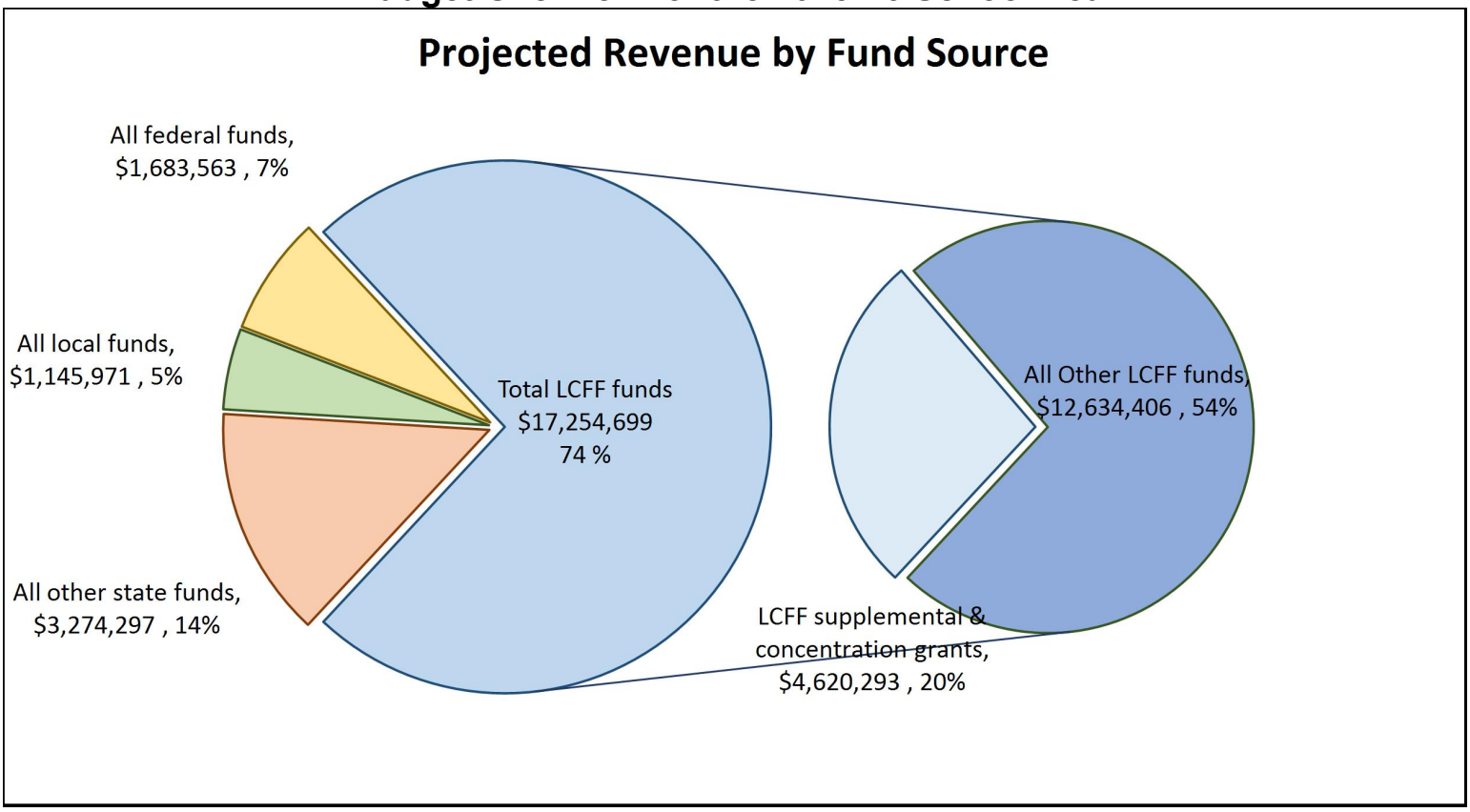
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corning Union High School District
CDS Code: 52-71506-0000000
School Year: 2025-26
LEA contact information:
Miguel Barriga
Superintendent
mbarriga@corninghs.org
530-824-8001

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

Budget Overview for the 2025-26 School Year

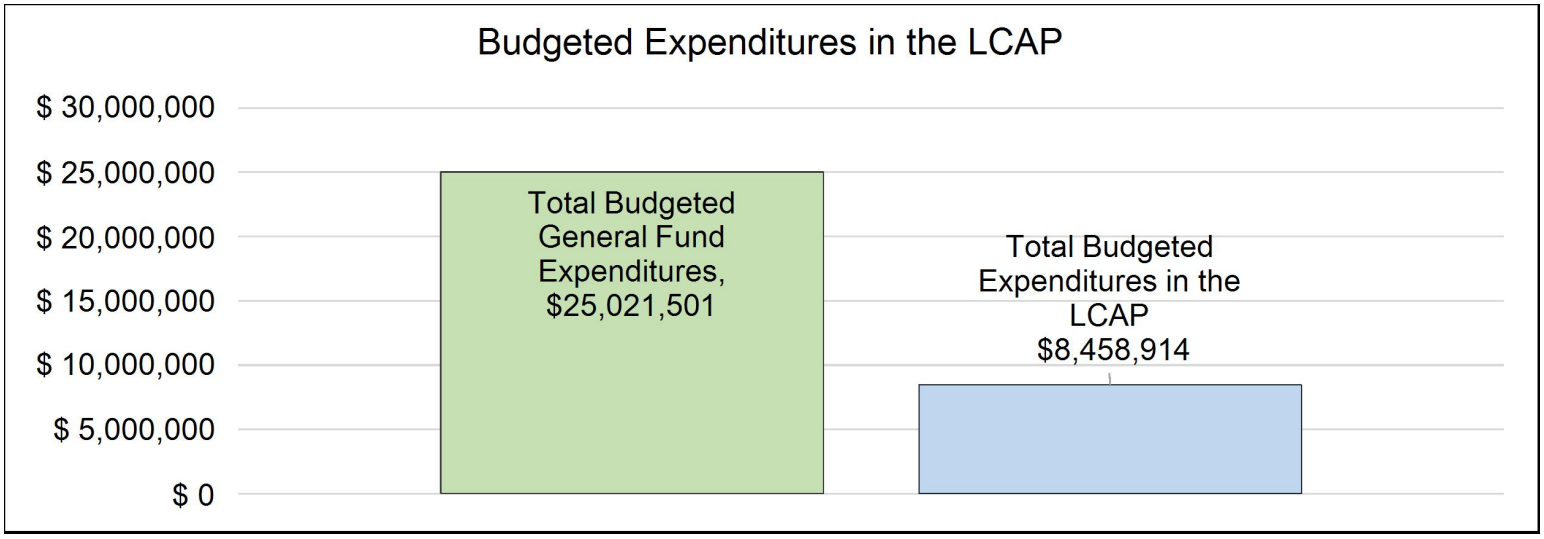


This chart shows the total general purpose revenue Corning Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Corning Union High School District is $23,358,530, of which $17,254,699 is Local Control Funding Formula (LCFF), $3,274,297 is other state funds, $1,145,971 is local funds, and $1,683,563 is federal funds. Of the $17,254,699 in LCFF Funds, $4,620,293 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 Corning Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Corning Union High School District plans to spend $25,021,501 for the 2025-26 school year. Of that amount, $8,458,914 is tied to actions/services in the LCAP and $16,562,587 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

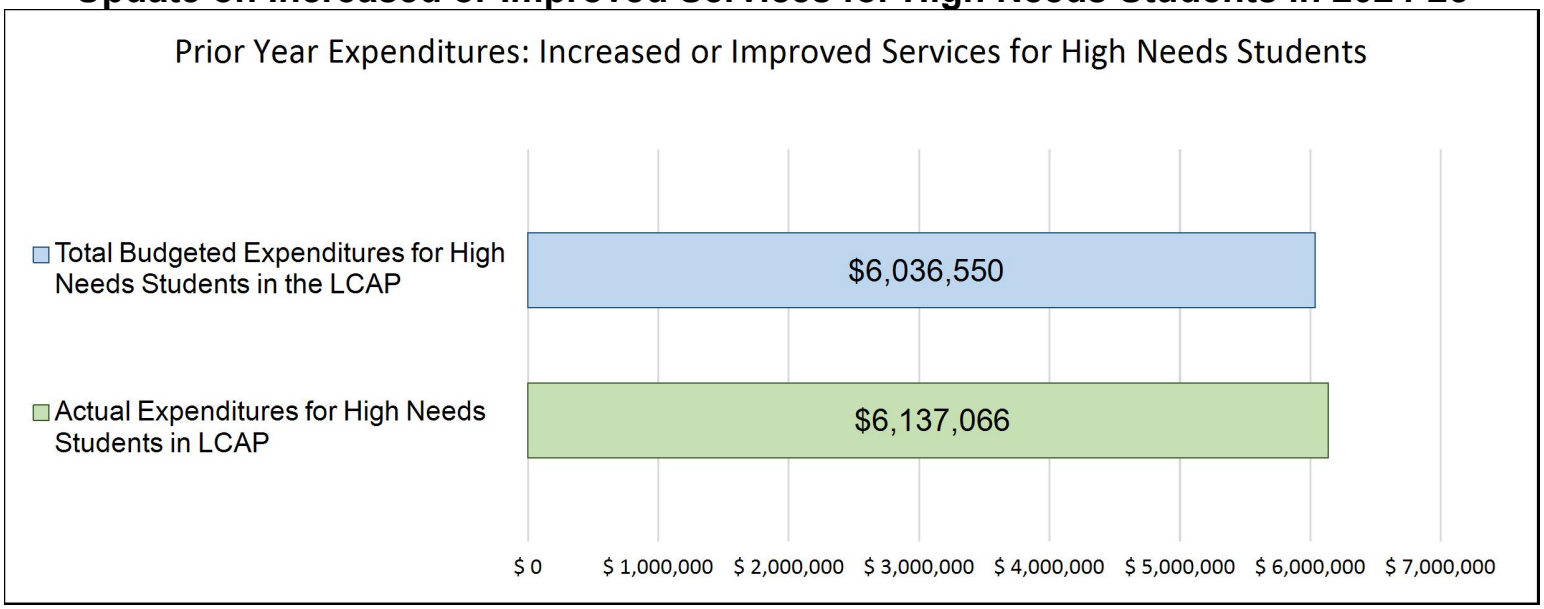
EXPENDITURES NOT INCLUDED IN THE LCAP INCLUDE THE FOLLOWING: LARGE PORTION OF ADMINISTRATION COSTS, ALL DISTRICT LEVEL COSTS, CAPITAL OUTLAY COSTS AND OTHER RESOURCE EXPENDITURES THAT FALL INTO FUND 01.

