



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CORNING UNION ELEMENTARY SCHOOL DISTRICT

CDS Code: 5271498

School Year: 2024-25

LEA contact information:

TIFFANY I DIETZ

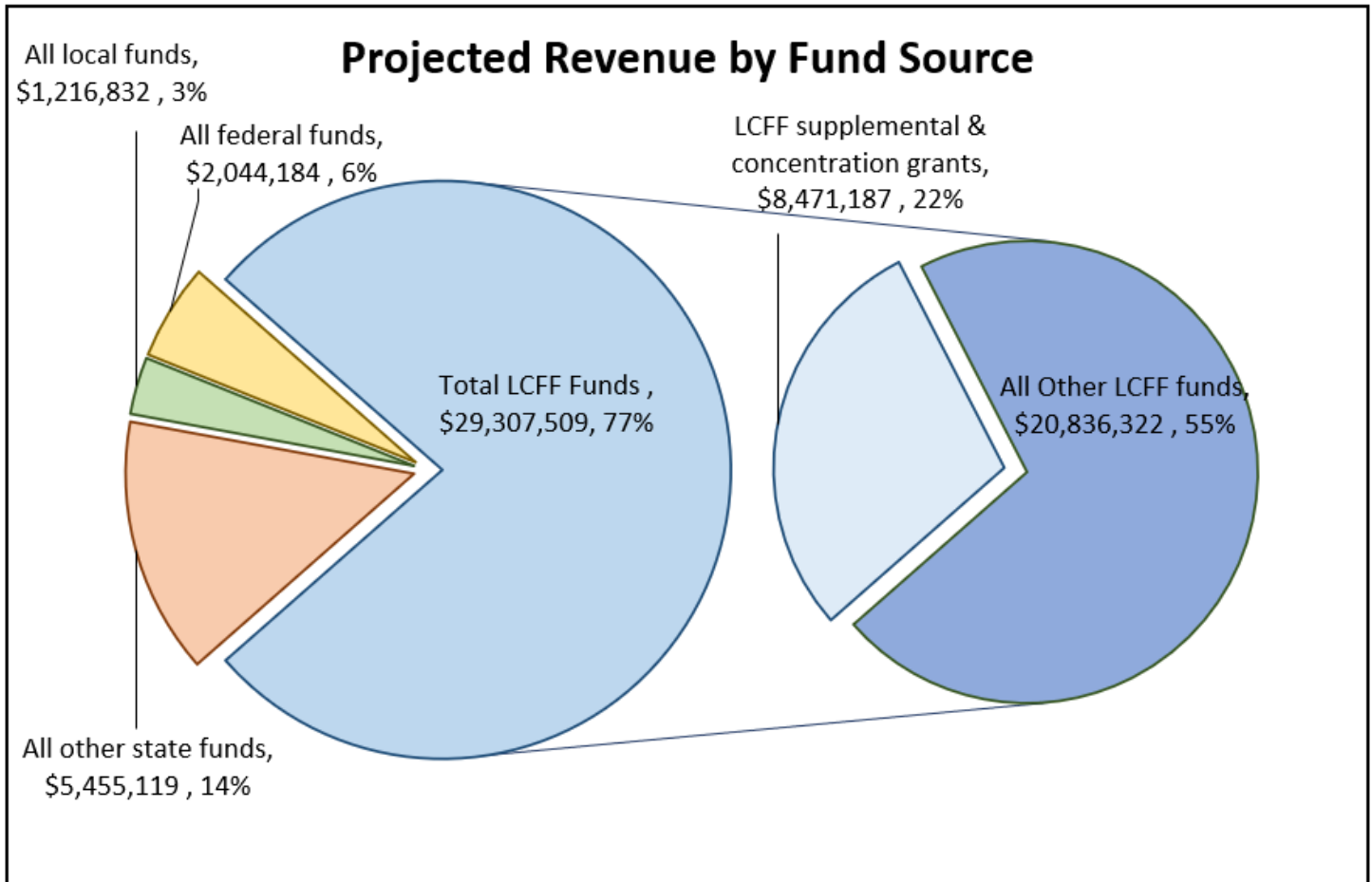
Superintendent

tdietz@cuesd.net

530-824-7701 ext.1257

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 2024-25 School Year

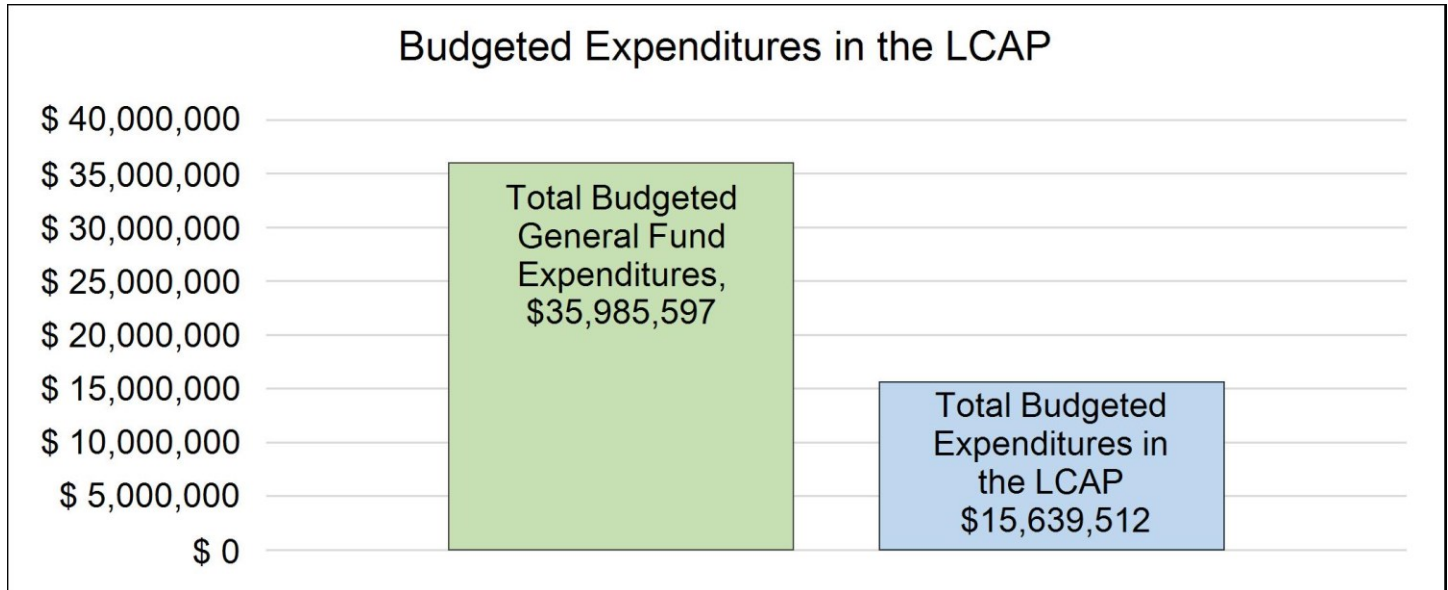


This chart shows the total general purpose revenue CORNING UNION ELEMENTARY SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CORNING UNION ELEMENTARY SCHOOL DISTRICT is \$38,023,644, of which \$29,307,509 is Local Control Funding Formula (LCFF), \$5,455,119 is other state funds, \$1,216,832 is local funds, and \$2,044,184 is federal funds. Of the \$29,307,509 in LCFF Funds, \$8,471,187 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 ELEMENTARY SCHOOL DISTRICT plans to spend for 2024-25. 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 ELEMENTARY SCHOOL DISTRICT plans to spend \$35,985,597 for the 2024-25 school year. Of that amount, \$15,639,512 is tied to actions/services in the LCAP and \$20,346,085 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

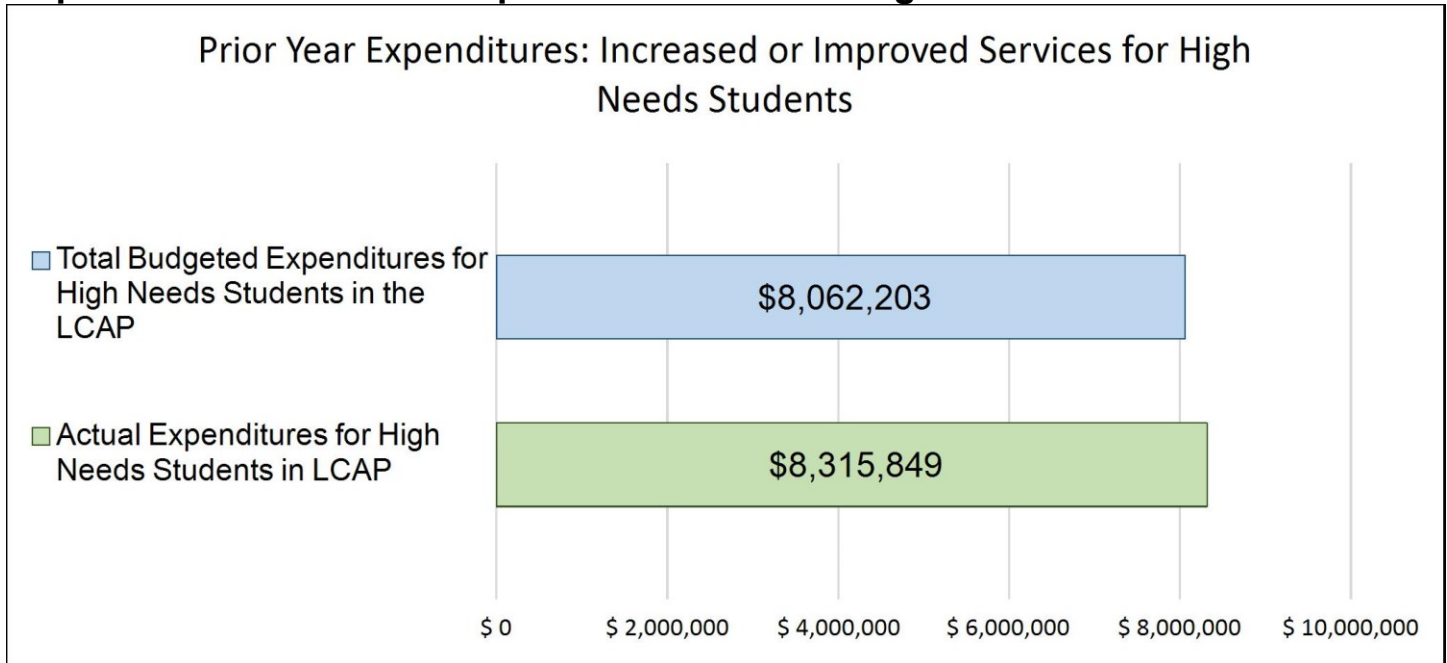
Not included in the LCAP are the core expenses such as teacher salary, admin salary, maintenance and custodial salaries and supplies and services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, CORNING UNION ELEMENTARY SCHOOL DISTRICT is projecting it will receive \$847,118 based on the enrollment of foster youth, English learner, and low-income students. CORNING UNION ELEMENTARY SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. CORNING UNION ELEMENTARY SCHOOL DISTRICT plans to spend \$947,085 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 2023-24



This chart compares what CORNING UNION ELEMENTARY SCHOOL DISTRICT budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what CORNING UNION ELEMENTARY SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, CORNING UNION ELEMENTARY SCHOOL DISTRICT's LCAP budgeted \$8062203 for planned actions to increase or improve services for high needs students. CORNING UNION ELEMENTARY SCHOOL DISTRICT actually spent \$8315849 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
CORNING UNION ELEMENTARY SCHOOL DISTRICT	TIFFANY I DIETZ Superintendent	tdietz@cuesd.net 530-824-7701 ext.1257

Goals and Actions

Goal

Goal #	Description
1	1. Academic improvement for all learners. This will include directly addressing learning recovery for all students, as a result of lost learning time during the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students increase in meeting ELA standards.	On the I-Ready for 2020-21, our students averaged 19% Standard Met or Exceeded in ELA and We use Benchmark as our ELA curriculum grades K-6.	In year 2021-2022, our students averaged 20% Standard Met or Exceeded in ELA	In year 2022-2023, our students averaged 23% Standard Met or Exceeded in ELA	In year 2023-2024, 94% of students have completed I-Ready, 24% of those students are meeting or exceeding in ELA.	Improvement in numbers of students meeting or exceeding standard performance in ELA
Increase the percentage of students meeting math standards.	On the I-Ready for 2020-21, our students averaged 16% Standard Met or Exceeded in Math.	In year 2021-2022, our students averaged 15% Standard Met or Exceeded in Math.	In year 2022-2023, our students averaged 18% Standard Met or Exceeded in Math.	In year 2023-2024, 94% of students have completed I-Ready, 17% of those students are meeting or exceeding in Math.	Improvement in numbers of students meeting or exceeding standard performance in Mathematics.
EL Students increase in proficiency.	On the 2018-19 ELPAC, 6.2% of our English Learner	On the 2021-2022 ELPAC, 36.8% of our English Learner	This Metric has been moved to Goal 5 in the LCAP.	See Goal 5	Increase in the percentage of EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students made at least 1 level in growth from the previous year.	students made at least 1 level in growth from the previous year.			Students who make at least 1 level in growth.
Increased number of EL Students eligible for reclassification.	No students were reclassified because of the pandemic and no ELPAC scores.	In year 2021-2022 there were 44 students reclassified.	This Metric has been moved to Goal 5 in the LCAP.	See Goal 5	Increase in number of students reclassified by 5%.
Increase use of AVID with fidelity in the classroom based on teacher survey	To be determined by survey at the beginning of the 2022/2023 school year.	NA	To Be Developed	LOOK AT SURVEYS FROM PRINCIPALS	100% of teachers reporting use of AVID strategies.
Courses aligned to standards, including EL materials as measured by Williams reporting and Sufficiency of Textbooks.	N/A	21/22: No deficiencies noted.	22/23: No deficiencies noted.	No deficiencies	No deficiencies.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We did note an academic increase over prior years. There was a slight increase in math and in EL student progress.

