concurrent enrollment for at-risk students supports their effectiveness in facilitating graduation and improving academic outcomes. Several studies have demonstrated the positive impact of credit recovery programs on graduation rates and student achievement. For example, a study by the National Dropout Prevention Center found that credit recovery programs can significantly increase graduation rates for at-risk students by providing alternative pathways to earning credits and completing high school requirements (National Dropout Prevention Center, 2024). Additionally, research conducted by the What Works Clearinghouse has highlighted the effectiveness of concurrent enrollment programs in allowing students to earn college credit while still in high school, leading to higher rates of college enrollment and completion (WWC | Find What Works!, n.d.).
Facilitating concurrent enrollment of at-risk 12th-grade students in credit recovery programs at Roseville Adult School can effectively address academic challenges and ensure timely graduation. Research confirms the vital role of targeted interventions for students at risk of not graduating, with concurrent enrollment programs recognized as effective strategies for credit recovery and academic progress. Such programs offer opportunities for students to regain missed credits, improve academic standing, and increase graduation rates. Through engaging internal and external partners and launching educational campaigns, RJUHSD can efficiently communicate available resources and support to students, teachers, and parents, enhancing district-wide communication and fostering community partnerships focused on student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension rates Data Source: DataQuest	Overall 4.4% EL: 7% FY: 17% Homeless: 16% SED: 8% SWD: 10% African American: 8% American Indian: 8% Asian: 3% Filipino: 2% Hispanic: 7% Two or More Races: 6% Pacific Islander: 6% White: 4%	Overall 4% EL: 6% FY: 21% Homeless: 14% SED: 6% SWD: 10% African American: 10% American Indian: 6% Asian: 2% Filipino: 2% Hispanic: 5% Two or More Races: 5%		Overall: 1.4% EL: 1% FY: 11% Homeless: 10% SED: 2% SWD: 4% African American: 2% American Indian: 2% Asian: 0% Filipino: 0% Hispanic: 1% Two or More Races: 0%	Overall: -0.4% EL: -1% FY: +4% Homeless: -2% SED: -2% SWD: 0% African American: +2% American Indian: -2% Asian: -1% Filipino: 0% Hispanic: -2% Two or More Races: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pacific Islander: 6% White: 3% LTEL: 9%		Pacific Islander: 0% White: 0%	Pacific Islander: 0% White: -1%
3.2	Expulsion Rates Data Source: DataQuest	Overall 0.1% African American: 0.0% American Indian: 0.9% Asian: 0.1% Filipino: 0.0% Hispanic: 0.2% Two or More Races: 0.0% Pacific Islander: 0.0% White: 0.0%	Overall 0% African American: 0.2% American Indian: 0% Asian: 0% Filipino: 0.0% Hispanic: 0.1% Two or More Races: 0.0% Pacific Islander: 0.0% White: 0.0%		Overall: Maintain or decrease African American: 0.0% American Indian: 0.0% Asian: 0.0% Filipino: 0.0% Hispanic: 0.0% Two or More Races: 0.0% Pacific Islander: 0.0% White: 0.0%	Overall: +0.1% African American: -0.2% American Indian: +0.9% Asian: +0.1% Filipino: 0% Hispanic: +0.1% Two or More Races: 0% Pacific Islander: 0% White: 0%
3.3	Rate of Student Connection 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree Data Source: Annual District Survey	Student Survey Rating I feel like I belong at this school: 3.75 I like this school: 3.63 I think this is a good school: 3.80 Students at this school like me: 3.56 Participating in extracurricular activities is important to me: 3.73	Student Survey Rating I feel like I belong at this school: 3.82 I like this school: 3.70 I think this is a good school: 3.89 Students at this school like me: 3.63		Student Survey Rating I feel like I belong at this school: 4.0 I like this school: 4.0 I think this is a good school: 4.0 Students at this school like me: 4.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Participating in extracurricular activities is important to me: 3.79		Participating in extracurricular activities is important to me: 4.0	
3.4	Rate of Student Perceptions on School Safety 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree Data Source: Annual District Survey	I feel safe at school: 3.88	I feel safe at school: 3.95		I feel safe at school: 4.0	
3.5	Rate of Parent Perceptions on School Safety 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree Data Source: Annual District Survey	My child is safe at school: 3.95 There is adequate supervision during school: 3.72 There is adequate supervision before and after school: 3.56	My child is safe at school: 3.95 There is adequate supervision during school: 3.73 There is adequate supervision before and after school: 3.56		My child is safe at school: 4.0 There is adequate supervision during school: 4.0 There is adequate supervision before and after school: 4.0	
3.6	Chronic Absenteeism Data Source: CALPADS EOY 3	Overall: 15% EL: 24% FY: 33% Homeless: 45%	23-24 CALPADS EOY 3 Data Overall: 13% EL: 25%		Overall: 12% EL: 18% FY: 27% Homeless: 39%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 25% SWD: 30% African American: 18% American Indian: 24% Asian: 8% Filipino: 6% Hispanic: 20% Two or More Races: 21% Pacific Islander: 17% White: 14%	FY: 48% Homeless: 42% SED: 19% SWD: 28% African American: 20% American Indian: 21% Asian: 9% Filipino: 5% Hispanic: 17% Two or More Races: 18% Pacific Islander: 9% White: 12%		SED: 19% SWD: 24% African American: 12% American Indian: 18% Asian: 2% Filipino: 0% Hispanic: 14% Two or More Races: 15% Pacific Islander: 11% White: 8%	
3.7	Rate of Parent Perceptions on a sense of feeling welcomed, adequately informed of choice for their child's post-secondary options, as well as their child being prepared 1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree Data Source: Annual District Survey	I feel welcome at my child's school: 4.0 The school provides adequate information to students about attending college after graduation: 3.83 The school provides adequate information about non-college options after graduation: 3.36 The school succeeds at preparing its students for future work: 3.73	I feel welcome at my child's school: 4.03 The school provides adequate information to students about attending college after graduation: 3.85 The school provides adequate information about non-college options after graduation: 3.45		I feel welcome at my child's school: 4.0 The school provides adequate information to students about attending college after graduation: 4.0 The school provides adequate information about non-college options after graduation: 4.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The school succeeds at preparing its students for future work: 3.73		The school succeeds at preparing its students for future work: 4.0	
3.8	Number of students participating in co-curricular opportunities (Co-curricular is defined as an activity or program that takes place outside of the traditional classroom but in some manner complements academic learning from the classroom curriculum). Data Source: Internal Data Source	Overall: 4799 students Co-curricular courses include: AVID Yearbook Speech and Debate Student Government Choir Drama Dance Band Media Mock Trial	Overall: 5939 students Co-curricular courses include: AVID Yearbook Speech and Debate Student Government Choir Drama Dance Band Media Mock Trial		Overall: 4943 Co-curricular courses include: AVID Yearbook Speech and Debate Student Government Choir Drama Dance Band Media Mock Trial	
3.9	Student Athletic Participation Data by Gender Data Source: California Basic Educational Data System (CBEDS)	Total Comprehensive Enrollment in Schools FEMALE: 4,904 MALE: 5,387 N: 66 Total # of Student Participants by Gender FEMALE: 1,978 MALE: 2,539 N: 10	Total Comprehensive Enrollment in Schools FEMALE: 5,031 MALE: 5,528 N: 53 Total # of Student Participants by Gender		Overall: Maintain or Increase Total Comprehensive Enrollment FEMALE: 4,904+ MALE: 5,387+ N: 66+ Total # of Student Participants	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total # of Sports Teams by Gender FEMALE: 188 MALE: 181	FEMALE: 2,114 MALE: 2,471 N: 10 Total # of Sports Teams by Gender FEMALE: 198 MALE: 187		by Gender FEMALE: 1,978+ MALE: 2,539+ N: 10+ Total # of Sports Teams by Gender FEMALE: 188+ MALE: 181+	

Goal Analysis [2024-25]

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

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

Successful Implementation (Fully Implemented)
Action 3.2 Supportive and Healthy School Culture - RJUHSD's Culture of Care has been fully implemented across all sites to foster a positive and inclusive school climate, promoting students' physical, social, and emotional well-being. Staff participated in training such as safety conferences and trauma-informed webinars, ensuring alignment with best practices. Students engaged in leadership programs and school climate training, including guest speakers, Digital4Good, and leadership summits. Peer support programs were successfully supported through school leadership classes and annual leadership summits, and kindness weeks were held across all sites to encourage a positive school climate. Additionally, PBIS teams were established at all sites to drive inclusive classroom lessons and activities. Additionally, Athletics Directors have received extra release periods, stipends, and compensation for their time which has helped increase participation in our athletic program. Finally, Unified Sports is also fully implemented as we have a District coordinator along with site coaches. Each comprehensive site also hosts one Unified Sports competition per year for a total of 6 districtwide.