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

In 2025-26, Corning Union High School District is projecting it will receive $4,620,293 based on the enrollment of foster youth, English learner, and low-income students. Corning Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corning Union High School District plans to spend $6,150,753 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Corning Union High School District's LCAP budgeted $6,036,550 for planned actions to increase or improve services for high needs students. Corning Union High School District actually spent $6,137,066 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $100,516 had the following impact on Corning Union High School District's ability to increase or improve services for high needs students:

NO IMPACT AS THE DISTRICT SPENT MORE THAN THE BUDGETED AMOUNT.

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
Corning Union High School District	Miguel Barriga Superintendent	mbarriga@corninghs.org 530-824-8001

Plan Summary [2025-26]

General Information

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

Corning Union High School District (CUHSD) is located in Corning, California, a small city in Tehama County known for its strong community spirit and rich agricultural heritage. Often referred to as the "Olive City," Corning is surrounded by scenic landscapes, including olive, almond, and walnut orchards, as well as the rolling hills of ranchland that support the local economy and contribute to the area's rural charm. This setting fosters a close-knit environment where families, businesses, and educators work collaboratively to support the success and wellbeing of local youth.

Community Overview:
Corning is a culturally diverse community, with a significant Hispanic population that enriches the city through vibrant traditions, language, and celebrations. Community members consistently demonstrate strong support for local schools, actively participating in school events, athletic competitions, and student recognitions. While the area faces challenges common to rural regions, including limited access to some resources and services, Corning residents are known for their resilience, pride, and deep commitment to education and community engagement.

District Schools and Student Body:
CUHSD serves approximately 1,050 students in grades 9 through 12 from Corning and its surrounding areas. The district comprises three distinct educational programs designed to meet the varying needs and goals of its students:

Corning High School

The district's comprehensive high school offers a broad academic program that includes Advanced Placement (AP) and Career Technical Education (CTE) pathways. Known for its strong traditions in athletics, agriculture, and the arts, Corning High School provides a dynamic learning environment enriched by a wide range of extracurricular opportunities.

Centennial High School
Centennial is CUHSD's alternative education site, providing a flexible and supportive environment for students who benefit from nontraditional learning models. The school emphasizes smaller class sizes, individualized learning plans, and additional academic and social-emotional support. Centennial High School is a designated recipient of Equity Multiplier funding, further supporting its commitment to equity and student success.

Corning Independent Study
Designed for students who seek a self-directed and flexible educational experience, this program allows students to complete coursework through independent study. The model supports academic progress while accommodating individual schedules and learning preferences.

Students
Students and Support Systems
According to the 2024 California School Dashboard, CUHSD serves a diverse student population, with 82.5% identified as socioeconomically disadvantaged and 26.2% classified as English Learners. Foster youth make up 1.1% of the enrollment. These figures highlight the district's responsibility to provide inclusive, equitable, and culturally responsive education. To meet the academic and social-emotional needs of all learners, particularly those most affected by the disruptions of the COVID-19 pandemic, CUHSD has strategically invested Learning Recovery Emergency Block Grant (LREBG) funds into expanding academic intervention supports, professional development, and instructional materials. To date, the district has approximately $1,456,000 of unspent funds from this grant. These funds support districtwide Multi-Tiered System of Supports (MTSS), targeted credit recovery options, expanded tutoring opportunities, and summer learning programs. Additionally, the grant has allowed CUHSD to enhance collaboration time for teachers and staff focused on accelerating student learning and addressing achievement gaps. CUHSD plays a vital role in the Corning community, striving to prepare students not only for graduation but also for lifelong success. Through comprehensive academic offerings, innovative instructional practices, and a strong culture of care, the district remains dedicated to unlocking the potential of every student. Whether through college readiness programs, career training, or alternative pathways, CUHSD is committed to equipping students with the skills, knowledge, and character needed to thrive in a rapidly evolving world.

Reflections: Annual Performance

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

Reflecting on the 2024 Full Dashboard Report for Corning Union High School District (CUHSD), the district's performance across various indicators provides a multifaceted view of its strengths and areas for improvement. The demographic data showcases a diverse student body

with significant representation of socioeconomically disadvantaged students (82.5%) and English Learners (26.2%), underscoring the importance of targeted support and resources for these groups.

Academically, the performance in English Language Arts (ELA) and Mathematics presents a mixed picture. The district's performance in ELA and Math make it clear that there remains room for growth to meet and exceed state standards. In Mathematics, the challenges are more pronounced, with students' performance indicating a need for intensified focus and strategic interventions to improve outcomes and close the achievement gap. Specifically, English Learners, Hispanics, and Socioeconomically Disadvantaged all achieved the lowest performance level. In ELA, English Language Learners and Hispanic students scored in the lowest subgroup.

The graduation rate, represented by a green performance color, suggests that CUHSD is effectively supporting students towards completing their high school education, which is a significant achievement. No student subgroups scored lower than "yellow" on the dashboard in this category. The suspension rate overall has improved going from red to yellow. However white students scored in the red, this highlights a critical area for action in creating a more positive and conducive learning environment that minimizes disruptions to students' education.

In In summary, while the 2024 Dashboard Report points to several achievements, particularly in supporting students to graduate, it also emphasizes the need for focused efforts in improving academic performance in core subjects, enhancing the school climate, and increasing engagement with families and the community. Addressing these areas will be crucial for CUHSD as it strives to provide an equitable and high-quality educational experience for all students.

In a review of our students scoring in the Red on the 23-24 School dashboard we have identified the following needs:

SUSPENSION: EL, Hispanic, Homeless, Socioeconomically disadvantaged, Students with Disabilities, and White. English learners and Hispanic students often face cultural misunderstandings and language barriers, while homeless and socioeconomically disadvantaged students struggle with instability, unmet basic needs, and stress-related behavioral issues. Students with disabilities often experience disciplinary actions due to behaviors linked to their conditions and a lack of proper accommodations. White students, particularly those from low-income backgrounds, are not immune to biases and the challenges of economic hardship. Addressing these disparities requires comprehensive strategies that include bias training for school staff, culturally responsive disciplinary policies, and increased support for vulnerable students.

ELA: EL, Hispanic, Students with Disabilities. For our students with disabilities, challenges often include difficulties with language processing, reading comprehension, and writing, often exacerbated by a lack of individualized support and appropriate accommodations in the classroom. English Learners, especially LTEL’s continue to struggle but have shown significant progress towards proficiency. White students from low-income backgrounds often struggle due to limited access to educational resources, less exposure to enriching language experiences, and higher levels of stress and instability at home.

Math: ALL, Students with Disabilities, English Learners, Hispanic: Students with disabilities often face cognitive challenges, such as difficulties with numerical processing and problem-solving, coupled with inadequate support and accommodations. English learners often struggle with language barriers that hinder their understanding of math vocabulary and concepts. Hispanic students face similar language challenges, along with cultural biases. White students from low-income backgrounds often lack access to quality educational resources and support, experience higher stress levels, and may encounter lower academic expectations.

ELPI: Language barriers create significant challenges in understanding and engaging with the curriculum, which can impede language development. Additionally, these students often lack sufficient exposure to English outside of school, limiting their practice and reinforcement opportunities. Cultural differences make it harder for students to connect with the material.

LREBG Needs Assessment
A review of the 2023–24 California School Dashboard data and local assessments reveals that multiple student groups are scoring in the "Red" performance level on key state indicators, highlighting significant equity gaps in academic achievement and school climate. These disparities inform our LREBG needs assessment and directly shape our planned interventions. Specific needs identified from our needs assessment include:
-Increased access to tutoring, scaffolded curriculum support, bilingual instructional aides, and data-informed instructional strategies across core content areas.
-Enhanced designated and integrated ELD instruction, bilingual paraprofessional support, ongoing SDAIE training for teachers, and better alignment between ELD and core content instruction.
-Strengthened CTE program continuity, enhanced academic counseling in 9th and 10th grades, improved credit monitoring systems, and earlier interventions to keep students on a-g/CTE track.
-Implement an integrated MTSS framework with early-warning attendance systems, restorative practices, expanded Tier 2/3 behavioral and SEL supports, and increased access to school-based mental health services.
-Culturally relevant parent outreach, increased bilingual staffing, childcare during events, and dual-language platforms to facilitate two-way communication.