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.

- 1.1 We decided to wait until the 24-25 year to purchase another round of Chromebooks (waited until the tower was finished)
- 1.2 We made the decision to purchase Viewboards as a pilot program in many of our classrooms.
- 1.5 I did not pull the food for the summer food program as it had not occurred at the time I did the LCAP update.
- 1.11 Much of the AVID program expenses crosses fiscal years as we sign up for the summer AVID institute in one year and attend in the next year. The update does not reflect all of the AVID expenses in the 23-24 year and will become a true picture once the year closes.
- 1.14 We had some additional teachers so they received the Empower PD as well costing the district a bit more than budgeted.
- 1.18 We used our Resource on Educator Effectiveness instead of using this pot of money so there were no expenses in this category.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

AVID strategies are being implemented throughout the District with 80% fidelity - an increase over prior years. Some of the specific actions that created success were the recruitment and retention of staff, AVID, Empower PD (Math), and Learning Centers for intervention.

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

This goal and actions will remain unchanged.

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.

Goals and Actions

Goal

Goal #	Description
2	<p>This goal has been deleted because we are incorporating the actions into Goals 1 & 3.</p> <p>Professional Development</p> <p>100% of CUESD teachers and administrators will complete professional development focused on standards based/standards aligned instruction and materials, the implementation of the ELD standards in tandem with California Common Core State Standards in all subjects. Focus will be on core skills with an effort to increase learning recovery. Research based instructional strategies will be utilized by 100% of the teachers.</p> <p>100% of CUESD teachers and administrators will participate in professional development on the integration of technology into instruction to meet California Common Core State Standards in all subjects.(Substantial progress has been made in this goal.)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional development in CCSS, curriculum development, GLAD strategies, technology use in the classroom, etc. Sign in sheets will be required at all trainings. Demonstration of increased use of technology in the classroom.	We have provided numerous hours of professional development in CCSS implementation, curriculum development, GLAD strategies, technology use in the classroom, etc. We will continue to do so.	This metric has been moved over to Goals 1 & 3.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Our technology and math CSPs provide on-going teacher and classroom support. We are also adding a TK-K-1 Reading Coach.					

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>3. Maintain a strong and positive Culture and Climate</p> <p>All students will have access to extra-curricular activities and programs to enrich the academic experience</p> <p>Physical education and the arts will continue to be supported in all of our schools, with rigorous TK-8 programs in physical education and an emphasis on art and music for all district students.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance rates.	Current district-wide attendance rate is 96.60.	Current district-wide attendance rate is 87.2%.	Current district-wide attendance rate is 93.4%	Current district-wide attendance rate is 94.36%	Maintain 95% or higher attendance rates.
Chronic Absenteeism	Chronic absenteeism for 2019-2020 was 26.5%.	2020-21: 47.3%	2021-22 47.6%	2023-24: 10.63%	Reduction in chronic absenteeism each year.
Suspension Rates	2019-20: 3.4%	2020-21: 3.9%	2021-22 7.4%	2023-24: 3.46%	Maintain suspension rates below 4%.
Expulsion Rates	2019-20: 0%	2020-21: 0%	2021-22: 0%	2023-24: 0%	Maintain expulsion rates below 1%.
Sense of Safety and Connectedness with school by parents and students.	N/A	21/22: Student Sense of Safety - 77.8 agreed their school is safe.		Annual survey will be administered in the Spring	<p>Student Sense of Safety - 85%</p> <p>Parent Sense of Safety - 95%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Parent Sense of Safty/Connectedness - 95% agree they feel a sense of self-worth and belonging to the school.			

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We were able to implement all of the actions consistently which contributed to a positive climate and culture. 3.10 - we extended this action to include two additional security guards at our in town schools.

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.

3.2 This is site funding that didn't materialize as participation is still down on the number of parents that show up for community activities.
3.3 The budget for health services was actually \$365,447 and should not have been included as a variance as we spent 356K in this category.
3.6 We had not reached the end of the year when I put these amounts in. Many stipends in athletic programs come at the end of the year so this would not have actually been a variance.
3.10 We added an additional security guard to our other campuses, not just Rancho Tehama.
3.12 Our end of the year numbers had not come in yet on the field trip expenses so the update number was not accurate. These numbers will be updated at closing.
3.13 This program crosses fiscal years. At the time of the annual update, we had not secured all of the contracts that we planned for the ELOP program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We provided counseling and therapy services that helped provide SEL support. Having multiple opportunities for students including after school activities, field trips, sports and extended learning helped engage kids in a positive climate and culture.

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

3.15 we are changing SEL curriculum from Wayfinder to Character Strong.

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.

Goals and Actions

Goal

Goal #	Description
4	4. Facilities All CUESD facilities will be maintained in good repair pursuant to EC 17002(d) and adequate facilities will be in place to accommodate the state grade span adjustment requirements (class size) and other site needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT document	All of our facilities are currently in good repair. Our maintenance crew constantly strives to provide excellent facilities for our students and staff.	Facilities: Good	Facilities: Good	Facilities: Good	Maintain all facilities in good repair and improve facilities for the benefit of all students/staff.
Facility Walk Through Needs Assessment	All facilities are walked through in the Spring to identify and prioritize projects. All items are identified and given a score of 1-5 to prioritize needed actions.		Needs are identified. Projects rated as a 1 or 2 are prioritized to complete 100% during summer work schedule.	Needs are identified. Projects rated as a 1 or 2 are prioritized to complete 100% during summer work schedule.	Complete projects rated as 1 or 2 at 100% and anything identified as a 3 at 50%.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We were able to maintain and improve our facilities. We added fencing at several sites and a new multipurpose room. All actions carried out as described.

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.

4.4 We had a deferred maintenance project budgeted that got pushed to the 24-25 year.

4.5 I underestimated the cost of new furniture for classrooms. We remodel two classrooms per site per year with new classroom furniture.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Specific actions were very effective and were carried out as planned.

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

4.1 - The focus will be on upgrading schools and fencing.

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.

Goals and Actions

Goal

Goal #	Description
5	5. Multilingual Learner Goal CUESD will reduce the academic achievement gap for our Multilingual Learners (ELs) by prioritizing high-quality ELD instruction, EL professional development, and family engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of Multilingual Learners who progress at least one English Language Progress Indicator (ELPI) Level on the California School Dashboard based on ELPAC scores. Source: CA Dashboard	On the 2018-2019 ELPAC, 37.3% of our English Learner students made at least one level of growth from the previous year.	On the 2020-2021 ELPAC, 36.8% of our English Learner students made at least one level of growth from the previous year.	On the 2021-2022 ELPAC, 37.5% of our English Learner students made at least one level of growth from the previous year.	On the 2022-2023 ELPAC, 41.8% of our English Learner students made at least one level of growth from the previous year.	Increase in the percentage of EL students who make at least one level in growth by 2%.
Reclassification criteria measuring number of multilingual learners eligible for reclassification. Source: CDE DataQuest	In year 2021-2022 there were 44 multilingual learners reclassified.	NA	In year 2022-2023 there were 25 multilingual learners reclassified.	2023-2024: 57 Multilingual Learners were reclassified	Increase the number of students reclassified by 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of ELD teachers, Newcomer paraprofessionals and Bilingual and Migrant Ed Liaisons filled positions.	2022/23: 50% of ELD teacher positions are currently staffed. 100% of Newcomer paraprofessional positions are currently staffed. 50% of Bilingual and Migrant Ed Liaisons positions are currently staffed.	NA	2022/23: 50% of ELD teacher positions are currently staffed. 100% of Newcomer paraprofessional positions are currently staffed. 50% of Bilingual and Migrant Ed Liaisons positions are currently staffed.	2023-2024: 100% of ELD teacher positions are currently staffed. 100% of Newcomer paraprofessional positions are currently staffed. 75% of Bilingual and Migrant Ed Liaisons positions are currently staffed.	All open positions will be filled with one ELD teacher, one parent liaison and one newcomer para per in town site.
Percent of multilingual students who are long term English Learners. (LTELS = categorized as EL for more than 6 years).	The number of LTELS in 2018-2019 was 206. The percentage of LTELS was 19.4%.	The number of LTELS in 2021-2022 was 236. The percentage of LTELS was 24%.	The number of LTELS in 2022-2023 was 136. The percentage of LTELS was 14.5%	2023-2024, 130 multilingual learners are classified as LTELS. The percentage of LTELS is 6.42%.	Reduce percentage of LTELS by 2%.
Number of parents attending DELAC meetings.	During the 2022/2023 school year, an average of 52 parents attended each DELAC meeting.	NA	During the 2022/2023 school year, an average of 52 parents attended each DELAC meeting.	During the 2023/2024 school year, an average of 75 parents attended each DELAC meeting.	Increase number of parents attending DELAC meetings by 2%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We focused on prioritizing the needs of our multilingual learners and as a result we increased the academic achievement of our EL students. All actions were done as described.

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.

5.4 We did not have as many people sign up for CAFE as it was during the February break.

5.6 We had one vacancy that we could not fill during the year. We have it filled now for the next year.

5.8 We have worked hard to build the DELAC community of parents. Participation did increase and we had increased expenditures due to this increase in participation.

5.11 I had reduced the budget during COVID years as we did not have the teacher participation. This has increased as more and more teachers are beginning to tutor afterschool again.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Specific actions were very effective in making progress. We sent staff to CAFE, provided high quality PD to our staff, and ensured all students needing ELD instruction were getting it.

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

We will edit this goal to shift focus from deficit language to the positive academic achievement of our students.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

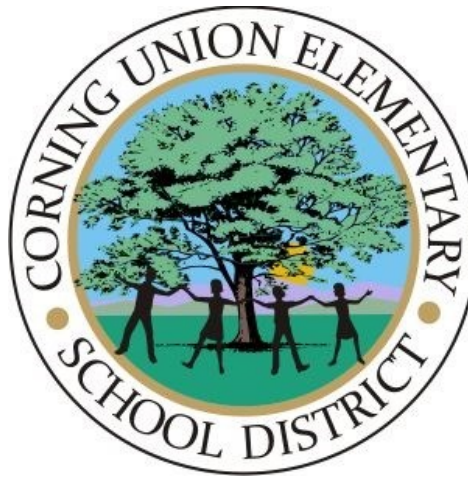
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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 ELEMENTARY SCHOOL DISTRICT	TIFFANY I DIETZ Superintendent	tdietz@cuesd.net 530-824-7701 ext.1257

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Corning Union Elementary School District serves the children of Corning California in grades TK-8. We are a strong community, with vibrant and supportive families and community partners. The district has a 92% rate for UPC, and is comprised of 42% ELL students. The district has been increasing in enrollment, and has created relationships with partners in regional and statewide programs including AVID and NorCal ELC. Focus is on improving academic performance, targeting language development, reading, writing, mathematics and attendance. We continue with the Everett Freeman Promise Neighborhood Grant which was awarded to the district through a partnership with the local tribe, the Paskenta Band of Nomlaki Indians. This is a prestigious grant from the federal government for our district and the local high school. This grant focuses on improving academic and social growth for all Corning students from birth to post high school graduation. The grant is coming to an end, but has continued to fund therapists to support social emotional needs and fund an attendance clerk through the 2023-2024 school year. During the 2023-2024 school year Corning Union Elementary has been focusing on implementing AVID district wide. AVID is a program designed to prepare students for college or career through solid instructional practices. It provides a common language for the entire district around instruction and learning.