Action 3.3 Supportive and Safe School Culture - The development of a positive school culture and climate has seen progress, but there have been challenges related to consistency and the increasing demand for support. While training for staff and students, including safety conferences and trauma-informed practices, was implemented, the varying levels of engagement across sites have affected the full impact. The PAUSE protocol has supported administrators in finding alternatives to suspension, yet its implementation has been uneven, especially with the increased need for SRO support at AnHS, which lacks consistent coverage. This has contributed to higher suspension rates, particularly for AA, SWD, and EL students. Additionally, the need for more targeted interventions to address at-risk students has increased, impacting the fidelity of the protocol's execution. The implementation of anti-bullying, harassment, and discrimination awareness campaigns has been successful at raising student awareness. However, ongoing engagement with students has been challenging, particularly in maintaining consistent messaging and participation across schools. The wellness programs, including Tobacco Use Prevention Education (TUPE) and the Every 15 Minutes program, have had varying levels of success, with some schools having stronger participation than others.

The pilot of Vape Detectors in Spring 2024 did not lead to full implementation due to malfunctioning devices and high costs, ultimately leading to the decision not to continue the initiative.

Action 3.4 Parent Engagement - The District successfully hosted two Parent and Student Safety Forums in the first semester, covering critical topics such as Standard Response Protocol, Behavior Threat Assessment and Management, Reunification Practices, Suicide Awareness, Distracted Driving, and Safe Online/Social Media Practices. These forums engaged students and families in promoting a safe school environment and addressing risk behaviors. FACE Liaisons have effectively supported unduplicated count families by connecting them with community resources (e.g., Medi-Cal, food banks, medical appointments) and countywide programs (e.g., wraparound services, housing). The district's approach to identifying and addressing barriers for Foster and Homeless youth through needs assessments at enrollment has been successfully implemented. School support teams, in collaboration with families and social services, have worked to resolve issues such as transportation, clothing, and supplies, ensuring these students can fully participate in their education. College and Career Specialists have provided robust support to students through the College and Career Centers, hosting regular college and military information sessions, career fairs, and districtwide events like the College and Career Fair and Financial Aid Workshops.

Action 3.5 Data Systems - This action includes funding for Data Systems including Aeries, Parent Square, Canvas, Remind 101, LCAP surveys, and Catapult/We Tip, which has been fully implemented. The updated District website now includes a Safety page that allows parents to understand all of our approaches to creating a Culture of Care on our campuses through safety procedures and targeted violence prevention.

Implementation Challenges (Partially Implemented):

Action 3.1 Strategy, Communication, Community Partnerships and Outreach - The newly filled position (March) is dedicated to strengthening strategy, communication, partnerships, and outreach with both internal and external educational partners to foster increased engagement among families and students. The district spent the first few months into the school year to collect feedback from educational partners on the systemic needs and expectations for the position before posting the position. Since beginning employment in late March, the employee has focused on launching an educational campaign to highlight the significance of academic achievement for students, teachers, and parents. Additionally, efforts have been directed toward effectively communicating academic resources to district families, students, and the broader community. This role also enhances communication and support for the RJUHSD community, ensuring greater accessibility to information and collaboration opportunities that contribute to student success.

Action 3.6 Language Translation Services - The Interpreter/Translator request process has been revised to be more efficient and responsive. Additional personnel were hired to meet the needs of the sites and the district office. Next steps are to take inventory of all standard districtwide communication to begin translation of those documents.

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

Action 3.1- Difference is due to the Chief Officer of Strategic Communication & Engagement not being hired until March 2025 creating a vacancy savings for 8 months.

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

Actions Demonstrating Strong Effectiveness
Action 3.5 Data Systems - The implementation of Action 3.5 has demonstrated strong effectiveness in enhancing communication, engagement, and data management across the district with ratings for feeling welcome at their child's school increasing from 4.0 to 4.03, reinforcing the impact of enhanced communication efforts. The integration of Aeries, Parent Square, Canvas, Remind 101, LCAP surveys, and Catapult/We Tip has streamlined district-wide communication, making resources more accessible to students and families. The updated District Safety page provides parents with clear insights into safety protocols and targeted violence prevention efforts, reinforcing RJUHSD's Culture of Care.

Actions Demonstrating Emerging Effectiveness
Action 3.1 Strategy, Communication, Community Partnerships and Outreach -The Chief Officer of Strategic Communication and Engagement position has been successfully filled, with the employee starting in late March. The district spent the first few months into the school year to collect feedback from educational partners on the systemic needs and expectations for the position before posting the position. Although still in the early stages, the director is actively developing strategies to strengthen communication, partnerships, and outreach with internal and external educational partners to increase family and student engagement. Parent perception data indicates a strong sense of connection and trust, with ratings for feeling welcome at their child's school increasing from 4.0 to 4.03, reinforcing the impact of enhanced communication efforts. Additionally, parent perceptions of school safety remained stable at 3.95, demonstrating the importance of transparent and accessible district communication. As the Communications Director continues to refine and launch strategies, ongoing data collection on family engagement and community response will help measure the long-term effectiveness of these initiatives.

Action 3.2 Supportive and Healthy School Culture- The Culture of Care framework has been successfully implemented across all sites and is demonstrating emerging effectiveness. PBIS teams are fully implemented and continue to work on building positive school culture and climate. The district continues to host a districtwide Student Summit for our LGBTQ+ students to foster a sense of belonging and inclusion. While student connection surveys indicate progress (I feel like I belong at this school increased from 3.75 to 3.82; I like this school increased from 3.63 to 3.70; I think this is a good school increased from 3.80 to 3.89; students at this school like me increased from 3.56 to 3.63), engagement remains inconsistent across schools. However, the number of students participating in extracurricular activities has increased from 4799 to 5939 (co curricular course options remained the same) and athletic participation has increased from 1,978 (females) to 2,114 indicating that students are connecting to their sites and participating in school-based activities. There was a slight decline in males participating in sports from 2,539 to 2,471. The survey data also showed an increase (from 3.73 to 3.79) in students sharing that participating in extracurricular activities was important to them.

Additionally, each comprehensive site hosts an Unified Sports competition as a way to build a positive districtwide culture and sense of belonging for all students. Furthermore, parents' sense of feeling welcome at their child's school increased from 4.0 to 4.03, reflecting the district's success in fostering a more connected and supportive environment.

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Chronic absenteeism declined from 15% to 13%, yet certain subgroups (FY, 48%, AA, 20%, Asian, 9%,) increased in chronic absenteeism indicating a need for additional wrap-around services. This targeted support is provided through our Wellness Centers and intervention response teams (IRT); they continue to be fully staffed and have helped increase student attendance and school connectedness. Through Care Solace all educational partners are able to access additional counseling supports outside of school.

Action 3.3 - Supportive and Safe School Culture - The implementation of this action has shown emerging effectiveness in fostering a safer and more supportive school climate. Anti-bullying, harassment, and discrimination awareness campaigns have successfully increased student sense of safety. Behavioral threat assessment and management (BTAM) and safety training for staff and students have reinforced best practices in building a Culture of Care. Student perceptions of school safety improved, with survey responses increasing from 3.88 to 3.95. Similarly, parent perceptions of school safety remained steady at 3.95, with ongoing efforts to further strengthen trust and engagement.

