

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cottonwood Union School District

CDS Code: 45-69955-0000000

School Year: 2024-25

LEA contact information:

Doug Geren

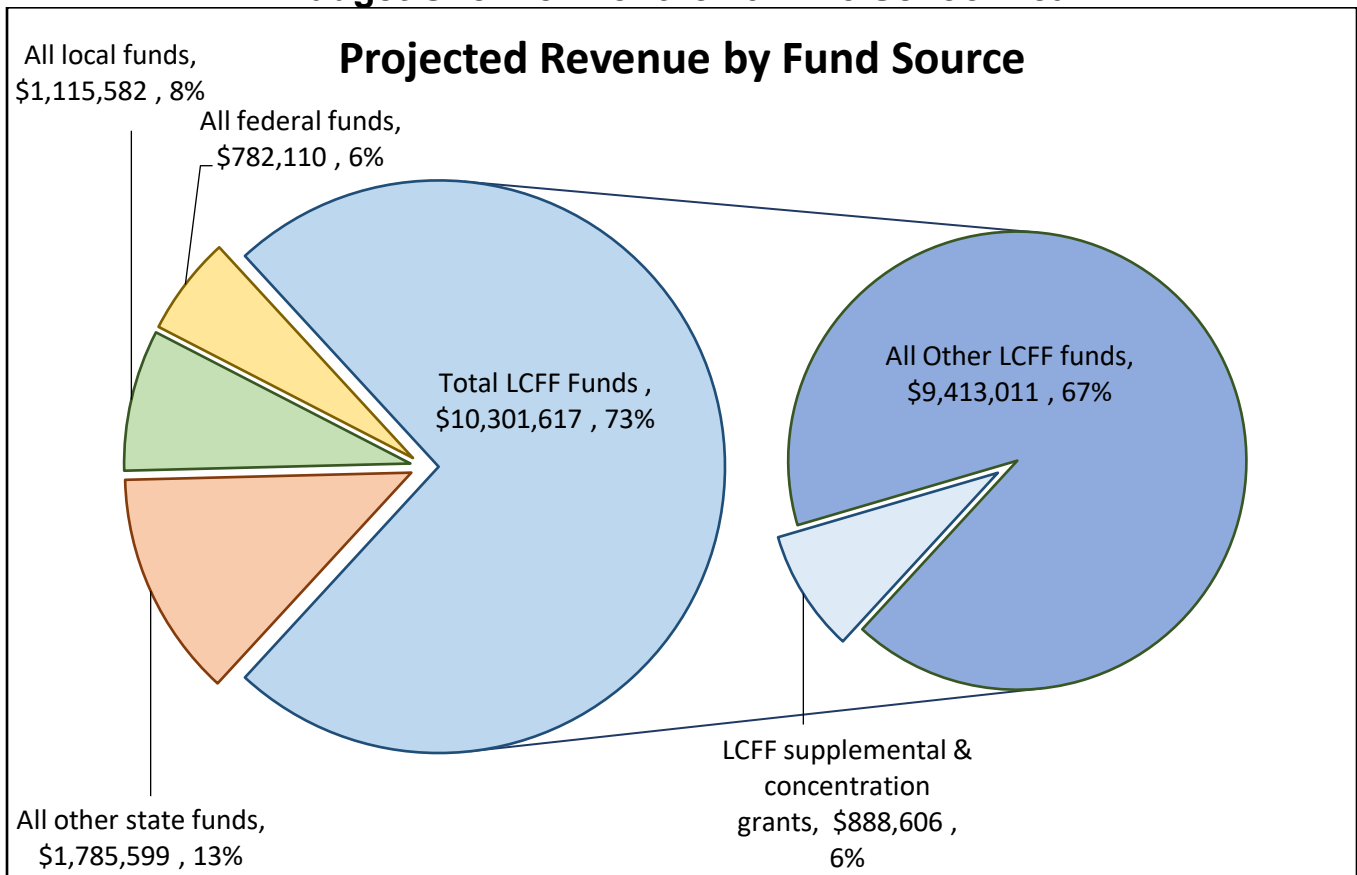
Superintendent

doug.geren@cwusd.net

530-347-3165

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

Budget Overview for the 2024-25 School Year

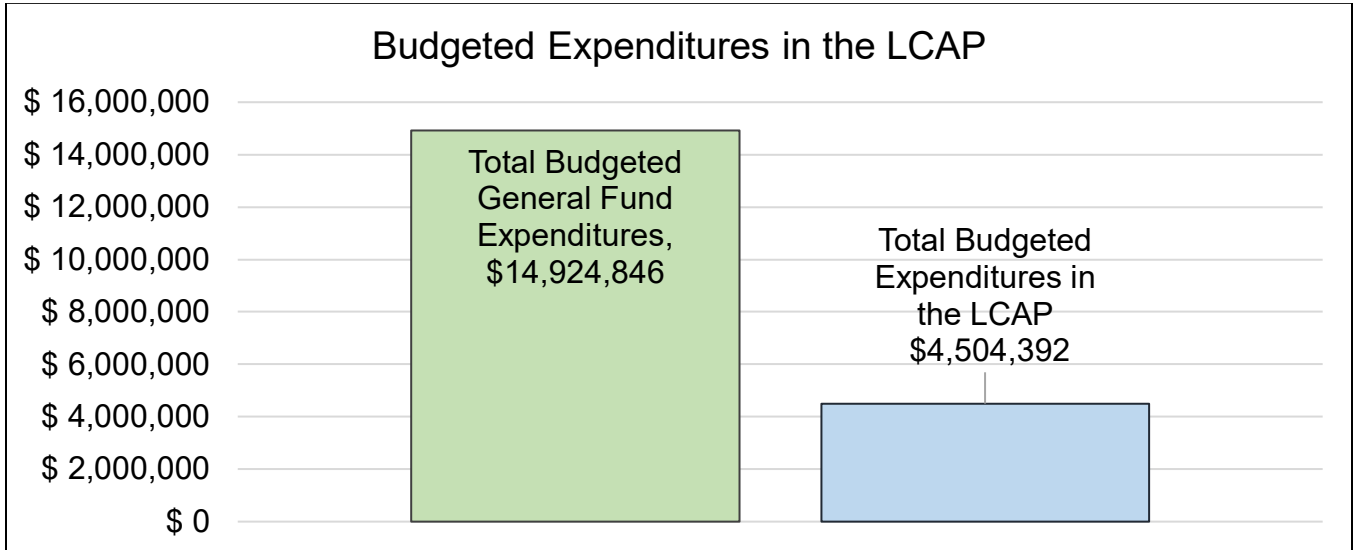


This chart shows the total general purpose revenue Cottonwood Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cottonwood Union School District is \$13,984,908, of which \$10,301,617 is Local Control Funding Formula (LCFF), \$1,785,599 is other state funds, \$1,115,582 is local