Reflections: Annual Performance

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

Corning Union Elementary School District's mid year report showed some promising growth in significant areas on the California Dashboard. Chronic absenteeism has been reduced by 26.6%. Suspension rates have declined 2.3%. Math is showing promise with a 3.6 point growth and English Learner progress increased by 3.5%. ELA maintained.

Strengths:
English Language Arts (ELA): The district has shown improvements in ELA performance among several student groups. This suggests effective literacy programs and instructional strategies are in place.
Graduation Rates: Although primarily for high schools, the emphasis on foundational skills at the elementary level contributes to higher graduation rates observed district-wide.
English Learner Progress: With 42.5% of the student population being English learners, the district has implemented robust programs to support these students, showing positive progress indicators.

Weaknesses:
Math Performance: The district continues to face challenges in mathematics, indicating the need for enhanced math interventions and support.
Chronic Absenteeism: High rates of chronic absenteeism are noted, but improvement is evident in this area and the strategies used this year seem to be working.

Areas Needing Attention:
Support for Vulnerable Groups: Groups such as students with disabilities, homeless students, and foster youth show more significant needs, indicated by lower performance and higher absenteeism and suspension rates.

For student groups with RED indicators, see the attached Student Group Analysis Form.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council/Parent Advisory Committee (Special Education Parent Representation)	We have combined our SSC committees into a single PAC. Information has been shared with these groups during March and April . Parent Survey distributed in April/May.
Students	Surveys administered to students in grades 4-8 during April/May
Certificated and Classified Staff (teachers, administration, paraprofessionals, clerical)	Survey administered to all staff during April/May. Teachers received a climate and an academic survey. All other staff received a climate survey.
Union Groups	Draft of LCAP distributed in May with feedback requested.
Equity Multiplier School Feedback	Surveys distributed in April/May.

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

During April and May the LCAP draft was shared with all school site councils with feedback requested and considered. Additionally LCAP was discussed at DELAC, and with classified and certificated unions. Surveys were distributed to students in 4th - 8th grades, to parents and to staff. The feedback from all partners provided the district with direction that includes a need for increased focus, awareness and education around bullying, increased need for outdoor play in our Community Day program, We learned that student discipline is a concern from all perspectives and something the district plans will continue to focus on.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Improvement for all learners.	Focus 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)

An explanation of why the LEA has developed this goal.

The academic achievement of all learners is what prepares students for the next grade and then for a lifetime of learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately credentialed and assigned as measured by Williams.	23/24: 90%			100% of teachers appropriately credentialed and assigned.	
1.2	Student access to standards-based curriculum as measured by Williams reporting.	23/24: 100% of students have access to standards-based curriculum.			Continue to maintain 100%	
1.3	Implementation of academic content and standards as measured by Williams reporting.	23/24: 100% implementation of academic content standards.			Continue to maintain 100%	
1.4	Student performance on ELA standards as measured by the ELA CAASP assessment.	22/23: 21.20% met/exceeded ELA standards			35% met/exceeded ELA Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Student performance on MA standards as measured by the Math CAASP assessment.	22/23: 15.94% met/exceeded Math standards.			30% met/exceeded Math Standards	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Learning Centers	Learning Centers will be staffed at each site providing intervention supports to all students, including unduplicated students, identified at-risk in ELA and Math.	\$1,663,133.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Special Education Services	RSP and SDC programs will be provided to all eligible students with special education staff coordination services with the general education teacher to maximize and enhance general education/Tier 1 opportunities for special education students.	\$3,379,144.00	No
1.3	Elevation Data Analysis Platform	Funding the Ellevation data platform for monitoring the instructional needs of our students, including EL, FY, SED.		No
1.4	Empower PD	Contract with Empower for professional development to help our teachers with Math Expressions (TK-5)	\$37,289.00	Yes
1.5	Technology Resources	Provide 1:1 technology to our students for access to curriculum and learning resources.	\$779,553.00	Yes
1.6	Library Services	Funding libraries and library services.	\$166,772.00	Yes
1.7	Kinder Paras/Staffing	Reduce student to adult ratio within our TK and K classrooms by providing a para for each classroom.	\$235,357.00	Yes
1.8	IReady Reading/Math	iReady software for monitoring and providing interventions to students in K-8.		No
1.9	AVID	Ongoing support of the AVID program district-wide (includes PD, implementation supports and monitoring)	\$234,176.00	No
1.10	Scholastic Books	Scholastic books will be purchased for all grades.	\$117,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Professional Development	<p>PD is provided to classified and certificated staff that focuses on meeting the needs of all students, including FY, EL, and SED students that may include, but not be limited to:</p> <ol style="list-style-type: none"> 1. AVID 2. SEL Learning 3. Literacy 4. Math 5. Behavior Management 6. Classified Workshops 	\$88,933.00	No
1.12	Academic Engagement Awards and Incentives	Academic and attendance awards, as well as CAASPP incentives.	\$47,022.00	Yes
1.13	Classroom Instructional Materials	Each of the school sites are allocated LCFF dollars to spend on their sites to meet the needs of their unduplicated students based on an assessment of these students needs.	\$156,333.00	Yes
1.14	Software Programs	The individual school sites will purchase curriculum based software to enhance or supplement what the district has provided in an effort to monitor student progress, identify root causes creating barriers to student skill acquisition, and inform instructional practices.	\$11,500.00	Yes
1.15	Tutoring	Certificated staff will remain after school for tutoring groups of students identified as needing support to acquire skills creating gaps in their learning and serving as barriers to meeting academic standards.	\$25,848.00	Yes
1.16	New hires and new hire bonuses	Hiring bonuses for hard to fill positions and salaries for newer positions (Concentration funding extra 15%) that ensure highly qualified staff are in place to address the learning and instructional needs of students.	\$1,102,193.00	Yes
1.17	Home to School Transportation	Corning provides transportation to all students mitigating barriers to consistent attendance at school often found in our unduplicated students.	\$1,243,627.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintain a strong and positive culture and climate that supports student engagement and wellbeing as well as parent and community participation.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Condition of facilities as measured by the annual FIT.	23/24: Good			Good	
2.2	Parents give input for LEA and school decisions as measured by annual surveys.	23/24: Parent survey responses indicate a mixed perception of the schools' efforts towards LCAP goals. Positive feedback includes hard work in filling learning gaps caused by Covid-19, improvements to school facilities, and effective communication through parent portals.			Increased awareness around bullying and a decrease in student discipline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Areas of improvement include better student discipline, smaller class sizes, more individual attention to students, and a stronger focus on different learning abilities.				
2.3	Student attendance rate as measured by Aeries reporting.	23/24: 94.41%			95% or above	
2.4	Student chronic absenteeism rates as measured by CALPADS reporting.	22/23: 21.0%			Less than 10%	
2.5	Student suspension rates as measured by CALPADS reporting.	22/23: 5.0%			4%	
2.6	Student expulsion rates as measured by CALPADS reporting.	23/24: 2			0	
2.7	Student and Parent sense of safety and school connectedness as measured by end-of-year surveys.	23/24: STUDENT: Student responses included both positive and negative input regarding school safety. Responses included positive relationships with school staff and also student complaints of bullying. PARENT: Respondents highlighted the need for a safer environment,			Education to parents and students regarding bullying. Increased SEL and PBIS lessons around how to address bullying Targeted student counseling groups with additional counseling support.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		free from bullying and violence. Other suggestions include more attention to student behavior.				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad Course of Study Access (Elementary)	Students in K-8 will engage in an instructional music program as well as VAPA that builds within students agency, meaning, and positive school experiences.	\$248,203.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Broad Course of Study Access (Middle School)	Students in grades 6-8 will participate in a physical education program. A strings elective will also be provided to students.	\$750,513.00	Yes
2.3	Social/Emotional Curriculum	An SEL Curriculum, Character Strong, is provided and taught at all grades TK-8.		No
2.4	Parent Participation (Unduplicated and SWD)	Parent engagement and input will be supported through regular home-school communication, Parent meetings held during the year, parent conferences, website, newsletters, an annual survey, and district communication system. Parents of Sped students and those of unduplicated students will be encouraged, along with all parents, to participate within the school setting, and support their children through involvement on fieldtrips, activities within and outside of school, and through home-based activities that support learning.	\$69,782.00	
2.5	Counseling and Therapy	Provide counseling services through district employees and Tehama County Dept of Ed.	\$437,216.00	Yes
2.6	Health Services Support	Provide health service support at all schools with additional health aide time at Maywood Middle.	\$325,306.00	Yes
2.7	SARB	Contract for SARB services with TCDE	\$30,000.00	Yes
2.8	Security Guards/Campus Safety Monitors	Security guards hired for schools intown and Rancho Tehama	\$376,208.00	Yes
2.9	Fieldtrips and Camps	Funds to support all grades participating in educational fieldtrips.	\$93,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Behavior Support	We have hired five behavior support specialists.	\$206,673.00	No
2.11	Facility Upgrades & Enhancements	Upgrading and providing new facilities to provide a quality learning environment that specifically focuses on addressing needs of our unduplicated and special needs students.	\$2,690,633.00	Yes
2.12	Homeless and Foster Youth supply closets	We have set up a "closet" at each of our sites for homeless and foster students to access what they need.	\$10,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the academic achievement of Multilingual Learners (EL)	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELL Access to State and EL standards as measured by Williams Reporting	23/24: 100% of EL students have access to state and EL standards.			100% of EL students have access to state and EL standards.	
3.2	EL student progress towards proficiency as measured by summative ELPAC.	22/23: 9.94% proficient			15.0% proficient	
3.3	EL reclassification rate as measured by district reporting.	23/24: 6.69% student's reclassified			10% students reclassified	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	AVID Program and ELD Strategies	Provide increased opportunities for EL students to develop strong study skills, academic skills, increase their English proficiency and language acquisition.	\$25,000.00	Yes
3.2	EL Coordinator	Fund an ELD coordinator responsible for conducting data-drive assessments, gathering input from teachers and other stakeholders multiple times a year in order to support differentiated teaching and learning needs for EL students. Provide ongoing PD for teachers and staff targeting explicit needs of students and supporting the effective use of the EL standards.	\$159,244.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	EL Development and Coaches	Staff will engage in ongoing PD focused on their specific needs collected through feedback surveys and knowledge of ELD standards. Assessments will support the cycle of inquiry around addressing needs of EL learners through the use of the following tools: ELPAC, iReady, formative classroom assessments, student engagement in standards-based ELD curriculum. ELD coaches will work with students throughout the district utilizing, in part, the Rosetta Stone program to support language acquisition, especially for newcomers.	\$370,941.00	Yes
3.4	CABE Attendance	ELD teachers and newcomer paras will engage in PD through attendance at the annual CABE training.	\$30,000.00	No
3.5	Bilingual Parent Liaisons	Four bilingual parent liaisons will support effective communication and partnership between school and home in order to promote and encourage engagement of parents both at school and at home.	\$229,912.00	Yes
3.6	Newcomer Paras	Newcomer Paraprofessionals will support language acquisition for emergent bilingual students.	\$168,342.00	Yes
3.7	DELAC Engagement	Materials to support engagement of families in attending DELAC and ELAC meetings.	\$5,200.00	No
3.8	Reclassification Ceremony	Supplies and associated costs for the annual reclassification ceremony.	\$12,000.00	Yes
3.9	Elevation Data Analysis Platform	The Elevation Data Analysis Platform will provide the tools and resources for analyzing the progress of our EL learners to help improve instruction and curriculum as they acquire the language skills, the academic skills, and the social/emotional skills needed to engage fully within the educational setting.	\$11,475.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Explicitly supports and practices will be implemented providing students with the social, emotional, and behavioral skills to return to the comprehensive site and engage successfully reducing recidivism rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Columbia has been identified for equity multiplier funds due to the nonstability rate and socio-economic status of our students. Nonstability rates are higher than average due to the inflow and outflow of students from our school sites of students who need additional support to build and master skills needed to successfully participate in their home school site. The stability rate reflects the success of our program as we address the behavioral needs of these students that are able to return to their home school site with the skills to better engage. To encourage and support the continued ability of our students to re-engage in their home school site, this goal is focused on strengthening within our students their emotional, social, interpersonal, cognitive, and academic skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Recidivism rates as measured by district reporting.	23.24: 89.14% recidivism rate			Reduced recidivism rate below 50%	
4.2	Chronic absenteeism rates as measured by CALPADS reporting.	23/24: 43.8% chronically absent which is 7 student's			Reduced chronic absenteeism by 15%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Behaviorist Support	Contract with a behaviorist to help support the social and emotional needs of students and assist staff as they engage in meeting the needs of students.	\$50,538.00	No
4.2	Play Yard Improvements	Create a play area for the students of the Columbia school site. Play and playground areas can offer significant benefits for students in alternative educational settings, particularly for troubled youth attending community day schools. Here are some key advantages: Physical Health: Playgrounds provide opportunities for physical activity, which is crucial for maintaining overall health and well-being. Engaging in physical play helps students develop motor skills, improve coordination, and increase physical fitness levels.	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Emotional Regulation: Playgrounds offer a space for students to release pent-up energy and emotions in a constructive manner. Physical activity can help reduce stress, anxiety, and frustration, promoting emotional regulation and mental well-being.</p> <p>Social Skills Development: Playgrounds provide a natural setting for students to interact with their peers, fostering the development of social skills such as communication, cooperation, and conflict resolution. Collaborative play encourages teamwork and helps students build positive relationships with others.</p> <p>Creativity and Imagination: Playgrounds stimulate creativity and imagination through open-ended play experiences. Students can engage in imaginative play scenarios, such as pretending to be characters in a story or inventing new games, which encourage creative thinking and problem-solving skills.</p> <p>Sensory Stimulation: Playgrounds offer various sensory experiences, including different textures, sounds, and visual stimuli. Sensory play can help students with sensory processing difficulties develop sensory integration skills and enhance their sensory awareness.</p> <p>Positive Reinforcement: Using the playground as a reward for good behavior or academic achievement can serve as a powerful incentive for students. It reinforces positive behavior and motivates students to work towards goals, fostering a positive learning environment.</p> <p>Environmental Connection: Spending time outdoors in a natural environment can promote a sense of connection to the natural world. This connection has been linked to improved mental health, reduced stress levels, and increased feelings of well-being.</p> <p>Conflict Resolution and Peer Mediation: Playgrounds provide opportunities for students to practice conflict resolution and peer mediation skills in real-life situations. Educators can use playground conflicts as teachable moments to help students learn how to resolve disagreements peacefully and respectfully.</p>		