The PAUSE protocol, aimed at reducing suspensions, has been implemented and is emerging with use among administrative teams districtwide. Suspension rates have declined from 4.4% to 4% and expulsion rates have remained low. The focus has been to use the PAUSE protocol with fidelity. Professional development for staff in interventions, BTAM, and safety continues to have strong participation and engagement with all educational partners.

The focus this year has been to build a supportive and safe school environment using additional intervention strategies. However, due to challenges with providing additional support at some sites, there continues to be an increase in suspension rates for African American (from 8% to 10%) and foster youth (from 17% to 21%), highlighting the need for targeted interventions. Overall suspension rates declined from 4.4% to 4%, with reductions among EL students (-1%), SED students (-2%), Hispanic students (-2%) and homeless students (-2%). While TUPE and Every 15 Minutes programs saw strong engagement in some schools, participation varied. The vape detector pilot was discontinued due to effectiveness and costs, necessitating alternative strategies. Moving forward, more consistent implementation of interventions will be critical to sustaining progress.

Action 3.4 Parent Engagement - The District successfully hosted four Parent and Student Safety Forums during the 2024-2025 school year, covering critical topics such as Standard Response Protocol, Behavior Threat Assessment and Management, Reunification Practices, Suicide Awareness, Distracted Driving, fentanyl crisis and Safe Online/Social Media Practices. These forums engaged students and families in promoting a safe school environment and addressing risk behaviors. Parent perceptions of school safety remained steady at 3.95 with a slight increase (from 3.72 to 3.73) in parents feeling that there is adequate supervision during school. Additionally, parent perception of adequate supervision before and after school remained steady at 3.56 . There has been an increase in efforts to communicate with parents when safety training or drills have occurred.

FACE Liaisons have effectively supported unduplicated count families by connecting them with community resources (e.g., Medi-Cal, food banks, medical appointments) and countywide programs (e.g., wraparound services, housing).

Our sites create a welcoming school environment and access to parent education and outreach. From the parent perception survey, we saw an increase in the school providing adequate information to students about attending college after graduation from 3.83 to 3.85, school providing adequate information about non-college options after graduation from 3.36 to 3.45, and school succeeds at preparing its students for future work maintained at 3.73. The positive data results can be linked to the efforts of the College and Career Specialist (CCS). This year

a new event was added, Junior Mock Admission Night, in addition to the many other opportunities (College and Career Fair, Military Academy Night, and several Federal Aid and California Dream Act Application Nights) for parents to be educated on different college and career options post high school.

Action 3.6 Language Translation Services- This action has been moderately effective following revisions to improve the efficiency and responsiveness of language translation requests across both district offices and school sites. The addition of new personnel has ensured timely and accurate translation services, allowing for better support of diverse language needs. However, as the demand for multilingual communication grows, there remains a critical need to expand the number of languages translated to reach more families effectively. Parent perception data reinforces the importance of these translation services in fostering family engagement and informed decision-making. Parents reported a strong sense of feeling welcome at their child's school (4.0), reflecting the effectiveness of inclusive communication efforts. Additionally, parents rated the availability of information on college pathways at 3.83, while non-college options were rated lower at 3.36, indicating a need for more comprehensive outreach in alternative post-secondary planning. The district's ability to prepare students for future work was rated at 3.73, suggesting ongoing efforts are needed to enhance career readiness communication. Expanding translation services to meet the needs of more families will further improve access to critical information and equitable educational opportunities.

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.

Removed Part of Action 3.3 - The pilot of Vape Detectors in Spring 2024 did not lead to full implementation. The response time and notification of alerts were not effective. The alerts from the detectors were time-consuming for administration and did not lead to reduction in acts of vaping. Finally, the financial impact was too high, ultimately leading to the decision not to continue the initiative.

Added to Action 3.1 and 3.3 - Changed to population being served (Contributing) English Learner, Foster Youth, and Low Income.

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	Strategy, Communication, Community Partnerships and Outreach	Support the strategy, communication, partnerships and outreach with internal and external partners, to increase the engagement with families and students	$287,397.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Launch an educational campaign for students, teachers, and parents on the significance of academic achievement. Communicate academic resources to district families, students and community. Enhance communication and support for the RJUHSD community.		
3.2	Supportive and Healthy School Culture	Provide a supportive school culture and climate for all students who are physically, socially, and emotionally healthy. Implement peer support programs and awareness campaigns to foster a supportive school environment. Support Intervention Response Teams (IRT) systems to more effectively monitor and support at risk students and school connectedness. Sustain extracurricular and co-curricular programs Allocate scheduled release periods and compensation for Athletic Directors to plan, coordinate, and oversee school sports programs Provide opportunities and resources for extra-curricular and co-curricular programs to support school connectedness and expand engagement in the arts, athletics, and clubs. Enhance the Unified Sports program and allocate stipends for a district coordinator and site coaches. Support Student Summits to ensure more frequent opportunities for student engagement and support Maintain the Care Solace program to support the needs of students, families, and staff. Maintain Wellness Coordinators, Wellness Mental Health Specialist and Associates, and the Wellness intern programs. Provide Positive Behavior Interventions and Supports (PBIS) Coordinator stipends and allocate PBIS District and Site Funds Support the development of PBIS action plans based on Tiered Fidelity Inventory (TFI) survey data.	$2,684,525.00	Yes
3.3	Supportive and Safe School Culture	Provide a supportive school culture and climate for all students who are physically, socially, and emotionally safe.	$2,669,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide resources, programs and services that support a learning culture and climate. Establish systematic processes for alternatives to suspensions, with targeted support for unduplicated student groups. Develop clear pathways and supports for students at risk of suspension and expulsion. Provide training and support for Standard Response Protocols, Behavioral Threat and Assessment Management (BTAM), and crisis response for all staff. Assign a School Resource Officer to each school site. Train School Resource Officers on school based interventions, trauma informed practices, classroom engagement, and working with adolescents. Assign campus monitors to each school site. Train specified staff in de-escalation strategies and student engagement techniques. Offer interventions and training in conflict resolution, motivational interviewing, and reframing behavior for school staff with emphasis on supporting unduplicated students. Provide training on recognizing and addressing bullying behaviors for students, teachers, and staff. Support programs for Tobacco Use Prevention Education (TUPE), Restorative Practices, and Attendance Interventions.		
3.4	Parent Engagement	Create a welcoming school environment and access to parent education and outreach opportunities. Support Family and Community Engagement (FACE) Liaisons for parent education, access, and outreach initiatives with specific emphasis on engaging unduplicated students and their families. Conduct parent workshops and informational sessions on navigating the education system, understanding how to use district technology, and advocating for educational needs of their child, with a focus on supporting Homeless, English Learner (EL), and Foster Youth (FY) families. Provide resources and support for teachers on how to foster relationships with parents and students.	$1,169,610.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Enhance Student Support with College & Career Technicians. Organize parent workshops addressing risk behaviors. Host Parent and Student Safety Forums and engage students and families in promoting a safe school environment. Host LCAP Nights to engage the community in discussing and shaping the Local Control and Accountability Plan.		
3.5	Data Systems	Utilize data systems for better connections and engagement between educational partners. Administer the LCAP Survey to gather input from educational partners. Enhance district communication systems and website for improved parent engagement. Train staff to effectively use the various features of district communication tools to better connect with more parents and students. Train EL families to use website features to search for and access information.	$465,100.00	Yes
3.6	Language Translation Services	Foster inclusive communication practices. Offer language translation services to enhance communication and outreach efforts with multilingual families Ensure that all districtwide email communications and community meeting materials are translated into prevalent community languages.	$25,288.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027, Hispanic and Socio-Economically Disadvantaged (SED) students at Adelante High School will: Increase the graduation rate by 3% overall, Increase the graduation rates of both Hispanic and Socio-Economically Disadvantaged (SED) students by 6% for each group as measured by the California School Dashboard, Decrease the suspension rate for Hispanic, Socio-Economically Disadvantaged (SED), and White students by 3%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Roseville Joint Union High School District has set a focused goal for Adelante High School, an Equity Multiplier School, recognizing the need to address both areas of success and improvement identified through key data points. By 2027, the aim is for Hispanic and low-income (SED) students at Adelante High School to achieve significant progress in their graduation rates and experience fairer disciplinary practices (Local Control Funding Formula Equity Multiplier - Local Control Funding Formula (CA Dept of Education), n.d.).

