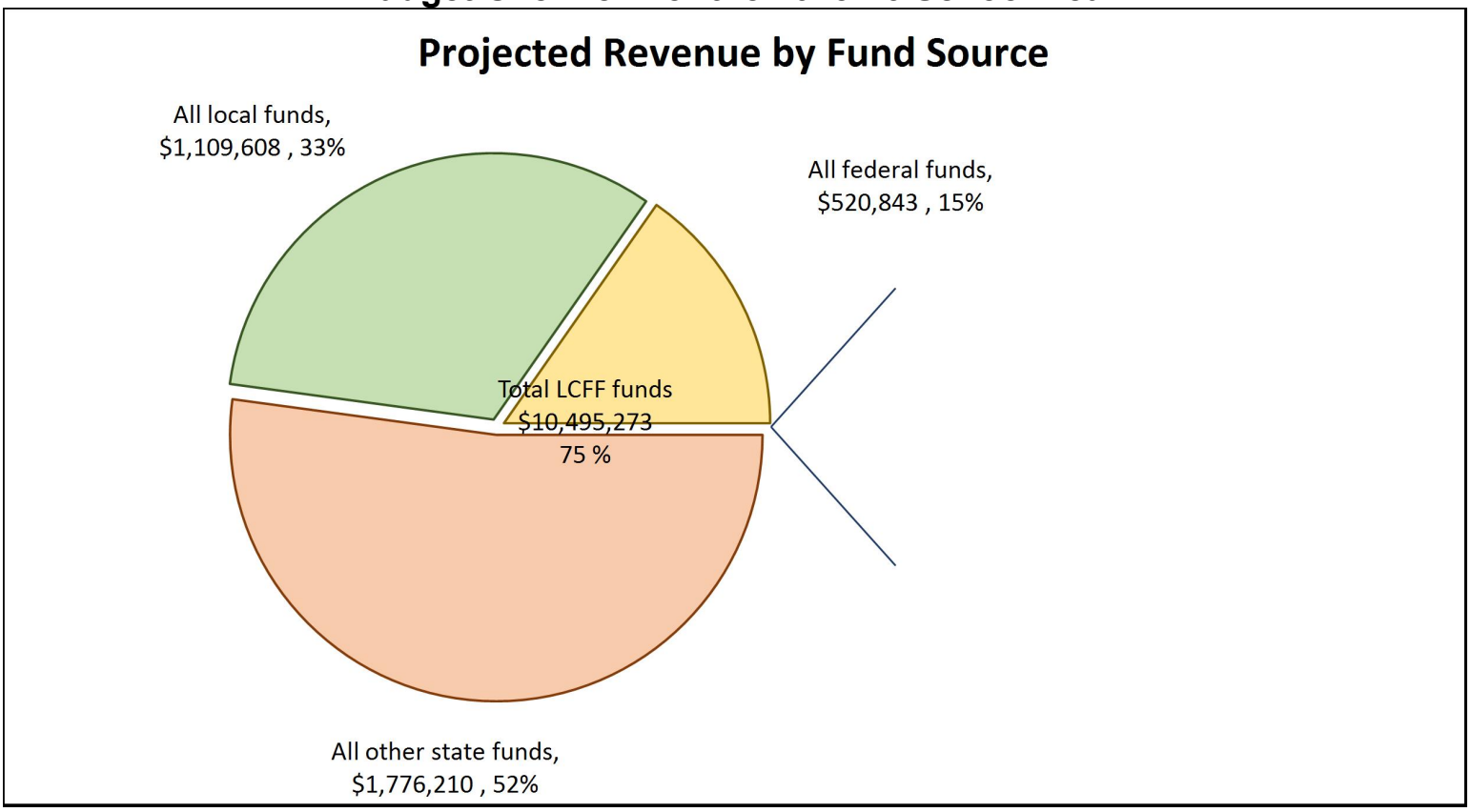
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cottonwood Union School District
CDS Code: 45-69955-0000000
School Year: 2025-26
LEA contact information:
Doug Geren
Superintendent
doug.geren@cwusd.net
530-347-3165

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

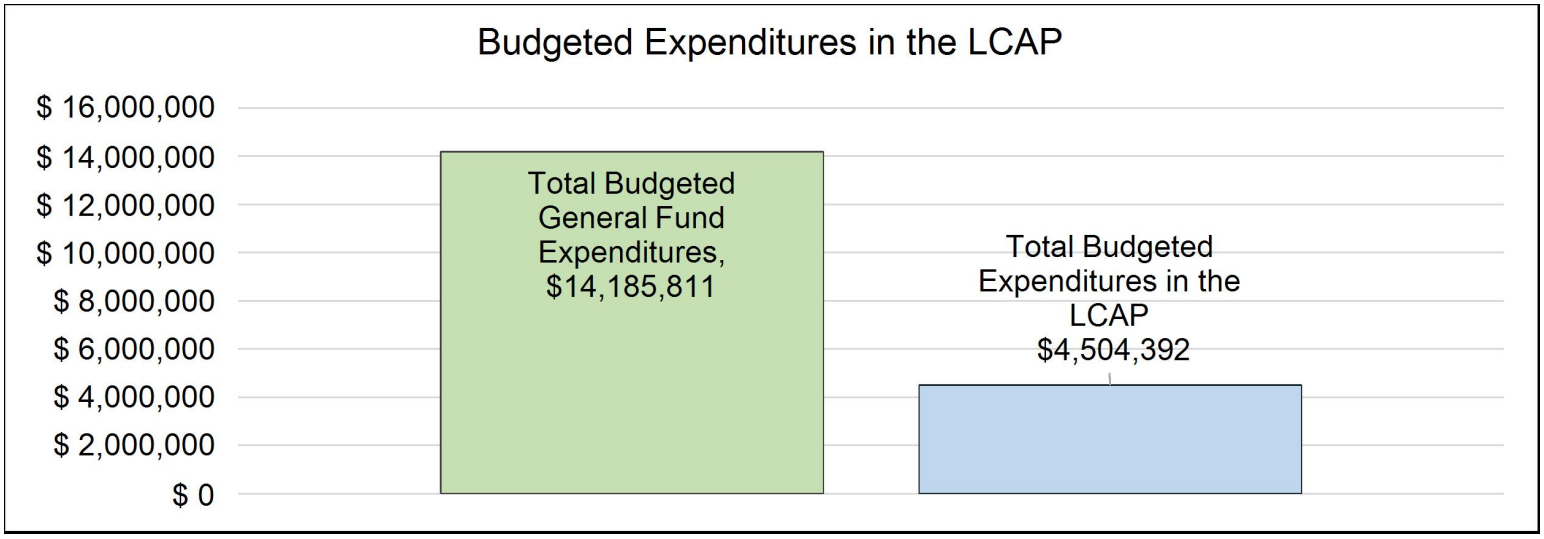


This chart shows the total general purpose revenue Cottonwood Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cottonwood Union School District is $13,901,934, of which $10495273 is Local Control Funding Formula (LCFF), $1,776,210.00 is other state funds, $1,109,608.00 is local funds, and $520,843.00 is federal funds. Of the $10495273 in LCFF Funds, $ 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 Cottonwood Union 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.