Suspension: Student groups in the Red for suspension include English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White students. Root causes—ranging from cultural disconnects to lack of trauma-informed supports—are being addressed through:

- Action 1.3: Mental health services and increased counseling access.
- Action 1.4: Restorative practices and staff professional development in culturally responsive discipline.
- Metrics: Suspension rates disaggregated by subgroup will be used to measure the impact of these actions.

English Language Arts (ELA): Red-level performance in ELA among English Learners, Hispanic students, and SWDs is attributed to inadequate scaffolds and limited access to standards-aligned literacy support. The LCAP addresses this via:

- Action 2.1: Enhanced support classes and ELD-aligned curriculum.
- Action 2.2: Literacy intervention programs and increased access to reading materials.
- Metrics: CAASPP ELA scores by subgroup, English Learner reclassification rates .

Mathematics: Low math performance among all student groups, with particular concern for EL, Hispanic, SWD, and low-income White students, is being addressed through:

- Action 2.3: Tutoring and afterschool academic support with embedded math coaching.

- Action 1.5: Expanded learning opportunities including summer school and credit recovery.
- Metrics: CAASPP Math scores, student growth targets by subgroup .

English Learner Progress Indicator (ELPI): Continued challenges in English language development are being addressed by:

- Action 3.1: ELD specialist staffing and targeted small-group instruction.
- Action 3.2: Professional development for designated and integrated ELD instruction.
- Metrics: ELPI status and growth, Long-Term English Learner (LTEL) counts, and reclassification rates .

Reflections: Technical Assistance

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

During the 2024–25 school year, the LEA engaged in differentiated and comprehensive support efforts in collaboration with county and state education partners. These efforts were aligned with the state's System of Support, focused on building capacity at the school site and LEA levels.

Centennial School was identified for Comprehensive Support and Improvement (CSI) and received targeted technical assistance. The school underwent a comprehensive needs assessment, leveraging Dashboard indicators and stakeholder input to develop an evidence-based improvement plan. The LEA provided support by aligning CSI actions with LCAP goals focused on student achievement and school climate. Particular emphasis was placed on improving chronic absenteeism and graduation rates, both areas of underperformance in prior years.

Corning High School, identified for Differentiated Assistance (DA), participated in collaborative discussions around improvement needs. These sessions focused on using Dashboard and local performance data to identify root causes and inform strategic responses. The school's efforts were centered around increasing student engagement, reducing suspensions, and improving outcomes for English learners and socioeconomically disadvantaged students.

Across both schools, technical assistance included coaching for school leaders, facilitated data analysis sessions, and collaborative development of site-based goals that align with the LCAP. These supports have informed updates to actions and metrics within this plan, ensuring they reflect identified needs and promote equitable outcomes for all student groups.

LEA has engaged in the MTSS technical assistance program of the Tehama County Department of Education. Assistance has included the training of school site Tier 1 leadership teams during the 23/24 school year. As part of this training, each leadership team has received training and coaching in developing their understanding and leadership skills to positively impact identification of and implementation of effective Tier 1 strategies that support all students in meeting cognitive, emotional, social, interpersonal, and academic skill development. Teams have been guided in using the cycle of inquiry to analyze school systems and student performance with an emphasis on identifying gaps in instructional practices and student learning. This has also included a look at identification of equity gaps. Teams then continued to receive Tier 1 training during the 24/25 school year with training initiated for Tier 2 leadership teams. Furthermore, tier 2 (CUHS) and three (Centennial) will continue in the 25/26 school year.

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.

Centennial High School

Support for Identified Schools

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

CUHSD leadership has participated in workshops focused on understanding data and plan requirements for addressing CSI components and needs. Staff and district leadership has collaborated to understand the needs of Centennial that resulted in the CSI identification. In addition this collaboration has included the identification of appropriate interventions, actions, use of funds and strategies to support student achievement, and assistance in identifying appropriate evidence-based interventions. Utilizing an MTSS approach with a particular focus on Tier 1/Tier 2 supports, the district is equipping site leaders with relevant data and professional development to effectively lead the improvement efforts around disaggregation of data to determine disproportionality and identification a focus on providing the appropriate resources required for implementing change ideas ensuring there are no resource inequities. CUHSD will continue engagement with the Tehama County Department of Education in the 2025-26 school year on a variety of topics related to comprehensive support and improvement. Among these activities will be the District's participation in the Tier 1 and MTSS Tier II and III MTSS team that is being led by the TCDE.

Monitoring and Evaluating Effectiveness

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

CUHSD, in conjunction with the Tehama County Department of Education, is working with Centennial staff to develop and implement processes and procedures specific to ensuring consistent and ongoing monitoring of the plan with regular feedback and check-ins conducted during stakeholder meetings (staff meetings, district leadership meetings, etc.). This process will be integrated into the Tier 1/2 work being done LEA-wide and documented through a comprehensive assessment roadmap that also embeds continuous improvement tools. In addition to district leadership, CUHSD will be utilizing the continuous improvement consulting resources offered by Tehama County Department of Education. Overall effectiveness of this plan and the improvement processes identified will be embedded in the quarterly evaluative work of the district MTSS leadership team in conjunction with staff analysis and feedback. This will be aided by the purchase and implementation of new software tools that more effectively track student progress to post secondary goals in real time.

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	Teachers, within their departments, review and update their portion of the District Strategic Plan. (DSP). Departments are given specific time within the District collaboration schedule to review data related to the plan. This plan drives the goals, actions, and metrics of the LCAP.
Principals/Administrators	Principals engage staff regarding various aspects of the DSP during collaboration time throughout the school year. Feedback from these meetings is shared in administrative meetings and documented for input into the LCAP's goals, actions, and metrics.
School Personnel	School staff, within their departments, review and update their portion of the DSP. This plan drives the goals, actions, and metrics of the LCAP.
Parents	Parents were engaged at a school site council meeting, held on May 15, 2025. Parents were also engaged in two separate DELAC meetings, held on January 28, 2025 and May 20, 2025.
Local Bargaining Units	Local bargaining units were engaged within their departments to review and update their portion of the DSP. This plan drives the goals, actions, and metrics of the LCAP.
Students	Students were engaged at a school site council meeting, held on May 15, 2024. Students were also engaged in two separate DELAC meetings, held on January 28, 2025 and May 20, 2025.
Equity Multiplier Funds	Ed partners at Centennial (students, parents, staff) were engaged through the Strategic Planning Process to identify areas of need for the continuation site that could be addressed through the use of

Educational Partner(s)	Process for Engagement
	Equity Multiplier Funds. Strategic planning sessions took place during district collaboration time throughout the school year.
Special Education Local Plan Area Administrator	The Tehama County SELPA Administrator was consulted in the development of the LCAP. An initial consultation took place on August 27, 2024, where district leadership and the SELPA Administrator reviewed special education services, compliance requirements, and opportunities for alignment with district goals. A follow-up meeting was held on February 28, 2025, with a joint team focused on Continuous Improvement Monitoring (CIM). Subsequently on March25 and April 21, 2025 consultation with the SELPA took place. These sessions provided opportunities to review data for students with disabilities, ensure alignment of services with MTSS structures, and identify areas for targeted support. SWD are a high priority in the district.

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

Math and ELA - These two subject areas were identified as top priorities in the District Strategic Plan (DSP). As a result, the District has added student performance on local interim assessments as a metric. Also, the District has historically had an "action" to provide summative college/career readiness assessments (SAT, ACT, etc). In addition to this, the District is now providing interim assessments for all grade levels to assess student learning in an ongoing manner.

CTE - A new metric has been added to measure the number of students who complete A-G requirements AND a CTE pathway. This new metric is indicative of our District's ongoing efforts in CTE.

Early College Credit - The District is now using a metric that will assess how many students are earning early college credit. This was in response to feedback from stakeholders stating that the District has emphasized this for students, but is not measuring how successful the efforts have been.

ELPAC - In addition to measuring how many students are redesignated every year, the District received feedback from teachers that measuring how many students improved at least one level on the ELPAC would help the District measure progress as well, so this metric has been added.

Social & Emotional Well Being - The District added a metric on goal #2 to measure student participation in CIF sanctioned athletics. This was added based on feedback that a lot of time, effort, and money is spent on this activity in order to promote positive student growth and the data should be captured somewhere to reflect that effort.

Equity Multiplier - The District decided on the goal, actions, and metrics for goal #3 based on significant amounts of input from students and staff at the alternative education site. For many years, there has been an identified need for better CTE options in alternative education. The District has had a good facility for this, but has not had funds to adequately staff the positions required to implement this program. These funds are being utilized to start that program. Additionally, the funds are being utilized for a campus supervisor to help students with decision making that sometimes gets in the way of them being able to access their educational program.