Looking at the data, Adelante High School currently has an overall graduation rate of 62%. This figure indicates room for improvement to ensure more students successfully complete their high school education. Of particular concern is the Hispanic graduation rate, which stands at 45%. This data point highlights a significant gap in outcomes that needs attention to better support Hispanic students. On the other hand, the White graduation rate is notably higher at 82%, indicating a need to maintain this level of success while also focusing on access and success for other groups (California School Dashboard (CA Dept of Education), 2023).

In terms of suspension rates, the overall rate at Adelante High School is 18.8%. This suggests a significant portion of students facing disciplinary actions, indicating the need for strategies to create a more inclusive and supportive school environment. The Hispanic suspension rate, slightly lower at 19.4%, still needs improvement to ensure fair treatment and opportunities for Hispanic students. Low-income (SED) students face a suspension rate of 23.6%, highlighting the challenges they encounter and the necessity to address barriers to their academic success. Even the White student suspension rate, at 16%, suggests that there is room for improvement in creating a more equitable disciplinary system (California School Dashboard (CA Dept of Education), 2023).

Therefore, the goal developed by the district is driven by a focus on equity. By targeting specific groups, namely Hispanic and low-income students, the district aims to tackle graduation and disciplinary disparities that exist compared to their peers. This goal is based on a data-

driven approach, using insights from the California School Dashboard to guide interventions and improvements. With a timeline set for 2027, the goal allows for sustained efforts and strategies to create lasting positive change in graduation rates and disciplinary practices at Adelante High School.

In essence, the goal for Adelante High School is a strategic response to the data, aiming to improve graduation rates for Hispanic and low-income students, while also fostering a more inclusive and fair disciplinary environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate: Adelante High School (Equity Multiplier; See "General Information" above) Data Source: Dashboard	Overall: 62% EL: 25% FY: N/A (Less than 11 students) Homeless: 53% SED: 60% SWD: N/A (Less than 11 students) African American: N/A (Less than 11 students) American Indian: N/A (Less than 11 students) Asian: N/A (Less than 11 students) Filipino: N/A (Less than 11 students) Hispanic: 45% Two or More Races: N/A (Less than 11 students) Pacific Islander: N/A (Less than 11 students) White: 82%	Overall: 72% EL: NA FY: N/A Homeless: NA SED: 70% SWD: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 80% Two or More Races: N/A Pacific Islander: N/A White: N/A		Overall: 65% EL: 31% FY: TBD% Homeless: 59% SED: 66% SWD: TBD% African American: TBD% American Indian: TBD% Asian: TBD% Filipino: TBD% Hispanic: 51% Two or More Races: TBD% Pacific Islander: TBD% White: 88%	Overall: +10% EL: N/A FY: N/A Homeless: N/A SED: +10% SWD: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: +35% Two or More Races: N/A Pacific Islander: N/A White: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Suspension Rate: Adelante High School (Equity Multiplier; See "General Information" above) Data Source: Dashboard	Overall: 18% EL: 30% FY: N/A (Less than 11 students) Homeless: 27.3% SED: 23% SWD: 17% African American: N/A (Less than 11 students) American Indian: N/A (Less than 11 students) Asian: N/A (Less than 11 students) Filipino: N/A (Less than 11 students) Hispanic: 19% Two or More Races: 33% Pacific Islander: N/A (Less than 11 students) White: 16%	Overall: 9% EL: N/A FY: N/A Homeless: N/A SED: 8% SWD: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 7% Two or More Races: N/A Pacific Islander: N/A White: 10%		Overall: 9% EL: N/A FY: N/A Homeless: N/A SED: 8% SWD: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 7% Two or More Races: N/A Pacific Islander: N/A White: 10%	Overall: -9% EL: N/A FY: N/A Homeless: N/A SED: -15% SWD: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -12% Two or More Races: N/A Pacific Islander: N/A White: -6%

Goal Analysis [2024-25]

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

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

Action 4.1 Integrated Instructional and Literacy Coaching - The Instructional Coach successfully implemented PBL and BTC with increased use of data tracking and classroom communication through TeachFX. BTC review and analysis became a regular practice, enhancing instructional effectiveness.

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

There are no material differences for goal 4.

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

Actions Demonstrating Strong Effectiveness

Action 4.1 Integrated Instructional and Literacy Coaching – This action demonstrated strong effectiveness in supporting student achievement and instructional improvement. Data tracking and analysis through BTC and TeachFX led to more targeted instructional adjustments, ensuring that teaching strategies effectively met student needs. Core subject teachers engaged in CAASPP practice and review, contributing to improved student readiness. Support for EL and LTEL students resulted in increased classroom engagement and reduced academic barriers, fostering a more inclusive learning environment.

As a result, graduation rates at Adelante High School increased from 62% to 72% overall, with notable gains among Hispanic students (45% to 80%) and socioeconomically disadvantaged (SED) students (60% to 70%), reflecting the impact of instructional coaching and targeted interventions. Additionally, suspension rates declined significantly from 18% to 9% overall, with reductions among SED students (23% to 8%) and Hispanic students (19% to 7%), indicating that improved instructional support and engagement strategies contributed to both academic success and better student behavior.

Qualitative feedback from teachers highlighted improved instructional strategies, greater student participation, and higher classroom engagement, further reinforcing the effectiveness of this initiative in fostering student success.

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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.

Remove Action 4.1 Integrated Instructional and Literacy Coaching - Goal 4 is being removed due to no new equity multiplier funds in 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Integrated Instructional and Literacy Coaching	Optimize student success and address the needs of at-risk youth. Collaborate with subject teachers to implement high-leverage strategies. Facilitate evidence-based instructional practices. Integrate structured Project Based Learning (PBL) experiences emphasizing critical thinking, collaboration, and real-world application of knowledge. Collect and analyze student data to identify areas of need and guide teachers in selecting impactful strategies. Provide direct literacy support to at-risk students Ensure interventions align with the specific needs of at-risk youth, fostering a culture of continuous improvement. Measure targeted outcomes through academic gains in attendance, credits earned, and graduation rates.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$11,618,591	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.578%	0.248%	$320,979.00	8.826%

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
1.3	**Action:** Support for Advanced Placement (AP) and International Baccalaureate (IB) Programs **Need:** College and career indicator data show low enrollment rates among English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students in dual enrollment (DE) courses, with only 16%, N/A, and 41% compared to 56% of all students.	Research highlights the effectiveness of interventions (personalized academic counseling, early identification of high-potential students, expansion of dual enrollment programs) in increasing enrollment and success rates among unduplicated students (Education Commission of the States, 2020; Center for Public Education, 2018). Offering customized support for engaging unduplicated students in college and career	We will monitor progress by tracking several key college and career indicator (CCI) metrics including the college and career indicator on the California Dashboard. We will also seek feedback from students, parents, and staff about

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
	Career Technical Education (CTE) program data indicated disparities in participation rates among unduplicated student groups, with only 7% of EL, N/A for FY, and 17% of SED students having completed CTE pathways compared to 22% of all students. Educational partner feedback indicated a need to communicate diverse course options and to provide targeted support to English Learners (EL), foster youth, and low-income students to promote equitable access, highlighting the need to expand outreach into all pathways, including CTE, DE, AP, and IB programs. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	pathway (AP, IB, CTE, DE) opportunities district-wide will ensure consistency and universal access to resources, aligning with the district's goals for its unduplicated pupils. Engagement will include a comprehensive survey of all students, including unduplicated, to better understand student interest in college and career pathways. Targeted outreach systems, support plan development, and progress monitoring implementation will support engaged populations.	the new outreach and targeted support programs.
2.1	**Action:** Instructional Capacity Building **Need:** Current data shows that overall, 36% of students met or exceeded the math standard on the SBAC. Achievement levels varied among subgroups compared to the overall 36% meeting or exceeding the math standard, with strengths evident in Asian (51%), Filipino (47%), and White (39%) populations, while	The National Council of Teachers of Mathematics (NCTM) in their 2020 publication "Catalyzing Change in High School Mathematics: Initiating Critical Conversations" emphasizes the importance of high-quality instruction in high school mathematics, advocating for focused, coherent, and rigorous teaching practices to enhance student learning. Additionally, Desimone's (2009) research on improving impact studies of teachers' professional development suggests the need for better conceptualizations	We will monitor progress by tracking several key elements including the effectiveness of professional development trainings, school site support implementation, coaching cycles for both teachers and administrators, and the