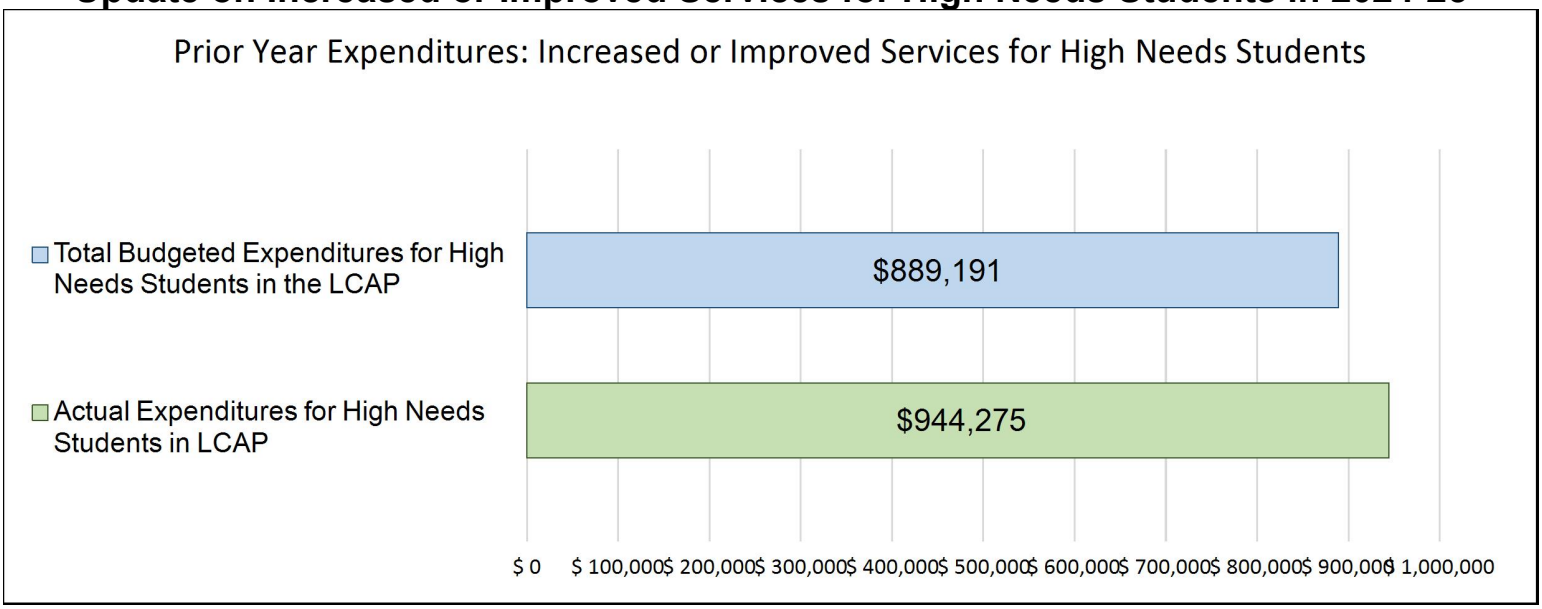
The text description of the above chart is as follows: Cottonwood Union School District plans to spend $14,185,811.00 for the 2025-26 school year. Of that amount, $4504392 is tied to actions/services in the LCAP and $9,681,419 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Cottonwood Union School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Cottonwood Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cottonwood Union School District plans to spend $889191 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 Cottonwood Union 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 Cottonwood Union 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, Cottonwood Union School District's LCAP budgeted $889191 for planned actions to increase or improve services for high needs students. Cottonwood Union School District actually spent $944275 for actions to increase or improve services for high needs students in 2024-25.

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
Cottonwood Union School District	Doug Geren Superintendent	doug.geren@cwusd.net 530-347-3165

Plan Summary [2025-26]

General Information

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

The Cottonwood Union School District (CWUSD) is located in the southern most reaches of Shasta County and offers transitional kindergarten through eighth grade.The district's enrollment is approximately 910 students. CWUSD is comprised of North Cottonwood Elementary School serving grades transitional kindergarten through fourth grade, West Cottonwood Jr. High School serving grades fifth through eighth and Cottonwood Creek Charter School serving grades Kindergarten thru eighth by offering a hybrid independent study program.

Our demographic includes approximately 52.7% low income students, 2.6% English learner students, and 1.1% foster youth.

YEAR 2: We will continued to be monitored by SCOE for Differentiated Assistance Year 2.

NOTE: We have expended our Learning Recovery Emergency Block Grant funds. In April 2025, we completed a needs assessment should the Governor distribute more Learning Recovery Emergency Block Grant funds in the upcoming 2025-2026 budget.

Reflections: Annual Performance

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

After reviewing the CA School Dashboard Data, we have declined in English Language Arts (7.2 points) and mathematics (9.2 points). We will concentrate our efforts in best first instruction and supplement instruction through targeted interventions as it is our goal to have all of our students at or above standard in math and English language arts. Moreover, we will identify and provide additional support to students using data to drive instruction and believe this will result in overall growth for our students.

Chronic absenteeism continues to be a byproduct of the pandemic. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Attendance Clerks and Principals work with students and their families to set attendance goals. While we have seen a decline of 2.3% but our rate is still 20.5%, it is our goal to decrease the chronically absent students to less than 1% next year as it was in the pre pandemic years. Educating students and families on the importance of attending school will continue to be a specific goal in our plan for three years.

Suspension data indicates orange performance indicator on the CA School Dashboard with 2.6% of all students suspended at least one day. This was a decline by 1.9%.

Red Performance Level Student Group(s) on the CA School Dashboard for 2022-2023: We will have a specific goal for Students with Disabilities in English language arts. They have not made the progress the last few years that we would like to see. We will direct extra resources to Students with Disabilities. The Red Performance levels and actions are required to be retained for the 3 year cycle of the plan even if the district shows improvement in these areas.

2022-2023 Cottonwood Elementary School District Red Performance Level (We are required to keep the 2023-2024 student groups that were in the red performance level for the 3 year plan cycle)

Suspensions
Homeless students 19.20% -Declined 13% in 2024
Students with disabilities 11.70% -Declined 4.3%

English Language Arts
Students with disabilities 94.9 points below standard Maintained in 2024

Schools Red Performance Groups
West Cottonwood Junior High-We went from a red performance level to a green performance level in 2024
Suspensions
Students with disabilities 22.10%-Declined 8% in 2024

English Language Arts
Students with disabilities 104.3 points below standard-Increased 10.7 points in 2024

Mathematics
Students with disabilities 134.7 points below standard-Declined 17.3 points in 2024

West Cottonwood exited Additional Targeted Support and Improvement in 2024. Year 2 monitoring: We will continue to focus our efforts on students with disabilities for mathematics and English language arts.

Reflections: Technical Assistance

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

YEAR 2: We will continued to be monitored by SCOE for Differentiated Assistance Year 2.
Shasta County Office of Education (SCOE) has reached out to our leadership team to share data that identified the need for technical assistance. They provided local data dashboards that helped track attendance data and suspension data. Some of our staff are participating in the Community of Practice for Students with Disabilities being facilitated by SCOE as part of technical assistance for our student group performing in the red performance level. The district has partnered with SCOE to implement the Ignite high dose tutoring to target students that are struggling with math and English language arts. SCOE has offered professional development opportunities that we have not taken advantaged of as our district has spend a significant amount of time in benchmark assessments, professional learning communities and revising interventions.