Action #	Title	Description	Total Funds	Contributing
		Incorporating play and playground areas into the educational setting of troubled youth in alternative schools can have profound positive effects on their physical, emotional, social, and cognitive development, ultimately contributing to their overall academic success and well-being.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$8471187	\$1102193

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
41.068%	0.000%	\$0.00	41.068%

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	<p>Action: Learning Centers</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require additional academic support to address learning gaps in English Language Arts (ELA) and Math. These students benefit from targeted intervention programs that</p>	To address these needs, the district will staff Learning Centers at each site to provide intervention supports to all students, including unduplicated students identified as at-risk in ELA and Math. These Learning Centers will offer specialized programs and resources tailored to the individual needs of students, ensuring they receive the necessary support to improve their academic performance. The centers will be staffed with trained professionals who can deliver high-quality, evidence-based interventions. Research supports	Metrics used to monitor effectiveness include intervention program assessments, IReady, CAASPP and 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
	<p>provide personalized instruction and resources to help them achieve academic proficiency.</p> <p>Scope: LEA-wide</p>	<p>the effectiveness of targeted intervention programs in improving student outcomes. The Institute of Education Sciences (IES) highlights that intervention programs tailored to students' specific needs can significantly improve their academic skills, particularly in reading and math (IES, 2009). Additionally, a meta-analysis by the American Educational Research Association (AERA) found that personalized learning environments and targeted interventions are effective in closing achievement gaps for at-risk students (AERA, 2014). By implementing these Learning Centers, we aim to provide comprehensive support to foster youth, English learners, and students from low socioeconomic backgrounds, helping them achieve proficiency in ELA and Math and succeed academically.</p>	
1.4	<p>Action: Empower PD</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges in mastering mathematical concepts due to gaps in prior knowledge and lack of consistent instructional support. These students benefit from teachers who are well-trained in effective math instruction strategies, particularly those that can be adapted to meet diverse learning needs.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will contract with Empower for professional development to help our teachers effectively implement Math Expressions (TK-5). This professional development will provide teachers with the knowledge and skills to utilize the Math Expressions curriculum effectively, focusing on research-based instructional strategies, differentiation techniques, and methods to support diverse learners. The training will also include ways to integrate language development for English learners and strategies to support socio-emotional learning for all students. Research supports the importance of high-quality professional development in improving teaching practices and student outcomes. According to the Learning Policy Institute, sustained, content-focused professional development is crucial for enhancing teachers' instructional skills and</p>	<p>IReady interim assessments, CAASPP, ELPAC, Math Expressions benchmark assessments.</p>

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
		improving student achievement (Darling-Hammond et al., 2017). Additionally, the National Council of Teachers of Mathematics (NCTM) emphasizes that effective math instruction, supported by professional development, leads to significant gains in student understanding and proficiency (NCTM, 2014). By contracting with Empower for this targeted professional development, we aim to equip our teachers with the tools and strategies necessary to support the mathematical learning and success of foster youth, English learners, and students from low socioeconomic backgrounds.	
1.5	<p>Action: Technology Resources</p> <p>Need: Foster youth often lack consistent access to technology, which hinders their ability to participate in online intervention programs and complete digital assignments. English learners benefit from digital tools that support language acquisition and personalized learning. Students from low socioeconomic backgrounds may not have access to personal devices at home, making it essential for them to have access to technology at school to engage in digital learning and intervention programs.</p> <p>Scope: LEA-wide</p>	To address these needs, the school will expand and maintain its Chromebook fleet to ensure all students have access to intervention programs and digital learning resources. This strategy includes providing sufficient devices for in-school use and ensuring they are well-maintained and up-to-date. By doing so, the school ensures that all students, particularly foster youth, English learners, and students from low socioeconomic backgrounds, have equitable access to technology that supports their learning and academic progress. Research supports the effectiveness of technology in education; for instance, the International Society for Technology in Education (ISTE) highlights that access to personal learning devices enhances student engagement, supports differentiated instruction, and improves educational outcomes (ISTE, 2016). Furthermore, a study by the Stanford Center for Opportunity Policy in Education found that technology can significantly enhance learning opportunities and outcomes for disadvantaged students, particularly when integrated into a comprehensive educational	Internet usage reports.

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
		strategy (Darling-Hammond, Zieleszinski, & Goldman, 2014). By expanding and maintaining the Chromebook fleet, we aim to bridge the digital divide and ensure that all students have the necessary tools to succeed in their educational endeavors.	
1.6	<p>Action: Library Services</p> <p>Need: Foster youth often lack access to a stable collection of books and reading materials, impacting their literacy development and academic achievement. English learners need access to diverse reading materials that support language acquisition and comprehension. Students from low socioeconomic backgrounds may not have books at home, making school libraries a crucial resource for fostering a love of reading and improving literacy skills.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will maintain and enhance school libraries to ensure students have access to a wide range of books and reading materials. This strategy includes regularly updating the library collections to include diverse and high-quality reading materials that cater to the interests and reading levels of all students. Additionally, librarians will provide support and guidance to help students select appropriate books and develop strong reading habits. Research underscores the importance of school libraries in supporting student literacy and academic achievement. According to the American Library Association (ALA), students who have access to well-resourced school libraries staffed by certified librarians perform better academically and develop stronger reading skills (ALA, 2010). The National Literacy Trust also highlights that access to books and a positive reading environment are key factors in fostering a love of reading and improving literacy outcomes, particularly for disadvantaged students (Clark & Teravainen-Goff, 2018). By maintaining and enhancing school libraries, we aim to provide foster youth, English learners, and students from low socioeconomic backgrounds with the resources and support they need to develop strong literacy skills and a lifelong love of reading.</p>	

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
1.7	<p>Action: Kinder Paras/Staffing</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require additional support and individualized attention to thrive in the classroom. In early childhood education, such as Transitional Kindergarten (TK) and Kindergarten (K), having a lower student-to-adult ratio can significantly enhance these students' learning experiences, providing them with the foundational skills needed for future academic success.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will reduce the student-to-adult ratio within our TK and K classrooms by providing a paraeducator (para) for each classroom. This strategy ensures that each classroom has additional adult support to assist with individualized instruction, classroom management, and targeted interventions. Paraeducators can provide one-on-one and small group support, allowing teachers to better address the diverse needs of their students, including those who are foster youth, English learners, and from low socioeconomic backgrounds. Research supports the benefits of lower student-to-adult ratios in early childhood education. The National Institute for Early Education Research (NIEER) highlights that smaller class sizes and additional adult support are associated with better student outcomes, including improved literacy, numeracy, and social-emotional skills (NIEER, 2013). Additionally, a study by the American Educational Research Association (AERA) found that students in classrooms with lower student-to-adult ratios demonstrate higher levels of engagement and achievement (AERA, 2014). By providing a para for each TK and K classroom, we aim to create a supportive learning environment that fosters the academic and social-emotional development of all students, particularly benefiting foster youth, English learners, and students from low socioeconomic backgrounds.</p>	
1.9	<p>Action: AVID</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often</p>	<p>To address these needs, the district will provide ongoing support for the AVID program district-wide, including professional development (PD) for educators, implementation supports, and monitoring. This strategy involves training teachers in AVID methodologies, providing resources for</p>	IReady, CAASPP and ELPAC Scores

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
	<p>need additional academic support and college-readiness skills to succeed in school and pursue postsecondary education. The AVID (Advancement Via Individual Determination) program is designed to close the achievement gap by preparing all students for college and career readiness, particularly those who are traditionally underrepresented in higher education.</p> <p>Scope:</p>	<p>effective implementation, and regularly monitoring the program's impact on student outcomes. The AVID program focuses on critical thinking, organization, study skills, and academic rigor, helping students develop the skills and habits necessary for academic success. Research supports the effectiveness of the AVID program in improving student outcomes. The AVID Center's research indicates that AVID students are more likely to enroll in advanced courses, graduate from high school, and attend college compared to their peers (AVID Center, 2019). Additionally, studies by the U.S. Department of Education highlight that programs like AVID that emphasize academic rigor and college readiness skills lead to better educational outcomes for disadvantaged students (U.S. Department of Education, 2016). By providing ongoing support for the AVID program, we aim to enhance the academic achievement and college readiness of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they are prepared for future success.</p>	
1.12	<p>Action: Academic Engagement Awards and Incentives</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from positive reinforcement and recognition to stay motivated and engaged in their education. Academic and attendance awards, along with incentives for performance on the California Assessment of Student Performance and Progress (CAASPP), can serve as effective motivators for these</p>	<p>To address these needs, the district will implement a program that provides academic and attendance awards, as well as incentives for CAASPP performance. This strategy includes recognizing students' academic achievements and attendance with awards and certificates, and offering incentives such as gift cards, school supplies, or special privileges for those who demonstrate significant improvement or high performance on the CAASPP. These awards and incentives aim to boost student motivation, reinforce positive behaviors, and celebrate their accomplishments. Research supports the effectiveness of positive</p>	

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	<p>students, encouraging them to maintain high academic standards and consistent attendance.</p> <p>Scope: LEA-wide</p>	<p>reinforcement in education. According to the American Psychological Association (APA), recognition and rewards for academic and behavioral achievements can significantly enhance student motivation and engagement (APA, 2016). Additionally, studies by the National Center for Education Statistics (NCES) indicate that students who receive regular recognition and incentives for their efforts are more likely to perform well academically and maintain good attendance (NCES, 2015). By implementing this program, we aim to create a positive and motivating school environment that encourages foster youth, English learners, and students from low socioeconomic backgrounds to strive for academic excellence and consistent attendance.</p>	
1.13	<p>Action: Classroom Instructional Materials</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face unique educational challenges that require targeted support and resources. These students benefit from site-specific interventions and programs tailored to address their academic, social-emotional, and developmental needs. Allocating Local Control Funding Formula (LCFF) dollars directly to school sites ensures that resources are used effectively to meet the specific needs of unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, each school site will be allocated LCFF dollars to spend based on a thorough assessment of the needs of their unduplicated students. This strategy allows for a more localized and responsive approach to addressing the unique challenges faced by foster youth, English learners, and students from low socioeconomic backgrounds.</p> <p>The allocation process will begin with a comprehensive needs assessment conducted at each school site. This assessment will involve analyzing student performance data, gathering input from teachers, parents, and students, and identifying specific areas where additional support is needed. Based on the findings of the needs assessment, each school will develop a targeted action plan outlining how the allocated LCFF dollars will be used to address identified needs.</p>	1.4, 1.5

