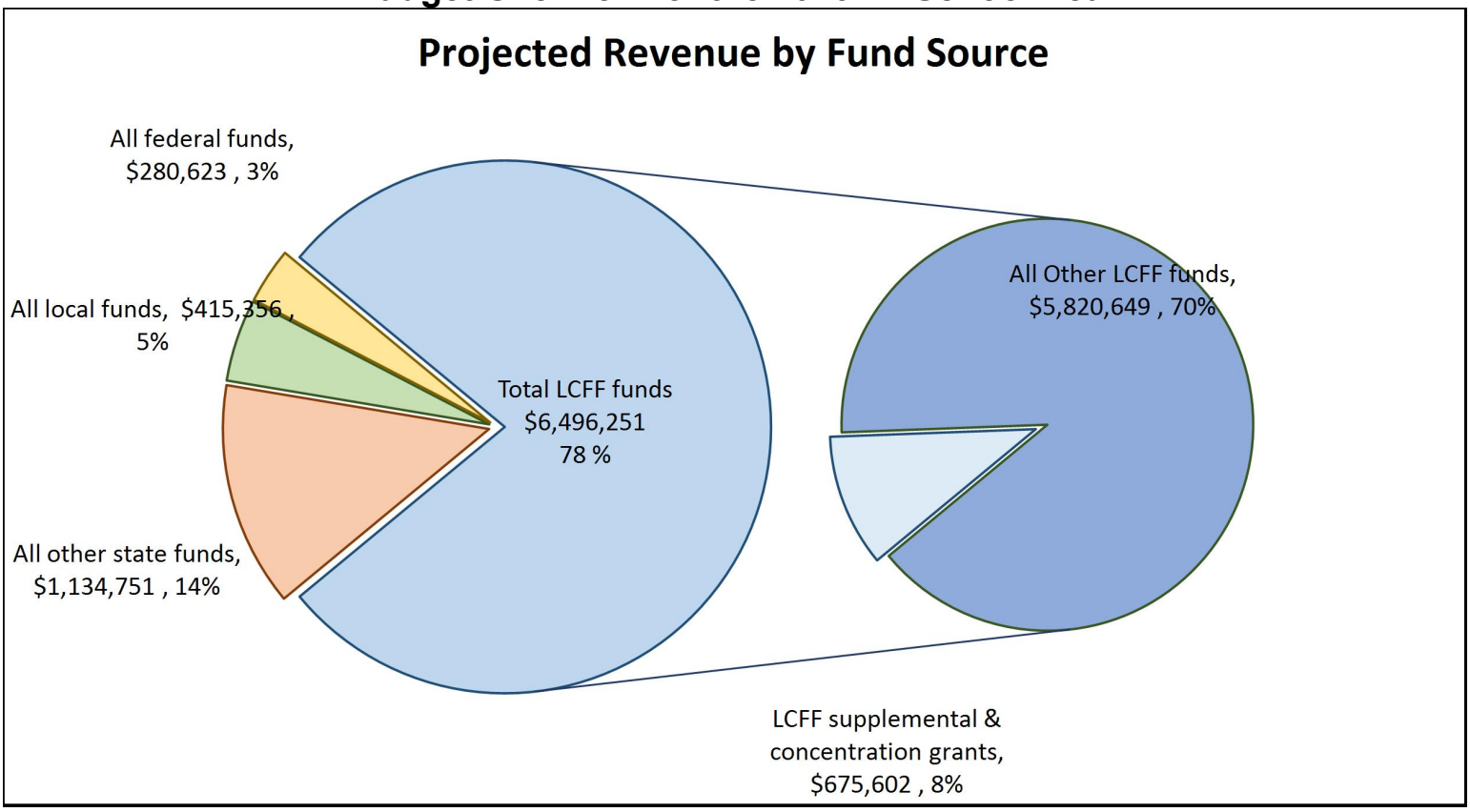


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cutten Elementary School District
CDS Code: 62745000000
School Year: 2026-27
LEA contact information:
Becky MacQuarrie
Superintendent
bmacquarrie@cuttensd.org
7074413900

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

Budget Overview for the 2026-27 School Year

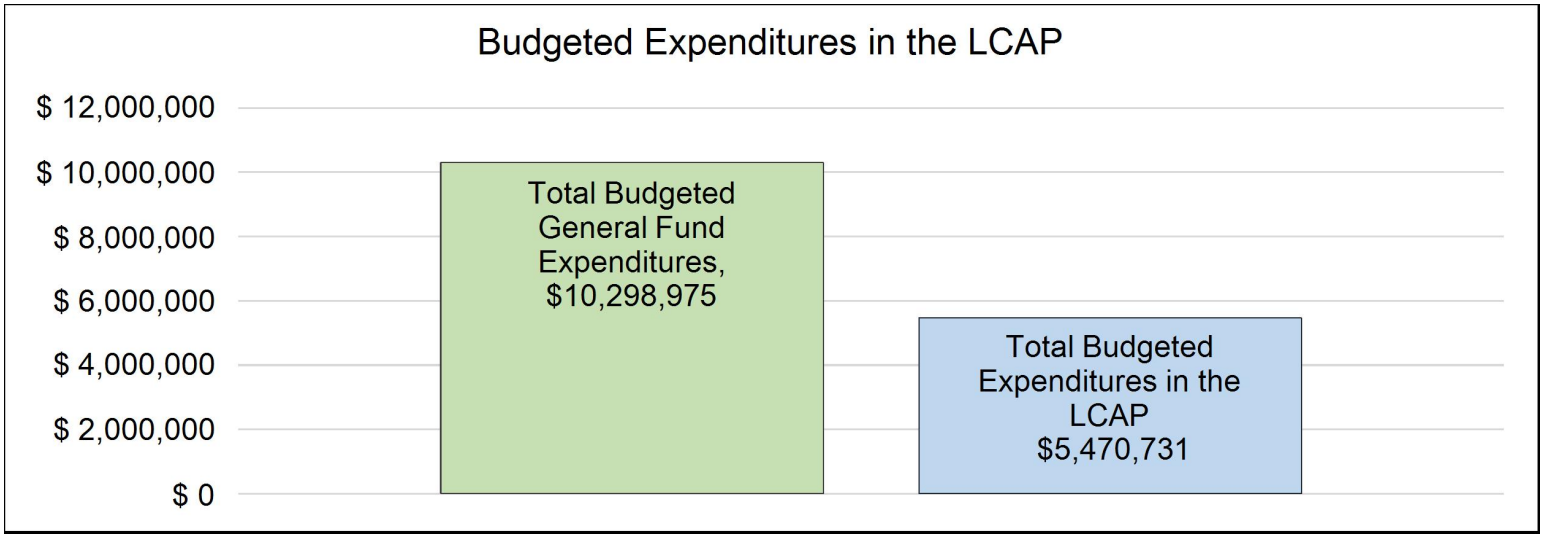


This chart shows the total general purpose revenue Cutten Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cutten Elementary School District is $8,326,981, of which $6,496,251 is Local Control Funding Formula (LCFF), $1,134,751 is other state funds, $415,356 is local funds, and $280,623 is federal funds. Of the $6,496,251 in LCFF Funds, $675,602 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 Cutten Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cutten Elementary School District plans to spend $10,298,975 for the 2026-27 school year. Of that amount, $5,470,731 is tied to actions/services in the LCAP and $4,828,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