We have worked the last two years with the Special Education Local Plan Area (SELPA) Community of Practice to support our students with disabilities in alternatives to suspension. Additionally, the two sites have identified System Improvement Leads teams to attend trainings at the Shasta County Office of Education to review data, develop a problem of practice using Improvement Science protocols. SELPA will share evidenced based practices/programs and data with the Improvement Teams in order develop an action plan for the students that are performing in the red performance level on the CA School Dashboard. The Improvement Teams will meet regularly in huddles to discuss progress.

Our Improvement Teams will be part of Systemimprovement.org. The purpose of the SELPA System Improvement Leads (SIL) Project is to work collaboratively within the Statewide System of Support to build the capacity of Special Education Local Plan Areas (SELPAs) and Local Education Agencies (LEAs) with a common goal to improve outcomes for students with disabilities. It is the belief of the SELPA System Improvement Leads that: If partnerships are built between SELPAs, LEAs, County Offices of Education (COEs), Statewide Leads Agencies, the California Department of Education (CDE), and the California Collaborative for Educational Excellence (CCEE) and the capacity of SELPAs is built to support LEAs in 1) data use and governance, 2) continuous improvement, and 3) implementation of high leverage practices; then students with disabilities will have access to cohesive and effective school systems intentionally designed to provide the necessary supports and interventions for educational and post-secondary success

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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	We received feedback through staff surveys, School Site Council, and brainstorm sessions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Monthly meetings were held with the staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. The Superintendent met with each grade level team districtwide to discuss successes and challenges.
Principals and Administrators	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.

Educational Partner(s)	Process for Engagement
	Annual presentation of the CA School Dashboard results and the CAASPP results to staff and community. We eliminated multiple goals and streamlined the LCAP to include one broad goal. We eliminated ineffective actions and consolidated actions. We included all required metrics and moved our survey results to the local indicator report. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. Administrators met weekly to discuss all 8 state priorities and the actions/strategies in the LCAP. School administrators aligned the School Plan for Student Achievement with the district goals. Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We moved all student, staff and parent survey data results to the Local Indicator Report that accompanies the LCAP. This has significantly streamlined our plan The Superintendent met with the principals to discuss successes, challenges, and staff requests for the upcoming year.
Other school personnel	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results.

Educational Partner(s)	Process for Engagement
	Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. We engage regularly with local organizations to connect our families to local resources.Collaborative efforts have included joint events, resource sharing, and leveraging our networks to reach a wider audience.
District bargaining units	We received feedback through staff, student and parent/community surveys. We also received feedback from the School Site Council and staff meetings. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. The Superintendent met with each grade level team districtwide to discuss successes and challenges.
Parents/Community	We received feedback through parent/community surveys, School Site Council, and brainstorm sessions. Sending periodic surveys and questionnaires is a simple yet effective way to gather input and feedback from our community. These surveys focus on various topics including the 8 state priorities. The results guide the board’s actions and decisions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.

Educational Partner(s)	Process for Engagement
	The Superintendent met English Learner parents to discuss successes, challenges, and needs. The Superintendent held a meeting for the parents experiencing homelessness and foster youth parents but no one attended.
Students	Using student surveys, School Site Council, and brainstorm sessions during Student Advisory we were provided feedback to refine and add actions to the plan.
Governing Board/Public	The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and goals to refine the plan based on the 8 state priorities. Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months. Year-round: Each grade level presented their program to the Governing Board. This informed the Board on the actions, services and data reported in the LCAP. Governing board members met with staff at the elementary school site to observe the intervention program. Annual presentation of the CA School Dashboard results and the CAASPP results. Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results. Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students. The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative

Educational Partner(s)	Process for Engagement
	decisions. Surveys on professional development effectiveness have also been administered. Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process. Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 24, 2025 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan and Local Indicator Report on June 25, 2025.
Special Education Local Plan Area	Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County Special Education Local Area Plan administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We submitted our plan to the Special Education Local Plan Area for review and feedback.

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

Other school personnel-No additions were made to the plan based on feedback.
District bargaining units- Each grade level provided a different requests. The requests that influenced changes in the action include:
Here is a more polished and organized version of your feedback summary. I've grouped related topics together under clear subheadings for improved clarity and professionalism:

Elementary School Staff Feedback Summary:

Facilities and Playground Improvements

* Staff requested that the storage shed be relocated to the northwest corner of the playground and that a gravel/sand box be added in the current dirt area.
* There was a request for new playground balls and Peaceful Playgrounds training.
* Staff inquired about the status of facilities projects at both school sites. Updates will be provided accordingly.
* West Cottonwood will not be used for Project Share this summer due to ongoing facilities bond work (e.g., sewer line repairs).
* Staff expressed interest in using the swimming pool for the STAR party. This is permitted with certified lifeguards; arrangements must be made by school staff and the principal.
* Staff wanted to confirm if wood floor replacements have been completed. This is part of the facilities master plan, which includes phased updates to floors at each site.

Curriculum and Instruction

* Staff recommended designating Professional Learning Community (PLC) days for math and writing. This will be implemented by site administration, as academic coaching positions have been eliminated.
* There was a request for supplemental math materials, math curriculum adoption, and STEM Scopes replacement materials. These are included in the district's budget.
* Handwriting instructional programs were requested.
* Concerns were raised about the English Learner instructional aide being pulled too frequently from their role.
* Staff asked for the continued support of programs such as Accelerated Reader, DnA, and Freckle, and requested a transition from iReady, Star Reading/Star Math to NWEA.
* Staff confirmed that all broad courses of study, including electives, art, and physical education, are being provided by classroom teachers.

Professional Development and Support

* Staff asked for clarity on the support plan for interns and new teachers now that instructional coaching positions have been eliminated. Support will be provided by mentor teachers, site principals, and the Induction Program through the Tehama County Department of Education.
* Principals will support teacher professional goals through evaluations and identified professional development opportunities.
* The district will update the technology plan to reflect the integration of Smart Boards.

Social-Emotional Learning and Behavior

* Interest was expressed in renewing Capturing Kids' Hearts training. It will be offered again in August 2026 for new staff.
* Staff requested additional Social-Emotional Learning (SEL) supports. The district will collaborate with the Shasta County Office of Education and recommend the use of **Ed Tomorrow Today's First 5** (https://www.edtomorrow.com/today), which provides free, ready-to-use SEL curriculum.
* Staff requested clear protocols for addressing physically aggressive student behavior. Steps will be established at the site level.

Technology

* Staff asked if Chromebooks would be updated or replaced before the new school year. This is an annual task managed by the IT department during the summer.
* There was a request to consolidate communication tools. The district is exploring the use of **Catapult** to replace **Apptegy**. North Cottonwood currently uses **ClassDojo**, while some staff at West use **Remind**.

Attendance and Student Support

* Staff wanted to know who is responsible for parent accountability related to attendance. The principal, vice principal and attendance clerk are tasked with supporting families and addressing attendance barriers, as outlined in the LCAP.
* The new **State Attendance Recovery Program** will begin implementation in the 2025–2026 school year.
* Clarification was requested on the district's homeless/foster youth liaison. The school counselor currently serves in this role.