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		<p>The action plans may include a variety of interventions and supports, such as academic tutoring, social-emotional learning programs, language acquisition support, enrichment activities, and professional development for teachers. Schools will have the flexibility to tailor these interventions to the specific needs of their student population, ensuring that resources are used effectively and efficiently.</p> <p>To ensure accountability and transparency, schools will regularly monitor and report on the impact of the allocated LCFF dollars. This will involve tracking student outcomes, evaluating the effectiveness of interventions, and making data-driven adjustments to the action plans as needed. Regular feedback from stakeholders, including students, parents, and teachers, will be incorporated into the evaluation process to ensure that the needs of unduplicated students are being met effectively.</p> <p>Research supports the importance of targeted funding and localized decision-making in improving educational outcomes for at-risk students. According to the Public Policy Institute of California (PPIC), the flexibility provided by LCFF allows schools to implement programs that are most relevant to their students' needs, leading to better academic performance and overall student well-being (PPIC, 2019). Additionally, the Learning Policy Institute emphasizes that site-based decision-making and targeted interventions are crucial for addressing the diverse needs of students from disadvantaged backgrounds (Darling-Hammond et al., 2017).</p>	

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		By allocating LCFF dollars directly to school sites based on an assessment of the needs of their unduplicated students, the district aims to provide targeted and effective support that enhances academic achievement, social-emotional development, and overall success for foster youth, English learners, and students from low socioeconomic backgrounds.	
1.14	<p>Action: Software Programs</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require additional support to overcome academic challenges and barriers to skill acquisition. Access to curriculum-based software that enhances or supplements district-provided resources can help monitor student progress, identify root causes of learning difficulties, and inform instructional practices to better support these students.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, individual school sites will purchase curriculum-based software that complements district-provided resources. This software will enhance the ability of educators to monitor student progress, identify barriers to skill acquisition, and tailor instructional practices to meet the diverse needs of foster youth, English learners, and students from low socioeconomic backgrounds.</p> <p>The selected software will provide a range of features, including adaptive learning technologies, detailed progress tracking, and data analytics tools. These features will enable teachers to obtain real-time insights into student performance, pinpoint specific areas where students are struggling, and develop targeted intervention strategies. By using data-driven approaches, educators can address the unique learning needs of each student more effectively.</p> <p>The software will also support differentiated instruction by offering personalized learning paths that cater to the individual skill levels and learning styles of students. This approach ensures that all students, including those who may need additional</p>	1.4, 1.5

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		<p>support, can progress at their own pace and achieve mastery in essential skills. Additionally, the software will include resources and activities designed to support language acquisition for English learners, enhancing their ability to engage with and understand the curriculum.</p> <p>Professional development will be provided to teachers to ensure they are proficient in using the curriculum-based software and integrating it into their instructional practices. This training will cover best practices for utilizing the software's features, interpreting data, and implementing personalized learning plans. Ongoing support and coaching will be available to help teachers maximize the benefits of the software and continuously improve their instructional methods.</p> <p>The effectiveness of the curriculum-based software will be regularly evaluated through student performance data, feedback from teachers and students, and software usage metrics. This evaluation process will allow schools to make data-driven adjustments to their instructional strategies and ensure that the software is effectively enhancing student learning outcomes.</p> <p>Research supports the use of technology and data-driven approaches in improving educational outcomes for at-risk students. According to the U.S. Department of Education's Office of Educational Technology, the use of adaptive learning technologies and data analytics can significantly enhance personalized learning and support student achievement (U.S. Department of Education, 2017). Additionally, studies by the</p>	

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		<p>International Society for Technology in Education (ISTE) highlight that technology integration in the classroom can lead to improved student engagement, motivation, and academic performance (ISTE, 2016).</p> <p>By purchasing curriculum-based software to enhance or supplement district-provided resources, individual school sites aim to better monitor student progress, identify and address barriers to skill acquisition, and inform instructional practices. This approach will ensure that foster youth, English learners, and students from low socioeconomic backgrounds receive the targeted support necessary to succeed academically.</p>	
1.15	<p>Action: Tutoring</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often struggle with learning gaps that impede their ability to meet academic standards. These students require additional instructional time and targeted support to acquire the necessary skills to succeed academically. After-school tutoring by certificated staff provides an opportunity to address these gaps and offer personalized assistance.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, certificated staff will remain after school to tutor groups of students identified as needing support to acquire skills and overcome learning barriers. This after-school tutoring program will focus on providing targeted instruction to help students close learning gaps and achieve academic standards.</p> <p>The program will begin with identifying students who need additional support through comprehensive assessments and data analysis. Teachers will use this data to form tutoring groups based on specific skill deficits and learning needs. These small groups will ensure that students receive personalized attention and instruction tailored to their unique challenges.</p> <p>Certificated staff will employ evidence-based instructional strategies during the tutoring sessions, focusing on areas such as reading,</p>	1.4, 1.5

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		<p>writing, mathematics, and language acquisition. These strategies will include differentiated instruction, scaffolded learning, and formative assessments to monitor progress and adjust instruction as needed. The tutoring sessions will be designed to be interactive and engaging, incorporating a variety of activities and resources to maintain student interest and motivation.</p> <p>To enhance the effectiveness of the tutoring program, teachers will receive professional development on best practices for after-school instruction and targeted interventions. This training will cover techniques for identifying learning gaps, planning effective tutoring sessions, and using assessment data to inform instruction. Ongoing support and coaching will be provided to ensure that teachers can effectively implement these strategies and continuously improve their tutoring practices.</p> <p>The program will also incorporate regular communication with parents and guardians to keep them informed of their children's progress and provide guidance on how they can support learning at home. This partnership between school and home will help reinforce the skills being taught and create a supportive learning environment for students.</p> <p>The effectiveness of the after-school tutoring program will be evaluated through student performance data, feedback from teachers and students, and progress monitoring. This data-driven approach will allow the district to make</p>	

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		<p>informed adjustments to the program and ensure that it meets the needs of all students.</p> <p>Research supports the benefits of extended learning time and targeted tutoring in improving student outcomes. According to the National Center for Education Statistics (NCES), after-school programs that provide academic support and tutoring can significantly enhance student achievement, particularly for at-risk populations (NCES, 2018). The American Institutes for Research (AIR) emphasizes that targeted interventions and small-group instruction are critical for addressing learning gaps and promoting academic success (AIR, 2013).</p> <p>By implementing an after-school tutoring program with certificated staff, the district aims to provide targeted support to foster youth, English learners, and students from low socioeconomic backgrounds, helping them acquire the skills needed to close learning gaps and meet academic standards.</p>	
1.16	<p>Action: New hires and new hire bonuses</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require additional instructional support and resources to overcome academic challenges. Ensuring that highly qualified staff are in place to meet the learning and instructional needs of these students is crucial. However, recruiting and retaining highly qualified staff for hard-to-</p>	<p>To address these needs, the district will offer hiring bonuses for hard-to-fill positions and competitive salaries for newer positions, utilizing concentration funding with an extra 15%. This strategy aims to attract and retain highly qualified staff who can effectively address the learning and instructional needs of foster youth, English learners, and students from low socioeconomic backgrounds.</p> <p>The hiring bonuses will be targeted at positions that are traditionally difficult to fill, such as specialized instructional roles, bilingual educators,</p>	1.3, 1.4, 1.5

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	<p>fill positions can be challenging, necessitating incentives such as hiring bonuses and competitive salaries.</p> <p>Scope: LEA-wide</p>	<p>and support staff for special education and English language development. These bonuses will provide an immediate financial incentive for highly qualified candidates to join the district and commit to serving its diverse student population.</p> <p>In addition to hiring bonuses, the district will offer competitive salaries for newer positions to ensure that staff feel valued and motivated to stay long-term. This will include providing a salary structure that is competitive with neighboring districts and reflects the additional responsibilities and expertise required for these roles. By offering attractive compensation packages, the district can reduce turnover and build a stable, experienced workforce.</p> <p>The effectiveness of this strategy will be supported by professional development and mentorship programs to help new hires acclimate and grow in their roles. Ongoing training will focus on best practices for supporting foster youth, English learners, and students from low socioeconomic backgrounds, ensuring that staff are well-equipped to meet their students' needs.</p> <p>Regular evaluations will be conducted to assess the impact of hiring bonuses and competitive salaries on recruitment, retention, and overall staff performance. Feedback from staff and student performance data will be used to refine the strategy and ensure that it effectively supports the district's goals.</p> <p>Research supports the importance of competitive compensation in attracting and retaining highly</p>	

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		<p>qualified educators. According to the Learning Policy Institute, competitive salaries and financial incentives are critical for recruiting and retaining effective teachers, particularly in high-need areas (Darling-Hammond et al., 2016). The National Center for Education Statistics (NCES) highlights that financial incentives such as hiring bonuses can help address teacher shortages and improve the quality of instruction (NCES, 2019).</p> <p>By offering hiring bonuses and competitive salaries for hard-to-fill positions, the district aims to ensure that highly qualified staff are in place to meet the learning and instructional needs of foster youth, English learners, and students from low socioeconomic backgrounds. This approach will enhance the quality of education and support provided to these students, promoting their academic success and overall well-being.</p>	
1.17	<p>Action: Home to School Transportation</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to consistent school attendance, including transportation challenges. These barriers can lead to chronic absenteeism, negatively impacting academic performance and overall student success. Providing reliable transportation is essential to ensuring that all students, particularly unduplicated students, can attend school regularly and engage fully in their education.</p>	<p>To address these needs, Corning will provide transportation to all students, thereby mitigating barriers to consistent attendance, especially for unduplicated students. This strategy involves offering comprehensive transportation services that ensure students have safe, reliable, and timely access to school, regardless of their home location or socioeconomic status.</p> <p>The transportation program will include bus services that cover various routes within the district, focusing on areas with high concentrations of foster youth, English learners, and low-income families. The program will be designed to accommodate the schedules and needs of all</p>	1.4, 1.5

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	<p>Scope: LEA-wide</p>	<p>students, including those participating in after-school programs and extracurricular activities.</p> <p>Regular monitoring and evaluation of the transportation services will be conducted to ensure they meet the needs of students and families effectively. This will involve collecting feedback from students, parents, and school staff, as well as analyzing attendance data to identify any areas for improvement. Adjustments will be made as needed to optimize routes, schedules, and overall service quality.</p> <p>Additionally, the district will provide training for bus drivers and transportation staff to ensure they are equipped to support the diverse needs of students. This training will cover topics such as safety protocols, effective communication with students and families, and strategies for creating a welcoming and supportive environment on the bus.</p> <p>Research supports the critical role of transportation in ensuring consistent school attendance and improving student outcomes. According to the National Center for Education Statistics (NCES), reliable transportation is a key factor in reducing absenteeism and enhancing educational equity (NCES, 2017). The Education Commission of the States highlights that access to school transportation is particularly important for low-income and at-risk students, helping to remove barriers to regular attendance and academic success (Education Commission of the States, 2018).</p>	

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		By providing transportation to all students, Corning aims to eliminate a significant barrier to school attendance, ensuring that foster youth, English learners, and students from low socioeconomic backgrounds can attend school consistently and benefit from a stable, supportive learning environment.	
2.1	<p>Action: Broad Course of Study Access (Elementary)</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often lack access to enriching educational experiences that promote creativity, agency, and a positive connection to school. Participation in arts programs, such as music and Visual and Performing Arts (VAPA), can significantly enhance students' engagement, self-expression, and overall school experience, contributing to their academic and personal development.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, students in grades K-8 will engage in an instructional music program as well as VAPA. This program aims to build agency, meaning, and positive school experiences by providing students with opportunities to explore their creativity, develop artistic skills, and participate in collaborative projects.</p> <p>The instructional music program will include regular music classes where students learn to play instruments, understand musical theory, and engage in performance opportunities. These classes will be designed to be inclusive and accessible to all students, regardless of their prior experience with music. By participating in music education, students will develop discipline, teamwork, and a sense of accomplishment.</p> <p>The VAPA program will encompass a range of artistic disciplines, including visual arts, drama, dance, and media arts. Through these classes, students will have the chance to express themselves creatively, explore different forms of artistic expression, and participate in school-wide performances and exhibitions. These activities will help students develop critical thinking, problem-solving skills, and emotional resilience.</p>	2.3, 2.4, 2.5, 2.6