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
	deficits were observed in EL (8%), SWD (3%), and SED (24%) groups, among others. Educational partners indicated a need for a comprehensive strategy implemented to enhance math education by improving testing culture, provide training for teachers, emphasize CAASPP's support in curriculum, develop language strategies, support SWD students, engage parents, offer PD, ensure curriculum access, facilitate collaboration, increase tutoring, and develop targeted programs, all aimed at improving math and science achievement. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	and measures to assess the effectiveness of professional development programs for math instruction. Offering services and supports such as teacher training in high-quality instruction, curriculum access, increased tutoring and implementation of language development strategies, and collaboration on targeted math instruction programs benefits all high school students, including unduplicated populations, by enhancing their opportunities to succeed in completing math and science pathways.	indicator on the California Dashboard. We will also seek feedback from students, parents, and staff about the new supports and services.
2.2	**Action:** Explicit Language Strategies **Need:** The academic performance of English Learner (EL) students is significantly lower than that of the general student population, indicating a critical need for additional support. Specifically, only 3% of EL students are meeting or exceeding the math standard, compared to 36% of all students. In English	Research supports the implementation of various language development strategies in supporting English Learners (ELs) to acquire English language skills essential for academic success in all subjects including mathematics, English, and science. Scaffolding, as described by Hammond and Gibbons and provided through English Learner specialists, provides temporary support tailored to students' needs, facilitating language acquisition and understanding. Similarly, explicit language instruction, provided by individuals who	We will measure the effectiveness of this action by monitoring math achievement metrics along with graduation rates, the number of EL students who are reclassified, and outcomes on the English Learner Performance Indicator (ELPI).

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
	Language Arts (ELA), just 8% of EL students meet or exceed the standard, whereas 61% of all learners achieve this level. Furthermore, in science, a mere 3% of EL students meet or exceed the standard, in stark contrast to 43% of all students. These disparities highlight the urgent need for targeted interventions to support EL students' academic success. Educational partner feedback indicated a need to mitigate the disparities in math, English, and science proficiency among this unduplicated student group through additional supports and resources. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	specialize in this work, directly teaches language skills and functions, accelerating ELs' language development and comprehension. Additionally, differentiated instruction addresses diverse learning needs, ensuring equitable access to grade-level content and promoting language proficiency among ELs. (Source: Hammond, J., & Gibbons, P. (2005). By utilizing a Director II, Multilingual Education & English Learner Support, the district will be able to supplement the existing math, English, and science curriculum to support EL students and provide critical achievement data. This individual will also develop and implement key strategies to increase student achievement, rigorous learning and English acquisition for newcomers, English Learners (EL), and LTEL students in these core areas.	We will also seek feedback from students, parents, and staff about the effectiveness of the EL program and its initiatives.
2.3	**Action:** Professional Development and Supports in Core Contents (Math, ELA, Science) **Need:** Current data shows that overall, 36% of students met or exceeded the math standard on the SBAC. Achievement levels varied among subgroups compared to the overall 36% meeting or exceeding the math standard, with strengths evident in Asian (51%), Filipino (47%), and White (39%) populations, while	The National Council of Teachers of Mathematics (NCTM) in their 2020 publication "Catalyzing Change in High School Mathematics: Initiating Critical Conversations" emphasizes the importance of high-quality instruction in high school mathematics, advocating for focused, coherent, and rigorous teaching practices to enhance student learning. Additionally, Desimone's (2009) research on improving impact studies of teachers' professional development suggests the need for better conceptualizations and measures to assess the effectiveness of	We will monitor progress by tracking several key elements including the effectiveness of professional development trainings, school site support implementation, coaching cycles for both teachers and administrators, and the indicator on the 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
	deficits were observed in EL (8%), SWD (3%), and SED (24%) groups, among others. Educational partners indicated a need for a comprehensive strategy implemented to enhance math education by improving testing culture, provide training for teachers, emphasize CAASPP's support in curriculum, develop language strategies, support SWD students, engage parents, offer PD, ensure curriculum access, facilitate collaboration, increase tutoring, and develop targeted programs, all aimed at improving math and science achievement. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	professional development programs for math instruction. Offering services and supports such as teacher training in high-quality instruction, curriculum access, increased tutoring and implementation of language development strategies, and collaboration on targeted math instruction programs benefits all high school students, including unduplicated populations, by enhancing their opportunities to succeed in completing math and science pathways.	We will also seek feedback from students, parents, and staff about the new supports and services.
2.4	**Action:** Targeted Intervention and Academic Support **Need:** Data reveals academic achievement challenges, with significantly lower proficiency rates for EL and SED students in both math (8% and 24% respectively) and science (3% and 28% respectively) compared to the overall student population. Educational partner feedback indicated a need for targeted, additional supports for students	Offering additional academic support and opportunities for mastery in STEM subjects for unduplicated students promotes inclusivity and diversity in STEM fields. By providing tailored support and resources, schools can encourage unduplicated students to pursue STEM interests and careers, contributing to a more diverse and skilled STEM workforce (Source: National Science Foundation, 2013; National Research Council, 2011). Providing the tutoring program on a districtwide basis will ensure equitable access to academic	We will measure the effectiveness of our academic achievement actions by tracking the percentage of students meeting or exceeding standards in Math, and Science, along with monitoring the percentage of students who took higher-level math courses upon graduation.

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
	with particular emphasis on additional support opportunities for unduplicated groups. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	support for all students, including unduplicated students, regardless of their background or circumstances.	We will also seek feedback from students, parents, and staff about the tutoring program.
2.7	**Action:** Enhance Guidance Services **Need:** In terms of math course rigor, data shows that 74% of the 2024 graduating cohort took a higher-level math course, with substantial variations among subgroups, such as EL students at 48%, FY with a very low percentage due to cohort size, and SED students at 72%. Educational partners recommended prioritizing equitable access to math curriculum for unduplicated students and dedicating collaboration time for IM1-IM3 teams to enhance course development. Additionally, partners suggested enhancing support for counselors and math teachers to not only increase math enrollment but also improve guidance for students to complete the math and science pathways successfully.	Counselors have an important role in increasing student achievement and post-secondary success. Counselors are Tier I of the Multi-Tiered System of Supports. They are the first to assess student need and delegate to Tier II or III (Mulhern, 2023). School counselors have a unique perspective of educator and social-emotional/behavioral specialist. (CASC (2019). Their role is multifaceted and often times they will be the implementers of change. With new staff hired (English Learners, State and Federal Programs, Education Services, etc.) It will be necessary to be able to meet with the new Directors and other departments more frequently to discuss and collaborate on expectations for our at-risk student groups. Offering districtwide school counselors ensures all students, including unduplicated ones, have equitable access to personalized support for academic, social, and emotional needs. This availability promotes early intervention and contributes to improved academic success by providing timely guidance and resources tailored to individual student needs.	We will measure the effectiveness of School Counselor Liaisons to support math and science pathway participation by tracking the percentage of students who took a higher level (above IM2) math course upon graduation. We will also seek feedback from students, parents, and staff about the counselor liaison program program and its overall effectiveness for student achievement.