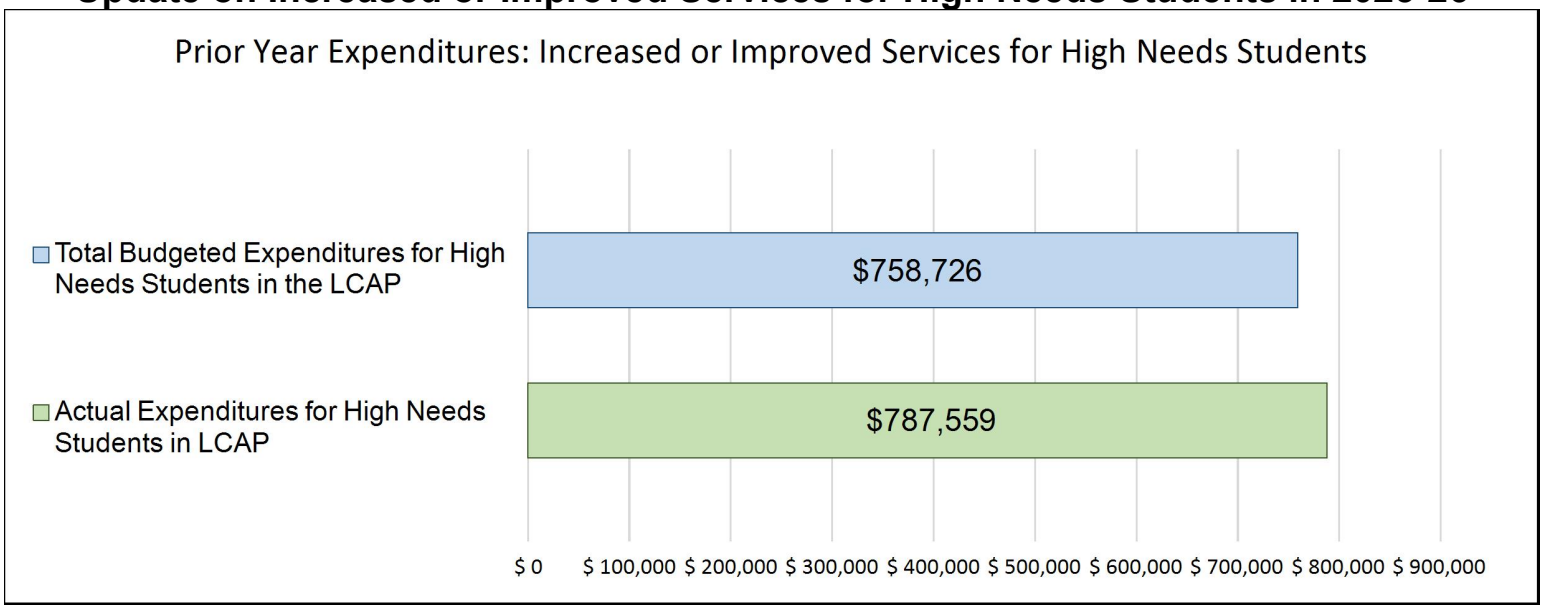
$168,119 Support Cafeteria: $4,429,369 Ending Balnce (Reserved for Economic Uncertainty); $398,875 misc expenses related to facilities, and expenses for personnel

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

In 2026-27, Cutten Elementary School District is projecting it will receive $675,602 based on the enrollment of Foster Youth, English learner, and low-income students. Cutten Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cutten Elementary School District plans to spend $758,726 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Cutten Elementary School District's LCAP budgeted $758,726 for planned actions to increase or improve services for high needs students. Cutten Elementary School District actually spent $787,559 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cutten Elementary School District	Becky MacQuarrie Superintendent	bmacquarrie@cuttensd.org 7074413900

Plan Summary [2026-27]

General Information

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

Our vision: Building a better world, one student at a time.

Our mission: The Cutten School District, in partnership with our community, provides students with the academic and social skills necessary to become contributing members of a global community. We do this by creating a joyful, student-centered, and orderly learning environment rich in the arts and sciences, where everyone knows they are respected members of the “Cutten-Ridgewood Family”.

The Cutten School District has provided excellence and stability in educating children since 1891. About 40 years ago, the decision was made to change the district’s two kindergarten – sixth grade schools into the current configuration, allowing us to focus instruction, materials, facilities, and staffing on the specific needs of each grade span, while keeping combination classes and services and materials duplication to a minimum. Transitional kindergarten through second grade students attend Ridgewood School, and third through sixth grade students attend Cutten School. Although we possess two CDS codes, we consider ourselves one school with two sites, separated from each other only by a 2.6 mile stretch of road. In light of this, and supported by the tightly--knit and extremely supportive community, the same families in attendance at both sites, and the highly collaborative staff, it is nearly impossible to talk about the achievements and needs of one site without including the other site in the conversation. We are joined by a common vision, and a deep--seated commitment to the development of the whole child; the success of each site is dependent upon the other. An indication that our district is considered one of the most desired on the North Coast is that about 38% of our enrollment is comprised of interdistrict transfer students. Our families have a shared purpose; they value and actively support quality small shool education for their children.

Statistically, of an enrollment of 562 students in May 2024 population by sub group was:
16.2% Hispanic or Latino of Any Race
3% American Indian or Alaskan Native:
3.7% Asian or Pacific Islander
61.5% White
.2% African American:
15%Two or More Races
3.6% English Learners
.5% Foster Youth
3.9% Homeless
47.4% Socioeconomically Disadvantaged
14.6% Students with Disabilities

Priorities for the district over the past three decades include:

- close relationships with parents / guardians, as evidenced by the award--winning PTA, the Cutten Ridgewood Student Foundation (CRSF) raised approximately $400,000 for the schools in the past, and the high number of parents /guardians present in classrooms, events, and on field trips
- assistants in every classroom for at least three hours every day
- high quality fine arts opportunities including a full-time music teacher, and supported by strong relationships with community groups, PTA, and CRSF
- responsive support services team including school social workers, the special education team, and administrators, who regularly review the needs of every student and who attempt to allocate resources in the most timely and equitable way
- ample access to administrators who maintain an open door policy and who are present at the vast majority of school events
- 21st century innovative teaching and learning with the use of technology to enhance reading, writing, listening, speaking and language skills. Students must have equitable access to technology, from solid, reliable infrastructure to devices that provide opportunities to develop 21st century competencies
- dedicated, professional, hardworking, compassionate classified and certificated staff who strive to create a family /community climate
- improvement and enhancement of aging facilities

In 2018, the District successfully passed a General Obligations Bond measure. The work for both sites was completed in the Spring of 2024. The plan for Ridgewood School included: safe ingress to the school campus; an additional building which includes office space and 1-2 classrooms; parking lot
improvements; remodeling of the commons area; and remodeling of all student and adult bathrooms. Phase 1 was completed in the May of 2024 which included
the Commons remodel/upgrade, (HVAC, staff room, staff bathrooms, student bathrooms, fiber optics, fire alarm, an upgraded electrical energy capacity, variety of
ADA upgrades, and new fencing/gate) . The additional building and the parking improvements are on hold until more funding for TK and facilities can be acquired.
The delays caused by the COVID-19 shut down affected product supply chain, availability, and costs, as well as, the moderization funding

from the State was not
made avaiable during the construction. The plan for Cutten School included: safe ingress to the school campus; new fencing and gates; and a kitchen remodel. The project was completed in June of 2023.A General Obligations Bond measure was placed on the November, 2024 ballot to complete the original Bond goals from 2018.The Bond passed, and the School district is working on completing the facilities needs proposed during the firtst School Bond.

Reflections: Annual Performance

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

Part 1

Met/Exceeded in 2024-25

CAASPP ELA
All students: 45.35%
SED: 39.70%
SWD: 36.37%
Hispanic: 27.28%
White: 58.82%

CAASPP MATHEMATICS
All students: 45.71 %
SED: 40.45%
SWD: 38.18 %
Hispanic: 40.9%
White: 54.90%

Second Trimester results-"progressing' or 'met' 2024-2025
Reading, 74%
Writing,66 %
Math, 80%

Overall academic growth from baseline:
ELA: Improved from 44% to 45.35% (+1.35%)
Math: Improved from 43% to 45.71% (+2.71%)
Local measures also show modest growth in Reading, Writing, & Math

White subgroup showed notable growth:

ELA: Improved from 48% to 58.82% (+10.82%)
Math: Improved from 46% to 54.9% (+8.9%)

Hispanic subgroup showed notable growth
Math: Improved from 26% to 40.9% (+14.9%)

Students with Disabilities (SWD) subgroup showed modest growth
ELA: Improved from 34% to 36.37% (+2.37)

Socio-economically Disadvantaged(SED) subgroup ELA declined in performance from 43% to 39.7%, as did the sub group Hispanic from 38% to 27.28%
Students with Disabilities (SWD) subgroup Math declined in performance from 45% to 38.18%

Overall Science performance has declined overall from 51% to 32.4%, SED from 47% to 22.34% and SWD from 36% to 9.89 %

Actions addressing the needs of our lowest performing groups for academic acheivement:1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Cutten has no unexpended LREBG funds for 2026-27, but we spent $26,892 for the 2025-26 school year on our intervention program(aides) and on one teacher for class size reduction.