funds, and \$782,110 is federal funds. Of the \$10,301,617 in LCFF Funds, \$888,606 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cottonwood Union School District plans to spend for 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: Cottonwood Union School District plans to spend \$14,924,846 for the 2024-25 school year. Of that amount, \$4,504,392 is tied to actions/services in the LCAP and \$10,420,454 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

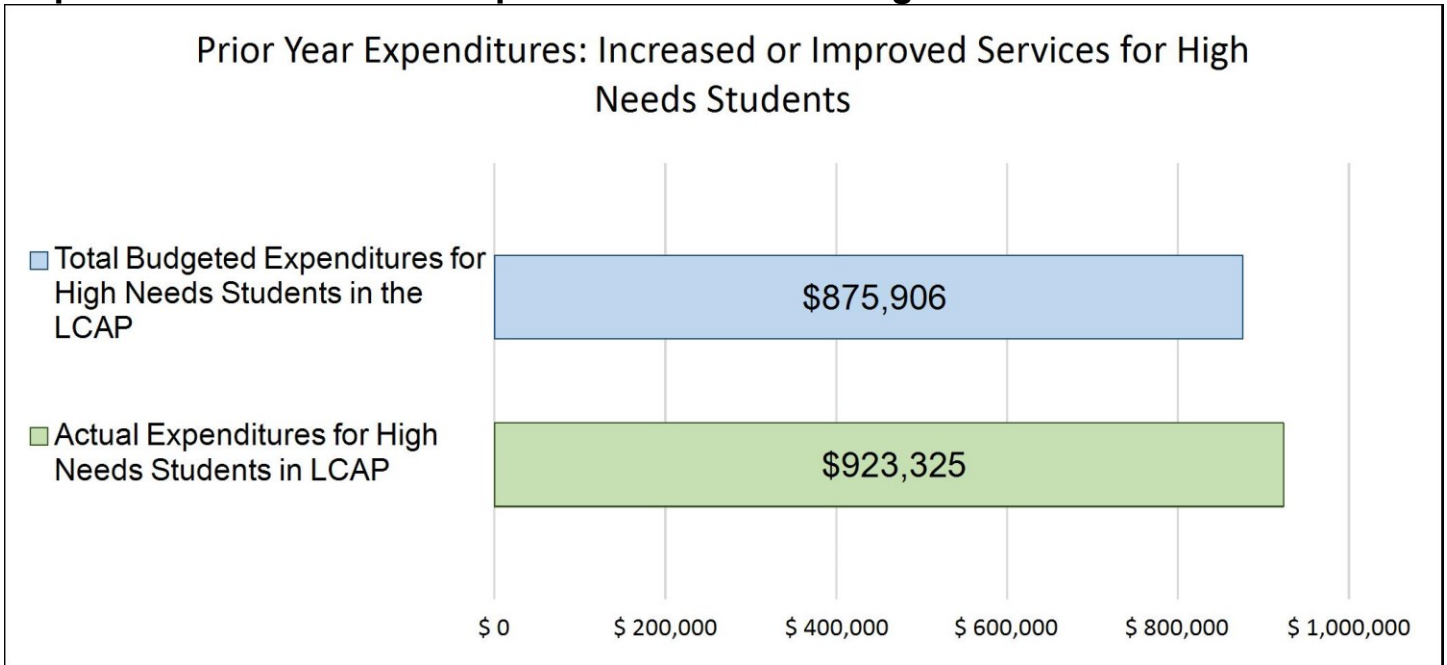
Budgeted expenditures not included in the LCAP consist of general education teachers, custodial services, facility maintenance, utilities, administration, and restricted grants.