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
	See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide		
2.8	**Action:** Senior Credit Recovery Program **Need:** Data shows an overall high school graduation rate of 94%. However, there are notable disparities, with strengths in Asian (96%), and Filipino (98%), populations, while shortfalls are evident in Pacific Islander (92%), EL (74%), FY (N/A), homeless (70%), SWD (78%), Hispanic (91%), and African American (91%) groups. Educational partners suggested several strategies to improve graduation rates: providing more intensive English Language development for EL students, addressing attendance issues among homeless students, and increasing case management to ensure consistent support for students, although acknowledging the need to enhance capacity for more effective and continuous support. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.	The study by Slay, Pohl, and McGrew (2012) explores the role of adult education in high school completion, indicating that adult education programs can play a beneficial role in credit recovery for students at risk of not graduating. Their exploratory study suggests that adult education offers flexible options and targeted support that contribute to improved outcomes for students seeking to complete their high school requirements. Providing concurrent enrollment of 12th-grade students at risk of not graduating in credit recovery programs at Adult Schools benefits all students, including unduplicated students, by offering tailored support and flexible options to help them meet graduation requirements. This approach can lead to improved outcomes, increased graduation rates, and equitable access to resources for students facing academic challenges.	We will monitor progress by tracking the academic achievement of 12th grade students in the concurrent enrollment program and the graduation rate indicator on the California Dashboard. We will also seek feedback from students, parents, and staff about the supports and services related to this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Strategy, Communication, Community Partnerships and Outreach **Need:** The district has received generally positive ratings from families regarding school safety and feeling welcomed, with several areas indicating opportunities for improvement. According to the Annual District Survey, parents largely agree that their child is safe at school (3.95) and that they feel welcome on campus (4.03). However, lower ratings on supervision before and after school (3.56) and perceptions of adequate information about non-college post-secondary options (3.45) suggest a need for targeted improvement. Although this data cannot be disaggregated by subgroup, feedback from parent advisory groups and empathy interviews indicates a heightened need for targeted support among English Learners (EL), Foster Youth (FY), and low income students. Based on analysis of educational partner input and local survey data, the district has identified key areas for strengthening relationships with families and enhancing communication. While parents express appreciation for the welcoming environment and information about college pathways (3.85), there is a perceived	Explanation: In response to parent survey data indicating a need for stronger communication regarding student safety, supervision, and postsecondary options, especially those outside of traditional college pathways, our district will strengthen family engagement through a comprehensive communication initiative. This districtwide action includes refining existing strategies to ensure that all families are informed, welcomed, and prepared to support their child's academic journey. These improvements will focus on enhancing how we share information about student progress, available academic and social-emotional supports, and a full range of college and career readiness options. Rationale: Research by Jeynes (2011) shows that when schools clearly communicate available resources and opportunities, it can significantly reduce stress for low income families and help students focus more effectively on learning. This highlights the importance of targeted, clear, and inclusive communication. Survey results indicate that while families feel welcomed at school with a rating of 4.03, there is a need for better communication about noncollege postsecondary options, rated at 3.45, and supervision before and after school, rated at 3.56. Addressing these areas through stronger outreach and two way communication will help create a more inclusive and supportive	Metric 3.5 and 3.7 - Rate of Parent Perception. Source: Annual District Survey

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
	gap in knowledge around non-college options and preparedness for future work (3.73). To address this, the district is committed to improving communication strategies to better inform families about the full range of post-secondary opportunities and ensure consistent messaging around student safety and supervision. These efforts will help deepen trust, promote transparency, and foster a more comprehensive understanding of the academic and social-emotional supports available to students—particularly for our most vulnerable student groups. **Scope:** LEA-wide	educational environment for all students. Because our unduplicated student population includes low income students, foster youth, and English learners across all schools, a districtwide approach is essential. This ensures that all families have equitable access to timely and culturally responsive information, which promotes stronger school family partnerships and supports informed decision making. Assessment: The district is working collaboratively with administrators from all school sites to design a responsive communication plan. This plan will include consistent messaging, multiple outreach methods, and culturally relevant engagement strategies. Because communication needs continue to evolve, we are committed to reviewing and updating our practices regularly. Success will be measured by increased parent satisfaction on annual surveys, especially in the areas of academic options, school safety, and support services. Additional indicators include increased participation in school events, improved family perception data, and stronger relationships between schools and families. By implementing both school level and districtwide strategies, we will ensure that all students and families have access to essential information and the support they need.	
3.2	**Action:** Supportive and Healthy School Culture **Need:**	Research highlights the importance of addressing equity issues in discipline and promoting culturally responsive approaches to behavior management. PBIS and restorative practices training contribute to creating a more equitable and inclusive school	We will measure the effectiveness of our actions by tracking the suspension rate data.

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
	Data reveals an overall suspension rate of 4% highlighting the urgency to implement targeted interventions and support strategies to reduce disciplinary actions, especially among unduplicated student groups, where rates are significantly higher, such as EL at 6%, FY at 21%, and SED at 6%. Educational partners noted that offering interventions and training in conflict resolution and restorative practices would equip staff with the necessary skills to effectively support unduplicated students and cultivate a culture of understanding and empathy. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	environment. By emphasizing positive behavior support and restorative approaches to discipline, we intend to reduce disciplinary disparities and ensure that all students, including those from underserved populations, have access to fair and effective disciplinary practices. (Source: Skiba et al., 2014; Gregory et al., 2016). Providing these interventions and strategies on an LEA-wide basis ensures equitable access to support for all students, aligning with RJUHSD's commitment to fostering a positive and inclusive school environment.	We will also seek feedback from students, parents, and staff about the effectiveness of both PBIS and restorative practice program.
3.3	**Action:** Supportive and Safe School Culture **Need:** Unduplicated students—specifically English Learners (EL), Foster Youth (FY), and socioeconomically disadvantaged (SED) students—require targeted academic, behavioral, and social-emotional support to thrive in a safe and inclusive school environment. While overall district data reflects generally positive perceptions of school safety and connectedness, subgroup-specific	Explanation: In response to identified needs from local survey data and feedback from parent advisory groups, RJUHSD is implementing LEA wide actions that focus on enhancing communication, improving school climate, and reducing disciplinary disparities, particularly for unduplicated students including English Learners (EL), Foster Youth (FY), and Low Income (LI) students. Parent survey results highlighted concerns around limited communication about student safety, before and after school supervision (3.56), and non college post-secondary options (3.45). In response, the	Metric 3.5 and 3.7 - Rate of Parent Perception. Source: Annual District Survey