2024-2025 Dashboard
Lowest Performance Level (School Performance)

- Chronic Absenteeism:

All: 9.5% chronic absenteeism rate
SED:13.1% chronic absenteeism rate
SWD: 18.5% chronic absenteeism rate
Hispanic: 17.3% chronic absenteeism rate
White: 6.6% chronic absenteeism
FY: Suppressed
EL: Suppressed

Lowest Performance Level (Student Group Performance School Level)
-Chronic Absenteeism

Cutten School
All Students, 10.3%
Hispanic, 19.6%

Socioeconomically Disadvantaged,14.2%
Two or More Races, 7.7%
Students with Disabilities, 18.2%
White, 7.6%
FY: Suppressed
EL: Suppressed

Ridgewood School
All Students, 7.7%
Hispanic, 10.4%
Socioeconomically Disadvantaged, 10.7%
Two or More Races, 8.1%
Students with Disabilities, 15.4%
White, 5.6%
FY: Suppressed
EL: Suppressed

Part 2:
Met/Exceed in 2023:

CAASPP ELA
All students: 43.31%
SED: 43.34%
SWD: 34%
Hispanic: 38.09%
White: 47.53%

CAASPP MATHEMATICS
All students: 42.99%
SED: 41.27%
SWD: 44.90%
Hispanic: 26.19%
White: 46.04%

Local measures Cutten School District of student achievement: Second Trimester results-"progressing' or 'met' 2023-2024
Reading, 66%
Writing, 71%
Math, 82%

Actions addressing the needs of our lowest performing groups for academic acheivement:1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

2023 Dashboard
Lowest Performance Level (School Performance)

- Chronic Absenteeism:

Cutten School District 20.7%
Cutten Elementary, 17.3%
Ridgewood Elementary, 24.7%

Lowest Performance Level (Student Group Performance LEA Level)

- Chronic Absenteeism:

District Overall, 20.7%
Hispanic, 29.2%
Socioeconomically Disadvantaged, 30.7%
Homeless, 37.5%
Two or More Races, 22.8%
Students with Disabilities, 32.1%
White, 18.1%

Lowest Performance Level (Student Group Performance School Level)
-Chronic Absenteeism

Cutten School
All Students, 17.3%
Hispanic, 18.2%
Socioeconomically Disadvantaged, 31%
Two or More Races, 24.1%
Students with Disabilities, 24.6%
White, 14.6%

Ridgewood School
All Students, 24.7%
Hispanic, 38.6%
Socioeconomically Disadvantaged, 29.4%
Two or More Races,20.6%
Students with Disabilities, 42.1%
White, 22.4%

Actions addressing the needs of our lowest performing groups for chronic absenteeism: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.	Consultation with District Partners 2023-2024 School Year Aug. 14 School Board Meeting- Administrator Comments and Communication on LCAP Aug. 21 District Meeting-Beginning of year, overall LCAP goals shared Sept. 5 Meeting with HBTA Sept. 15 SELPA Support Services Meeting Sept. 11 School Board Meeting-Administrator Comments and Approve Amendments on LCAP Oct. 3 Meeting with HBTA Oct. 11 SELPA Support Services Meeting Oct. 9 School Board Meeting- Administrator Comments and Communication on LCAP Oct. 17 Site Council-LCAP overview Nov. 7 Meeting with HBTA Nov. 13 School Board Meeting- Approval to create Cutten Parent Advisory Committee to Inform LCAP needs Nov. 28 School Site Council-Comprehensive Safe School Plnn Dec 5 Meeting with HBTA Dec. 5 SELPA Monthly Reporting Meeting Dec. 11 School Board Meeting-Opportunity for Visitor Comment Jan 17 Cutten LPAC Advisory Meeting Jan. 8 School Board Meeting-Approval of FIT and SARC reports. Administrator Comments and Communication on LCAP

Educational Partner(s)	Process for Engagement
	Jan. 16 Site Council-Superintendent Review of CA Dashboard and LCAP Feb. 6 Meeting with HBTA Feb 7 District Advisory Meeting Feb. 12 SELPA Monthly Reporting Meeting Feb. 12 School Board Meeting-mid Year LCAP update Mar. 5 Meeting with HBTA Mar. 11 School Board Meeting-Approval on updated SARC's and Administrator Comments and Communication on LCAP based on the Governor's Proposed Budget Report Mar. 19 School Site Council-LCAP update April 2 Meeting with HBTA April 5 Cutten Open House-LCAP input sessions April 8 School Board Meeting-Administrator Comments and Communication on LCAP April 19 Ridgewood Open House LCAP input sessions May 11 Meeting with HBTA May 13 School Board Meeting-Administrator Comments and Approve Amendments on LCAP May 21 Site Council -School Wellness Policy and Approve SPSA updates June 6 Meeting with HBTA June 11 Site Council Meeting-LCAP review June 13, SELPA Review/Suggestions June 24 School Board Meeting Public Hearing June 25 School Board Meeting 2023-24 LCAP adoption During the 2024-2025 school year the District facilitated significant outreach and frequently communicated with educational partners to drive decision-making for the District while developing this LCAP. We utilized communication pathways that are a normal part of our school districts communication routine to inform families about the LCAP and to provide a venue to gather feedback and suggestions. Weekly communication with all educational partners includes parent newsletters and staff bulletins. Regular messaging via Remind occurs to maintain communication with all educational partners. Attendance data is reviewed and letters are sent out to parents as needed. Administrators meet regularly to analyze collected data and develop

Educational Partner(s)	Process for Engagement
	plans accordingly. The Leadership Team meets weekly to address the goals and actions of the LCAP and review metrics and outcomes. There are monthly check-ins with HBTA certificated bargaining union representatives. The District does not have a classified bargaining unit. There are teacher site meetings monthly, as well as department and School Climate meetings monthly. Classified employees meet bi-yearly, and aides meet monthly. Frequent employee surveys were gathered to obtain feedback. Student opinions were gathered at Student Council meetings and to the Cutten Student Body via the School Climate and the LCAP surveys. We distributed three different surveys for all staff to complete. The surveys focused on LCAP needs, school climate, and California state standards curriculum and implementation. The School Climate Survey was distributed in Spring, 2025 and the LCAP survey was initiated in the Fall, and reminders sent out frequently throughout the year. Consultation with District Partners 2024-2025 School Year Aug. 12 School Board Meeting- Administrator Comments and Communication on LCAP Aug. 19 District Meeting-Beginning of year, overall LCAP goals shared Sept. 2 Meeting with HBTA , District/LCAP Feedback SELPA Support Services Meeting Sept. 8 School Board Meeting-Administrator Comments and Approve Amendments on LCAP Sept. 26 SELPA Support Services Meeting Oct 10 Meeting with HBTA , District/LCAP Feedback Oct. 13 School Board Meeting- Administrator Comments and Communication on LCAP Oct. 15 Site Council-District Advisory Meeting-LCAP overview Nov. 5 Meeting with HBTA , District/LCAP Feedback Nov. 4 School Board Meeting- Approval to create Cutten Parent Advisory Committee to Inform LCAP needs Nov. 19 School Site Council-Comprehensive Safe School Plan Dec 3 Meeting with HBTA , District/LCAP Feedback Dec. 9 School Board Meeting-Opportunity for Visitor Comment Jan 22 Cutten LCAP Advisory Meeting

Educational Partner(s)	Process for Engagement
	Jan. 13 School Board Meeting-Approval of FIT and SARC reports. Administrator Comments and Communication on LCAP Jan. 21 Site Council-Superintendent Review of CA Dashboard and LCAP Jan. 7 Meeting with HBTA, , District/LCAP Feedback Jan 22 Math Night/District Advisory Meeting Feb. 4 Meeting with HBTA , District/LCAP Feedback Feb. 10 School Board Meeting-mid Year LCAP update Mar. 4 Meeting with HBTA Mar. 10 School Board Meeting-Approval on updated SARC's and Administrator Comments and Communication on LCAP based on the Governor's Proposed Budget Report Mar. 24 Mid Year SELPA Meeting Mar. 18 School Site Council-LCAP update April 10 Cutten Open House-LCAP input April 14 School Board Meeting-Administrator Comments and Communication on LCAP April 17 School Site Council-LCAP update May 6 Meeting with HBTA, District/LCAP Feedback May 8 Ridgewood Open House LCAP input May 12 School Board Meeting-Administrator Comments and Approve Amendments on LCAP May 14 SELPA County Meeting May 20 Site Council -School Wellness Policy, Approve SPSA updates June 2 Site Council Meeting-LCAP review and, Learning Continuity Plan June SELPA Review/Suggestions June 23 School Board Meeting Public Hearing June 24 School Board Meeting 2024-25 LCAP adoption Consultation with District Partners 2025-2026 School Year Aug. 11 School Board Meeting- Administrator Comments and Communication on LCAP Aug. 18 District Meeting-Beginning of year, overall LCAP goals shared Sept. 3 Meeting with HBTA , District/LCAP Feedback