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

In 2024-25, Cottonwood Union School District is projecting it will receive \$888,606 based on the enrollment of foster youth, English learner, and low-income students. Cottonwood Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cottonwood Union School District plans to spend \$889,191 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 Cottonwood Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cottonwood Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Cottonwood Union School District's LCAP budgeted \$875,906 for planned actions to increase or improve services for high needs students. Cottonwood Union School District actually spent \$923,325 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 |
|-------------------------------------|------------------------------|--------------------------------------|
| Cottonwood Union School District | Doug Geren Superintendent | doug.geren@cwusd.net 530-347-3165 |

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Increase academic growth for all students. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|---|--|
| Local Indicators Credentialed Teachers | 100% credential teachers | 100% credential teachers | 100% credential teachers | 100% credential teachers | 100% credential teachers |
| Local Indicators Standards aligned materials | 100% standards aligned materials | 100% standards aligned materials | 100% standards aligned materials | 100% standards aligned materials | 100% state standards aligned materials |
| CA School Dashboard Academic Indicator- Mathematics | YELLOW performance level 23.4 points below standard | The CA School Dashboard did not produce an academic indicator due to COVID. | Low performance indicator 28.9 points below standard | CA School Dashboard Orange progress indicator 29.1 points below standard Maintained -0.2 Points | BLUE performance level 10 points above standard |
| CA School Dashboard Academic Indicator- English language arts | ORANGE performance level 10.9 points below standard | The CA School Dashboard did not produce an academic indicator due to COVID. | Low performance indicator 6.1 points below standard | CA School Dashboard Yellow progress indicator 3.4 points below standard Maintained 2.7 Points | BLUE performance level 10 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|---|--|
| CA School Dashboard English Learner Progress Indicators Proficiency | 2019-2020 1.4% making progress towards English language proficiency | 2021-2022 25% making progress towards English language proficiency | 2022-2023 64.7% making progress towards English language proficiency | CA School Dashboard No performance color indicator 37.5% making progress Maintained 1.1% | 80% making progress towards English language proficiency |
| CA School Dashboard English Learner Progress Indicators Reclassification | 2019-2020 20% reclassification rate | 2021-2022 15% reclassification rate | 2022-2023 0.8% reclassification rate | 2023-2024 0.8% reclassification rate | 50% English learners reclassified |
| Smarter Balanced Assessments Mathematics | 2018-19 Smarter Balanced Assessments Mathematics 41.59% of students are at or above standards | District results for spring 2021 42.30% students met or exceeded standards in mathematics. North Cottonwood Elementary School 40% all students met or exceeded standard for mathematics. 3rd- 43.64% 4th- 35% West Cottonwood Junior High School 43.80% all students met or exceeded the standard for mathematics. 5th- 39.13% | District results for spring 2022 33.38% students met or exceeded standards in mathematics. North Cottonwood Elementary School 47.53% all students met or exceeded standard for mathematics. 3rd- 50.57% 4th- 50.57% West Cottonwood Junior High School 37.22% all students met or exceeded the standard for mathematics. | District Results 42.30% students met or exceeded standards in mathematics. North Cottonwood Elementary School 40% all students met or exceeded standard for mathematics. 3rd- 43.64% 4th- 35% West Cottonwood Junior High School 43.80% all students met or exceeded the standard for mathematics. 5th- 39.13% 6th- 39.51% | Smarter Balanced Assessments Mathematics 39.28% of students are at or above standards North Cottonwood Elementary School 47.62% all students met or exceeded standard for mathematics. 3rd- 41.84% 4th- 54.45% West Cottonwood Junior High School 34.97% all students met or exceeded the standard for mathematics. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|---|---|
| | | 6th- 39.51% 7th- 52.52% 8th- 42.67% | 5th- 20.27% 6th- 27.37% 7th- 53.58% 8th- 44.86% | 7th- 52.52% 8th- 42.67% | 5th- 33.04% 6th- 20.99% 7th- 40.21% 8th- 45.57% |