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
	feedback and suspension data indicate persistent equity gaps. Suspension rates for FY students (21%), EL students (6%), and SED students (6%) significantly exceed the district average of 4%, signaling a need for proactive behavioral interventions and alternatives to exclusionary discipline. Additionally, survey data shows lower parent satisfaction with supervision before and after school (3.56) and awareness of non-college post-secondary options (3.45), areas particularly relevant for families of unduplicated pupils. Input from advisory groups and empathy interviews reinforces the need for clearer communication, expanded post-secondary planning, and culturally responsive engagement. To meet these identified needs, the district must implement and expand restorative practices, provide trauma-informed training, increase access to mental health and behavioral supports, and ensure consistent, multilingual communication with families. Building a more supportive and inclusive culture will directly address disparities and foster long-term academic and social success for our most vulnerable students. **Scope:** LEA-wide	district will strengthen two way family engagement efforts to ensure all families are consistently informed about available academic, social emotional, and postsecondary supports. Simultaneously, the district will implement restorative practices, trauma informed strategies, and alternatives to suspension to proactively address discipline gaps and promote a safer, more inclusive school climate for all. Research: Clear, inclusive, and culturally responsive communication reduces barriers for underserved families. Jeynes (2011) found that effective school family communication helps reduce stress in low income households and increases student focus and academic engagement. Similarly, research by Skiba et al. (2014) and Gregory et al. (2016) underscores that traditional exclusionary discipline practices disproportionately impact students from historically underserved backgrounds. Implementing PBIS, restorative practices, and culturally responsive behavioral interventions helps reduce these disparities and foster equitable learning environments. Assessment: To measure the effectiveness of these LEA wide actions, RJUHSD will monitor improvements in parent perception survey results, specifically around safety, communication, and post-secondary preparedness. Additionally, progress will be tracked through suspension data disaggregated by subgroup, with a focus on reducing the disproportionately high rates among FY (21 percent), EL (6 percent), and SED (6	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		percent) students. Success will also be reflected in increased participation in school events, more frequent use of district provided supports, and strengthened school family partnerships. By implementing these actions districtwide, RJUHSD ensures that all students, regardless of school site, have equitable access to essential supports, consistent messaging, and inclusive environments that enable academic and social emotional success.	
3.4	**Action:** Parent Engagement **Need:** The data shows that parents generally feel welcomed at their child's school, with a rating of 4.03 (agree) on feeling welcome. Strengths include the school providing adequate information about attending college (3.85, nearly agree) and preparing students for future work (3.73, nearly agree). However, there are shortfalls in providing information about non-college options (3.45, neither agree nor disagree). Educational partners suggested several strategies to improve parent and family engagement, including improving communication and understanding of goals among stakeholders, enhancing parent education and outreach, upgrading district communication systems and the district website for families, and expanding resources for multilingual education and English Learner (EL) families.	The research by Barr, Nevarez, and Williams (2014) emphasizes the importance of building community engagement between parents and schools for student success. Similarly, Quint, Pomeroy, and Huneycutt (2017) highlight the role of family engagement in building stronger schools, indicating that collaborative efforts between families and schools contribute to improved student outcomes. Providing family and community engagement liaisons benefits all students, including unduplicated students, by fostering stronger school-family partnerships, improving communication, and ensuring access to resources. These liaisons serve as a bridge between families and schools, supporting student success through tailored support and collaboration between home and school environments.	We will measure the effectiveness of our actions by continuing to administer an annual survey to all parents and students and tracking the Rate of Parent Perceptions on a sense of feeling welcomed, adequately informed of choice for their child's post-secondary options, as well as their child being prepared survey metric. We will also seek feedback from students, parents, and staff about the effectiveness of the Family and Community Engagement (FACE) program.

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
	See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide		
3.5	**Action:** Data Systems **Need:** The data shows that parents generally feel welcomed at their child's school, with a rating of 4.03 (agree) on feeling welcome. Strengths include the school providing adequate information about attending college (3.85, nearly agree) and preparing students for future work (3.73, nearly agree). However, there are shortfalls in providing information about non-college options (3.45, neither agree nor disagree). Educational partners suggested several strategies to improve parent and family engagement, including improving communication and understanding of goals among stakeholders, enhancing parent education and outreach, upgrading district communication systems and the district website for families, and expanding resources for multilingual education and English Learner (EL) families.	The research by Barr, Nevarez, and Williams (2014) emphasizes the importance of building community engagement between parents and schools for student success. Similarly, Quint, Pomeroy, and Huneycutt (2017) highlight the role of family engagement in building stronger schools, indicating that collaborative efforts between families and schools contribute to improved student outcomes. Providing family and community engagement liaisons benefits all students, including unduplicated students, by fostering stronger school-family partnerships, improving communication, and ensuring access to resources. These liaisons serve as a bridge between families and schools, supporting student success through tailored support and collaboration between home and school environments.	We will measure the effectiveness of our actions by continuing to administer an annual survey to all parents and students and tracking the Rate of Parent Perceptions on a sense of feeling welcomed, adequately informed of choice for their child's post-secondary options, as well as their child being prepared survey metric. We will also seek feedback from students, parents, and staff about the effectiveness of the Family and Community Engagement (FACE) program.

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
	See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Multilingual Education and English Learner Support **Need:** The academic performance of English Learner (EL) students is significantly lower than that of the general student population, indicating a critical need for additional support. Specifically, only 8% of EL students are meeting or exceeding the math standard, compared to 36% of all students. In English Language Arts (ELA), just 8% of EL students meet or exceed the standard, whereas 61% of all learners achieve this level. Furthermore, in science, a mere 3% of EL students meet or exceed the standard, in stark contrast to 43% of all students. These disparities highlight the	Research supports the implementation of various language development strategies in supporting English Learners (ELs) to acquire English language skills essential for academic success in all subjects including mathematics, English, and science. Scaffolding, as described by Hammond and Gibbons and provided through English Learner specialists, provides temporary support tailored to students' needs, facilitating language acquisition and understanding. Similarly, explicit language instruction, provided by individuals who specialize in this work, directly teaches language skills and functions, accelerating ELs' language development and comprehension. Additionally, differentiated instruction addresses diverse learning needs, ensuring equitable access to grade-level content and promoting language	We will measure the effectiveness of this action by monitoring math achievement metrics along with graduation rates, the number of EL students who are reclassified, and outcomes on the English Learner Performance Indicator (ELPI). We will also seek feedback from students, parents, and staff about the effectiveness of the EL program and its initiatives.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	urgent need for targeted interventions to support EL students' academic success. Educational partner feedback indicated a need to mitigate the disparities in math, English, and science proficiency among this unduplicated student group through additional supports and resources. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Limited to Unduplicated Student Group(s)	proficiency among ELs. (Source: Hammond, J., & Gibbons, P. (2005). By utilizing a Director II, Multilingual Education & English Learner Support, the district will be able to supplement the existing math, English, and science curriculum to support EL students and provide critical achievement data. This individual will also develop and implement key strategies to increase student achievement, rigorous learning and English acquisition for newcomers, English Learners (EL), and LTEL students in these core areas.	
2.6	**Action:** Academic Supports and Services for Unduplicated Students **Need:** Data from RJUHSD reveals disparities, including higher rates of chronic absenteeism among SED (19%), FY (48%), and homeless (42%) students compared to the overall rate of 13%. Additionally, graduation rates vary, with lower rates among SED (90%), FY (N/A), and homeless (70%) students, compared to the overall rate of 94%. Educational partner feedback indicated a need for additional transportation and additional targeted supports to assist these unduplicated groups.	Studies have shown that stable, reliable transportation reduces absenteeism among vulnerable student populations. For example, a study by Fantuzzo, LeBoeuf, Chen, Rouse, and Culhane (2012) in Philadelphia found that homeless and highly mobile students faced significant challenges in maintaining regular school attendance, largely due to transportation issues. Providing consistent transportation helps maintain routine and reduces the stress associated with frequent school changes, which is common among low-income, foster, and homeless youth. Providing improved transportation and targeted support services to this student group and all students within the LEA will help us serve this vulnerable student population and others.	We will measure the effectiveness of this action by monitoring attendance metrics. We will also seek feedback from students, parents, and staff about the effectiveness of the targeted attendance initiatives.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Limited to Unduplicated Student Group(s)		
3.6	**Action:** Language Translation Services **Need:** Data from RJUHSD reveals disparities, including higher rates of chronic absenteeism among SED (19%), FY (48%), and homeless (42%) students compared to the overall rate of 13%. Additionally, graduation rates vary, with lower rates among SED (90%), FY (N/A), and homeless (70%) students, compared to the overall rate of 94%. Educational partner feedback indicated a need for additional transportation and additional targeted supports to assist these unduplicated groups. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:**	Studies have shown that stable, reliable transportation reduces absenteeism among vulnerable student populations. For example, a study by Fantuzzo, LeBoeuf, Chen, Rouse, and Culhane (2012) in Philadelphia found that homeless and highly mobile students faced significant challenges in maintaining regular school attendance, largely due to transportation issues. Providing consistent transportation helps maintain routine and reduces the stress associated with frequent school changes, which is common among low-income, foster, and homeless youth. Providing improved transportation and targeted support services to this student group and all students within the LEA will help us serve this vulnerable student population and others.	We will measure the effectiveness of this action by monitoring graduation rates. We will also seek feedback from students, parents, and staff about the effectiveness of the transportation program.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

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- concentration funds not received

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total 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	135,446,389	11,618,591	8.578%	0.248%	8.826%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,018,591.00	$15,960,917.00	$300,000.00	$587,309.00	$28,866,817.00	$20,303,274.00	$8,563,543.00