Instructional Programs and Services

* Clarification was requested on who will oversee On-Demand Writing. This will be coordinated by site principals and teachers.
* Staff inquired about behavioral counseling support at North Cottonwood. Services will be provided by the Assistant Principal and Principal.
* There was a request to add a counselor at North Cottonwood. While the budget does not include a counselor, it does allocate for an Assistant Principal to support student needs.

Parent Engagement

* Staff asked about the plan and budget for Parent Nights. These events will be facilitated by staff volunteers and administration. A small supply budget is allocated in the LCAP; however, there is no additional compensation for staff participation.
* Parent surveys will be made available during Back to School Night.

Staffing and Human Resources

* Clarification was requested on weekly timesheet submissions for salaried staff. Human Resources confirmed this is to streamline tracking for extra pay and reduce paperwork.
* Questions were raised regarding the librarian position. North Cottonwood will continue to have a librarian. At West Cottonwood, the district is exploring ways to utilize the counselor and instructional aide to support library services.

School Events and Policies

* Staff expressed concern about dogs on campus during student pick-up. Additionally, there were concerns about siblings attending STAR parties and field trips. These issues will be addressed by site principals during staff meetings and were not added as LCAP actions.
* Staff requested more information about Independent Study procedures. Principals will ensure that parents and teachers are informed.

Master Scheduling and Instructional Time

* Staff suggested adjusting West Cottonwood's master schedule to better accommodate intervention time. Interventions will continue at both sites.
* Clarification was requested regarding the use of Professional Learning Communities and planning time. Site administrators will provide further guidance.
* Staff expressed interest in understanding the vision behind the Learning Lab initiative. Additional information will be provided by the administration.

Middle School Staff Feedback Summary

Facilities and Maintenance

* Staff requested water filters be installed in classrooms. The district will explore options over the summer.
* Requests were made for bug spraying, roof leak repairs, and addressing mold on interior roof tiles. These concerns will be handled through summer maintenance and bond-funded facility improvements.
* Aging infrastructure was cited as a concern, including leaky faucets and general facility wear. These items are being addressed as part of the ongoing bond work.
* Floors need more thorough cleaning. Feedback has been shared with custodial services.
* Staff expressed appreciation for the new door locks and custodial staff.

Instructional Materials and Curriculum

* Teachers requested new class sets of reading materials, as well as updated history and language arts textbooks to replace worn-out copies.
* Additional class novel sets were also requested to support ELA instruction.
* There was strong interest in revising the elective offerings. Suggestions included adding new, engaging electives and eliminating less educational ones, such as study hall.
* Some staff suggested consolidating or removing advisory classes to allow for longer instructional periods.
* Teachers expressed concerns that many current electives are not skill-based or academically enriching.

Social-Emotional Learning & Student Support

* Staff requested expanded access to Social Emotional Learning (SEL) resources.
* Teachers want more time for students to meet with the counselor, and expressed interest in the counselor focusing more on behavioral support rather than solely on SST processes.
* There was a suggestion to establish a designated "refocus" space for students exhibiting disruptive behavior to minimize interruptions to instruction.
* Staff advocated for an in-school suspension option to address chronic behavior issues more effectively.

* The principal and counselor will meet over the summer to discuss improving behavioral supports and expanding Positive Behavioral Interventions and Supports (PBIS) follow-through.

Student Achievement and Support Services

* Concerns were raised that students with IEPs are not consistently meeting their goals.
* Staff emphasized the need for additional support for English Learners and recommended providing library access for ELA students at West Cottonwood.
* Teachers requested continued access to teacher tutoring, which is currently addressed through the Expanded Learning Opportunities (ELO) Plan.
* Staff recommended that one Spanish-fluent team member teach the Spanish elective.
* There was a suggestion to consider early dismissal privileges for students excelling academically.

Technology and Digital Resources

* Staff voiced concerns over YouTube access restrictions and requested access to Magic School AI. The district will review these requests and explore options.

Communication and Parent Engagement

* Teachers asked the principal to send automated calls home to notify parents when report cards and progress reports are distributed.
* Staff also recommended that the principal promote the school website, noting that many parents may not be familiar with it.
* There was a suggestion to offer **Love and Logic** parenting classes to support families. The principal will explore this option over the summer.
* Staff appreciated recent school-family events and expressed interest in offering more family and community nights.

Administrative Processes and Roles

* Staff recommended that site administration or a designee complete and distribute updated paperwork for IEP, 504, and SST meetings in a timely manner.
* A request was made for an Assistant Principal at the middle school. Currently, a school counselor is in place instead of an Assistant Principal position.
* Teachers would like more clarity and action from site leadership regarding behavior management and alternative learning settings.

Scheduling and Master Planning

* Feedback was provided to revise the master schedule for the upcoming school year. Specific requests included:

 * Restructuring elective periods (e.g., scheduling electives during first period to improve attendance).
 * Reducing the number of advisory classes.

* Enhancing the content and relevance of elective offerings.

Library and Instructional Support

* Teachers expressed appreciation for the library instructional aide, citing her positive interactions with students.
* There was a request to expand the library collection with new books.

Attendance and Behavior

* Staff felt that the recent attendance challenge was successful.
* They recommended SARB (School Attendance Review Board) hearings for 8th-grade students with chronic absences.

Bond Fund Use and District Updates

* Staff requested a detailed update from the Superintendent regarding the allocation of bond funds.

* The Superintendent confirmed that bond funds will address the sewer line and cafeteria floor at Cottonwood.
* If funds remain, intercom/communication systems and card-access locks will be updated across the district.

Administration- We will consolidate the way we communicate to parents and are exploring the use of Catapult to replace Apptegy. This will help reduce costs. North Cottonwood uses Dojo while some staff members at West use Remind. The staff were unaware that there were supplies set aside for parent nights. This has been a standing expenditure in our LCAP.
Parents/Community- The English learner parents requested more books with Spanish language, after school tutoring with transportation, and practical elective options for their students (like personal finance).
Students-No additions were made to the plan based on feedback.
Governing Board/Public-Due to budget constraints, the Board decided not to fill several open positions and to reduce the number of staff members. We identified these actions in the Annual Update section of the plan.The Board has been creative at using the existing funding to carry out our actions. We have also seen a significant reduction in kindergarten enrollment. Therefore, we are being mindful of our budget.
Special Education Local Plan Area (SELPA)-the plan was submitted to the SELPA but no changes were requested.