Special Education Local Plan Area Administrator- Based on feedback from the SELPA Administrator, the district expanded Action 1.3 (Professional Development) to include training on differentiated instruction and inclusive practices. These practices include team teaching with specialists and core subject teachers. In addition, Actions 2.4 (Behavior Supports) and 2.8 (SEL Behavior Supports) were refined to better align with SELPA-recommended Tier 2 and Tier 3 interventions, ensuring services for students with disabilities reflect compliance expectations and best practices.

To address these needs and those of our student groups with red indicators on the California School Dashboard (as listed in the reflection section of our LCAP), we are engaging in the development of a comprehensive MTSS system. Within this system, the needs of the WHOLE child are being identified through a cycle of inquiry by the development and coaching of our Tier 1 leadership teams and Tier 2 leadership teams at both Corning High and Centennial. These groups are specifically focusing on the needs of our underperforming students in an effort to align best practices that are research-based and evidenced-based as we create Tier 1 initiatives that address the whole child in all settings. For those students who continue struggling, our Tier 2 leadership team is developing the capacity to influence interventions that add key supports that compliment Tier 1 and specifically help our struggling students close the gap between their current performance and the desired performance in meeting standards.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate the necessary skills and knowledge to be college and career ready	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 addresses the district's commitment to providing equitable educational opportunities and closing achievement gaps among diverse student groups. By focusing on college and career readiness, the district aims to improve academic performance, enhance employability, and support students in achieving long-term success. This approach includes aligning curriculum with college and career standards, increasing access to Career Technical Education (CTE) pathways, and offering comprehensive support services to help students navigate their educational and career options effectively .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of misassigned teachers	2022-23: 2.39%	2023-24: 1.5%		2025-26: 0%	-.89%
1.2	Percentage of graduates meeting A-G requirements	2022:23: 18%	2023-24: 16.6%		2025-26: 24%	-1.4%
1.3	Percentage of students that have met or exceeded the standard in ELA on the 11th grade	2022-23: 34.5%	2023-24: 34.5%		2026-27: 50%	0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CASASPP as reported on the California School Dashboard					
1.4	Percentage of students that have met or exceeded the standard in Math on the 11th grade CASASPP as reported on the California School Dashboard	2022-23: 10.3%	2023-24: 10.2%		2026-27: 30%	-.1%
1.5	Average distance from standard for students taking the 11th grade Math CAASPP	2022-23: 146.1	2023-24: 144.9		2026-27: 75	-1.2
1.6	Average distance from standard for students taking the 11th grade ELA CAASPP	2022-23: 55.4	2023-24: 51.2		2026-27: 35	-4.2
1.7	Percentage of students who grew at least one grade level equivalent in Math local interim assessments	2023-24: 25.5%	2024-25: 40.1%		2026-27: 50%	+14.6%
1.8	Percentage of students who grew at least one grade level equivalent in ELA local interim assessments	2023-24: 21.3%	2024-25:39.8%		2026-27: 50%	+18.5%
1.9	Percentage of students that have met or exceeded the standard in Science based on the CAST	2022-23: 13.25%	2023-24: 20.67%		2026-27:	+7.42%
1.10	Percentage of graduating students	2022-23: 11.48%	2023-24: 12.68%		2025-26:	+1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	earning at least six (6) college credits through early college credit opportunities (dual enrollment, articulated courses, concurrent enrollment, etc)					
1.11	Graduation Rate	2022-23: 95%	2023-24: 94.5%		2025-26: 97%	-.5%
1.12	Percentage of courses with sufficient materials to implement common core state standards	2023-24: 100%	2024-25: 100%		2026-27: 100%	0.0%
1.13	Percentage of students meeting both A-G requirements AND completing a CTE pathway	2022-23:9.2%	2023-24:7.8%		2025-26: 25%	-1.4%
1.14	Percentage of EL students who increased at least one level on the ELPAC	2022-23: 25.7%	2023-24: 33.9%		2026-27:	+8.2%
1.15	Percentage of students EL students who were reclassified	2022-23: 22.4%	2023-24: 23%		2026-27: 25%	+.6%
1.16	Percentage of AP students who passed at least one (1) AP exam with a score of 3 or better	2022-23: 70%	2023-24: 61%		2025-26: 90%	-9%
1.17	Percentage of students deemed “College/Career Prepared” according to	2022-23: 47.7%	2023-24: 20.4%		2025-26: 75%	-27.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the California School Dashboard					
1.18	School facilities maintained in “Good Repair” according to the Facility Inspection Tool (FIT	2023–24: 100%	2024–25: 100%		2026–27: 100%	0.0%

Goal Analysis [2024-25]

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

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

In 2023–24, Corning Union High School District implemented multiple initiatives aligned with Goal #1 to support college and career readiness. These initiatives continued in the 2024-25 school year. These included increased access to dual enrollment opportunities, expansion of Career Technical Education (CTE) pathways, targeted academic interventions in ELA and Math, and enhanced monitoring of student progress via interim assessments. While many of the planned actions were implemented as intended, some staffing shortages and delays in external partnerships affected the timeline of certain interventions. Notably, professional development in data analysis and instructional alignment was successfully expanded across departments.

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.

Material differences were observed in a few key areas. For example, the district allocated funds for expanded AP course offerings and new CTE equipment, but some purchases were deferred due to instructor availability. Additionally, fewer funds were expended on consultant led training due to a shift toward inhouse professional learning. These adjustments resulted in a variance in estimated versus actual expenditures, though core programmatic goals remained intact.

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

Actions that showed strong effectiveness included the use of local interim assessments in Math and ELA (Metric 1.7 and Metric 1.8), which provided real-time data to guide targeted interventions. This resulted in growth in the percentage of students gaining at least one grade level in local interim assessments (Math: 25.5%, ELA: 21.3%). However, despite these efforts, CAASPP scores in ELA (Metric 1.3) and Math (Metric 1.4) remained flat (34.5% and 10.2%, respectively). Dual enrollment access (Metric 1.10) slightly increased, and reclassification rates for English Learners (Metric 1.15) improved significantly from 22.4% to 33.9%, indicating successful support structures for language acquisition.

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.

In response to data trends and implementation feedback, several modifications are planned for the upcoming year:
Increased emphasis on math instructional coaching and lesson study to address stagnant CAASPP math performance.
Expansion of college readiness workshops and CTE dual completion tracking tools to improve alignment of A-G and CTE pathways.
Enhanced alignment of interim assessments with SBAC blueprints to ensure stronger predictive validity.
Refined tracking of AP success rates and support structures (e.g., tutoring, test preparation) to increase passage rates.

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	College Prep Staff	Provide access to college prep and courses taught by highly qualified instructional staff	$2,017,453.00	Yes
1.2	Support Staff	Provide adequate support staff that are highly trained. Maintain funding for additional staff to provide supports for unduplicated students using additional 15% concentration funds.	$400,701.00	No
1.3	Professional Development	Provide professional development for instructional and support staff addressing the needs of unduplicated students, students with disabilities, and EL students.	$11,000.00	Yes
1.4	MTSS Team Development	Create and maintain District MTSS teams to monitor the effectiveness of interventions in place and make recommendations related to improving student achievement for all students. A particular emphasis is placed on addressing the needs of our students scoring RED on the dashboard.	$24,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Those qualified for suspension (SWD, SED, White, EL, Hispanic, Homeless): Address and developing conditions for learning that build the agency and motivation of these students to engage as we identify and address barriers to their behavior within the school setting. Those qualified for ELA and MA (SWD, White, EL, Hispanic, ALL Group): Identifying effective practices that specifically address the academic barriers these students face. This includes supporting the social/emotional needs, behavior needs, and academic needs of these students. Tier 1 and Tier 2 teams are receiving training to engage in this work through a focus on systems and addressing the needs of all students. Those qualified as not making progress as measured by the ELPI indicator: Addressing the whole child, as described above, is essential for our EL students. Our MTSS teams will focus on addressing the barriers caused by language development and acquisition, creating practice and reinforcement opportunities, and addressing the cultural biases these students face among their peers and our staff.		
1.5	A-G Instructional Materials	Ensure A-G approved courses have necessary instructional materials.	$74,240.00	No
1.6	College/Career Readiness	Implement college and career readiness assessments to monitor progress and guide planning.	$37,028.00	No
1.7	CTE Courses Supplies	Provide equipment, supplies and technology for CTE courses	$244,491.00	Yes
1.8	Academic Support	Provide academic support systems to increase student achievement and the support the language acquisition of EL students.	$314,380.00	No
1.9	Academic Intervention	Supply instructional materials for interventions aimed at English Learners, students with disabilities, and other underserved groups.	$23,600.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Credit recovery and remediation	Provide opportunities for credit recovery and remediation	$548,331.00	Yes
1.11	Technology	Provide technology, equipment, and supplies necessary for students and staff	$556,351.00	Yes
1.12	State Standards Coursework	Implement and monitor curriculum aligned with California State Standards for all students, including ELs.	$68,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote social and emotional well-being and personal responsibility among high school students and graduates	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Corning Union High School District has established this goal to promote social-emotional well-being and personal responsibility among students in response to the significant academic and behavioral challenges intensified by socioeconomic disparities and the lingering effects of the COVID-19 pandemic. This goal is rooted in the district's mission to cultivate well-rounded graduates prepared to thrive in a globally connected society. By prioritizing students' social and emotional development, the district seeks to strengthen essential coping skills, increase emotional resilience, and create a safe and supportive learning environment. This holistic approach not only reinforces academic achievement but also fosters positive behavior, stronger relationships, and personal responsibility. Ultimately, these efforts are expected to contribute to improved attendance, reduced disciplinary incidents, increased graduation rates, and better postsecondary outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance	2022-23: 93.9%	2023-24: 93.24%		2025-26: 96%	-.66%
2.2	Percentage of Students that are Chronically Absent	2022-23: 23.4%	2023-24: 14.7%		2025-26: 10%	-8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Percentage of Students Suspended at Least One Day	2022-23: 10.2%	2023-24: 10.78%		2025-26: 5.1%	+.58%
2.4	Percentage of Students Expelled	2022-23: 0%	2023-24: 0%		2025-26: 0%	0.0%
2.5	Student sense of belonging and connectedness for 9th grade students as measured by biannual surveys (CHKS), and annual school climate survey (SCS). Note: CUHSD will use SCS annually in alternate years when CHKS is not administered.)	2023-24: 55% (CHKS)	2024-25: 86% SCS		2026-27: 75%	+31%
2.6	Student participation rates in CIF governed athletic programs (duplicated participant count/student enrollment)	2023-24:81.4% (broad co-curricular participation, including Athletics, Cheer, Band, FFA, Student Government, and other organized activities; ~770 of 945 students)	2024-25: 35.8% (CIF athletics only; duplicated participants: 507 = 53.7%; estimated unduplicated: ~338 of 945 students)		2026-27: Increase by 2–3% annually from CIF baseline of 35.8%	-45.6%
2.7	Student dropout rate as measured by state reporting.	2023-24: 1.42%	2024-25 4.06%		2026-27: 1.0% or lower	+2.64%
2.8	Parent participation in engagement activities (SSC, DELAC, parent surveys/workshops)	2023–24: 28%	2024–25: 34%		2026–27: 50%	+6%