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	Multilingual Education and English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$653,082.00	$87,200.00	$740,282.00	$0.00	$0.00	$0.00	$740,282.00	
1	1.2	Seal of Biliteracy Program Improvements	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	Support for Advanced Placement (AP) and International Baccalaureate (IB) Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$807,284.00	$215,000.00	$152,475.00	$869,809.00	$0.00	$0.00	$1,022,284.00	
1	1.4	Support for Dual Enrollment (DE) Program	All	No			All Schools		$606,690.00	$985,607.00	$0.00	$1,292,297.00	$300,000.00	$0.00	$1,592,297.00	
1	1.5	Support for Career Technical Education (CTE) Program	All	No			All Schools		$582,757.00	$712,478.00	$0.00	$1,295,235.00	$0.00	$0.00	$1,295,235.00	
2	2.1	Instructional Capacity Building	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,504,543.00	$857,726.00	$1,461,317.00	$705,413.00	$0.00	$195,539.00	$2,362,269.00	
2	2.2	Explicit Language Strategies	English Learners	Yes	LEA-wide	English Learners	All Schools		$1,093,672.00	$176,770.00	$1,093,672.00	$0.00	$0.00	$176,770.00	$1,270,442.00	
2	2.3	Professional Development and Supports in Core Contents (Math, ELA, Science)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,280,541.00	$3,313,216.00	$1,262,423.00	$3,331,334.00	$0.00	$0.00	$4,593,757.00	
2	2.4	Targeted Intervention and Academic Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$460,110.00	$429,822.00	$718,906.00	$171,026.00	$0.00	$0.00	$889,932.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Co-Taught Learning Support	All	No			All Schools		$3,715,976.00	$0.00	$0.00	$3,715,976.00	$0.00	$0.00	$3,715,976.00	
2	2.6	Academic Supports and Services for Unduplicated Students	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$967,937.00	$100,000.00	$978,740.00	$89,197.00	$0.00	$0.00	$1,067,937.00	
2	2.7	Enhance Guidance Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,690,335.00	$0.00	$2,690,335.00	$0.00	$0.00	$0.00	$2,690,335.00	
2	2.8	Senior Credit Recovery Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Roseville Adult School 18+		$325,102.00	$0.00	$325,102.00	$0.00	$0.00	$0.00	$325,102.00	
3	3.1	Strategy, Communication, Community Partnerships and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$252,247.00	$35,150.00	$252,247.00	$35,150.00	$0.00	$0.00	$287,397.00	
3	3.2	Supportive and Healthy School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,593,425.00	$91,100.00	$1,574,003.00	$1,110,522.00	$0.00	$0.00	$2,684,525.00	
3	3.3	Supportive and Safe School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,658,724.00	$1,010,325.00	$10,000.00	$2,444,049.00	$0.00	$215,000.00	$2,669,049.00	
3	3.4	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,098,561.00	$71,049.00	$610,301.00	$559,309.00	$0.00	$0.00	$1,169,610.00	
3	3.5	Data Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$465,100.00	$123,500.00	$341,600.00	$0.00	$0.00	$465,100.00	
3	3.6	Language Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$12,288.00	$13,000.00	$25,288.00	$0.00	$0.00	$0.00	$25,288.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Integrated Instructional and Literacy Coaching	All	No			Specific Schools: Adelante High School 9-12		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
135,446,389	11,618,591	8.578%	0.248%	8.826%	$12,018,591.00	0.000%	8.873 %	**Total:**	$12,018,591.00
								LEA-wide Total:	$10,274,281.00
								Limited Total:	$1,744,310.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Multilingual Education and English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$740,282.00	
1	1.3	Support for Advanced Placement (AP) and International Baccalaureate (IB) Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,475.00	
2	2.1	Instructional Capacity Building	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,461,317.00	
2	2.2	Explicit Language Strategies	Yes	LEA-wide	English Learners	All Schools	$1,093,672.00	
2	2.3	Professional Development and Supports in Core Contents (Math, ELA, Science)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,262,423.00	
2	2.4	Targeted Intervention and Academic Support	Yes	LEA-wide	English Learners Low Income	All Schools	$718,906.00	

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	2.6	Academic Supports and Services for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$978,740.00	
2	2.7	Enhance Guidance Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,690,335.00	
2	2.8	Senior Credit Recovery Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Roseville Adult School 18+	$325,102.00	
3	3.1	Strategy, Communication, Community Partnerships and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$252,247.00	
3	3.2	Supportive and Healthy School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,574,003.00	
3	3.3	Supportive and Safe School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.4	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$610,301.00	
3	3.5	Data Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,500.00	
3	3.6	Language Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,288.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,935,885.00	$21,512,835.00

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**	Multilingual Education and English Learner Support	Yes	$394,261.00	412,942
1	**1.2**	Seal of Biliteracy Program Improvements	No	$0.00	0
1	**1.3**	Support for Advanced Placement (AP) and International Baccalaureate (IB) Programs	Yes	$977,020.00	929,763
1	**1.4**	Support for Dual Enrollment (DE) Program	No	$1,116,727.00	1,002,592
1	**1.5**	Support for Career Technical Education (CTE) Program	No	$1,502,654.00	1,168,569
2	**2.1**	Instructional Capacity Building	Yes	$2,558,291.00	2,181,552
2	**2.2**	Explicit Language Strategies	Yes	$1,064,680.00	1,071,530
2	**2.3**	Professional Development and Supports in Core Contents (Math, ELA, Science)	Yes	$1,311,878.00	1,344,720
2	**2.4**	Targeted Intervention and Academic Support	Yes	$552,256.00	500,601
2	**2.5**	Co-Taught Learning Support	No	$3,545,404.00	3,461,401
2	**2.6**	Academic Supports and Services for Unduplicated Students	Yes	$927,759.00	852,640

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	2.7	Enhance Guidance Services	Yes	$2,226,957.00	2,255,930
2	2.8	Senior Credit Recovery Program	Yes	$71,470.00	71,512
3	3.1	Strategy, Communication, Community Partnerships and Outreach	No	$238,850.00	88,271
3	3.2	Supportive and Healthy School Culture	Yes	$2,628,428.00	2,294,588
3	3.3	Supportive and Safe School Culture	No	$2,190,011.00	2,280,920
3	3.4	Parent Engagement	Yes	$1,125,308.00	1,069,142
3	3.5	Data Systems	Yes	$316,600.00	338,803
3	3.6	Language Translation Services	Yes	$25,257.00	25,257
4	4.1	Integrated Instructional and Literacy Coaching	No	$162,074.00	162,102

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,630,653	$9,388,871.00	$9,309,674.00	$79,197.00	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	Multilingual Education and English Learner Support	Yes	$394,261.00	412,942		
1	1.3	Support for Advanced Placement (AP) and International Baccalaureate (IB) Programs	Yes	$151,028.00	151,441		
2	2.1	Instructional Capacity Building	Yes	$895,429.00	923,879		
2	2.2	Explicit Language Strategies	Yes	$978,768.00	979,727		
2	2.3	Professional Development and Supports in Core Contents (Math, ELA, Science)	Yes	$1,203,478.00	1,228,500		
2	2.4	Targeted Intervention and Academic Support	Yes	$132,006.00	280,351		
2	2.6	Academic Supports and Services for Unduplicated Students	Yes	$876,454.00	852,640		
2	2.7	Enhance Guidance Services	Yes	$2,226,957.00	2,255,930		
2	2.8	Senior Credit Recovery Program	Yes	$71,470.00	71,512		
3	3.2	Supportive and Healthy School Culture	Yes	$1,833,943.00	1,574,911		
3	3.4	Parent Engagement	Yes	$588,320.00	530,515		

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Data Systems	Yes	$11,500.00	22,069		
3	3.6	Language Translation Services	Yes	$25,257.00	25,257		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
129,270,506	9,630,653	0%	7.450%	$9,309,674.00	0.000%	7.202%	$320,979.00	0.248%

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.

Exhibit A (Page 98 of 128)

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.

Exhibit A (Page 99 of 128)

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.

Exhibit A (Page 100 of 128)

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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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.

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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:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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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:

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- **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:

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- **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.

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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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