| Smarter Balanced Assessments English language arts | 2018-19 Smarter Balanced Assessments English language arts 44.74% of students are at or above standards | District results for spring 2021 46.41% students met or exceeded standards in English language arts. North Cottonwood Elementary School 37.90% all students met or exceeded standard for English language arts. 3rd- 40.91% 4th- 33.75% West Cottonwood Junior High School 51.43% all students met or exceeded the standard for English language arts. 5th- 44.56% 6th- 54.32% 7th- 64.64% 8th- 39.75% | District results for spring 2022 47.06% students met or exceeded standards in English language arts. North Cottonwood Elementary School 49.50% all students met or exceeded standard for English language arts. 3rd- 42.53% 4th- 42.53% West Cottonwood Junior High School 47.37% all students met or exceeded the standard for English language arts. 5th- 43.25% 6th- 42.71% 7th- 52.38% 8th- 50.46% | District Results 46.41% students met or exceeded standards in English language arts. North Cottonwood Elementary School 37.90% all students met or exceeded standard for English language arts. 3rd- 40.91% 4th- 33.75% West Cottonwood Junior High School 51.43% all students met or exceeded the standard for English language arts. 5th- 44.56% 6th- 54.32% 7th- 64.64% 8th- 39.75% | Smarter Balanced Assessments English language arts 48.74% of students are at or above standards North Cottonwood Elementary School 44.86% all students met or exceeded standard for English language arts. 3rd- 45.98% 4th- 51.69% West Cottonwood Junior High School 48.78% all students met or exceeded the standard for English language arts. 5th- 52.58% 6th- 35.80% 7th- 52.69% 8th- 51.90% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|--|--|
| Local Indicator Other Student Outcomes Local Assessments | Reading Data-STAR Reading All students at North Cottonwood in grades K-3 Benchmark (on grade level) 50% Strategic 19% Intensive 31% 1st Grade Benchmark (on grade level) 44% Strategic 25% Intensive 31% 2nd Grade Benchmark (on grade level) 28% Strategic 18% Intensive 54% 3rd Grade Benchmark (on grade level) 20% Strategic 14% Intensive 66% | Reading Data-STAR READING 2nd Trimester 1st Grade Benchmark (on grade level) 29% Strategic 8% Intensive 65% 2nd Grade Benchmark (on grade level) 52% Strategic 14% Intensive 34% 3rd Grade Benchmark (on grade level) 68% Strategic 9% Intensive 23% 4th Grade Benchmark (on grade level) 65% Strategic 28% Intensive 7% | Reading Data-STAR READING 2nd Trimester 1st Grade Benchmark (on grade level) 30% Strategic 38% Intensive 32% 2nd Grade Benchmark (on grade level) 44% Strategic 10 % Intensive 44 % 3rd Grade Benchmark (on grade level) 51% Strategic 17% Intensive 32% 4th Grade Benchmark (on grade level) 56 % Strategic 13% Intensive 31% | Reading Data (FALL) 1st Grade BM 28/90 31% ST 12/90 13% Int 50/90 56% 2nd Grade BM 35/104 34% ST 11/104 10% Int 58/104 56% 3rd Grade BM 55/86 64% ST 10/86 12% Int 21/86 24% 4th Grade not reported this year | Reading Data 1st Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5% 2nd Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5% 3rd Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5% 4th Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5% |
| Other Student Outcomes | 100% of students will be offered a Broad Course of Study | 100% of students will be offered a Broad Course of Study | 100% of students will be offered a Broad Course of Study | 100% of students will be offered a Broad Course of Study | 100% of students will be offered a Broad Course of Study |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|--|--|
| Williams Quarterly Reports | 100% students have access to instructional materials | 100% students have access to instructional materials | 100% students have access to instructional materials | 100% students have access to instructional materials | 100% students have access to instructional materials |
| Local Indicator English Learner Access | 100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency. | 100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency. | 100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency. | 100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency. | 100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency. |
| Local Indicator Student with Exceptional Needs | 100% of Students with Exceptional Needs have access to programs and services | 100% of Students with Exceptional Needs have access to programs and services | 100% of Students with Exceptional Needs have access to programs and services | 100% of Students with Exceptional Needs have access to programs and services | 100% of Students with Exceptional Needs have access to programs and services |
| Local Indicator Unduplicated Students | 100% of Unduplicated Students have access to programs and services | 100% of Unduplicated Students have access to programs and services | 100% of Unduplicated Students have access to programs and services | 100% of Unduplicated Students have access to programs and services | 100% of Unduplicated Students have access to programs and services |