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		<p>The program will be evaluated regularly through student feedback, participation rates, and academic performance metrics. This continuous improvement process will allow the district to make data-driven adjustments to the program, ensuring it meets the needs and interests of students.</p> <p>Research supports the positive impact of arts education on student outcomes. According to the Arts Education Partnership, participation in arts programs is associated with higher academic achievement, improved social-emotional development, and increased school engagement (AEP, 2011). The National Endowment for the Arts highlights that arts education helps students develop essential skills for success in school and life, such as creativity, critical thinking, and collaboration (NEA, 2012).</p> <p>By engaging students in an instructional music program and VAPA, the district aims to provide a well-rounded educational experience that fosters agency, meaning, and positive school experiences. This approach will particularly benefit foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have access to enriching opportunities that support their overall development.</p>	
2.2	<p>Action: Broad Course of Study Access (Middle School)</p> <p>Need:</p>	To address these needs, students in grades 6-8 will participate in a physical education (PE) program and have the option to enroll in a strings elective. This comprehensive approach aims to promote physical health, emotional well-being, and academic engagement by providing structured	2.3, 2.4, 2.5, 2.6

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	<p>Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from structured physical activities and creative outlets that promote physical health, emotional well-being, and academic engagement. Participation in physical education and music programs can significantly enhance students' overall development and create positive school experiences.</p> <p>Scope: LEA-wide</p>	<p>physical activities and creative music opportunities.</p> <p>The physical education program will include a variety of activities designed to improve students' physical fitness, coordination, and teamwork skills. PE classes will be held regularly, offering exercises, sports, and fitness challenges that cater to different interests and abilities. By participating in PE, students will learn the importance of regular physical activity, develop healthy habits, and improve their overall fitness.</p> <p>In addition to PE, a strings elective will be offered to students, providing them with the opportunity to learn to play string instruments such as the violin, viola, cello, and double bass. The strings elective will include instruction in musical theory, technique, and performance, allowing students to develop their musical talents and express themselves creatively. Participation in the strings elective will also foster discipline, patience, and a sense of accomplishment as students work towards mastering their instruments.</p> <p>Teachers and instructors for both the PE program and strings elective will receive professional development to ensure they are equipped with effective teaching strategies and can create an inclusive environment that supports all students. This training will focus on fostering engagement, managing diverse classrooms, and integrating physical and music education with other academic subjects.</p>	

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		<p>The effectiveness of the PE program and strings elective will be evaluated through student feedback, participation rates, and academic performance metrics. This continuous improvement process will allow the district to make data-driven adjustments to ensure the programs meet the needs and interests of students.</p> <p>Research supports the positive impact of physical education and music programs on student outcomes. According to the Centers for Disease Control and Prevention (CDC), regular physical activity improves students' physical health, academic performance, and mental health (CDC, 2010). The National Association for Music Education (NAfME) highlights that music education enhances students' cognitive development, social skills, and emotional well-being (NAfME, 2014).</p> <p>By providing a physical education program and a strings elective for students in grades 6-8, the district aims to promote holistic development and create positive school experiences. This approach will particularly benefit foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have access to enriching opportunities that support their physical, emotional, and academic growth.</p>	
2.4	<p>Action: Parent Participation (Unduplicated and SWD)</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges related to parental</p>	To address these needs, the district will support parent engagement and input through a comprehensive strategy that includes regular home-school communication, parent meetings held throughout the year, parent conferences, an updated website, newsletters, an annual survey, and a district communication system. This	Sign in sheets, climate survey

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	<p>engagement and support due to various barriers such as instability, language differences, and limited resources. Effective parent engagement is crucial for these students as it directly impacts their academic performance, social-emotional well-being, and overall educational experience.</p> <p>Scope:</p>	<p>approach ensures that all parents, including those of Special Education (Sped) students and unduplicated students, have multiple avenues to stay informed and involved in their children's education. Parents will be encouraged to participate in the school setting and support their children through involvement in field trips, school activities, and home-based learning activities. By fostering strong home-school connections, we aim to create an inclusive and supportive educational environment.</p> <p>Research supports the effectiveness of robust parent engagement strategies in improving student outcomes. Epstein's Framework of Six Types of Involvement emphasizes the importance of communication, volunteering, and decision-making in enhancing parent involvement, which positively impacts student achievement (Epstein, 2011). Additionally, research by Henderson and Mapp indicates that students with involved parents, regardless of their income or background, are more likely to earn higher grades, enroll in higher-level programs, attend school regularly, and graduate (Henderson & Mapp, 2002). Jeynes' meta-analysis found that parental involvement is associated with higher academic achievement across diverse student populations, including English learners and students from low-income families (Jeynes, 2005). By implementing these strategies, we aim to foster an inclusive environment where all parents, including those of foster youth, English learners, and socioeconomically disadvantaged students, are empowered to actively support their children's education.</p>	

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2.5	<p>Action: Counseling and Therapy</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face emotional and mental health challenges that can significantly impact their academic performance and overall well-being. These students require accessible and consistent counseling services to address issues such as trauma, anxiety, depression, and adjustment difficulties, which are crucial for their academic success and personal development.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will provide counseling services through a combination of district-employed counselors and services from the Tehama County Department of Education. This strategy ensures that students have access to qualified mental health professionals who can offer individual and group counseling, crisis intervention, and ongoing support tailored to their specific needs. By partnering with the Tehama County Department of Education, the district can expand its capacity to provide comprehensive mental health services, including specialized programs and resources.</p> <p>Research supports the positive impact of school-based counseling services on student outcomes. The American School Counselor Association (ASCA) highlights that effective counseling programs are associated with improved academic performance, better attendance, and enhanced social-emotional skills (ASCA, 2019). Additionally, a study by the American Educational Research Association (AERA) found that access to school-based mental health services leads to significant reductions in behavioral problems and improvements in overall student well-being (AERA, 2017). By providing these counseling services, we aim to support the mental health and academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the necessary resources to thrive both in and out of the classroom.</p>	Counseling referral data and climate survey
2.6	<p>Action: Health Services Support</p>	Research supports the importance of school-based health services in improving student	Health Services Data Report, Attendance rates.

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	<p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face health-related challenges that can impact their ability to attend school regularly and engage fully in the learning process. These students benefit significantly from accessible health services that address their physical health needs, manage chronic conditions, and provide preventive care to ensure their well-being and academic success.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>outcomes. According to the Centers for Disease Control and Prevention (CDC), school health services play a critical role in managing chronic health conditions, preventing illness, and promoting healthy behaviors among students, which in turn improves attendance and academic performance (CDC, 2017). Additionally, a study by the National Association of School Nurses (NASN) highlights that increased access to health services in schools leads to better health outcomes and academic achievement for students (NASN, 2016). By providing health service support and additional health aide time at Maywood Middle School, we aim to ensure that foster youth, English learners, and students from low socioeconomic backgrounds receive the necessary health care and support to thrive in their educational environment.</p>	
2.7	<p>Action: SARB</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to regular school attendance, such as unstable housing, transportation issues, and family responsibilities. Chronic absenteeism can significantly impact their academic performance and overall educational outcomes. Addressing attendance issues promptly and effectively is crucial for ensuring these students have consistent access to education.</p> <p>Scope:</p>	<p>To address these needs, the district will contract for School Attendance Review Board (SARB) services with the Tehama County Department of Education (TCDE). SARB services will provide a coordinated and multidisciplinary approach to address chronic absenteeism and truancy. The SARB will work closely with families, school staff, and community resources to identify the underlying causes of attendance issues and develop comprehensive intervention plans. This approach includes providing counseling, mentoring, and support services to students and their families, as well as connecting them with community resources to address barriers to attendance.</p> <p>Research supports the effectiveness of SARB in improving student attendance and academic</p>	Health Services Data Report, Attendance rates.

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	LEA-wide	outcomes. The California Department of Education highlights that SARB programs, which bring together school officials, community agencies, and families, are effective in reducing truancy and chronic absenteeism (California Department of Education, 2016). Additionally, studies by the American Institutes for Research (AIR) indicate that multidisciplinary interventions targeting attendance issues lead to improved student engagement and academic performance (AIR, 2013). By contracting with TCDE for SARB services, we aim to ensure that foster youth, English learners, and students from low socioeconomic backgrounds receive the support they need to overcome attendance barriers and succeed academically.	
2.8	<p>Action: Security Guards/Campus Safety Monitors</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face heightened concerns about safety and security within their school environments. Ensuring a safe and secure learning environment is crucial for these students' well-being, sense of security, and ability to focus on academic success. Enhanced security measures can help mitigate risks and provide a stable and supportive educational setting.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will hire security guards for schools in town and in Rancho Tehama. This strategy includes deploying trained security personnel to monitor school grounds, respond to incidents, and collaborate with school staff to maintain a safe environment. Security guards will be present during school hours and at school events, ensuring continuous protection and support for students and staff. The presence of security guards can deter potential threats, manage emergencies, and foster a sense of safety and security within the school community.</p> <p>Research supports the positive impact of school security measures on student safety and well-being. According to the National Center for Education Statistics (NCES), the presence of security personnel in schools is associated with reduced incidences of violence and increased</p>	Student and Family Climate survey data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>perceptions of safety among students and staff (NCES, 2018). Additionally, the National Association of School Resource Officers (NASRO) emphasizes that trained security personnel can effectively prevent and respond to safety threats, contributing to a more secure learning environment (NASRO, 2016). By hiring security guards for schools in town and Rancho Tehama, we aim to create a safe and supportive educational environment that enables foster youth, English learners, and students from low socioeconomic backgrounds to focus on their academic and personal growth.</p>	
2.9	<p>Action: Fieldtrips and Camps</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often have limited opportunities to participate in enriching educational experiences outside of the classroom. Educational field trips can provide these students with valuable hands-on learning experiences, exposure to new environments, and enhanced engagement with the curriculum, which are crucial for their academic and personal development.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will allocate funds to support all grades in participating in educational field trips. This strategy ensures that students from all backgrounds have the opportunity to engage in learning experiences outside the traditional classroom setting. Field trips will be carefully planned to align with curriculum goals, provide experiential learning opportunities, and broaden students' understanding of the world. By providing financial support for transportation, entry fees, and related expenses, the district can ensure that all students, regardless of their socioeconomic status, can participate in these valuable experiences.</p> <p>Research supports the benefits of educational field trips in enhancing student learning and engagement. According to the American Association of School Administrators (AASA), field trips can significantly enhance students' understanding of academic concepts, improve critical thinking skills, and increase motivation to</p>	Attendance 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
		learn (AASA, 2010). Additionally, a study by the Education Commission of the States (ECS) found that students who participate in field trips demonstrate improved academic performance, higher levels of engagement, and increased cultural awareness (ECS, 2013). By funding educational field trips for all grades, we aim to provide foster youth, English learners, and students from low socioeconomic backgrounds with enriching learning experiences that support their academic success and overall development.	
2.11	<p>Action: Facility Upgrades & Enhancements</p> <p>Need: Foster youth, English learners, students from low socioeconomic backgrounds, and students with special needs often require specialized learning environments that address their unique educational, physical, and emotional needs. Quality facilities can significantly impact their ability to learn effectively, access necessary resources, and feel safe and supported within the school environment.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will upgrade existing facilities and provide new ones specifically designed to create a quality learning environment that addresses the needs of unduplicated and special needs students. This strategy includes renovating classrooms, adding specialized learning spaces, improving accessibility, and incorporating modern technology and resources. The focus will be on creating inclusive, safe, and supportive environments that enhance the educational experiences of foster youth, English learners, socioeconomically disadvantaged students, and students with special needs.</p> <p>Research supports the impact of quality facilities on student outcomes. According to the National Center for Education Statistics (NCES), school facilities play a critical role in student achievement and behavior, with well-maintained and appropriately designed learning environments leading to better academic performance and reduced absenteeism (NCES, 2018). Additionally, studies by the 21st Century School Fund highlight that investments in school infrastructure improve</p>	Climate survey data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		student health, safety, and engagement, particularly benefiting students who are most at risk (21st Century School Fund, 2016). By upgrading and providing new facilities, we aim to create an optimal learning environment that supports the academic success and well-being of foster youth, English learners, students from low socioeconomic backgrounds, and students with special needs.	
3.8	<p>Action: Reclassification Ceremony</p> <p>Need: English learners (EL) often face barriers to family engagement in school activities, including District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings. These barriers can include language differences, lack of awareness or understanding of the importance of these meetings, and logistical challenges such as transportation and childcare.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will provide materials to support the engagement of families in attending DELAC and ELAC meetings. This strategy includes creating and distributing multilingual informational materials that explain the purpose and importance of DELAC and ELAC meetings, offering transportation and childcare services during meetings, and providing incentives such as refreshments or door prizes to encourage attendance. Additionally, the district will use culturally responsive communication methods to reach out to families and ensure they feel welcomed and valued in the school community.</p> <p>Research supports the importance of family engagement in educational decision-making processes. According to the Harvard Family Research Project, engaging families in school activities and decision-making leads to improved student outcomes, including higher academic achievement, better attendance, and enhanced social-emotional development (Harvard Family Research Project, 2010). Furthermore, studies by the American Educational Research Association (AERA) indicate that providing logistical support and culturally relevant communication significantly</p>	Reclassification 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
		increases family participation in school meetings and events (AERA, 2014). By providing materials and support to engage families in DELAC and ELAC meetings, we aim to foster a collaborative and inclusive school environment that benefits foster youth, English learners, and students from low socioeconomic backgrounds.	