Educational Partner(s)	Process for Engagement
	Sept. 8 SELPA Support Services Meeting Sept. 9 School Board Meeting-Administrator Comments and Approve Amendments on LCAP Oct 7 Meeting with HBTA , District/LCAP Feedback Oct. 13 School Board Meeting- Administrator Comments and Communication on LCAP Oct. 21 Site Council-District Advisory Meeting-LCAP overview Nov. 4 Meeting with HBTA , District/LCAP Feedback Nov. 17 School Board Meeting- Approval to create Cutten Parent Advisory Committee to Inform LCAP needs Nov. 18 School Site Council-Comprehensive Safe School Plan Dec 2 Meeting with HBTA , District/LCAP Feedback Dec. 8 School Board Meeting-Opportunity for Visitor Comment Jan. 12 School Board Meeting-Approval of FIT and SARC reports. Administrator Comments and Communication on LCAP Jan. 20 Site Council-Superintendent Review of CA Dashboard and LCAP Jan. 6 Meeting with HBTA, , District/LCAP Feedback Jan 21 Math Night/District Advisory Meeting #1 Feb. 3 Meeting with HBTA , District/LCAP Feedback Feb. 9 School Board Meeting-mid Year LCAP update, BOP Feb 11 District LCAP Meeting #2 Mar. 3 Meeting with HBTA Mar. 10 School Board Meeting-Administrator Comments and Communication on LCAP based on the Governor's Proposed Budget Report Mar. 24 School Site Council-LCAP update April 8 Cutten Open House-LCAP input April 6 School Board Meeting-Administrator Comments and Communication on LCAP April 28 Ridgewood Open House LCAP input May 5 Meeting with HBTA, District/LCAP Feedback May 11 School Board Meeting-Administrator Comments and Approve Amendments on LCAP May 12 SELPA County Meeting May 19 Site Council -School Wellness Policy, Approve SPSA updates, June SELPA Review/Suggestions

Educational Partner(s)	Process for Engagement
	June 22 School Board Meeting Public Hearing June 23 School Board Meeting 2024-25 LCAP adoption

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

As a result of our educational partner's feedback, we placed even more focus on improving our academic intervention programs, and improving our direct first instruction. To address this, we added actions related to implementing targeted intervention programs and support services for underperforming students, particularly those in the Hispanic, Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) groups. We also received feedback regarding the social/emotional well-being of our students, increasing teacher support for our intervention programs with a curriculum coach, and even more offerings for visual and performing arts. . In an effort to support students social/emotional and academic needs, we trained staff on Universal Design for Learning, and we will continue to employ school social workers/social-emotional counselors, as well as continue to provide a full time School Psychologist. By addressing our goals and deepening our intervention strategies. Cutten Elementary School District will be able to improve academic achievement across all student groups, enhance the overall learning environment, and increase community involvement in decision-making processes, ultimately leading to a more positive school climate and better academic outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in English language arts, mathematics, and science. Additionally, English learners will demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with our educational partners in response to the identified academic and language acquisition needs of our students based on state and local data.

The analysis of the 2022-2023 California Assessment of Student Performance and Progress (CASSPP) data indicated a clear need to continue supporting English Language Arts (ELA), and mathematics. For example:
» 44.72% of all students in grades 3–6 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However,
only 35.27% of socioeconomically disadvantaged (SED) students, 34% of students with disabilities (SWD), and 38.09% Hispanic or Latino students met or exceeded standard.
»42.99 of all students in grades 3–6 met or exceeded standard in mathematics on the Smarter Balanced assessments. However, only 41.27%
of SED students, 44.90% of SWD students, and 26.19% of Hispanic or Latino students met or exceeded standard.
» We had fewer than 11 English learner students in our district this school year, so data was repressed.

Additional student outcomes related to academic performance are found in the Measuring and Reporting Results section. (Priority 8)

During the LCAP development process, educational partners identified the need for:
» Ongoing instructional support for ELA and mathematics
» Ongoing need for smaller class sizes and continued need for support staff in all classrooms.

» Expanded learning opportunities for students who are SED, EL, and FY specifically in the area of the arts: music, drama, art

After consultation with SELPA, we will employ qualified special education staff to ensure that SWD's unique needs are addressed through appropriate evaluations and collaborative IEP team meetings. We will prioritize timely IEPs to facilitate meaningful parent/guardian involvement and to support progress on goals. By following these principles, we aim to create an inclusive and responsive educational environment that meets both legal mandates and the evolving best practices in special education. We also received feedback about parent enagement and ways to increase parent participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers, Instructional Materials, and Facilities (P1)	100% of teachers are fully credentialed,all students have access to standards-aligned instructional materials, and facilities are in good repair (2023-24 Local data)	100% of teachers are fully credentialed,all students have access to standards-aligned instructional materials, and facilities are in good repair (2024-25 Local data)	100% of teachers are fully credentialed,all students have access to standards-aligned instructional materials, and facilities are in good repair (2024-25 Local data)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair	Maintained
1.2	Implementation of State Standards (P2)	Academic content standards, including English learners, are fully implemented (2023-24 Local data)	Academic content standards, including English learners, are fully implemented (2023-24 Local data)	Academic content standards, including English learners, are fully implemented (2024-25 Local data)	Academic content standards, including for English learners, are fully implemented	Manintained
1.3	ELA CAASPP Scores (P4)	Met/Exceed in 2022-2023:ELA All students: 44% SED: 43% SWD: 34% Hispanic: 38% White: 48%	Met/Exceed in 2023-2024: ELA All students: 51.02% SED: 46.82% SWD: 34.61% Hispanic: 34.09%	Met/Exceed in 2024-2025: ELA All students: 45.35% SED: 39.70% SWD: 36.37% Hispanic: 27.28%	ELA All students: 47% SED: 46% SWD: 37% Hispanic:41% White: 51%	ELA All students: +1.35% SED: -3.30% SWD: +2.37% Hispanic: --10.72% White: +10.82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 54.65%	White: 58.82%		
1.4	Math CAASPP Scores (P4)	Met/Exceed in 2022-2023:MATHEMATICS All students: 43% SED: 41% SWD: 45% Hispanic: 26% White: 46%	Met/Exceed in 2023-2024:MATHEMATICS All students: 49.83% SED: 44% SWD: 35.64% Hispanic: 37.21% White: 54.10%	Met/Exceed in 2024-2025:MATHEMATICS All students: 45.71 % SED: 40.45% SWD: 38.18 % Hispanic: 40.9% White: 54.90%	MATHEMATICS All students: 46% SED: 44% SWD: 48% Hispanic: 29% White: 49%	MATHEMATICS All students: +2.71% SED: -.55% SWD: -6.82% Hispanic: +14.9% White: +8.9%
1.5	CA Science Test Scores (P4)	Met/Exceeded in 2022-2023:SCIENCE All students 48% SED: 47% SWD: 36 % Hispanic: N/A White: 51%	Met/Exceeded in 2023-2024:SCIENCE All students: 51.56% SED: 51.85% SWD: N/A Hispanic: N/A White: 68.42%	Met/Exceeded in 2024-2025:SCIENCE All students:32.66% SED: 22.34% SWD: 9.89% Hispanic: 18.47% White: 32.40%	SCIENCE All students 51% SED:50% SWD: 39 % Hispanic: 36% White: 54%	SCIENCE All students - 15.34% SED:-24.66% SWD:-25.11 Hispanic:18.47% White: -21.60%
1.6	English Learner Progress & English Learner Reclassification Rate(P4)	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size	English Learner Progress Well/Moderately Developed: 47.93%	The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size
1.7	Local ELA/Math Assessment Data (P8)	Second Trimester results-"progressing' or 'met' 2023-2024 Reading, 66% Writing, 71% Math, 82%	Second Trimester results-"progressing' or 'met' 2024-2025 Reading, 75% Writing, 76%	Second Trimester results-"progressing' or 'met' 2024-2025 Reading, 74% Writing,66 %	Second Trimester results-"progressing' or 'met' Reading, 69% Writing, 74%	Second Trimester results-"progressing' or 'met' Reading, +8% Writing, -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math, 89%	Math, 80%	Math, 85%	Math, -2%
1.8	Pupil Access to a Broad Course of Study(P7)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2023-24 Local data)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2024-25 Local data)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2025-26 Local data)	All students have access to a broad course of study	Maintained

Goal Analysis [2025-26]

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

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

All actions were implemented this year. For "All students" and the sub category "white" in ELA (+1.35%, +10.82% respectively) and Math (+2.71% , +8.9% respectively) we see positive outcomes with the implementation of the actions using current distance from baseline data. Social economically disadvantaged (SED) students showed a decrease in both ELA-3.30% and Math -.55%, while Hispanic students showed a decrease in ELA -10.72%, but a sharp increase in math +14.9%. Students with disabilities (SWD) showed an increase in ELA +2.37%, but a decrease in math -6.82%. Science, however, showed a decrease overall.