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.

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

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

There are no 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.

The actions in this goal have been partially effective at making progress on this goal. We plan to completely revise our goals and actions. The actions for curriculum, credentialing, broad course of study, and English learners were all effective as evidenced by the metrics listed above. Our actions with academics has been a mixed bag as it appears we are leveling out with student achievement in English language arts and mathematics. We had a dip in achievement during the pandemic years and are in the process of making up the learning loss and decline in student achievement through tutoring, after school programs, and summer school. We will revise our actions and eliminate actions that aren't supporting student improvement.

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 plan to streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the \$13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, lengthy, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by making a "through line" in one goal.

We reduced the expenditures going forward for action 1.2 due to budget cuts. One of our academic coaches will be retiring and the other academic coach will now be shared between the two sites. She will continue to support new teachers and interventions. We will eliminate computer based programs that are not effective or move some of them to after school programs (action 1.8). We will consolidate actions 1.9 and 1.10 to streamline the action. We will reduce staff attending conferences on a limited basis due to budget concerns. Instead we will provide more in-house professional development. We will eliminate action 1.14 summer professional development to shore up our budget. We will reduce our librarians from 2 to 1 and share the librarian between both schools sites. We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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 | Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community and support effective communication with our stakeholders. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|--|---|
| CA School Dashboard Suspension Rate Indicator | GREEN performance level 2.3% suspended at least once | Less than 4% suspended at least once | Less than 3.8% suspended at least once | 2022-2023 CA School Dashboard Suspension rate indicator Orange performance indicator 4.5% suspended at least one day Increased 2% | BLUE performance level 1% suspended at least once |
| Local Indicator Expulsion Rate | 0% expulsion rate | 0% expulsion rate | 0% expulsion rate | 0% expulsion rate | 0% expulsion rate |
| Local Indicator Middle School Drop-Out Rate | 0% middle school drop out rate | 0% middle school drop out rate | 0% middle school drop out rate | 0% middle school drop out rate | 0% middle school drop out rate |
| CA School Dashboard Chronic Absenteeism Indicator | ORANGE performance level Chronic absenteeism rate All Students 14.3% Low income 19.2% | No performance level data due to the suspension of the CA School Dashboard Chronic absenteeism rate | Very high performance level Chronic absenteeism rate All Students 33.5 % Low income 43.3% | 2022-2023 CA School Dashboard Chronic absenteeism rate 13.6% chronically absent | BLUE performance level Chronic absenteeism rate All Students 7.15% Low income 9.6% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------|--|---|--|--|--|
| | Homeless Youth 0% Foster Youth 0% English Learners 11.1% SWD 17.2% White 12.9% American Indian 28.9% Asian 18.2% African American 15.4% Filipino 0% Hispanic/Latino 13.4% Pacific Islander 0% Two or more races 18.8% | All Students 27.30% Low income 33.70% Homeless Youth 57.10% Foster Youth 0% English Learners 29.40% SWD 32.10% White 26.40% American Indian 30.20% Asian 25% African American 10% Filipino 0% Hispanic/Latino 33.80% Pacific Islander 100% Two or more races 19.4% | Homeless Youth 73.3% Foster Youth 36.4 % English Learners 37.5% SWD 44% White 32.6% American Indian 43.1% Asian Not reported for 5 students African American 27.3% Filipino Not reported for 1 student Hispanic/Latino 36.7% Pacific Islander Not reported for 3 students Two or more races 23.5% | Yellow performance level 13.7% Declined by 1.8% As per Aeries report in November: All Students 33% Low income 39% Homeless Youth 40% Foster Youth 29% English Learners 22% SWD 26% White 31% American Indian 43% Asian 25% African American 44% Filipino 0% Hispanic/Latino 42% Pacific Islander 50% Two or more races 28% | Homeless Youth 0% Foster Youth 0% English Learners 5.55% SWD 8.6% White 6.45% American Indian 14.45% Asian 9.1% African American 7.7% Filipino 0% Hispanic/Latino 6.9% Pacific Islander 0% Two or more races 9.4% |
| Local Indicator Student survey | North Cottonwood Student Survey (3rd and 4th graders) results are as follows: | North Cottonwood Student Survey (3rd and 4th graders) results are as follows: | North Cottonwood Student Survey (3rd and 4th graders) results are as follows: | We have changed our student survey questions. | North Cottonwood Student Survey (3rd and 4th graders) results are as follows: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|--|----------------|--|