In the 2024-2025 school year, we added actions to support our students in the red performance level as required by ED Code. These actions will remain for the 3 year plan period.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	From preschool to the school board we strive to enable greatness in our students, educators, and school community. We will provide a safe and supportive learning environment where all students can thrive academically and emotionally.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We made a broad goal to easily track our actions. progress, and budget.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance-CAASPP English Language Arts	2022-2023 48.74% students met or exceeded standard for English Language Arts Yellow performance indicator on the CA School Dashboard 3.4 points below standard	2023-2024 48.32% students met or exceeded standard for English Language Arts Orange performance indicator on the CA School Dashboard		70% students met or exceeded standard for English Language Arts Blue performance indicator on the CA School Dashboard	Declined 7.2 points in English Language Arts District -Red Student Group 95.2 points below standard Maintained -0.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		North Cottonwood Elementary School 44.86% all students met or exceeded standard for English language arts. 3rd- 45.98% 4th- 51.69% West Cottonwood Junior High School 48.78% all students met or exceeded the standard for English language arts. 5th- 52.58% 6th- 35.80% 7th- 52.69% 8th- 51.90% Red performance indicator on CA School Dashboard Students with Disabilities 94.9 points below standard Maintained 2.3 Points Red Performance Schools West Cottonwood Junior High English Language Arts Students with disabilities 104.3 points below standard	10.6 points below standard Declined 7.2 points North Cottonwood Elementary School 44.88% all students met or exceeded standard for English language arts. 3rd- 45% 4th- 44.77% West Cottonwood Junior High School 50.12% all students met or exceeded the standard for English language arts. 5th- 49.49% 6th-53.04% 7th- 45.97% 8th- 51.08% Red performance indicator on CA School Dashboard Students with Disabilities 95.2 points below standard Maintained -0.3 points		20 points above standard North Cottonwood Elementary School 70% all students met or exceeded standard for English language arts. 3rd- 70% 4th- 70% West Cottonwood Junior High School 70% all students met or exceeded the standard for English language arts. 5th- 70% 6th-70% 7th- 70% 8th- 70% Blue performance indicator on CA School Dashboard Students with Disabilities CAASPP English language Arts At or above standard Blue Performance Schools	North Cottonwood Elementary School Maintained progress for all students that met or exceeded standard for English language arts. 3rd- maintained 4th- Decreased 6.92% West Cottonwood Junior High School Increased 1.34% all students met or exceeded the standard for English language arts. 5th- Decreased by 3.09% 6th-Increased 17.24% 7th- Decreased 6.72% 8th- Maintained Red performance indicator on CA School Dashboard Students with Disabilities Maintained progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Red Performance Schools North Cottonwood English Language Arts Students with disabilities 94.7 points below standard Declined 13.8 Points		West Cottonwood Junior High English Language Arts Students with disabilities at or above standard	Red Performance Schools North Cottonwood English Language Arts Students with disabilities Declined 13.8 Points
1.2	Student performance-CAASPP Mathematics	2022-2023 39.28% students met or exceeded standard for math Orange performance indicator on the CA School Dashboard 29.1 points below standard North Cottonwood Elementary School 47.62% all students met or exceeded standard for mathematics. 3rd- 41.84% 4th- 54.45% West Cottonwood Junior High School 34.97% all students met or exceeded the standard for mathematics.	2023-2024 36.07% students met or exceeded standard for math Orange performance indicator on the CA School Dashboard 43.6 points below standard North Cottonwood Elementary School 40% all students met or exceeded standard for mathematics 3rd- 44% 4th- 36.19% West Cottonwood Junior High School 34.01% all students met or		70% students met or exceeded standard for math Blue performance indicator on the CA School Dashboard 20 points above standard Smarter Balanced Assessments Mathematics 70% of students are at or above standards districtwide North Cottonwood Elementary School 70% all students met or exceeded standard for mathematics. 3rd- 70%	Decreased by 3% students met or exceeded standard for math Increased 14.5 points below standard North Cottonwood Elementary School Decreased 7.62% all students met or exceeded standard for mathematics 3rd- Increased 2.16% 4th- Decreased 18.26% West Cottonwood Junior High School Increased % all students met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th- 33.04% 6th- 20.99% 7th- 40.21% 8th- 45.57% Red Performance Schools West Cottonwood Junior High Mathematics Students with disabilities 134.7 points below standard	exceeded the standard for mathematics 5th- 30.92% 6th-31.31% 7th- 36.78% 8th- 38.05% Red Performance Schools North Cottonwood Mathematics Students with Disabilities 94.7 points below standard West Cottonwood Junior High Mathematics Students with disabilities 152 points below standard		4th- 70% West Cottonwood Junior High School 70% all students met or exceeded the standard for mathematics. 5th- 70% 6th- 70% 7th- 70% 8th- 70% Blue Performance Schools West Cottonwood Junior High Mathematics Students with disabilities at or above standard	exceeded the standard for mathematics 5th- Decreased 2.12% 6th- Increased 10.32% 7th- Decreased 3.43% 8th- Decreased 7.52% Red Performance Schools North Cottonwood Students with Disabilities went from no performance color to a red performance color. West Cottonwood Junior High Mathematics Students with disabilities increased by 17.3 points below standard
1.3	Student performance-CAASPP Science	2022-2023 36.09% students met or exceeded standard for science	2023-2024 27.51% students met or exceeded standard for science		70% students met or exceeded standard for science	Declined 8.58% students met or exceeded standard for science

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Student performance-ELPAC Proficiency	2022-2023 37.5% making progress Maintained 1.1% No performance color indicator on the CA School Dashboard	2023-2024 25% making progress Declined 12.5% No performance color indicator on the CA School Dashboard		70% making progress No performance color indicator on the CA School Dashboard	Declined 12.5%
1.5	Student performance-ELPAC Reclassification Rate	2023-2024 ELPAC Reclassification Rate District 0.8%	2023-2024 ELPAC Reclassification Rate District 0.8%		ELPAC Reclassification Rate 15%	Maintained
1.6	Student Attendance Rates	2023-2024 93.37% Attendance Rate as of March 22, 2024	2024-2025 94.1% Attendance Rate as of May 9, 2025		98% Attendance Rate	Maintained
1.7	Student Chronic Absenteeism Rate	2022-2023 22.9% of all students are chronically absent Declined 10.7% Yellow performance indicator on CA School Dashboard	2023-2024 20.5% of all students are chronically absent Declined 2.3% Orange performance indicator on CA School Dashboard		Less than 3% of students are chronically absent Blue performance indicator on CA School Dashboard	Declined 2.3%
1.8	Middle School Drop Out Rate	2022-2023 0% middle school drop out rate	2023-2024 0% middle school drop out rate		0% middle school drop out rate	Maintained
1.9	Student Suspension Rates	2022-2023	2023-2024 2.6% of all students		Less than 2% of all students	Declined 1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4.5% of all students suspended at least one day Increased 0.7% All students are in the orange performance indicator on CA School Dashboard Red performance indicator on CA School Dashboard Students with Disabilities- 11.7% suspended at least one day, increased 5.8% Homeless- 19.2% suspended at least one day Red Performance School Data West Cottonwood Junior High Suspensions Students with disabilities 22.10%	suspended at least one day Declined 1.9% All students are in the green performance indicator on CA School Dashboard		suspended at least one day All students are in the blue performance indicator on CA School Dashboard	
1.10	Student Expulsion Rates	2022-2023 0% expulsion rate	2023-2024 0% expulsion rate		0% expulsion rate	Maintained
1.11	Teacher Credentialing	2023-2024 Total Teachers 47 FTE 39 Clear Credentials 2 Out of Field 4 Interns	2024-2025 Total Teachers 47 FTE 45 Clear Credentials		Total Teachers 47 FTE 47 Clear Credentials 0 Out of Field	MaintainedTotal Teachers 47 FTE Increased 6 Clear Credentials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 Ineffective 0 Incomplete 0 Unknown 0 n/a	0 Out of Field 2 Interns 0 Ineffective 0 Incomplete 0 Unknown 0 n/a		0 Interns 0 Ineffective 0 Incomplete 0 Unknown 0 n/a	Decreased by 2 Out of Field Decreased by 2 Interns Decreased by 2 Ineffective Maintained 0 Incomplete Maintained 0 Unknown Maintained 0 n/a
1.12	State Priorities 1, 2, 3, 7, and 8 are reported in the Local Indicator Report that accompanies the LCAP. (These include the results of the student, parent and staff surveys as well as staff credentialing, facilities, standards aligned instructional materials, parent engagement, etc.)					
1.13	Science Indicator	2023-2024 All Students 12.4 points below standard Hispanic 12.5 points below standard Low Income students 15.2 points below standard Students with disabilities	2023-2024 All Students 12.4 points below standard Hispanic 12.5 points below standard Low Income students 15.2 points below standard			N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		25.2 points below standard White students 11.4 points below standard	Students with disabilities 25.2 points below standard White students 11.4 points below standard			

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.