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

Action 1.1 was underspent due to over estimate of teacher assignment expenditures. -75,338.14
Action 1.2 was overspent due to under estimate of ELA/Math intervention expenditures.+12,262.85
Action 1.3 showed a significant discrepancy between the estimated and actual expenditures for instructional aide support. The estimated costs were based on the intervention time aides spent on Tier 2 interventions, but did not account for the total amount of time they spent in classrooms which is substantially greater. +47,387.69
Action 1.4 was overspent due to the reduced cost of the instructional aide salaries this year. +9,059.59
Action 1.5 was overspent due the underestimate of the music program expenditures +8,633.59
Action 1.6 was underspent due to the overestimate of library staff expenditures. --32,279.04
Action 1.7 was underspent due to the overestimate of intervention support expenditures. -2,666.33
Action 1.8 was overspent due to increased special education services needs. +72,455.64

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

Based on the evaluation of the metrics we consider our actions to be effective.

Key Strengths (2024 to 2025)

Overall academic growth from baseline:
ELA: Improved from 44% to 45.35% (+1.35%)
Math: Improved from 43% to 45.71% (+2.71%)
Local measures also show modest growth in Reading, Writing, & Math

White subgroup showed notable growth:
ELA: Improved from 48% to 58.82% (+10.82%)
Math: Improved from 46% to 54.9% (+8.9%)

Hispanic subgroup showed notable growth
Math: Improved from 26% to 40.9% (+14.9%)

Students with Disabilities (SWD) subgroup showed modest growth
ELA: Improved from 34% to 36.37% (+2.37)

Growth Areas (2024 to 2025)
For "All students" and the sub category "white" in ELA (+1.35%, +10.82% respectively) and Math (+2.71% , +8.9% respectively) we see positive outcomes with the implementation of the actions using current distance from baseline data. Social economically disadvantaged (SED) students showed a decrease in both ELA-3.30% and Math -.55%, while Hispanic students showed a decrease in ELA -10.72%, but a sharp increase in math +14.9%. Students with disabilities (SWD) showed an increase in ELA +2.37%, but a decrease in math -6.82%. Science, however, showed a decrease overall.

Cutten has no unexpended LREBG funds for 2026-27, but we spent $26,892 for the 2025-26 school year on our intervention program(aides), Action 1.2 and on one teacher for class size reduction Action 1.1. A needs assessment using CASSPP data drove us to add more support with the additional teacher and instructional aides. We believe these action helped us to make the gains as stated above in ELA and Math especially in regards to Overall growth and related to our Hispanic Math improvements. and our SWD increases in ELA.. We believe these actions were effective.

Action 1.2 By implementing academic interventions, we will be able to provide targeted intervention for specific gaps in learning for unduplicated students. While this action is not as effective as was anticipated, we are confident it will prove to be effective in the coming year. We will be piloting a math curriculum with new interventions supplied, which we anticipate making a substantial difference in achievement.
Action 1.4 By providing more instructional support in classrooms, we will be able to provide differentiation to our unduplicated students. While this action is not as effective as was anticipated, we are confident it will prove to be effective in the coming year

Action 1.5 Implementing a district-wide music education program accessible to all students, with targeted support for unduplicated students can address the needs of unduplicated students by providing for equitable access to enrichment activities, it can enhance engagement and attendance. We consider this to be an effective action based on engagement(participation in program) and attendance data (chronic absenteeism).
Action 1.6 Library access for students identified in the unduplicated group can enhance student learning, literacy, and academic achievement by ensuring access to comprehensive library services. We are increasing the number of diverse books in our library to address the needs of our Hispanic and EL population, expecting this action to be more effective.

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.

No major changes will be made as outcomes were positive based on our data. Based on the evaluation of the metrics we consider our actions to be effective. Modifications within the actions will be made to improve Hispanic and Students with Disabilities academic achievement include::

For Hispanic Students (in ELA):
Increase culturally responsive curriculum and instruction
Increase integrated supports within the Tier 1 instruction.
Enhance targeted small-group interventions with a focus on literacy.
Improve family engagement through bilingual communication and support.

For Students with Disabilities (especially in Math):
Revisit IEP-aligned instruction with stronger math interventions.
Implement math-specific progress monitoring tools to catch issues earlier.
Provide co-teaching models or additional paraprofessional support in math.

For Students who are Socially Economically Disadvantaged
Increase integrated supports within the Tier 1 instruction
Enhance targeted small-group interventions with a focus on literacy.

General Actions:
Ensure implementation fidelity for actions 1.1 to 1.7. Consider conducting walkthroughs or audits to check which actions are having the most impact.
Expand data-driven instruction practices, using interim assessments to adjust support quickly.
Promote peer tutoring, increased tier 1 and tier 2 supports within the classroom, and after-school academic supports.

Cutten has no unexpended LREBG funds for 2026-27, but we spent $26,892 for the 2025-26 school year on our intervention program(aides), Action 1.2 and on one teacher for class size reduction Action 1.1. A needs assessment using CASSPP data drove us to add more support with the additional teacher and instructional aides. We believe these action helped us to make the gains as stated above in ELA and Math

especially in regards to Overall growth and related to our Hispanic Math improvements. and our SWD increases in ELA.. We believe these actions were effective.

Overall academic growth from baseline:
ELA: Improved from 44% to 45.35% (+1.35%)
Math: Improved from 43% to 45.71% (+2.71%)
Local measures also show modest growth in Reading, Writing, & Math

Hispanic subgroup showed notable growth
Math: Improved from 26% to 40.9% (+14.9%)

Students with Disabilities (SWD) subgroup showed modest growth
ELA: Improved from 34% to 36.37% (+2.37)

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	Teacher Assignment	a. All students taught by highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program b. Provide induction support as needed through NCTIP c. Classroom supplies; $200 per classroom	$3,541,827.43	No
1.2	ELA and Math Intervention	Provide an ELA Tier 2 RTI /Targeted Intervention Program (TIP) and Tier 2 RTI / Targeted Intervention for Math, including program oversight and training,and purchase research--based curriculum and assessment. a. 0.50 FTE Classified Coordinator - Cutten School b. 0.60 FTE Classified Coordinator - Ridgewood School	$76,527.95	Yes
1.3	Instructional Aide Support	Instructional aides to provide support specifically for EL student groups a. .75 FTE Instructional aides	$416,871.24	No

Action #	Title	Description	Total Funds	Contributing
1.4	Student to Teacher/Instructional Aide Ratio	Support opportunities for differentiation to provide appropriate instruction for the low-income, foster youth, and EL student population that is underperforming by decreasing student to teacher and instructional aide ratio. a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6 b. 0.375 FTE instructional aide	$81,460.57	Yes
1.5	Music Education	Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available. a. 1.0 FTE certificated music teacher	$105,651.60	Yes
1.6	Library Staffing	Staff libraries for increased access for students, staff, and families. a. 1.50 FTE Library tech / aide b. Supplies c. Professional Development d. Certificated Librarian services through contract with HERC	$83,307.53	Yes
1.7	Language Development Support	Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need. a. ELPAC Coordinator b. Instructional materials	$8,221.18	Yes
1.8	Special Education Services	Employ Special Education staff.	$681,430.68	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with our educational partners in response to the identified need for student and staff sense of safety and school connectedness based on state and local data, including climate surveys, as well as chronic absenteeism, and suspension rates. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting outcomes related to students' sense of safety and connectedness. For example:
» The chronic absenteeism rate for all students in grades K–6 increased to 21%. However, the chronic absenteeism rates increased for socioeconomically disadvantaged (SED) students (31%).
» The suspension rate for all students in grades K–12 dropped to 1%. However, suspension rates increased for SED students (1.4%).
EL and Foster Youth data were supressed.

Our attendance team conducted a root cause analysis to determine the causes of higher rates of chronic absenteeism. It was determined that COVID-19 protocols and the preventative health rules to stay home were one of the leading causes of chronic absenteeism.