| | <p>I feel that I belong at this school. 47% strongly agree 45% agree 2% disagree 7% strongly disagree</p> <p>My teacher cares for me. 70% strongly agree 24% agree 3% disagree 3% strongly disagree</p> <p>I feel safe at school. 46% strongly agree 40% agree 10% disagree 3% strongly disagree</p> <p>I like this school. 64% strongly agree 25% agree 7% disagree 5% strongly disagree</p> <p>My teacher believes I can learn. 79% strongly agree 19% agree 1% disagree 1% strongly disagree</p> | <p>I feel that I belong at this school. 44% strongly agree 49% agree 5% disagree 2% strongly disagree</p> <p>My teacher cares for me. 69% strongly agree 26% agree 4% disagree 1% strongly disagree</p> <p>I feel safe at school. 38% strongly agree 43% agree 13% disagree 5% strongly disagree</p> <p>I like this school. 57% strongly agree 36% agree 6% disagree 1% strongly disagree</p> <p>My teacher believes I can learn. 78% strongly agree 20% agree 1% disagree 1% strongly disagree</p> | <p>I feel that I belong at this school. 57% strongly agree 33% agree 4% disagree 6% strongly disagree</p> <p>My teacher cares for me. 78% strongly agree 18% agree 3% disagree 2% strongly disagree</p> <p>I feel safe at school. 56% strongly agree 35% agree 3% disagree 4% strongly disagree</p> <p>I like this school. 63% strongly agree 28% agree 4% disagree 5% strongly disagree</p> <p>My teacher believes I can learn. 82% strongly agree 15% agree 1.5% disagree 1.5% strongly disagree</p> | | <p>I feel that I belong at this school. 100% strongly agree</p> <p>My teacher cares for me. 100% strongly agree</p> <p>I feel safe at school. 100% strongly agree</p> <p>I like this school. 100% strongly agree</p> <p>My teacher believes I can learn. 100% strongly agree</p> <p>Very good work is expected at this school. 100% strongly agree</p> <p>I feel I am treated fairly by my teacher 100% strongly agree</p> <p>School is fun. 100% strongly agree</p> <p>I feel I am treated fairly by the adults on recess and cafeteria duty. 100% strongly agree</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|---|----------------|---|
| | <p>Very good work is expected at this school. 55% strongly agree 35% agree 5% disagree 5% strongly disagree</p> <p>I feel I am treated fairly by my teacher 60% strongly agree 31% agree 5% disagree 4% strongly disagree</p> <p>School is fun. 39% strongly agree 40% agree 12% disagree 9% strongly disagree</p> <p>I feel I am treated fairly by the adults on recess and cafeteria duty. 47% strongly agree 38% agree 9% disagree 6% strongly disagree</p> <p>Other students treat me with respect. 22% strongly agree 41% agree 23% disagree</p> | <p>Very good work is expected at this school. 51% strongly agree 38% agree 8% disagree 3% strongly disagree</p> <p>I feel I am treated fairly by my teacher 63% strongly agree 27% agree 6% disagree 4% strongly disagree</p> <p>School is fun. 42% strongly agree 35% agree 10% disagree 13% strongly disagree</p> <p>I feel I am treated fairly by the adults on recess and cafeteria duty. 47% strongly agree 38% agree 9% disagree 6% strongly disagree</p> <p>Other students treat me with respect. 22% strongly agree 41% agree 23% disagree</p> | <p>Very good work is expected at this school. 55% strongly agree 33% agree 8% disagree 2% strongly disagree</p> <p>I feel I am treated fairly by my teacher 71% strongly agree 20% agree 6% disagree 2% strongly disagree</p> <p>School is fun. 41% strongly agree 38% agree 12% disagree 8% strongly disagree</p> <p>I feel I am treated fairly by the adults on recess and cafeteria duty. 46% strongly agree 38% agree 8% disagree 8% strongly disagree</p> <p>Other students treat me with respect. 32% strongly agree 40% agree 17% disagree</p> | | <p>Other students treat me with respect. 100% strongly agree</p> <p>My teacher thinks I will be successful. 100% strongly agree</p> <p>My family wants me to do well in school. 100% strongly agree</p> <p>Bullying is a problem at this school. 100% strongly agree</p> <p>My principal cares about me. 100% strongly agree</p> <p>West Cottonwood Student Survey (5th, 6th, 7th, 8th graders) results are as follows: I often do NOT have enough time to get from one class to the next. 100% strongly disagree</p> <p>My school is kept clean. 100% strongly agree</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|--|--|----------------|---|
| | <p>13% strongly disagree</p> <p>My teacher thinks I will be successful. 73% strongly agree 21% agree 2% disagree 2% strongly disagree</p> <p>My family wants me to do well in school. 88% strongly agree 10% agree 1% disagree 1% strongly disagree</p> <p>Bullying is a problem at this school. 48% strongly agree 27% agree 16% disagree 8% strongly disagree</p> <p>My principal cares about me. 61% strongly agree 26% agree 5% disagree 6% strongly disagree</p> <p>West Cottonwood Student Survey (5th, 6th, 7th, 8th graders) results are as follows:</p> | <p>13% strongly disagree</p> <p>My family wants me to do well in school. 83% strongly agree 15% agree 1% disagree 1% strongly disagree</p> <p>Bullying is a problem at this school. 30% strongly agree 33% agree 22% disagree 15% strongly disagree</p> <p>My principal cares about me. 57% strongly agree 30% agree 9% disagree 4% strongly disagree</p> <p>We refined our survey questions and removed neutral as an option. West Cottonwood Student Survey (5th, 6th, 7th, 8th graders) results are as follows: I feel that I belong at this school. 27% strongly agree 55% agree</p> | <p>10% strongly disagree</p> <p>My teacher thinks I will be successful. 82% strongly agree 16% agree 1% disagree 1% strongly disagree</p> <p>My family wants me to do well in school. 