We have implemented all actions in this goal. There were no substantive differences in planned actions and actual implementation of these actions. We have had to review our budget closely this year to identify areas to cut and refine. This challenge has made us look creatively with staffing assignments.

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.

We moved the counselor position to Title I from RS 0100, but there is still some counseling exp. in RS 0100. We transferred $30K of expenditures (5710) into RS 0100 for psych services since the 6546 didn't cover the cost of the entire position. We did not have the counselor position in Action 1.16.

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

Some actions were effective at meeting our goal. We had mixed results as evidence by the California School Dashboard. We have refined the actions going forward as our data showed that we declined in science, English language arts and mathematics. While we have seen a decrease in both suspensions and chronic absenteeism, we still have some work in these areas to engage students in learning. We also plan to refine our intervention program at the junior high. In order to make our budget leaner, we have had to reduce staff. While this is not ideal, it is necessary so that our district is able to maintain programs and services.
Action 1.1-We did not find the data management systems as effective at meeting our needs so we have moved away from iReady, STAR reading, STAR math to NWEA. We believe this will provide staff with the data needed to move the needle with academic growth.

Action 1.2, 1.3, 1.4-These actions are effective at meeting our at-risk students and English learners. We have seen an increase in our academic data with these student groups.
Action 1.5-Adding supplemental instructional materials is effective at creating an engaging learning environment for our students.
Action 1.6-Providing interventions to our students is effective. Our local data indicates that each child that has participated in interventions has made growth in English language arts and math. Staff use data to identify and provide additional support to students.
Action 1.7- While technology can be effective when monitored by staff, it can also be a waste of instructional time. A concerted effort will be made next year to ensure staff are using technology to support learning.
Action 1.8-Professional development has been identified by staff professional learning community work with data. The academic coach has provided professional learning based on the identified need. Principals will be taking on the professional development implementation next year.
Action 1.9 and 1.19-Parent engagement nights have been limited this year due to staffing shortages to facilitate the events. Staff want additional pay to offer the nighttime events so most of the events are held during the day. We rely on staff volunteers to facilitate these events. We believe they are effective as measured by the parent survey feedback but find it challenging to continue to ask staff to volunteer for these events. Our budget does not support paying staff extra for these events.
Action 1.10 and 1.11 have been effective at adding added support to our students in the red performance group. We have seen a decrease in suspensions with both student groups. Academics for both groups has been more of a challenge to make the progress. We offer added supports. While our students with disabilities are meeting their Individualized Education Progress goals, the CA School Dashboard shows they are still in the red performance area.
Action 1.12-Our preschool program has been effective at preparing our students for learning.
Action 1.13- Offering library services is effective at providing students a choice for reading. We believe it increases student engagement too. This shows in the student survey data.
Action 1.14-Capturing Kids Hearts and Positive Behavior Interventions and Supports are effective at providing social emotional support and behavior supports to our students. Our suspension data has decreased this year.
Action 1.15-Electives have not been as effective at engaging our students so we updated new options and staff our considering making a master schedule change to reduce advisory periods and increase new electives. New ideas were provided by staff to engage students.
Action 1.16-Counseling is provided at the middle school and has been effective at addressing student behavior concerns. Staff would like an assistant principal as well but the budget does not support it. While the elementary would like to add a counselor to their site, an assistant principal is in place to support social emotional and behavior supports for students. The assistant principal position is effective at supporting the students that need redirection. Our budget does not support a counselor and an assistant principal at the elementary school. A new assistant principal has been hired for next year as the other one resigned.
Action 1.17-We have seen attendance increase and a decrease of chronically absent students through our attendance campaign. Therefore, it has been effective at meeting our goal of increasing attendance. Next year, we will implement attendance recovery.
Action 1.18-It has been a challenge over the years to keep our aging middle school facility in good shape. We were able to pass a bond this year so there will be many upgrades to the middle school to make it more conducive for learning. The elementary school is a newer facility and continues to be in good repair. Our maintenance staff works tirelessly to keep our facilities in good repair year round.

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

We have had to refine actions in 1.3, 1.6, and 1.18. In order to shore up our budget, we eliminated several positions including the following: Academic Coach, 1 multiple subject teacher, a preschool aide, an instructional aide, a Behavior Tech, Special education aide, bus driver and custodial/maintenance position. We are eliminating ERICS classroom at West Cottonwood Jr. High in Action 1.3. Action 1.15 foreign language has been removed due to the challenges we face to hire a qualified teacher. We did not replace the counselor at the elementary school.