During the district's educational partner engagement process, it was suggested that the district expand our comprehensive social work support, school psychologist, counseling programs, and continue supporting our Leadership and School Climate teams in order to provide social and emotional support for students, and professional development in PBIS, restorative practices, and SEL for all staff.

To ensure that students are prepared for college and careers, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through the work of our School Climate team and professional development in SEL for all school staff as well as increasing access to social work support, we expect students to feel more connected to school, which will improve outcomes.

After consulting with SELPA we will employ qualified special education staff to ensure that SWD unique needs are addressed through appropriate evaluations and collaborative IEP team meetings. We will prioritize timely IEPs to facilitate meaningful parent/guardian

involvement and to support progress on goals. By following these principles, we aim to create an inclusive and responsive educational environment that meets both legal mandates and the evolving best practices in special education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Involvement (P3)	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th):124/307(40%) Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 72 on LCAP Input survey Student survey responses (3rd-6th):62.5% Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 39 on LCAP Input survey Student survey responses (3rd-6th):67% Participation in IEPs: 100% LCAP community meeting: 2 LCAP meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th): maintain particpation rate Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Parent / Guardian participation rates, all groups: Parent/teacher conference rate maintained Parent survey/input responses: -33 responses on LCAP Input survey Student survey responses (3rd-6th): maintain participation rate Participation in IEPs: maintained LCAP community meetings maintained School Site Council membership maintained
2.2	Attendance Rate (P5)	94% attendance rate	96% attendance rate	95.46% attendance rate	96% attendance rate	+ 1.46% attendance rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism Rate (P5)	All: 21% chronic absenteeism rate SED: 31% chronic absenteeism rate SWD: 32% chronic absenteeism rate Hispanic: 29% chronic absenteeism rate White: 18% chronic absenteeism FY: Suppressed EL: Suppressed (2023 Dashboard)	All: 18.8% chronic absenteeism rate SED: 26.1% chronic absenteeism rate SWD: 21.4% chronic absenteeism rate Hispanic: 29.2% chronic absenteeism rate White: 15.6% chronic absenteeism FY: Supressed EL: Supressed (2024 Dashboard)	All: 9.5% chronic absenteeism rate SED:13.1% chronic absenteeism rate SWD: 18.5% chronic absenteeism rate Hispanic: 17.3% chronic absenteeism rate White: 6.6% chronic absenteeism FY: Suppressed EL: Suppressed (2025 Dashboard)	All: 5% chronic absenteeism rate SED: 5% chronic absenteeism rate SWD: 5% chronicabsenteeism rate Hispanic: 5% chronicabsenteeism rate White: 5% chronic absenteeism rate	All:-11.5% chronic absenteeism rate SED: -17.54.9% chronic absenteeism rate SWD: -13.5% chronic absenteeism rate Hispanic:-11.7% chronic absenteeism rate White: -11.4% chronic absenteeism rate
2.4	Suspension & Expulsion Rates (P6)	6 students suspended, of an enrollment of 580 All students: 1 % SED: 1.4 % SWD:2.8% Hispanic: 0% American Indian: N/A% White:.8% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2023 Dashboard):	11 students suspended, of an enrollment of 583 All students: 1.9 % SED: 2.6% SWD:3.8% Hispanic: 3.1% American Indian: Supressed White:1.1% Two or more races: 2.2% FY: Supressed EL: Supressed Expulsion rate = 0% (2024 Dashboard):	14 students suspended, of an enrollment of 573 All students: 2.4% SED: 3.4% SWD:6.4% Hispanic: 3.1% American Indian: Suppressed White:2.1% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = .175% (2025 Dashboard):	Maintain or decrease all student suspension rate from 1%. All student groups suspension rate maintained or declined from baseline. Maintain 0% expulsion rate.	Increased all student suspension rate from 1%. All students: +1.4% SED: +2% SWD:+3.6% Hispanic: +3.1% American Indian: Suppressed White: +1.3% Two or more races: +1.1% FY: Suppressed EL: Suppressed Increased .175% expulsion rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Sense of Safety and School Connectedness (P6)	53% response rate (35 of 67 fifth grade students) School connectedness 79%; Academic motivation 86%; Caring adult relationships 82%; High expectations 88%; Meaningful participation 52%; Feel safe at school 91%; Students well behaved 52%; Students treated fairly when break school rules 61%; Students treated with respect 88% Reference survey data@wested.org 2023-2024 Parent/Staff responding positively to school safety and connectedness on the LCAP survey. School Safety: 97% Connectedness: 96% Staff responding positively to the following: School Safety: 96% School connectedness:100%	67% response rate (62 of 92 fifth grade students) School connectedness 80%; Academic motivation 88%; Caring adult relationships 78%; High expectations 89%; Meaningful participation 50%; Feel safe at school 88%; Students well behaved 64%; Students treated fairly when break school rules 64%; Students treated with respect 85% Reference survey data@wested.org 2024-2025 Parent/Staff/Students responding positively to school safety and connectedness on the LCAP survey. School Safety: 97% Connectedness: 97%	67% response rate (62 of 92 fifth grade students) School connectedness 80%; Academic motivation 88%; Caring adult relationships 78%; High expectations 89%; Meaningful participation 50%; Feel safe at school 88%; Students well behaved 64%; Students treated fairly when break school rules 64%; Students treated with respect 85% Reference survey data@wested.org 2024-2025 Parent/Staff/Students responding positively to school safety and connectedness on the LCAP survey. School Safety: 97% Connectedness: 97%	Increase response rate to 70% Maintain or improve responses from baseline.	Increase response rate +14% School connectedness +1%; Academic motivation +2%; Caring adult relationships -4%; High expectations +1%; Meaningful participation -2%; Feel safe at school -3%; Students well behaved +12%; Students treated fairly when break school rules +3%; Students treated with respect -3% Reference survey data@wested.org 2024-2025 Seventy-two Parent/Staff/Students responding positively to school safety and connectedness on the LCAP survey. School Safety: +1% Connectedness: -3%

Goal Analysis [2025-26]

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

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

All actions were implemented. Overall, we see positive outcomes with the implementation of the actions using current distance from baseline data for chronic absenteeism and a slight increase in suspension rates. .

District-wide chronic absenteeism declined from 21% to 9.5%.
Students with Disabilities: improved significantly from 32% to 18.5%.
Socioeconomically Disadvantaged: reduced from 31% to 13.1%.
Hispanic: reduced from 29% to 17.3%
White: reduced from 18% to 6.6%

Suspension rates rose overall by 1.4%. Hispanic suspension rates increased by 3.4%, Students with Disabilities showed an increase of 3.6%, and Socioeconomically Disadvantaged by 2%.

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

Action 2.1 was overspent due to under estimate of social worker assignment expenditures. +12,240.63
Action 2.2 was overspent due to under estimate of social worker assignment expenditures. +9,470.88
Action 2.3 was overspent due to the underestimate of supplies for school events. +2,014.00
Action 2.4 was overspent due to the underestimate of social work and administrative services. +5,099.05
Action 2.6 was overspent due to the need to train a new bus driver for program. +5,490.31
Action 2.7 was overspent due to extra costs related to attendance and parent education support +9,153.56
Action 2.8 was overspent due to underestimate of the school psychologist assignment expenditures. +7,300.27

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

2025 Dashboard
Lowest Performance Level (School Performance)

- Chronic Absenteeism:

Lowest Performance Level (Student Group Performance LEA Level)

- Chronic Absenteeism:

District Overall, 9.5%

Hispanic, 17.3%
Socioeconomically Disadvantaged, 13.1%
Homeless, 37.8%
Two or More Races: 7.9%
Students with Disabilities, 18.5%
White, 6.6%

Lowest Performance Level (Student Group Performance School Level)
-Chronic Absenteeism

Cutten School
All Students, 10.3%
Hispanic, 19.6%
Socioeconomically Disadvantaged, 14.2%
Two or More Races, 7.7%
Students with Disabilities, 18.2%
White, 7.6%

Ridgewood School
All Students, 7.7%
Hispanic,10.4%
Socioeconomically Disadvantaged, 10.7%
Two or More Races, 8.1%
Students with Disabilities, 15.4%
White, 5.6%

Key Improvements (2024 to 2025)
District-wide chronic absenteeism declined from 21% to 9.5%.
Students with Disabilities: improved significantly from 32% to 18.5%.
Socioeconomically Disadvantaged: improved significantly from 31% to 13.1%.
Hispanic improved significantly from 29% to 17.3%
White improved significantly from 18% to 6.6%.
Both sites Cutten & Ridgewood Elementary made notable overall improvement in chronic absenteeism.