92% strongly agree 7% agree 1% disagree 0% strongly disagree</p> <p>Bullying is a problem at this school. 46% strongly agree 21% agree 20% disagree 12% strongly disagree</p> <p>My principal cares about me. 67% strongly agree 26% agree 3% disagree 4% strongly disagree</p> <p>West Cottonwood Student Survey (5th, 6th, 7th, 8th graders) results are as follows:</p> | | <p>Most students in my school do their best, even when their work is difficult. 100% strongly agree</p> <p>Most students in my school do all their homework. 100% strongly agree</p> <p>Most students in my school think it is OK to cheat if other students are cheating. 100% strongly agree</p> <p>Most students in my school try to do a good job on schoolwork even when it is not interesting. 100% strongly agree</p> <p>My teachers give me a lot of encouragement. 100% strongly agree</p> <p>My teachers make learning interesting. 100% strongly agree</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|--|----------------|---|
| | <p>I often do NOT have enough time to get from one class to the next. 1.5% strongly agree 16.7% agree 33.3% neutral 28.8% disagree 19.7% strongly disagree</p> <p>My school is kept clean. 13.6% strongly agree 36.4% agree 40.9% neutral 6.1% disagree 3% strongly disagree</p> <p>Most students in my school do their best, even when their work is difficult. 4.5% strongly agree 28.8% agree 39.4% neutral 16.7% disagree 10.6% strongly disagree</p> <p>Most students in my school do all their homework. 3% strongly agree 19.7% agree</p> | <p>13% disagree 4% strongly disagree</p> <p>My teacher cares for me. 36% strongly agree 54% agree 7% disagree 3% strongly disagree</p> <p>I feel safe at school. 26% strongly agree 54% agree 13% disagree 6% strongly disagree</p> <p>I like this school. 29% strongly agree 47% agree 13% disagree 10% strongly disagree</p> <p>My teacher believes I can learn. 43% strongly agree 52% agree 4% disagree Less than 1% strongly disagree</p> <p>Very good work is expected at this school. 37% strongly agree 50% agree</p> | <p>I feel that I belong at this school. 28% strongly agree 54% agree 11% disagree 6% strongly disagree</p> <p>My teacher cares for me. 37% strongly agree 53% agree 5% disagree 4% strongly disagree</p> <p>I feel safe at school. 23% strongly agree 58% agree 12% disagree 7% strongly disagree</p> <p>I like this school. 22% strongly agree 49% agree 18% disagree 11% strongly disagree</p> <p>My teacher believes I can learn. 49% strongly agree 46% agree 3% disagree 2% strongly disagree</p> | | <p>My teachers encourage students to share their ideas about things we are studying in class. 100% strongly agree</p> <p>My teachers notice when I am doing a good job and let me know about it. 100% strongly agree</p> <p>My teachers will help me improve my work if I do poorly on an assignment. 100% strongly agree</p> <p>My teachers provide me with lots of chances to be a part of class discussions or activities. 100% strongly agree</p> <p>My teachers often assign homework that helps me learn. 100% strongly agree</p> <p>My teachers will give me extra help at</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|--|----------------|--|
| | <p>37.9% neutral 24.2% disagree 15.2% strongly disagree</p> <p>Most students in my school think it is OK to cheat if other students are cheating. 6.1% strongly agree 24.2% agree 22.7% neutral 28.8% disagree 18.2% strongly disagree</p> <p>Most students in my school try to do a good job on schoolwork even when it is not interesting. 6.1% strongly agree 30.3% agree 33.3% neutral 25.8% disagree 4.5% strongly disagree</p> <p>My teachers give me a lot of encouragement. 37.9% strongly agree 45.5% agree</p> | <p>10% disagree 2% strongly disagree</p> <p>I feel I am treated fairly by my teacher 23% strongly agree 51% agree 16% disagree 8% strongly disagree</p> <p>School is fun. 14% strongly agree 35% agree 29% disagree 21% strongly disagree</p> <p>I feel I am treated fairly by the adults on recess and cafeteria duty. 26% strongly agree 48% agree 17% disagree 9% strongly disagree</p> <p>Other students treat me with respect. 15% strongly agree 50% agree 22% disagree 12% strongly disagree</p> <p>My teacher thinks I will be successful. 36% strongly agree</p> | <p>Very good work is expected at this school. 49% strongly agree 41% agree 8% disagree 2% strongly disagree</p> <p>I feel I am treated fairly by my teacher 28% strongly agree 48% agree 15% disagree 9% strongly disagree</p> <p>School is fun. 12% strongly agree 32% agree 33% disagree 23% strongly disagree</p> <p>I feel I am treated fairly by the adults on recess and cafeteria duty. 21% strongly agree 51% agree 18% disagree 9% strongly disagree</p> <p>Other students treat me with respect. 13% strongly agree 45% agree 27% disagree</p> | | <p>school outside of our regular class. 100% strongly agree</p> <p>Most students in my school are well behaved. 100% strongly agree</p> <p>Most students really care about each other. 100% strongly agree</p> <p>Most students help each other when asked. 100% strongly agree</p> <p>Most students treat each other well. 100% strongly agree</p> <p>I love this school. 100% strongly agree</p> <p>Teachers at my school treat students with respect. 100% strongly agree</p> <p>Students at my school treat each other with respect. 100% strongly agree</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|---|----------------|--|