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
3.1	<p>Action: AVID Program and ELD Strategies</p> <p>Need: English learners (EL) often face significant challenges in developing strong study skills, academic skills, and English proficiency. These students require targeted support to help them navigate the academic demands of school while acquiring a new language. Effective programs that focus on language development and academic support are essential for their success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address these needs, the district will provide increased opportunities for EL students to develop strong study skills, academic skills, and improve their English proficiency and language acquisition. This strategy includes implementing dedicated programs such as after-school tutoring, summer enrichment programs, and in-class supports that focus on both language development and academic content. Additionally, professional development for teachers on effective EL instructional strategies will be provided to ensure high-quality instruction.</p> <p>Research supports the effectiveness of targeted support programs for EL students. According to the U.S. Department of Education, comprehensive programs that integrate language development with academic content are effective in improving</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		English proficiency and academic achievement among EL students (U.S. Department of Education, 2016). The American Educational Research Association (AERA) also emphasizes that focused interventions, such as extended learning opportunities and personalized support, lead to better outcomes for EL students (AERA, 2014). By increasing opportunities for EL students to develop their study skills and academic abilities, we aim to enhance their English proficiency and overall academic success.	
3.2	<p>Action: EL Coordinator</p> <p>Need: English learners (EL) require ongoing, data-driven assessments and targeted support to address their unique learning needs. Effective coordination and professional development are crucial for ensuring that EL students receive differentiated instruction aligned with their specific needs and the English Language Development (ELD) standards.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address these needs, the district will fund an ELD Coordinator responsible for conducting data-driven assessments and gathering input from teachers and other stakeholders multiple times a year. This role includes supporting differentiated teaching and learning needs for EL students. The ELD Coordinator will ensure that instruction is tailored to the varying proficiency levels and academic needs of EL students. Additionally, the district will provide ongoing professional development (PD) for teachers and staff, focusing on the explicit needs of EL students and the effective use of EL standards. This PD will cover strategies for language acquisition, culturally responsive teaching, and differentiated instruction techniques.</p> <p>Research supports the effectiveness of data-driven instruction and targeted professional development in improving outcomes for EL students. The Institute of Education Sciences (IES) emphasizes that using data to inform instruction leads to more effective teaching practices and better student performance (IES,</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>2009). Additionally, the National Education Association (NEA) highlights that ongoing PD in EL strategies enhances teachers' ability to meet the diverse needs of EL students, resulting in improved language proficiency and academic achievement (NEA, 2015). By funding an ELD Coordinator and providing targeted PD, we aim to ensure that EL students receive high-quality, differentiated instruction that supports their language development and academic success.</p>	
3.3	<p>Action: EL Development and Coaches</p> <p>Need: English learners (EL) require tailored instructional strategies and continuous support to develop their language proficiency and academic skills. To effectively address their needs, staff must engage in ongoing professional development (PD) and utilize comprehensive assessment tools. Newcomer EL students, in particular, benefit from specialized language acquisition programs to support their integration and learning.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address these needs, the district will implement the following strategies:</p> <p>Ongoing Professional Development: Staff will engage in PD focused on their specific needs, collected through feedback surveys and knowledge of ELD standards. This PD will cover effective instructional strategies, use of ELD standards, and data-driven decision-making.</p> <p>Cycle of Inquiry: Assessments will support the cycle of inquiry around addressing the needs of EL learners using tools such as ELPAC, iReady, formative classroom assessments, and student engagement in standards-based ELD curriculum. These assessments will help identify areas for improvement and guide instructional adjustments.</p> <p>ELD Coaches: ELD coaches will work with students throughout the district, utilizing tools like the Rosetta Stone program to support language acquisition, particularly for newcomers. These coaches will provide targeted instruction and interventions to help EL students develop their language skills and succeed academically.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Research supports the effectiveness of these strategies in improving outcomes for EL students. The Institute of Education Sciences (IES) highlights that ongoing professional development and data-driven instruction significantly enhance teachers' ability to meet the needs of EL students (IES, 2009). Additionally, studies by the American Educational Research Association (AERA) indicate that comprehensive assessment systems and targeted language acquisition programs, such as Rosetta Stone, improve language proficiency and academic performance among EL students (AERA, 2014). By implementing these strategies, we aim to ensure that EL students receive high-quality, differentiated instruction and support, leading to improved language development and academic success.</p>	
3.4	<p>Action: CABE Attendance</p> <p>Need: English learners (EL) and newcomer students often face significant challenges in language acquisition and academic integration. ELD teachers and newcomer paraprofessionals (paras) need specialized training to effectively support these students. Attending targeted professional development (PD) opportunities, such as the California Association for Bilingual Education (CABE) annual training, can equip educators with the necessary skills and strategies.</p> <p>Scope:</p>	<p>To address these needs, the district will ensure that ELD teachers and newcomer paras engage in professional development by attending the annual CABE training. This training provides educators with the latest research-based strategies, resources, and best practices for supporting EL and newcomer students. The CABE conference offers workshops and sessions on effective language instruction, culturally responsive teaching, and strategies for integrating EL students into mainstream classrooms.</p> <p>Research supports the effectiveness of targeted professional development in improving outcomes for EL students. According to the National Education Association (NEA), professional development that focuses on the specific needs of</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>EL students and utilizes evidence-based practices leads to significant improvements in language proficiency and academic achievement (NEA, 2015). Additionally, the Institute of Education Sciences (IES) highlights that ongoing, targeted PD helps educators implement more effective instructional strategies and better support EL students' diverse needs (IES, 2009). By attending the annual CAFE training, ELD teachers and newcomer paras will gain valuable knowledge and skills to enhance their instructional practices and support the academic success of EL and newcomer students.</p>	
3.5	<p>Action: Bilingual Parent Liaisons</p> <p>Need: English learners (EL) often face barriers to effective communication and engagement between school and home. Language barriers, cultural differences, and limited access to resources can hinder parents' ability to support their children's education. Bilingual parent liaisons can play a crucial role in bridging these gaps, promoting parental involvement, and fostering a supportive educational environment.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address these needs, the district will employ four bilingual parent liaisons to support effective communication and partnership between school and home. These liaisons will work to promote and encourage the engagement of parents both at school and at home. Their responsibilities will include facilitating communication between teachers and parents, organizing parent meetings and workshops, providing translation services, and assisting families in navigating school resources and programs. By fostering strong home-school connections, bilingual parent liaisons will help ensure that parents are actively involved in their children's education and can support their learning effectively.</p> <p>Research supports the positive impact of bilingual parent liaisons on parental engagement and student outcomes. The Harvard Family Research Project highlights that strong family-school partnerships are associated with improved student achievement, better attendance, and enhanced</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		social-emotional development (Harvard Family Research Project, 2010). Additionally, studies by the American Educational Research Association (AERA) indicate that bilingual liaisons help overcome language and cultural barriers, leading to increased parental involvement and support for students' academic success (AERA, 2014). By employing bilingual parent liaisons, we aim to create a more inclusive and supportive educational environment that benefits foster youth, English learners, and students from low socioeconomic backgrounds.	
3.6	<p>Action: Newcomer Paras</p> <p>Need: Emergent bilingual students, particularly newcomers, often face significant challenges in language acquisition and academic integration. These students require additional support to develop their English proficiency while simultaneously engaging with the academic curriculum. Newcomer paraprofessionals can provide targeted assistance to help these students transition and succeed in their new educational environment.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address these needs, the district will employ newcomer paraprofessionals who will support language acquisition for emergent bilingual students. These paraprofessionals will work closely with students to provide individualized and small-group instruction focused on developing English language skills. They will also assist in classroom activities, facilitate communication between students and teachers, and help newcomers acclimate to the school environment. By offering targeted language support, newcomer paraprofessionals will play a crucial role in enhancing the language acquisition process and supporting the academic success of emergent bilingual students.</p> <p>Research supports the effectiveness of targeted support for emergent bilingual students. The American Educational Research Association (AERA) emphasizes that individualized and small-group instruction significantly enhances language development and academic performance for English learners (AERA, 2014). Additionally, the</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Institute of Education Sciences (IES) highlights that newcomer programs, which include the support of paraprofessionals, are effective in helping students transition into their new educational settings and achieve language proficiency (IES, 2009). By employing newcomer paraprofessionals, we aim to provide emergent bilingual students with the necessary support to develop their English language skills and succeed academically.	
3.9	<p>Action: Elevation Data Analysis Platform</p> <p>Need: English learners (EL) require ongoing monitoring and data analysis to track their progress in acquiring language skills, academic skills, and social-emotional skills. Effective data analysis tools are essential for identifying learning gaps, tailoring instruction to meet individual needs, and improving overall curriculum and instructional practices to support these students' success.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address these needs, the district will implement the Elevation Data Analysis Platform to provide tools and resources for analyzing the progress of our EL students. This platform will enable educators to collect and analyze data on students' language proficiency, academic performance, and social-emotional development. By using this data, teachers can make informed decisions about instructional strategies, differentiate instruction to meet diverse needs, and adjust the curriculum to better support EL students. Additionally, the platform will facilitate collaboration among educators, helping them to share best practices and develop targeted interventions for EL students.</p> <p>Research supports the effectiveness of data-driven instruction in improving student outcomes. The Institute of Education Sciences (IES) highlights that using data to inform instruction leads to more effective teaching practices and better student performance (IES, 2009). Furthermore, studies by the American Educational Research Association (AERA) indicate that comprehensive data analysis tools help educators</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		identify at-risk students early and provide timely interventions to support their academic and social-emotional development (AERA, 2014). By implementing the Elevation Data Analysis Platform, we aim to enhance our ability to monitor and support the progress of EL students, ensuring they develop the necessary skills to engage fully within the educational setting.	

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

Additional Concentration Grant Funding

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

Corning Union Elementary receives an additional 15% of concentration funding totaling \$1,102,193 for the 2024-25 year. This funding has directly supported the funding of additional positions on the school sites with direct support to students. These positions include three additional learning center teachers, four newcomer paraprofessionals to help with our vastly growing immigrant population, three behavior support paras, as well as supplementing funding for additional instructional paraprofessionals that we have hired that are serving our students throughout our five sites.

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		1:25.8 There is currently one classified support person for every 25.8 students based on a projected enrollment of 2015. These positions include paraprofessionals, library service personnel, and health aides.

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		1:16.1 There is currently one certificated support person for every 16.1 students based on a projected enrollment of 2015. These positions include classroom teachers, learning center teachers, nursing staff, counselors, and speech pathologists.