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, the Corning Union High School District continued implementation of a comprehensive set of actions designed to support student social-emotional well-being and personal responsibility. Actions included the deployment of Tier 1 SEL lessons through wellness coordinator, access to on-campus mental health counselors, restorative justice training at one site, and student recognition systems to reinforce positive behaviors. While most planned activities were implemented as intended, some challenges arose:
Expansion of Tier 2 MTSS supports continues to develop due to ongoing training of the leadership team.
Chronic absenteeism data collection was enhanced through early warning systems piloted in Spring 2025, allowing for better targeted interventions.
School climate efforts were strengthened through staff training on trauma-informed practices, though student survey response rates varied across grade levels.
Overall, there was notable progress, particularly in reducing chronic absenteeism by nearly 9 percentage points and maintaining no explulsions. However, suspension rates slightly increased, suggesting that Tier 2 behavior interventions require further refinement.

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

There were some material differences between budgeted and actual expenditures, primarily due to:

Unspent funds allocated for an additional SEL prevention position that remained vacant for part of the year.

As a result, the estimated percentage of improved services for unduplicated pupils was slightly lower than planned, although the district prioritized maintaining core supports (e.g., counseling, SEL) for high-need subgroups.

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

Effective Actions:

Chronic absenteeism (Metric 2.2) dropped from 23.4% to 14.7%, validating the impact of increased monitoring and targeted family engagement. Student connectedness among 9th graders (Metric 2.5) showed improvement as measured by the School Climate Survey, reinforcing the impact of expanded orientation and advisory supports. The suspension rate (Metric 2.3) increased slightly from 10.2% to 10.78%, signaling a need for refinement in Tier 2 interventions. Graduation and dropout rates (Metric 2.7) remained stable or improved, suggesting long-term benefits from expanded SEL and academic supports.

Less Effective Actions:

Suspensions: Increased from 10.2% to 10.78%, indicating a need for earlier or more consistent application of restorative and Tier 2 behavioral interventions.
CIF Participation: Data for 2024–25 is still pending; student engagement in non-athletic extracurriculars was uneven and remains an area of need.

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.

As a result of the above reflections, the following adjustments are being made:
New Action: Launch a fully staffed MTSS Attendance & Engagement Team to ensure proactive outreach to chronically absent students, particularly English Learners and socioeconomically disadvantaged students.
Expanded Use of LREBG Funds: Support tiered behavior interventions, including social-emotional learning sessions, targeted check-ins, and SEL curriculum tools. These expanded supports are funded through the Learning Recovery Emergency Block Grant (LREBG), with $533,686 allocated to Action 2.4 (Behavior Supports) and $185,000 allocated to Action 2.8 (SEL Behavior Supports). Both actions are grounded in research supporting tiered interventions and SEL frameworks as effective strategies to improve attendance, reduce suspensions, and enhance student connectedness. Progress will be monitored using Metrics 2.1, 2.2, 2.3, and 2.5.
Metric Change: New metrics will track participation in Tier 2 intervention programs to better evaluate student responsiveness to supports.
Survey Strategy: Increase student voice and feedback across all grade levels by expanding the use of Kelvin for short-cycle climate surveys during Fall and Spring.

To strengthen alignment with State Priority 3, the District has added Metric 2.8: Parent Participation in Engagement Activities. This metric tracks parent involvement through attendance at School Site Council (SSC), District English Learner Advisory Committee (DELAC), and other parent engagement events, as well as responses to parent surveys. Monitoring participation provides an annual measure of parental input and engagement in programs serving unduplicated pupils, ensuring that family voice continues to guide the district's planning and decision-making

Footnote: The 2023–24 baseline of 81.4% included athletics and other co-curricular programs (e.g., Cheer, Band, FFA, Student Government), while the 2024–25 outcome of 35.8% reflects CIF athletics only; future reporting will consistently use CIF methodology.

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	Parent Involvement	Provide opportunities for parental involvement and input into school decision-making.	$2,700.00	No
2.2	CTE Courses	CTE courses and teachers to address interests of students	$1,595,275.00	Yes
2.3	Attendance Monitoring	Monitor and intervene in student attendance	$228,379.00	Yes
2.4	Behavior Supports	Provide behavioral support programs and services	$533,686.00	No Yes
2.5	Transportation	Provide home to school student transportation for all students living outside of a three mile radius from their school site	$1,128,309.00	Yes
2.7	SpEd Attendance	Incorporate attendance goals into IEP’s	$13,608.00	No
2.8	SEL Behavior Supports	Contract with outside agencies for social emotional and behavioral support for students	$185,000.00	No Yes
2.9	Facilities	Maintain clean and safe facilities	$235,640.00	No
2.10	Master Facilities Plan	Annually review and update Master Facilities Plan	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance Academic, CTE, and intervention offerings at Alternative Education Site through Targeted Use of Equity Multiplier Funds	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Corning Union High School District has established this Equity Multiplier goal to strategically improve educational outcomes for students enrolled in the district's Alternative Education programs, including Centennial Continuation High School and Independent Study. These students often face significant barriers to academic success due to chronic absenteeism, low credit attainment, socio-economic disadvantages, and limited access to rigorous academic and career technical education (CTE) opportunities. By leveraging Equity Multiplier funds, the district aims to expand access to high-quality academic coursework, relevant CTE pathways, and targeted interventions that address students' individual learning needs. This goal reflects the district's commitment to providing equitable learning conditions for students who have historically been underserved and to closing achievement and opportunity gaps through intentional and data-informed resource allocation. Investing in academic rigor, career readiness, and personalized supports at the Alternative Education site is essential to re-engage students, increase credit recovery and graduation rates, and ensure these students are prepared for postsecondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Hispanic students at Centennial that are deemed "college/career prepared" as reported on the California School Dashboard	2022-23: 20.9%	2023-24: 2.7%		2025-26: 40%	-18.2%
3.2	Percentage of socioeconomically	2022-23: 19%	2023-24: 2.1%		2025-26: 40%	-16.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	disadvantaged students at Centennial that are deemed “college/career prepared” as reported on the California School Dashboard					
3.3	Percentage of Centennial students completing at least 10 credits of CTE coursework prior to graduation.	2022-23: 75%	2023-24: 65%		2025-26: 90%	-10%

Goal Analysis [2024-25]

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

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

Centennial High School began targeted efforts to improve college and career readiness for Hispanic and socioeconomically disadvantaged students, and to increase CTE course completion prior to graduation. Planned actions included increasing access to A-G and CTE-aligned coursework. While the plan was implemented in part, substantive differences emerged. A shop that needed some substantial cleanup, equipment procurement and repairs limited full access. The most significant implementation gap was in providing structured intervention to support students on the “college/career prepared” indicator, particularly in areas like CTE completion and SBAC readiness.

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

There appears to be some issues with reporting or tracking data as the actual percentages dropped significantly. A close examination of the data verifies the Estimated Actual Percentage of Improved Services fell short of projections.

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

Initial outcomes indicate limited progress toward the goal. The percentage of Hispanic students deemed “college/career prepared” (Metric 3.1) dropped from 20.9% to 2.7%, and for socioeconomically disadvantaged students (Metric 3.2) from 19% to 2.1%. CTE course completion prior to graduation (Metric 3.3) declined from 75% to 65%, indicating the need for stronger alignment of coursework and expanded student support.

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.