Areas of Concern (2024 to 2025)
Chronic absenteeism by District
Hispanic Students: remains high 17.3%
Homeless Youth: remains extremely high 37.8%
Student with Disabilities: remains high18.5%
Socioeconomically Disadvantaged: remains high 13.1%

Overall slight increase in suspensions of 1.4%

Based on the evaluation of the metrics we consider Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 to be effective as we have seen a transformational improvements in chronic absenteeism from the 2024-25 school year. .

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

No major changes will be made as outcomes were positive based on our data. Based on the evaluation of the metrics we consider our actions to be effective. Slight modifications within the actions will be made to improve Absenteeism:

For Hispanic Students:
Increase home visits and outreach from bilingual attendance liaisons.
Strengthen cultural connections through inclusive events and trusted messengers.

For Homeless and SED Students:
Expand partnerships with local shelters, food banks, and transportation supports.
Offer incentives tied to consistent attendance (e.g., recognition, basic needs supports).

For All Sites:
Ensure daily attendance outreach is consistent and relational.
Strengthen Tier 2 supports: personalized check-ins, behavior/mental health support, family outreach.

Modifications within the action will be made to improve suspension rates:
Implement Restorative Practices
Use restorative circles, alternate to suspension, and peer mediation programs to resolve conflicts and rebuild relationships.
Train staff in culturally responsive restorative strategies to reduce disproportionate discipline.

Strengthen Tiered Behavioral Supports (MTSS/PBIS)
Ensure fidelity in implementing Positive Behavioral Interventions and Supports (PBIS) across all classrooms.
Use data to identify patterns and intervene early, especially for students repeatedly at risk.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Work and/or Behavioral Services	Provide school social work and/or behavioral services. a. .80 FTE School Social Worker	$94,582.87	Yes
2.2	Social Work Services to Unduplicated Count Students	Focus school social work services on unduplicated count students. a. 1.0 FTE Certificated School Social Worker	$86,670.27	Yes
2.3	Support Services to Parents	Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school. a. Child care b. Trainer / Interpreter fees c. Meeting supplies	$8,561.00	Yes
2.4	Decrease Suspension Rate	Decrease suspension rate. a. .10 FTE Social Worker b. Incentives	$9,630.30	Yes
2.5	Decrease Chronic Absenteeism	Decrease chronic absenteeism. a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	$10,509.20	Yes
2.6	Bus Transportation Service for Low income Students	Provide a safe and reliable means of transportation to and from school for low-income students. a. .75 FTE Bus driver	$78,021.00	Yes
2.7	Attendance and Parent Education Support	Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach. a. .20 FTE Administrator	$30,078.31	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	School Psychologist/Counseling Services	a. School Psychologist/Counseling services for identified students b. 1.0 FTE classified counselor	$129,271.96	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$675,602	$N/A

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
10.400%	0.000%	$0.00	10.400%

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:** ELA and Math Intervention **Need:** SED, Hispanic, EL student population percentage averaging lower in ELA, Math, & Science CASSPP assessments **Scope:**	By implementing academic interventions, we will be able to provide targeted intervention for specific gaps in learning for unduplicated students. The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas. By implementing academic interventions, unduplicated students will have access to the appropriate curriculum and staff in order to achieve academic expectations. These interventions may include personalized tutoring,	1.3, 1.4, 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	small group instruction, differentiated learning activities, and academic counseling. Providing academic interventions on an LEA-wide or schoolwide basis ensures that all students receive the support they need to succeed academically, regardless of their background or individual challenges. This comprehensive approach not only improves CAASPP scores but also fosters a culture of academic excellence and equity within the school community, ultimately enhancing overall student achievement and success for unduplicated students.	
1.4	**Action:** Student to Teacher/Instructional Aide Ratio **Need:** SED, Hispanic, EL student population percentage averaging lower in ELA, Math, & Science CASSPP assessments and local data. **Scope:** LEA-wide	By providing more instructional support in classrooms , we will be able to provide differentiation to our unduplicated students. The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas. By implementing academic interventions, unduplicated students will have access to the appropriate curriculum and staff in order to achieve academic expectations. These interventions may include personalized tutoring, small group instruction, differentiated learning activities, and academic counseling. Providing more academic support on an LEA-wide or schoolwide basis ensures that all students receive the support they need to succeed academically,regardless of their background or individual challenges. This comprehensive approach not only improves CAASPP scores but also fosters a culture of academic excellence and equity within the school community, ultimately enhancing overall student achievement and success for unduplicated students.	1.3, 1.4, 1.5, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Music Education **Need:** Music education can benefit students identified in the unduplicated group by providing an opportunity to access music education that is not otherwise available. **Scope:** LEA-wide	Implementing a district-wide music education program accessible to all students, with targeted support for unduplicated students can address the needs of unduplicated students by providing for equitable access to enrichment activities, it can enhance engagement and attendance, have social emotional benefits, improve academic achievement, provide cultural relevance and inclusivity, provide opportunities for talent development, and build community and school culture. By embedding these strategies within the LCAP LEA-wide the district can ensure that all students have access to a high quality music education program which enriches the overall educational experience but also specifically addresses and supports the unique needs of unduplicated students. Repeatedly, ed partners express their support for a robust music program, specifically families of unduplicated students (Parent surveys, District LCAP meetings, Board Meetings, Site Council meetings, teacher Leadership and School Climate meetings, and in person outreach to parents).	1.2,1.3, 1.4, 1.5, 1.7
1.6	**Action:** Library Staffing **Need:** Library access for students identified in the unduplicated group provide an opportunity to access reading materials to improve academic acheivement as per local and CASSPP data. **Scope:** LEA-wide	Library access for students identified in the unduplicated group can enhance student learning, literacy, and academic achievement by ensuring access to comprehensive library services. This service is needed on an LEA-wide basis in order to provide student access to wider variety of resources to support the curriculum, caters to different reading levels and interests, and promotes literacy anbd research skills.	1.3, 1.4, 1.5, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Social Work and/or Behavioral Services **Need:** Our unduplicated students have a higher chronic absenteeism and suspension rates than all students based on attendance, chronic absenteeism, suspension.expulsion, safety, and sense of belonging data. **Scope:** LEA-wide	Employing a social/emotional counselor /school social worker and providing SEL support addresses high chronic absenteeism rates by identifying root causes,providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate and chronic absenteeism, employing an additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	2.2, 2.3, 2.4, 2.5
2.2	**Action:** Social Work Services to Unduplicated Count Students **Need:**	Employing a social/emotional counselor /school social worker and providing SEL support addresses high chronic absenteeism rates by identifying root causes,providing personalized support, promoting a positive school climate, and	2.2, 2.3, 2.4, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our unduplicated students have a higher chronic absenteeism and suspension rates than all students based on attendance, chronic absenteeism, suspension.expulsion, safety, and sense of belonging data. **Scope:** LEA-wide	fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate and chronic absenteeism, employing an additional school ssocial worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	
2.3	**Action:** Support Services to Parents **Need:** Our unduplicated students have higher chronic absesnteeism and suspension rates than all students based on attendance data. **Scope:**	Improving parent participation in school activities and decision-making processes is crucial for enhancing student achievement and creating a supportive school community. Effective communication ensures parents are aware of school events, policies, and their children's progress, encouraging their participation. Empowering parents with knowledge and skills enables them to support their children's education more effectively. Flexible options make it easier for	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	more parents to participate, regardless of their work schedules or other commitments. Social and educational events strengthen the school community and build positive relationships between families and school staff. Ensuring language is not a barrier promotes inclusivity and equal participation opportunities for all parents. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	
2.4	**Action:** Decrease Suspension Rate **Need:** Our unduplicated students have higher suspension rates than all students based on suspension data. **Scope:** LEA-wide	Employing a social/emotional counselor /school social worker and providing SEL support addresses high suspension rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate and chronic absenteeism, employing an	2.3

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
		additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	
2.5	**Action:** Decrease Chronic Absenteeism **Need:** Our unduplicated students have higher chronic absenteeism rates than all students based on attendance, chronic absenteeism data. **Scope:** LEA-wide	Employing a social/emotional counselor /school social worker and providing SEL support addresses high chronic absenteeism rates by identifying root causes,providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate, and chronic absenteeism, employing an additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis	2.2, 2.3