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	Assessment and data	Schools use ongoing assessment and monitoring system that provides timely data which in turn is used to inform teachers and principals about student placement, diagnosis, progress and effectiveness program. Software- Data management systems for student achievement assessments (Change to NWEA from iReady/STAR Reading/STAR Math and possibly DnA)	$9,000.00	No
1.2	Foster Youth & Homeless Youth Supports	We provide the following support for Foster and Homeless Youth: Coordinate with the case worker and attendance staff. Ensure that transportation is not a barrier. Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Intervene early when they are missing a lot of school. Provide them with community resources such as: Clothes closets Food banks Health clinics Laundry services Hygiene kids	$1,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in a free and reduced meal program. Assign students a “buddy” to help them learn their way around school. Give the student necessary school supplies, to take home. Keep some nutritional snacks for those students who might need additional nutrition. We see parents as critical partners in their child’s education and provide parent outreach with our families on an ongoing basis.		
1.3	Special Education	General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student's needs. Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. English language arts targeted support Alternatives to suspension-counselor, behaviorist, structured day, restorative chats, restorative project We review data to target intervention support using a multi-tiered system of support for all of our students based on their individual needs. Update paperwork when there are meetings for IEPs, 504s, SST and give copies to teachers. Instructional aides to support students with disabilities	$2,674,272.00	No
1.4	English Learner	1 FTE English Learner Instructional Aide	$50,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We provide tiered intervention for students not progressing in the English Language Development standards and modify instruction based on student needs. Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Language Development and designated English Language Development using the English Language Arts/English Learner Standards. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. English Learner students will be monitored for annual progress. Supplemental instructional materials to support English development. We see parents as critical partners in their child's education and provide parents with strategies to support their child. English learners will be reclassified based on our district protocol. Books with Spanish language After school tutoring with home transportation after the tutoring session Practical elective options (Example: personal finance, culinary arts, farming, etc.)		
1.5	Textbooks/Instructional Materials	Ensure California State Standards adopted textbooks and instructional materials are available to each student. Supplemental curriculum units, if needed. (Math supplemental materials, STEM Scope materials replacement, Handwriting without Tears (k), Handwriting Heroes (1st), class sets of novels, etc.) Technology hardware-continue to purchase Chromebook replacements and carts. Technology is updated each summer. The district will explore Magic School AI and the YouTube restrictions. Playground equipment (Balls, jump ropes, cones, beanbags, etc.)	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Academic Supports Intervention for All Collaboration Time	Intervention books and supplies Supplemental materials (Getting Reading Right, Happy Numbers, Rocket Math, Reading Playground, etc.) California State Standards adopted curriculum and supplemental materials Learning Lab at North School (Intervention Program) Master schedule reworked at West Cottonwood to accommodate intervention time. Instructional assistants and benefits to provide small group instruction Schedule collaboration time for grade level/subject collaboration (4 days per month) Continue to support weekly collaborative day using Professional Learning Communities (minimum day) Principals will implement PLCs. On Demand writing will be facilitated by the principals and teachers. Student data analysis, goal setting, consistent assessments, pacing guides, Response to Intervention decisions for reteaching/advancement (cost associated with additional after school program hours) A focus on writing across the content areas.	$472,460.00	Yes
1.7	Computer Based Programs	Provide instructional support	$55,000.00	No
1.8	Professional Development	Continue to support professional development to deepen and expand the implementation of State Standards in reading, writing, math, Next Generation Science Standards, as well as provide training in Professional Learning Communities and technology. Conference fees on limited basis Consultants Interns and new teachers will be supported by site principals and/or assigned induction mentors. Tehama Department of Education-Induction Program for new teachers Classroom management and Peaceful Playground (paid for out of a grant by Columbia ESD)	$14,650.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Parent Engagement/Communications	All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional are reached out to teachers, support staff, counselors and administration to encourage their participation in their children's education. We will partner with their families to share strategies and support to increase growth academically and behaviorally. Students will improve, both academically and socially, at school through parent information evenings to aide in home-school communication. Student will improve in skills through the use of highly qualified parent volunteers. Students will also have parents that are equipped to help them succeed through the use of technology. Parent nights-supplies. Parent nights will be facilitated by staff volunteers and the administration. Implement a user friendly website (Google translator link, links to events with details, parent links, student links, daily bulletin, monthly newsletter, parent surveys throughout the year) Principals will communicate with parent and teachers regarding Independent Study policies and procedures. Monthly Principal newsletter at the elementary site Middle School principal will make all call to parents when progress reports and reports cards are sent home. The principal will also showcase the website in their communication to parents to bring awareness to the valuable information included on the website. Website annual fee We will consolidate the way we communicate to parents and are exploring the use of Catapult. North Cottonwood uses Dojo while some staff members at West use Remind.	$8,500.00	No
1.10	Red Performance Student Group Homeless students	Assistant Principal at North Cottonwood salary and benefits Alternatives to suspension-counselor, structured day, restorative chats, restorative project Establish steps and protocols to deal with physically aggressive students.	$124,033.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Red Performance Student Group Students with Disabilities	Revise our Multi-Tiered System of Support Target additional academic support in English language arts and mathematics to students with disabilities Set academic and behavior goals with students with disabilities Counselor to work in small groups of students with disabilities Provide refocus strategies and a refocus room for students with disabilities Provide alternatives to suspension (like structured day, reflection sheets, restorative chats, and restorative projects)	$119,352.00	No
1.12	Early Childhood Education	Continue to support preschool to support early literacy and academic success. Preschool salaries Books and supplies Instructional materials	$295,477.00	No
1.13	Literacy	1 FTE Librarian at North Cottonwood. Instructional Aide at West Cottonwood to support library services along with the school counselor. We are exploring ways to maximize our counseling services by connecting to students in the library. Librarian salary and benefits Books and supplies	$80,206.00	No
1.14	School Climate	Positive Behavior Intervention and Supports incentives Capturing Kids Hearts for new staff (this will be provide again through the Leading Learning Network in August 2026)	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Broad Course of Study & Clubs	Provide a broad course of study to include the following: Electives at West Cottonwood VAPA Career Technical Ed Robotics Culinary Arts Agriculture Books and supplies- instructional materials Contracted services for elective teachers	$48,729.00	Yes
1.16	Counselor/Social Emotional Support	TK-8 grade students will have access to behavioral counseling. Social Emotional Learning Support Staff are encouraged to use Ed Tomorrow Today's First 5 https://www.edtomorrow.com/today for free, ready-to-use SEL Curriculum. Shasta County Office of Education support with SEL strategies for teachers. (Free) 1 FTE Counselor at the Junior High	$211,498.00	Yes
1.17	Attendance Campaign	Attendance awareness campaign-Address at Back to School Nights and Kindergarten Round Up, Preschool orientation, and parent events. Attendance incentives will be provided to students at each school site. Attendance Clerks and vice principal and counselor will contact families that are chronically absent and provide them with resources to remove barriers from keeping their students from attending school. School Attendance Review Team (SART) & School Attendance Review Board (SARB) are used for students with excessive absences. Attendance Recovery will be implemented in the 2025-2026 school year. (We will explore the following options for students who have missed school -Saturday School, Before/After School recovery, Summer School) Books and supplies	$8,000.00	No
1.18	Facilities	Short term and long term facility projects based on maintenance plan. (wood floor replacement, etc.)	$323,744.00	No

Action #	Title	Description	Total Funds	Contributing
		1.0 FTE Facilities Maintenance Staff/Maintenance Coordinator salary benefits Supplies Contracts for major facilities work and repair Kindergarten: Move shed to northwest corner of the playground, add a gravel/sand box) in the dirt area. Middle School: Fix leaky roofs, spray for bugs, explore water filter options, leaky faucets, clean floors)		
1.19	Parent Engagement	Parent outreach includes weekly outreach by principal and staff through Parent Square, phone calls, emails, text, and monthly newsletters. Provide parents and families with ways to support learning at home. Facilitate family engagement events All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are contacted by the teachers, support staff, counselors, and administration to encourage their participation in their children's education. Recruit more Parent Club members Provide food and childcare for parents at school events to increase family engagement.	$6,000.00	No