Targeted tutoring and coursework alignment will support increased SBAC and dual enrollment participation.
Stronger partnerships with local employers and colleges will be prioritized to boost CTE completion and internships.
Metrics will be disaggregated and tracked quarterly to flag students at risk of not meeting indicators earlier.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide teacher for CTE Construction Technology class	Centennial will continue offering construction technology CTE classes for students. Thus enhancing student motivation and creating meaningful real-world connections that improve students' desire to attend and engage positively within the school setting.	$98,836.00	Yes
3.3	Provide campus supervisor at continuation site	The District will continue to provide a campus supervisor for Centennial, providing additional support to proactively assist students in maintaining high behavior standards and fostering a safer, more inclusive school climate, contributing to higher attendance rates.	$67,906.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,620,293	$567,023

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
36.117%	0.000%	$0.00	36.117%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** College Prep Staff **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to accessing college preparatory and career technical education (CTE) courses. These barriers can include lack of information, limited resources, and	To address these needs, the district will provide access to college prep and career technical education courses taught by highly qualified instructional staff. This strategy includes ensuring that these courses are available to all students, offering additional academic support and counseling to guide students through their college and career pathways, and providing professional development for teachers to maintain high instructional standards. By equipping students with	Percentage of Graduates Meeting A-G Requirements, Percentage of Misassigned Teachers

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
	insufficient academic support. Providing access to high-quality college prep and CTE courses is crucial for preparing these students for postsecondary education and future careers. **Scope:** LEA-wide	the necessary skills and knowledge, the district aims to enhance their readiness for college and careers. Research supports the effectiveness of access to rigorous academic and technical education in improving student outcomes. The U.S. Department of Education highlights that participation in college prep and CTE courses significantly increases students' likelihood of enrolling in postsecondary education and achieving career success (U.S. Department of Education, 2016). Additionally, the Association for Career and Technical Education (ACTE) emphasizes that CTE programs, when taught by qualified educators, lead to higher graduation rates and better employment prospects for students (ACTE, 2018). By providing access to these high-quality educational opportunities, we aim to ensure that foster youth, English learners, and students from low socioeconomic backgrounds are well-prepared for future academic and career success.	
1.3	**Action:** Professional Development **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require tailored instructional strategies and additional support to meet their academic, social, emotional, and behavioral needs. Professional development (PD) for instructional and support staff is essential to equip them with th skills and knowledge needed to address these diverse needs effectively. **Scope:**	To address these needs, the district will provide comprehensive professional development for both instructional and support staff. The district will implement the following strategies: Instructional Strategies: Offer training on evidence-based instructional strategies that promote academic achievement and engagement for all students. Cultural Competency: Provide training on cultural competency and inclusive teaching practices to create a welcoming and supportive environment for all students.	Percentage of EL students who increased at least one level on the ELPAC

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	Social-Emotional Learning (SEL): Include training on SEL to help staff support students' social and emotional well-being, which is critical for their academic success. Behavior Management: Offer PD on effective behavior management techniques and interventions to support positive student behavior. Language Acquisition: Provide training focused on effective strategies for teaching English learners, including language development and integration of ELD standards into instruction. Research supports the importance of high-quality professional development in improving teacher effectiveness and student outcomes. According to the Learning Policy Institute, effective PD is ongoing, collaborative, and focused on specific teaching practices (Darling-Hammond et al., 2017). The American Educational Research Association (AERA) emphasizes that PD that addresses culturally responsive teaching, differentiation, and SEL leads to improved instructional practices and student achievement (AERA, 2014). By providing comprehensive professional development for instructional and support staff, the district aims to enhance the instructional skills and effectiveness of educators and support staff, thereby improving the academic success and well-being of foster youth, English learners, and students from low socioeconomic backgrounds.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** MTSS Team Development **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require targeted and multi-tiered interventions to support their academic, social, emotional, and behavioral needs. Creating and maintaining District MTSS (Multi-Tiered System of Supports) teams is essential to monitor the effectiveness of these interventions and make informed recommendations to improve student achievement. **Scope:** LEA-wide	To address these needs, the district will create and maintain MTSS teams to monitor the effectiveness of interventions and make recommendations for improving student achievement. The district will implement the following strategies: Establishment of District MTSS Teams: Form MTSS teams at the district level, comprising administrators, teachers, counselors, support staff, and other relevant stakeholders. Ensure that the teams are representative of the diverse student population and have expertise in various areas, including academics, behavior, and social-emotional learning. Regular Monitoring and Evaluation: Conduct regular meetings to review data on the effectiveness of interventions and student progress. Use data from assessments, progress monitoring tools, and feedback from teachers and students to evaluate the impact of interventions. Data-Driven Decision Making: Utilize data to identify trends, areas of need, and successful interventions. Make informed recommendations for modifying or enhancing interventions to better support student achievement. Collaboration and Communication: Foster collaboration between district MTSS teams and school-based MTSS teams to ensure consistency and alignment in intervention strategies. Maintain open lines of communication with all stakeholders, including parents, to ensure transparency and involvement in the decision-making process.	Percentage of graduating students earning at least six (6) college credits through early college credit opportunities (dual enrollment, articulated courses, concurrent enrollment, etc)

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
		Professional Development and Training: Provide ongoing professional development and training for MTSS team members to stay current with best practices and emerging research in MTSS. Include training on data analysis, intervention strategies, and collaboration techniques to enhance the effectiveness of the teams. Resource Allocation: Ensure that the necessary resources, including time, personnel, and materials, are allocated to support the work of the MTSS teams. Provide support for implementing recommended interventions and monitoring their impact. Continuous Improvement: Implement a continuous improvement cycle, where the effectiveness of interventions is regularly assessed, and adjustments are made based on data and feedback. Encourage a culture of reflection and adaptability to meet the evolving needs of students. Research supports the importance of data-driven decision-making and collaborative teams in improving student outcomes through MTSS. According to the National Center on Intensive Intervention (NCII), effective MTSS implementation involves regular monitoring, data analysis, and collaborative problem-solving (NCII, 2017). The Center on Response to Intervention emphasizes that successful MTSS frameworks rely on continuous improvement and stakeholder involvement (RTI Action Network, 2019).	

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
		By creating and maintaining District MTSS teams, the district aims to enhance the effectiveness of interventions and improve student achievement for foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support needed to succeed.	
1.7	**Action:** CTE Courses Supplies **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to accessing high-quality Career and Technical Education (CTE) courses due to a lack of resources and technology. Providing adequate equipment, supplies, and technology is essential to ensure that these students can fully participate in CTE programs, gain valuable skills, and prepare for future career opportunities. **Scope:** LEA-wide	To address these needs, the district will provide the necessary equipment, supplies, and technology to support CTE courses. The district will implement the following strategies: Provision of Equipment and Supplies: Ensure that all CTE courses are equipped with the necessary tools, machines, and materials required for hands-on learning and practical skill development. Regularly update and maintain equipment to ensure it is safe and functional for student use. Access to Technology: Provide students with access to up-to-date technology, including computers, software, and specialized equipment related to various CTE fields. Ensure that technology resources are integrated into the curriculum to enhance learning and prepare students for the technological demands of the workforce. Equitable Resource Allocation: Allocate resources equitably to ensure that foster youth, English learners, and students from low socioeconomic backgrounds have equal access to high-quality CTE programs. Identify and address any gaps in resources or access that may hinder participation and success in CTE courses.	Percentage of students meeting both A-G requirements AND completing a CTE pathway

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
		Professional Development for Instructors: Offer professional development opportunities for CTE instructors to stay current with industry standards, technological advancements, and best practices in CTE education. Provide training on the effective use of equipment and technology to maximize their impact on student learning. Collaboration with Industry Partners: Establish partnerships with local businesses, industries, and community organizations to support CTE programs through donations, internships, and real-world learning opportunities. Involve industry partners in the development and evaluation of CTE curriculum to ensure it aligns with current workforce needs and standards. Monitoring and Evaluation: Regularly assess the effectiveness of CTE programs and the use of provided equipment, supplies, and technology. Use feedback from students, instructors, and industry partners to continuously improve and adapt CTE offerings to meet student needs and industry demands. Research supports the importance of providing adequate resources and technology in CTE programs to enhance student outcomes and career readiness. According to the Association for Career and Technical Education (ACTE), access to modern equipment and technology is critical for effective CTE instruction and for preparing students to meet the demands of the workforce (ACTE, 2018). The U.S. Department of Education highlights that high-quality CTE programs, supported by appropriate resources, lead to	