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
		ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	
2.6	**Action:** Bus Transportation Service for Low income Students **Need:** Our unduplicated students have a higher chronic absenteeism than all students based on attendance, chronic absenteeism. **Scope:** LEA-wide	Providing transportation ensures all students, especially those who are disadvantaged or have limited access to reliable transportation, have equal opportunities to attend school regularly. By implementing a comprehensive transportation plan, the district can address the transportation needs, ensuring LEA-wide that all students have reliable access to school and educational opportunities. This action supports equity and helps remove barriers that can hinder the academic. and social emotional success of unduplicated students.	2.1,2.2,2.3
2.7	**Action:** Attendance and Parent Education Support **Need:** Our unduplicated students have higher chronic absesnteeism and suspension rates than all students based on attendance data. **Scope:** LEA-wide	Improving parent participation in school activities and decision-making processes is crucial for enhancing student achievement and creating a supportive school community. Effective communication ensures parents are aware of school events, policies, and their children's progress, encouraging their participation. Empowering parents with knowledge and skills enables them to support their children's education more effectively. Flexible options make it easier for more parents to participate, regardless of their work schedules or other commitments. Social and educational events strengthen the school community and build positive relationships between families and school staff. Ensuring language is not a barrier promotes inclusivity and equal participation opportunities for all parents. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early	2.1, 2.2, 2.3, 2.4

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
		intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	
2.8	**Action:** School Psychologist/Counseling Services **Need:** Our unduplicated students have a higher chronic absenteeism and suspension rates than all students based on attendance, chronic absenteeism, and suspension data. **Scope:** LEA-wide	Employing a School Psychologist Counselor and providing SEL support addresses high chronic absenteeism rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate, and chronic absenteeism, employing an School Psychologist/Counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	2.2, 2.3, 2.4, 2.5

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Language Development Support **Need:** The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size, but this student group underperforms as compared to students as a whole on the CASSPP tests. **Scope:** Limited to Unduplicated Student Group(s)	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size, but this student group requires yearly testing, as well as, designated, and intergrated supports to support language and acadmics as per the ELPAC data when the number of EL's is large enough to report. It is an LEA-wide need as EL students attend both school sites.	1.2,1.3, 1.4, 1.5, 1.7

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,496,251	675,602	10.400%	0.000%	10.400%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,293,613.89	$903,206.39	$0.00	$245,802.81	$5,442,623.09	$5,416,124.09	$26,499.00

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	Teacher Assignment	All	No			All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		$3,531,577.43	$10,250.00	$3,290,959.61	$214,580.68		$36,287.14	$3,541,827.43	
1	1.2	ELA and Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		$76,527.95	$0.00	$4,653.00	$59,388.59		$12,486.36	$76,527.95	
1	1.3	Instructional Aide Support	All	No			All Schools Specific Schools: Ridgewood, Cutten TK-6		$416,871.24	$0.00	$272,035.49			$144,835.75	$416,871.24	
1	1.4	Student to Teacher/Instructional Aide Ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		$81,460.57	$0.00	$81,460.57				$81,460.57	
1	1.5	Music Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		$105,651.60	$0.00	$105,651.60				$105,651.60	

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	1.6	Library Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2; 3-6th grades		$75,619.53	$7,688.00	$83,307.53				$83,307.53	
1	1.7	Language Development Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6 grades		$8,221.18	$0.00	$8,221.18				$8,221.18	
1	1.8	Special Education Services	All	No			Specific Schools: Ridgewood; Cutten TK-2; 3-6		$681,430.68	$0.00		$629,237.12		$52,193.56	$681,430.68	
2	2.1	Social Work and/or Behavioral Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cutten TK-2; 3-6 grades		$94,582.87	$0.00	$94,582.87				$94,582.87	
2	2.2	Social Work Services to Unduplicated Count Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood TK-2; 3-6th grades		$86,670.27	$0.00	$86,670.27				$86,670.27	
2	2.3	Support Services to Parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		$0.00	$8,561.00	$8,561.00				$8,561.00	
2	2.4	Decrease Suspension Rate	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		$9,630.30	$0.00	$9,630.30				$9,630.30	
2	2.5	Decrease Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-		$10,509.20	$0.00	$10,509.20				$10,509.20	

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
							6th grades									
2	2.6	Bus Transportation Service for Low income Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		$78,021.00	$0.00	$78,021.00				$78,021.00	
2	2.7	Attendance and Parent Education Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		$30,078.31	$0.00	$30,078.31				$30,078.31	
2	2.8	School Psychologist/Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		$129,271.96	$0.00	$129,271.96				$129,271.96	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,496,251	675,602	10.400%	0.000%	10.400%	$730,618.79	0.000%	11.247 %	**Total:**	$730,618.79
								LEA-wide Total:	$722,397.61
								Limited Total:	$8,221.18
								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**	ELA and Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	$4,653.00	
1	**1.4**	Student to Teacher/Instructional Aide Ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	$81,460.57	
1	**1.5**	Music Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	$105,651.60	
1	**1.6**	Library Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2; 3-6th grades	$83,307.53	
1	**1.7**	Language Development Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Ridgewood;	$8,221.18	

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 (%)
						Cutten TK-2; 3-6 grades		
2	**2.1**	Social Work and/or Behavioral Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cutten TK-2; 3-6 grades	$94,582.87	
2	**2.2**	Social Work Services to Unduplicated Count Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood TK-2; 3-6th grades	$86,670.27	
2	**2.3**	Support Services to Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	$8,561.00	
2	**2.4**	Decrease Suspension Rate	Yes	LEA-wide	Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	$9,630.30	
2	**2.5**	Decrease Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	$10,509.20	
2	**2.6**	Bus Transportation Service for Low income Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	$78,021.00	
2	**2.7**	Attendance and Parent Education Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	$30,078.31	
2	**2.8**	School Psychologist/Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	$129,271.96	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,470,730.61	$5,561,190.86

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**	Teacher Assignment	No	$3,541,827.43	3,466,489.29
1	**1.2**	ELA and Math Intervention	Yes	$76,527.95	88,790.80
1	**1.3**	Instructional Aide Support	No	$416,871.24	464,258.93
1	**1.4**	Student to Teacher/Instructional Aide Ratio	Yes	$81,460.57	90,520.16
1	**1.5**	Music Education	Yes	$105,651.60	114,285.09
1	**1.6**	Library Staffing	Yes	$109,384.48	77,105.44
1	**1.7**	Language Development Support	Yes	$10,251.75	7,585.42
1	**1.8**	Special Education Services	No	$681,430.68	753,886.32
2	**2.1**	Social Work and/or Behavioral Services	Yes	$94,582.87	106,823.5
2	**2.2**	Social Work Services to Unduplicated Count Students	Yes	$86,670.27	96,141.15
2	**2.3**	Support Services to Parents	Yes	$8,561.00	10,575

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Decrease Suspension Rate	Yes	$9,630.30	14,729.35
2	**2.5**	Decrease Chronic Absenteeism	Yes	$10,509.20	10,685
2	**2.6**	Bus Transportation Service for Low income Students	Yes	$78,021.00	83,511.31
2	**2.7**	Attendance and Parent Education Support	Yes	$30,078.31	39,231.87
2	**2.8**	School Psychologist/Counseling Services	Yes	$129,271.96	136,572.23

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
603,985	$758,726.31	$787,559.24	($28,832.93)	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	ELA and Math Intervention	Yes	$4,653.00	16,620.77		
1	1.4	Student to Teacher/Instructional Aide Ratio	Yes	$81,460.57	90,520.16		
1	1.5	Music Education	Yes	$105,651.60	114,285.09		
1	1.6	Library Staffing	Yes	$109,384.48	77,105.44		
1	1.7	Language Development Support	Yes	$10,251.75	7,585.42		
2	2.1	Social Work and/or Behavioral Services	Yes	$94,582.87	92,233.57		
2	2.2	Social Work Services to Unduplicated Count Students	Yes	$86,670.27	105,787.22		
2	2.3	Support Services to Parents	Yes	$8,561.00	8,825		
2	2.4	Decrease Suspension Rate	Yes	$9,630.30	12,740.34		
2	2.5	Decrease Chronic Absenteeism	Yes	$10,509.20	11,529.20		
2	2.6	Bus Transportation Service for Low income Students	Yes	$78,021.00	82,083.53		
2	2.7	Attendance and Parent Education Support	Yes	$30,078.31	32,029.72		

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)
2	**2.8**	School Psychologist/Counseling Services	Yes	$129,271.96	136,213.78		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,230,368,	603,985	0.00	9.694%	$787,559.24	0.000%	12.641%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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