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
$900,867	$

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
9.945%	0.000%	$0.00	9.945%

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
1.2	**Action:** Foster Youth & Homeless Youth Supports **Need:** Foster Youth/Homeless(low income) students have high rates of suspension **Scope:** LEA-wide	We review data to target intervention support using a multi-tiered system of support for all of our students based on their individual needs.	CAASPP English language arts CAASPP mathematics CAST Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Learner **Need:** Increase reclassification rate **Scope:** LEA-wide	Our reclassification rate is relatively low compared to our proficiency rate. Although our students are showing progress in English proficiency, we want to improve our multi-tiered system of support for our English learners districtwide. We review data to target intervention support using a multi-tiered system of support for all of our students based on their individual needs.	English Learner Progress Indicator English learner reclassification rate English learner proficiency rate
1.6	**Action:** Academic Supports Intervention for All Collaboration Time **Need:** Increase academic achievement **Scope:** LEA-wide	We review data to target intervention support using a multi-tiered system of support for all of our students based on their individual needs.	CAASPP English language arts CAASPP mathematics CAASPP science English learner progress indicator
1.10	**Action:** Red Performance Student Group Homeless students **Need:** Homeless students which are also considered low income because they qualify automatically for free and reduced lunch. Our homeless students are in the red performance level on the CA School Dashboard	We will target additional support to homeless students. This is provided LEA wide because we have homeless students are at both sites and need to provide additional support to remove barriers from learning.	Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.14	**Action:** School Climate **Need:** Support most vulnerable populations with consistent agreements and expectations **Scope:** LEA-wide	We believe when student have a sense of belonging and clear expectations that they will thrive and grow socially and academically. PBIS and Capturing Kids Hearts provides both safety and clear expectations for learning and growing.	Suspension Rates, Chronic Absenteeism Rate
1.15	**Action:** Broad Course of Study & Clubs **Need:** Provide educational experiences for our most vulnerable population of students **Scope:** LEA-wide	Enrich students education and life experiences. Provide on an LEA wide basis so that all students have access to these experiences.	CAASPP Math and English Language Arts California Assessment for Science
1.16	**Action:** Counselor/Social Emotional Support **Need:** At-risk students needing additional social emotional support **Scope:** LEA-wide	Provide students with strategies to regulate emotions and solve problems in order to make school a safe and welcoming place to learn. Provide on an LEA wide basis so that all students have access to these experiences.	Suspension rate Chronic absenteeism rate

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Not applicable

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,058,894	900,867	9.945%	0.000%	9.945%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,124,410.00	$348,507.00	$800,864.00	$242,872.00	$4,516,653.00	$2,668,591.00	$1,848,062.00

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	Assessment and data	All	No			All Schools	On-going	$0.00	$9,000.00		$9,000.00			$9,000.00	
1	1.2	Foster Youth & Homeless Youth Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$1,800.00	$0.00	$1,800.00				$1,800.00	
1	1.3	Special Education	Students with Disabilities Red performance level in CAASPP	No			All Schools	On-going	$1,249,228.00	$1,425,044.00	$1,791,186.00		$650,864.00	$232,222.00	$2,674,272.00	
1	1.4	English Learner	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$50,932.00	$0.00	$50,932.00				$50,932.00	
1	1.5	Textbooks/Instructional Materials	All	No			All Schools	On-going	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.6	Academic Supports Intervention for All Collaboration Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$472,460.00	$0.00	$472,460.00				$472,460.00	
1	1.7	Computer Based Programs	All	No			All Schools	On-going	$0.00	$55,000.00		$55,000.00			$55,000.00	
1	1.8	Professional Development	All	No			All Schools	On-going	$0.00	$14,650.00		$14,000.00		$650.00	$14,650.00	
1	1.9	Parent Engagement/Communications	All	No			All Schools	On-going	$0.00	$8,500.00		$8,500.00			$8,500.00	
1	1.10	Red Performance Student Group Homeless students	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	$124,033.00	$0.00	$124,033.00				$124,033.00	
1	1.11	Red Performance Student Group Students with Disabilities	Students with Disabilities	No			Specific Schools: West	2024-2025	$119,352.00	$0.00		$119,352.00			$119,352.00	

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
							Cottonwood Jr High 5-8									
1	1.12	Early Childhood Education	All	No			All Schools	On-going	$276,881.00	$18,596.00	$23,822.00	$121,655.00	$150,000.00		$295,477.00	
1	1.13	Literacy	All	No			All Schools	On-going	$70,206.00	$10,000.00	$70,206.00	$10,000.00			$80,206.00	
1	1.14	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.15	Broad Course of Study & Clubs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$13,729.00	$35,000.00	$37,729.00	$11,000.00			$48,729.00	
1	1.16	Counselor/Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$211,498.00	$0.00	$211,498.00				$211,498.00	
1	1.17	Attendance Campaign	All	No			All Schools	On-going	$0.00	$8,000.00	$4,000.00			$4,000.00	$8,000.00	
1	1.18	Facilities	All	No			All Schools	On-going	$78,472.00	$245,272.00	$323,744.00				$323,744.00	
1	1.19	Parent Engagement	All	No			All Schools	On-going	$0.00	$6,000.00				$6,000.00	$6,000.00	

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
9,058,894	900,867	9.945%	0.000%	9.945%	$901,452.00	0.000%	9.951 %	**Total:**	$901,452.00
								LEA-wide Total:	$901,452.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Foster Youth & Homeless Youth Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,800.00	
1	**1.4**	English Learner	Yes	LEA-wide	English Learners	All Schools	$50,932.00	
1	**1.6**	Academic Supports Intervention for All Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$472,460.00	
1	**1.10**	Red Performance Student Group Homeless students	Yes	LEA-wide	Low Income	All Schools	$124,033.00	
1	**1.14**	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	**1.15**	Broad Course of Study & Clubs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,729.00	
1	**1.16**	Counselor/Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$211,498.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,504,392.00	$4,736,735.00

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**	Assessment and data	No	$9,000.00	9000
1	**1.2**	Foster Youth	Yes	$1,800.00	3205
1	**1.3**	Special Education	No	$2,674,272.00	2850000
1	**1.4**	English Learner	Yes	$50,932.00	57370
1	**1.5**	Textbooks/Instructional Materials	No	$10,000.00	10000
1	**1.6**	Academic Supports Intervention for All Collaboration Time	Yes	$460,199.00	472460
1	**1.7**	Computer Based Programs	No	$55,000.00	60000
1	**1.8**	Professional Development	No	$14,650.00	15000
1	**1.9**	Parent Engagement/Communications	No	$8,500.00	9000
1	**1.10**	Red Performance Student Group Homeless students	Yes	$124,033.00	130401

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	1.11	Red Performance Student Group Students with disabilities	No	$119,352.00	125000
1	1.12	Early Childhood Education	No	$295,477.00	296000
1	1.13	Literacy	No	$80,206.00	81000
1	1.14	School Climate	Yes	$3,000.00	4192
1	1.15	Broad Course of Study & Clubs	Yes	$48,729.00	53487
1	1.16	Counselor/Social Emotional Support	Yes	$211,498.00	216620
1	1.17	Attendance Campaign	No	$8,000.00	8000
1	1.18	Facilities	No	$323,744.00	330000
1	1.19	Parent Engagement	No	$6,000.00	6000

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)
885410	$889,191.00	$944,275.00	($55,084.00)	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	1.2	Foster Youth	Yes	$1,800.00	3205		
1	1.4	English Learner	Yes	$50,932.00	57370		
1	1.6	Academic Supports Intervention for All Collaboration Time	Yes	$460,199.00	479000		
1	1.10	Red Performance Student Group Homeless students	Yes	$124,033.00	130401		
1	1.14	School Climate	Yes	$3,000.00	4192		
1	1.15	Broad Course of Study & Clubs	Yes	$37,729.00	53487		
1	1.16	Counselor/Social Emotional Support	Yes	$211,498.00	216620		

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)
8600477	885410	0	10.295%	$944,275.00	0.000%	10.979%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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