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
		improved student engagement, skill development, and career success (U.S. Department of Education, 2017). By providing equipment, supplies, and technology for CTE courses, the district aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the resources and opportunities needed to succeed in their chosen career pathways and achieve their full potential.	
1.10	**Action:** Credit recovery and remediation **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges that can lead to falling behind academically and needing additional support to recover credits and stay on track for graduation. Providing opportunities for credit recovery and remediation is crucial to help these students succeed and achieve their academic goals. **Scope:** LEA-wide	To address these needs, the district will implement strategies to provide opportunities for credit recovery and remediation. The district will develop and offer flexible credit recovery programs that allow students to retake and pass courses they previously failed, utilizing both online and in-person options to accommodate diverse learning styles and schedules. Targeted remediation support will be provided for students who need to strengthen foundational skills in core academic subjects, using diagnostic assessments to identify specific learning gaps and tailoring remediation efforts to address those areas. Extended learning opportunities such as after-school programs, summer school, and weekend classes will be offered to provide additional instructional time, ensuring these programs are accessible to all students, particularly those from disadvantaged backgrounds. Individualized support plans will be developed for students participating in credit recovery and remediation programs, outlining specific goals, strategies, and progress monitoring. These plans	Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		will engage students, parents, and educators in their development and review to ensure a comprehensive approach. Technology tools and platforms will be leveraged to deliver personalized instruction and track student progress, with students provided access to digital resources and online tutoring to support their learning. Professional development will be provided for teachers and support staff on effective strategies for credit recovery and remediation, training them on using data to inform instruction and implementing evidence-based interventions. The district will regularly monitor the effectiveness of credit recovery and remediation programs through student performance data, feedback from participants, and program evaluations, using evaluation results to make data-driven adjustments and improvements. Research supports the effectiveness of credit recovery and remediation programs in improving student outcomes and preventing dropouts. According to the American Institutes for Research (AIR), credit recovery programs are essential for helping students who have fallen behind to catch up and stay on track for graduation (AIR, 2016). The Institute of Education Sciences (IES) highlights that targeted remediation and extended learning opportunities can significantly enhance student achievement and close learning gaps (IES, 2009). By providing opportunities for credit recovery and remediation, the district aims to support the academic success of foster youth, English	

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
		learners, and students from low socioeconomic backgrounds, ensuring they have the necessary resources and support to achieve their educational goals and graduate on time.	
1.11	**Action:** Technology **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers in accessing the technology, equipment, and supplies necessary for their academic success. Ensuring that these students and their teachers have the appropriate resources is crucial for creating an equitable learning environment where all students can thrive. **Scope:** LEA-wide	To address these needs, the district will provide the necessary technology, equipment, and supplies for students and staff. The district will ensure that all classrooms are equipped with up-to-date technology, including computers, tablets, and interactive whiteboards, to enhance teaching and learning. Additionally, the district will provide students with individual devices as needed, ensuring equitable access to digital resources and online learning platforms. Regular maintenance and updates of technology will be conducted to ensure functionality and reliability. The district will supply classrooms with the necessary instructional materials and equipment to support hands-on learning and practical application of skills, particularly in subjects such as science, technology, engineering, arts, and mathematics (STEAM). This includes lab equipment, art supplies, and tools for technical education courses. Teachers will receive the supplies they need to create engaging and effective learning experiences, including textbooks, manipulatives, and other educational materials. Research supports the importance of providing adequate resources to enhance student learning outcomes. According to the International Society for Technology in Education (ISTE), access to current technology and digital tools enhances	Percentage of courses with sufficient materials to implement common core state standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		student engagement, supports personalized learning, and improves educational equity (ISTE, 2016). The U.S. Department of Education highlights that equipping classrooms with the necessary resources is essential for preparing students for the future and closing achievement gaps (U.S. Department of Education, 2017). By providing the necessary technology, equipment, and supplies, the district aims to create an equitable and supportive learning environment for all students, particularly foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the resources needed to succeed academically.	
2.2	**Action:** CTE Courses **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require access to diverse Career and Technical Education (CTE) courses that align with their interests and career aspirations. Ensuring that CTE courses are engaging and relevant is crucial for motivating these students and preparing them for future career opportunities. **Scope:** LEA-wide	To address these needs, the district will enhance CTE courses and ensure that teachers are equipped to address the varied interests of students. The district will offer a wide range of CTE courses that cater to diverse career paths, including fields such as health sciences, information technology, engineering, culinary arts, and more. This variety will help students explore different career options and find courses that align with their personal interests and future goals. Teachers in CTE programs will receive specialized training and professional development to stay current with industry standards and best practices in their respective fields. This training will include updates on the latest technology, tools, and techniques relevant to their courses, ensuring that instruction is both current and applicable to real-world scenarios. Additionally, teachers will be trained in culturally responsive teaching practices	Student sense of safety and connectedness as measured by annual surveys

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
		and strategies to support English learners and foster youth effectively. The district will collaborate with local businesses and industry partners to provide students with hands-on learning experiences, internships, and job shadowing opportunities. These partnerships will enhance the relevance of CTE courses and provide students with valuable insights into their chosen fields. Industry professionals will also be invited to share their expertise and experiences with students, further enriching the learning experience. Regular assessments and feedback mechanisms will be established to monitor the effectiveness of CTE courses and ensure they meet the interests and needs of students. This data will be used to continuously improve and adapt the curriculum, making it more engaging and relevant. Research supports the importance of providing diverse and relevant CTE courses to enhance student engagement and career readiness. According to the Association for Career and Technical Education (ACTE), high-quality CTE programs improve student outcomes by providing relevant, hands-on learning experiences that prepare students for college and careers (ACTE, 2018). The U.S. Department of Education emphasizes that CTE programs that align with student interests and industry needs lead to higher engagement, academic achievement, and career success (U.S. Department of Education, 2017).	

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
		By enhancing CTE courses and providing specialized training for teachers, the district aims to create engaging and relevant learning experiences that align with the interests of foster youth, English learners, and students from low socioeconomic backgrounds, preparing them for successful futures in their chosen careers.	
2.3	**Action:** Attendance Monitoring **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to regular school attendance, such as transportation issues, unstable housing, and family responsibilities. Ensuring consistent attendance is crucial for these students' academic success and overall well-being. **Scope:** LEA-wide	To address these needs, the district will implement strategies to monitor and intervene in student attendance. The district will establish a comprehensive attendance monitoring system that tracks daily attendance data and identifies patterns of absenteeism. This system will flag students who are at risk of chronic absenteeism, allowing for timely intervention. To address attendance issues, the district will employ attendance officers and support staff who will work closely with students and families to understand the underlying causes of absenteeism. These staff members will conduct home visits, provide resources, and connect families with community services to address barriers to attendance. Additionally, they will maintain regular communication with families to ensure they are informed about the importance of consistent attendance and the support available to them. The district will implement targeted intervention programs for students identified as at risk of chronic absenteeism. These programs will include personalized attendance plans, mentorship, and counseling services. Schools will also offer incentives and recognition programs to encourage regular attendance and celebrate improvements.	Average Daily Attendance, Percentage of Students that are Chronically Absent

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
		Collaboration with local agencies and community organizations will be a key component of the attendance intervention strategy. By partnering with these organizations, the district can provide comprehensive support to address issues such as transportation, housing instability, and family crises that may impact student attendance. Professional development will be provided for teachers and support staff to help them identify early signs of attendance problems and implement strategies to engage students and improve attendance. Training will include culturally responsive practices and techniques for building strong relationships with students and families. The effectiveness of the attendance monitoring and intervention strategies will be regularly evaluated through data analysis and feedback from students, families, and staff. Adjustments will be made based on this data to continually improve the approach and ensure it meets the needs of all students. Research supports the importance of monitoring and addressing student attendance to improve academic outcomes. According to Attendance Works, early intervention and comprehensive support are key to reducing chronic absenteeism and improving student engagement and achievement (Attendance Works, 2015). The U.S. Department of Education emphasizes that effective attendance interventions require collaboration, data-driven decision-making, and	

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
		targeted support for at-risk students (U.S. Department of Education, 2016). By implementing a comprehensive system to monitor and intervene in student attendance, the district aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds attend school regularly and receive the support they need to succeed academically and socially.	
2.4	**Action:** Behavior Supports **Need:** Provide behavioral support programs and services, funded in part by the Learning Recovery Emergency Block Grant (LREBG) in the amount of $533,686. Research supports tiered behavioral interventions as a means to improve student engagement and reduce suspension rates (Sugai & Horner, 2006; MTSS framework). Effectiveness will be monitored using Metric 2.2 (Chronic Absenteeism), Metric 2.3 (Suspension Rate), and Metric 2.5 (Student Connectedness Survey). **Scope:** LEA-wide		
2.5	**Action:** Transportation **Need:**	To address these needs, the district will implement a comprehensive home-to-school transportation program for all students living outside of a three-mile radius from their school site. The district will	Average Daily Attendance

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
	Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to consistent school attendance due to a lack of reliable transportation. Providing home-to-school transportation for students living outside of a three-mile radius from their school site is essential to ensure these students have equitable access to education and can attend school regularly. **Scope:** LEA-wide	ensure that transportation services are reliable, safe, and efficient to facilitate regular attendance for all eligible students. The transportation program will include a fleet of well-maintained buses equipped with necessary safety features. The district will establish clear routes and schedules that accommodate the needs of students living in various neighborhoods, including rural and underserved areas. This will ensure that transportation is accessible to foster youth, English learners, and students from low socioeconomic backgrounds who might otherwise struggle to get to school. The district will hire and train qualified bus drivers who are committed to student safety and well-being. Training will include best practices for managing student behavior on the bus, cultural competency, and emergency response procedures. Additionally, the district will implement a system for regularly monitoring and maintaining buses to ensure they are in safe operating condition. The effectiveness of the transportation program will be regularly evaluated through feedback from students, parents, and school staff, as well as through data on student attendance and punctuality. The district will use this information to make necessary adjustments to routes, schedules, and services to continuously improve the transportation experience. Research supports the importance of providing reliable school transportation to improve student	