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	20627443	8471187	41.068%	0.000%	41.068%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,484,555.00	\$3,587,291.00	\$136,095.00	\$2,431,571.00	\$15,639,512.00	\$9,900,367.00	\$5,739,145.00

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	Learning Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,663,133.00	\$0.00	\$927,993.00			\$735,140.00	\$1,663,133.00	
1	1.2	Special Education Services	Students with Disabilities	No					\$3,264,694.00	\$114,450.00		\$3,122,207.00		\$256,937.00	\$3,379,144.00	
1	1.3	Elevation Data Analysis Platform	EL students	No			All Schools									
1	1.4	Empower PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$37,289.00	\$37,289.00				\$37,289.00	
1	1.5	Technology Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$779,553.00	\$599,553.00			\$180,000.00	\$779,553.00	
1	1.6	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$147,572.00	\$19,200.00	\$166,772.00				\$166,772.00	
1	1.7	Kinder Paras/Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$235,357.00	\$0.00	\$235,357.00				\$235,357.00	
1	1.8	IReady Reading/Math	All	No			All Schools									
1	1.9	AVID	All	No			All Schools		\$59,176.00	\$175,000.00				\$234,176.00	\$234,176.00	
1	1.10	Scholastic Books	All	No			All Schools	Fall of 2024 (before	\$0.00	\$117,000.00				\$117,000.00	\$117,000.00	

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
								September 30, 2024)								
1	1.11	Professional Development	All	No			All Schools		\$0.00	\$88,933.00				\$88,933.00	\$88,933.00	
1	1.12	Academic Engagement Awards and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$47,022.00	\$47,022.00				\$47,022.00	
1	1.13	Classroom Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$156,333.00	\$156,333.00				\$156,333.00	
1	1.14	Software Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$11,500.00	\$11,500.00				\$11,500.00	
1	1.15	Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$25,848.00	\$0.00	\$25,848.00				\$25,848.00	
1	1.16	New hires and new hire bonuses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,102,193.00	\$0.00	\$1,102,193.00				\$1,102,193.00	
1	1.17	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$707,834.00	\$535,793.00	\$1,243,627.00				\$1,243,627.00	
2	2.1	Broad Course of Study Access (Elementary)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$237,703.00	\$10,500.00	\$40,938.00	\$108,830.00		\$98,435.00	\$248,203.00	
2	2.2	Broad Course of Study Access (Middle School)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$727,813.00	\$22,700.00	\$565,430.00	\$185,083.00			\$750,513.00	
2	2.3	Social/Emotional Curriculum	All	No			All Schools									
2	2.4	Parent Participation (Unduplicated and SWD)							\$0.00	\$69,782.00	\$8,500.00			\$61,282.00	\$69,782.00	
2	2.5	Counseling and Therapy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$436,216.00	\$1,000.00	\$437,216.00				\$437,216.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Health Services Support		Yes	LEA-wide School wide		All Schools		\$303,351.00	\$21,955.00	\$281,211.00		\$44,095.00		\$325,306.00	
2	2.7	SARB	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
2	2.8	Security Guards/Campus Safety Monitors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$376,208.00	\$284,208.00		\$92,000.00		\$376,208.00	
2	2.9	Fieldtrips and Camps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$93,946.00	\$35,500.00			\$58,446.00	\$93,946.00	
2	2.10	Behavior Support	All	No			All Schools		\$0.00	\$206,673.00				\$206,673.00	\$206,673.00	
2	2.11	Facility Upgrades & Enhancements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,690,633.00	\$2,620,000.00	\$70,633.00			\$2,690,633.00	
2	2.12	Homeless and Foster Youth supply closets	Foster and Homeless Youth	No			All Schools		\$10,500.00	\$0.00				\$10,500.00	\$10,500.00	
3	3.1	AVID Program and ELD Strategies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.2	EL Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$159,244.00	\$0.00	\$79,622.00			\$79,622.00	\$159,244.00	
3	3.3	EL Development and Coaches	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$370,941.00	\$0.00	\$259,219.00			\$111,722.00	\$370,941.00	

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
					s)											
3	3.4	CABE Attendance	All EL students	No			All Schools		\$0.00	\$30,000.00				\$30,000.00	\$30,000.00	
3	3.5	Bilingual Parent Liaisons	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$229,912.00	\$0.00	\$229,912.00				\$229,912.00	
3	3.6	Newcomer Paras	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$168,342.00	\$0.00	\$10,141.00			\$158,201.00	\$168,342.00	
3	3.7	DELAC Engagement	All	No			All Schools		\$0.00	\$5,200.00	\$5,200.00				\$5,200.00	
3	3.8	Reclassification Ceremony	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
3	3.9	Elevation Data Analysis Platform	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$11,475.00	\$6,971.00			\$4,504.00	\$11,475.00	
4	4.1	Behaviorist Support	All	No			Specific Schools: Columbia		\$50,538.00	\$0.00		\$50,538.00			\$50,538.00	
4	4.2	Play Yard Improvements	All	No			Specific Schools: Columbia		\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	

2024-25 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
20627443	8471187	41.068%	0.000%	41.068%	\$9,470,855.00	0.000%	45.914 %	Total:	\$9,470,855.00
								LEA-wide Total:	\$8,859,990.00
								Limited Total:	\$610,865.00
								Schoolwide Total:	\$281,211.00

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	Learning Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$927,993.00	
1	1.4	Empower PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,289.00	
1	1.5	Technology Resources	Yes	LEA-wide	English Learners Foster Youth Low Income		\$599,553.00	
1	1.6	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$166,772.00	
1	1.7	Kinder Paras/Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,357.00	
1	1.12	Academic Engagement Awards and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,022.00	
1	1.13	Classroom Instructional Materials	Yes	LEA-wide	English Learners Foster Youth		\$156,333.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.14	Software Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$11,500.00	
1	1.15	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,848.00	
1	1.16	New hires and new hire bonuses	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,102,193.00	
1	1.17	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,243,627.00	
2	2.1	Broad Course of Study Access (Elementary)	Yes	LEA-wide	English Learners Foster Youth Low Income		\$40,938.00	
2	2.2	Broad Course of Study Access (Middle School)	Yes	LEA-wide	English Learners Foster Youth Low Income		\$565,430.00	
2	2.5	Counseling and Therapy	Yes	LEA-wide	English Learners Foster Youth Low Income		\$437,216.00	
2	2.6	Health Services Support	Yes	LEA-wide Schoolwide		All Schools	\$281,211.00	
2	2.7	SARB	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.8	Security Guards/Campus Safety Monitors	Yes	LEA-wide	English Learners Foster Youth Low Income		\$284,208.00	
2	2.9	Fieldtrips and Camps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,500.00	
2	2.11	Facility Upgrades & Enhancements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,620,000.00	
3	3.1	AVID Program and ELD Strategies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,000.00	

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 (%)
3	3.2	EL Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$79,622.00	
3	3.3	EL Development and Coaches	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$259,219.00	
3	3.5	Bilingual Parent Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$229,912.00	
3	3.6	Newcomer Paras	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,141.00	
3	3.8	Reclassification Ceremony	Yes	LEA-wide	English Learners	All Schools	\$12,000.00	
3	3.9	Elevation Data Analysis Platform	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,971.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$19,857,757.00	\$21,987,793.00

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	Common Core Curriculum and Student Materials	No	\$294,680	392974
1	1.2	Technology for students	Yes	\$650,000	1054634
1	1.3	Learning Centers	Yes	\$996,998	1170842
1	1.4	Library Services	Yes	\$167,230	168930
1	1.5	Tutoring/Summer SERRF	Yes	\$41,522	30929
1	1.6	Assessments	No	0	0
1	1.7	Kinder Para-professionals	Yes	\$396,805	308779
1	1.8	EL			0
1	1.9	Special Education	No	\$3,310,104	2989944
1	1.10	I-Ready	Yes		0
1	1.11	AVID	No	\$300,052	225111

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	Food Service	No	\$2,366,121	2018137
1	1.13	Transportation	Yes	\$1,124,927	1121734
1	1.14	Empower PD	Yes	\$0	26900
1	1.15	Magma Math	No		0
1	1.16	Recruit and Retain Staff	Yes	\$1,008,395	1025060
1	1.17	Provide Scholastic Books	Yes	\$267,606	286653
1	1.18	Professional Development	Yes	\$150,000	0
2	2.1	ELD Support Teachers			
2	2.2	Curriculum/Technology/SEL Professional Development			
2	2.3	English/Language Arts professional development			
2	2.4	ATE support			
2	2.5	Math Professional Development			
2	2.6	Classroom Technology			
3	3.1	Counseling and Therapy Services	Yes	\$419,604	428006
3	3.2	Parent and Community Involvement	Yes	\$71,782.00	37078
3	3.3	Health Services Support	Yes	\$346,303	356343
3	3.4	Academic and Attendance Awards, CAASPP Incentives	Yes	\$34,500	47256

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)
3	3.5	SARB	Yes	\$13,050.00	13050
3	3.6	Athletic Programs	Yes	\$74,853	38488
3	3.7	Homeless/Foster Youth Closet	No	\$10,500.00	9518
3	3.8	Healthy Lifestyle	Yes	\$338,953	348183
3	3.9	Music and Art	Yes	\$485,322	469571
3	3.10	Rancho Tehama Security	Yes	\$92,000.00	282175
3	3.11	Surveys	No		0
3	3.12	Field Trips & Camps	Yes	\$126,332	59678
3	3.13	Extended Learning	No	\$1,938,009	895252
3	3.14	Behavior Support	Yes	\$70,196	144619
3	3.15	Wayfinder	No	\$0.00	0
3	3.16	Student Counseling Services	Yes	0	0
3	3.17	Homeless/Foster Youth Coordinator	Yes		

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)
3	3.18	Homeless/Foster Youth Ordering	Yes		
3	3.19	Unduplicated Student Identification and Tracking	Yes		0
4	4.1	New Facilities & Upgrades	Yes	\$2,570,633.00	2570633
4	4.2	Federal and State COVID Facilities Spending	No	\$19,131	3249230
4	4.3	Routine Restricted Maintenance	No	\$1,200,000.00	1163613
4	4.4	Deferred maintenance projects	No	\$250,000.00	135859
4	4.5	Furniture	No	\$0	76790
5	5.1	AVID Program and ELD Strategies	Yes		
5	5.2	EL Coordinator: ELD Professional Development	Yes	\$154,226.00	155713
5	5.3	English Language Development.	Yes	\$97,305	240604
5	5.4	CABE Attendance	Yes	\$30,000.00	17901
5	5.5	Bilingual Parent Liaison Positions	Yes	\$211,450.00	222676
5	5.6	Newcomer Paras	Yes	\$204,268.00	163501
5	5.7	Ellevation Data Analysis Platform	Yes	\$0	11475

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)
5	5.8	DELAC Engagement	Yes	\$5,200.00	8035
5	5.9	LTEL Improvement Group	Yes		
5	5.10	Reclassification Ceremony	Yes	\$6,000.00	6246
5	5.11	After School Tutoring	Yes	\$13,700	15673

2023-24 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)
7,855,949	\$8,062,203.00	\$8,315,849.00	(\$253,646.00)	1.700%	0.000%	-1.700%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Technology for students	Yes	\$650,000.00	\$938,097		
1	1.3	Learning Centers	Yes	\$416,293.00	623586		
1	1.4	Library Services	Yes	\$167,230.00	168930		
1	1.5	Tutoring/Summer SERRF	Yes	\$21,000.00	15145		
1	1.7	Kinder Para-professionals	Yes	\$396,805.00	308779		
1	1.10	I-Ready	Yes			0.4%	
1	1.13	Transportation	Yes	\$1,124,927.00	1121734		
1	1.14	Empower PD	Yes	\$0.00	26900		
1	1.16	Recruit and Retain Staff	Yes	\$1,008,395.00	1025060		
1	1.17	Provide Scholastic Books	Yes				
1	1.18	Professional Development	Yes	\$150,000.00	0		
3	3.1	Counseling and Therapy Services	Yes	\$419,604.00	428006		
3	3.2	Parent and Community Involvement	Yes	\$10,500.00	3390		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Health Services Support	Yes	\$265,416.00	280124		
3	3.4	Academic and Attendance Awards, CAASPP Incentives	Yes	\$34,500.00	47256		
3	3.5	SARB	Yes	\$13,050.00	13050		
3	3.6	Athletic Programs	Yes	\$62,853.00	38488		
3	3.8	Healthy Lifestyle	Yes	\$338,953.00	0		
3	3.9	Music and Art	Yes	\$202,781.00	178634		
3	3.10	Rancho Tehama Security	Yes	\$92,000.00	282175		
3	3.12	Field Trips & Camps	Yes	\$24,800.00	0		
3	3.14	Behavior Support	Yes	\$70,196.00	144619		
3	3.16	Student Counseling Services	Yes			01.19	
3	3.17	Homeless/Foster Youth Coordinator	Yes			0.04	
3	3.18	Homeless/Foster Youth Ordering	Yes			0.02	
3	3.19	Unduplicated Student Identification and Tracking	Yes			.05%	
4	4.1	New Facilities & Upgrades	Yes	\$2,500,000.00	2570633		
5	5.1	AVID Program and ELD Strategies	Yes				
5	5.2	EL Coordinator: ELD Professional Development	Yes				
5	5.3	English Language Development.	Yes				
5	5.4	CABE Attendance	Yes				
5	5.5	Bilingual Parent Liaison Positions	Yes	\$81,700.00	86962		

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)
5	5.6	Newcomer Paras	Yes				
5	5.7	Ellevation Data Analysis Platform	Yes				
5	5.8	DELAC Engagement	Yes	\$5,200.00	8035		
5	5.9	LTEL Improvement Group	Yes				
5	5.10	Reclassification Ceremony	Yes	\$6,000.00	6246		
5	5.11	After School Tutoring	Yes				

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 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)
20,157,122	7,855,949	0	38.974%	\$8,315,849.00	0.000%	41.255%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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).

California Department of Education
November 2023