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
		attendance and academic outcomes. According to the National Center for Education Statistics (NCES), access to transportation is a critical factor in ensuring that students attend school regularly, which in turn impacts their academic success and engagement (NCES, 2017). The U.S. Department of Education emphasizes that transportation services are essential for promoting educational equity and access, particularly for students from disadvantaged backgrounds (U.S. Department of Education, 2015). By providing home-to-school transportation for all students living outside of a three-mile radius from their school site, the district aims to remove barriers to attendance and ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the opportunity to attend school consistently and succeed academically.	
2.8	**Action:** SEL Behavior Supports **Need:** Contract with outside agencies for social-emotional and behavioral support for students, funded in part by the Learning Recovery Emergency Block Grant (LREBG) in the amount of $185,000. Research demonstrates that social-emotional learning (SEL) programs significantly improve student behavior, emotional regulation, and academic achievement (Durlak et al., 2011). Effectiveness will be monitored using Metric 2.1 (ADA), Metric 2.2 (Chronic Absenteeism),		

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
	and Metric 2.5 (Student Connectedness Survey). **Scope:** LEA-wide		
3.1	**Action:** Provide teacher for CTE Construction Technology class **Need:** **Scope:** Schoolwide		
3.3	**Action:** Provide campus supervisor at continuation site **Need:** Students at the continuation site face higher-than-average rates of behavioral incidents and school disengagement. A dedicated campus supervisor is needed to provide immediate, proactive support for student behavior, build stronger adult-student relationships, and reinforce campus norms in a consistent and relational way. This role is essential to fostering a safe, inclusive, and orderly school environment that promotes both attendance and personal responsibility. **Scope:**	The continuation site serves a concentrated population of high-need students, including a high percentage of students who are credit-deficient, have prior behavioral referrals, or face attendance challenges. By providing a dedicated campus supervisor, the district ensures all students on this site receive real-time support that encourages appropriate behavior, de-escalates potential conflicts, and maintains a consistent adult presence throughout the day. This action supports the broader schoolwide goal of reducing referral and suspension rates, improving campus climate, and increasing student attendance. It is provided schoolwide rather than to specific subgroups, as all students at the site benefit from improved supervision, consistent expectations, and the positive relationship-building that this position facilitates.	Referral and suspension rates

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
	Schoolwide		

Limited Actions

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

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

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

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.

As listed in Action 1.2, the additional 15% ($567,023) is being utilized to maintain additional instructional staff to support unduplicated, specifically to maintain two instructional coaches and three bilingual instructional aides who provide academic and language development support to unduplicated students

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	1:53

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 certificated staff providing direct services to students	N/A	1:17

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12,792,395	4,620,293	36.117%	0.000%	36.117%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,844,788.00	$426,438.00	$0.00	$1,187,688.00	$8,458,914.00	$7,162,768.00	$1,296,146.00

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	College Prep Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,017,453.00	$0.00	$2,017,453.00				$2,017,453.00	
1	1.2	Support Staff	All	No			All Schools		$400,701.00	$0.00				$400,701.00	$400,701.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$11,000.00	$0.00	$11,000.00				$11,000.00	
1	1.4	MTSS Team Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$24,000.00	$0.00				$24,000.00	$24,000.00	
1	1.5	A-G Instructional Materials	All	No			All Schools		$74,240.00	$0.00	$12,340.00	$61,900.00			$74,240.00	
1	1.6	College/Career Readiness	All	No			All Schools		$28,428.00	$8,600.00	$28,428.00			$8,600.00	$37,028.00	
1	1.7	CTE Courses Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$244,491.00	$244,491.00				$244,491.00	
1	1.8	Academic Support	All	No			All Schools		$314,380.00	$0.00	$175,937.00			$138,443.00	$314,380.00	
1	1.9	Academic Intervention	All Students with Disabilities	No			All Schools		$0.00	$23,600.00				$23,600.00	$23,600.00	
1	1.10	Credit recovery and remediation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$495,331.00	$53,000.00	$481,294.00			$67,037.00	$548,331.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.11	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$329,651.00	$226,700.00	$556,351.00				$556,351.00	
1	1.12	State Standards Coursework	All	No			All Schools		$0.00	$68,000.00	$28,000.00	$40,000.00			$68,000.00	
2	2.1	Parent Involvement	All	No			All Schools		$0.00	$2,700.00	$2,700.00				$2,700.00	
2	2.2	CTE Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,595,275.00	$0.00	$1,415,570.00	$179,705.00			$1,595,275.00	
2	2.3	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$212,014.00	$16,365.00	$228,379.00				$228,379.00	
2	2.4	Behavior Supports	All	No Yes	LEA-wide		All Schools		$533,686.00	$0.00	$62,154.00	$131,225.00		$340,307.00	$533,686.00	
2	2.5	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$761,259.00	$367,050.00	$1,128,309.00				$1,128,309.00	
2	2.7	SpEd Attendance	Students with Disabilities	No			All Schools		$13,608.00	$0.00		$13,608.00			$13,608.00	
2	2.8	SEL Behavior Supports	All	No Yes	LEA-wide		All Schools		$185,000.00	$0.00				$185,000.00	$185,000.00	
2	2.9	Facilities	All	No			All Schools		$0.00	$235,640.00	$235,640.00				$235,640.00	
2	2.10	Master Facilities Plan	All	No			All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.1	Provide teacher for CTE Construction Technology class	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Centennial High SchoolCentennial		$98,836.00	$0.00	$98,836.00				$98,836.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Provide campus supervisor at continuation site	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Centennial High SchoolCentennial		$67,906.00	$0.00	$67,906.00				$67,906.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
12,792,395	4,620,293	36.117%	0.000%	36.117%	$6,311,743.00	0.000%	49.340 %	**Total:**	$6,311,743.00
								LEA-wide Total:	$6,145,001.00
								Limited Total:	$0.00
								Schoolwide Total:	$166,742.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	College Prep Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,017,453.00	
1	**1.3**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,000.00	
1	**1.4**	MTSS Team Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.7**	CTE Courses Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$244,491.00	
1	**1.10**	Credit recovery and remediation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$481,294.00	
1	**1.11**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$556,351.00	
2	**2.2**	CTE Courses	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,415,570.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.3**	Attendance Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,379.00	
2	**2.4**	Behavior Supports	Yes	LEA-wide			$62,154.00	
2	**2.5**	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,128,309.00	
2	**2.8**	SEL Behavior Supports	Yes	LEA-wide				
3	**3.1**	Provide teacher for CTE Construction Technology class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Centennial High School	$98,836.00	
3	**3.3**	Provide campus supervisor at continuation site	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Centennial High School	$67,906.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,919,554.00	$8,024,153.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	College Prep Staff	Yes	$3,785,744.00	$3,785,744
1	**1.2**	Support Staff	No	$368,455.00	$368,804
1	**1.3**	Professional Development	Yes	$45,859.00	$39,043
1	**1.4**	MTSS Team Development	Yes	$6,000	$23,072
1	**1.5**	A-G Instructional Materials	No	$48,000.00	$57,321
1	**1.6**	College/Career Readiness	No	$35,022.00	$41,498
1	**1.7**	CTE Courses Supplies	Yes	$150,000.00	$128,392
1	**1.8**	Academic Support	No	$158,375.00	$164,183
1	**1.9**	Academic Intervention	No	$13,202.00	$938
1	**1.10**	Credit recovery and remediation	Yes	$291,005.00	$298,428
1	**1.11**	Technology	Yes	$367,017.00	$412,378

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	State Standards Coursework	No		
2	2.1	Parent Involvement	No	$750.00	$750
2	2.2	CTE Courses	Yes	$1,047,674.00	$1,191,675
2	2.3	Attendance Monitoring	Yes	$216,756.00	$227,908
2	2.4	Behavior Supports	No	$136,201.00	$91,975
2	2.5	Transportation		$870,384.00	$864,590
2	2.7	SpEd Attendance	No	$13,521.00	$13,602
2	2.8	SEL Behavior Supports	No	$24,434.00	
2	2.9	Facilities	No	$157,610.00	$153,721
2	2.10	Master Facilities Plan	No	$30,000.00	$8,100
3	3.1	Provide teacher for CTE Construction Technology class	Yes	$93,028.00	$96,786
3	3.3	Provide campus supervisor at continuation site	Yes	$60,517.00	$55,245

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,441,733	$6,036,550.00	$6,137,066.00	($100,516.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	College Prep Staff	Yes	$3,785,744.00	$3,785,744		
1	1.3	Professional Development	Yes	$18,809.00	$14,412		
1	1.4	MTSS Team Development	Yes	$6,000.00	$23,072		
1	1.7	CTE Courses Supplies	Yes	$150,000.00	$128,392		
1	1.10	Credit recovery and remediation	Yes	$291,005.00	$201,454		
1	1.11	Technology	Yes	$367,017.00	$412,378		
2	2.2	CTE Courses	Yes	$1,047,674.00	$1,191,675		
2	2.3	Attendance Monitoring	Yes	$216,756.00	$227,908		
3	3.1	Provide teacher for CTE Construction Technology class	Yes	$93,028.00	$96,786		
3	3.3	Provide campus supervisor at continuation site	Yes	$60,517.00	$55,245		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
12,732,500	4,441,733	0	34.885%	$6,137,066.00	0.000%	48.200%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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