| | <p>10.6% neutral 4.5% disagree 1.5% strongly disagree</p> <p>My teachers make learning interesting. 28.8% strongly agree 36.4% agree 25.8% neutral 7.6%% disagree 1.5% strongly disagree</p> <p>My teachers encourage students to share their ideas about things we are studying in class. 39.4% strongly agree 40.9% agree 13.6% neutral 6.1% disagree 0% strongly disagree</p> <p>My teachers notice when I am doing a good job and let me know about it. 22.7% strongly agree 42.4% agree 27.3% neutral 6.1% disagree 1.5% strongly disagree</p> | <p>53% agree 9% disagree 2% strongly disagree</p> <p>My family wants me to do well in school. 81% strongly agree 18% agree 0% disagree 0% strongly disagree</p> <p>Bullying is a problem at this school. 23% strongly agree 26% agree 40% disagree 11% strongly disagree</p> <p>My principal cares about me. 38% strongly agree 46% agree 11% disagree 5% strongly disagree</p> | <p>15% strongly disagree</p> <p>My teacher thinks I will be successful. 43% strongly agree 49% agree 6% disagree 2% strongly disagree</p> <p>My family wants me to do well in school. 79% strongly agree 20% agree 0% disagree 1% strongly disagree</p> <p>Bullying is a problem at this school. 23% strongly agree 27% agree 34% disagree 15% strongly disagree</p> <p>My principal cares about me. 35% strongly agree 50% agree 10% disagree 4% strongly disagree</p> | | <p>Most students in my school are easily able to work out disagreements with other students. 100% strongly agree</p> <p>There are opportunities for students in my school to talk with staff members one-to-one. 100% strongly agree</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|-----------------------------|
| | <p>My teachers will help me improve my work if I do poorly on an assignment. 27.3% strongly agree 50% agree 16.7% neutral 6.1% disagree 0% strongly disagree</p> <p>My teachers provide me with lots of chances to be a part of class discussions or activities. 39.4% strongly agree 40.9% agree 12.1% neutral 6.1% disagree 1.5% strongly disagree</p> <p>My teachers often assign homework that helps me learn. 19.7% strongly agree 40.9% agree 27.3% neutral 10.6% disagree 1.5% strongly disagree</p> | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|-----------------------------|
| | <p>My teachers will give me extra help at school outside of our regular class. 28.8% strongly agree 40.9% agree 25.8% neutral 3% disagree 1.5% strongly disagree</p> <p>Most students in my school are well behaved. 1.5% strongly agree 27.3% agree 37.9% neutral 21.2% disagree 12.1% strongly disagree</p> <p>Most students really care about each other. 10.6% strongly agree 34.8% agree 34.8% neutral 16.7% disagree 10.6% strongly disagree</p> <p>Most students help each other when asked. 10.6% strongly agree 42.4% agree</p> | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|-----------------------------|
| | <p>31.8% neutral 9.1% disagree 6.1% strongly disagree</p> <p>Most students treat each other well. 6.1% strongly agree 30.3% agree 33.3% neutral 19.7% disagree 10.6% strongly disagree</p> <p>I love this school. 28.8% strongly agree 36.4% agree 21.2% neutral 4.5% disagree 9.1% strongly disagree</p> <p>Teachers at my school treat students with respect. 30.3% strongly agree 48.5% agree 18.2% neutral 3% disagree 0% strongly disagree</p> <p>Students at my school treat each other with respect. 4.5% strongly agree</p> | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------|--|--|--|--|--|
| | <p>27.3% agree 37.9% neutral 21.1% disagree 9.1% strongly disagree</p> <p>Most students in my school are easily able to work out disagreements with other students.</p> <p>1.5% strongly agree 16.7% agree 37.9% neutral 28.8% disagree 15.2% strongly disagree</p> <p>There are opportunities for students in my school to talk with staff members one-to-one.</p> <p>24.2% strongly agree 47% agree 18.2% neutral 7.6% disagree 3% strongly disagree</p> | | | | |
| Local Indicator Parent survey | North Cottonwood Parent Survey results are as follows: My child is enrolled in: | North Cottonwood Parent Survey results are as follows: (Questions have been | North Cottonwood Parent Survey results are as follows: | We have changed our parent survey questions. | North Cottonwood Parent Survey results are as follows: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|---|----------------|--|
| | <p>87% in-seat instruction 13% distance learning</p> <p>My child has a positive relationship with one or more adults on campus: 54.3% strongly agree 42.8% agree 2.9% disagree 0% strongly disagree</p> <p>My child feels safe at school. 53.7% strongly agree 41.2% agree 4.4% disagree 0.7% strongly disagree</p> <p>My child enjoys coming to school: 93.9% yes 6.1% no</p> <p>My child has experienced bullying at school this year. (Bullying is defined as unprovoked, repeated and aggressive actions done with the intent to cause</p> | <p>changed to receive different feedback based on identified area of need.)</p> <p>My child has a positive relationship with one or more adults on campus: Yes-97% No-3%</p> <p>My child feels safe at school. 44% strongly agree 53% agree 3% disagree 0% strongly disagree</p> <p>My child enjoys coming to school: 44% strongly agree 47% agree 8% disagree 1% strongly disagree</p> <p>My child has experienced bullying at school this year. (Bullying is defined as unprovoked, repeated and aggressive actions done with the intent to cause</p> | <p>My child has a positive relationship with one or more adults on campus: 65.2% strongly agree 33.3% agree 0% disagree 1.4% strongly disagree</p> <p>My child feels safe at school. 56.5% strongly agree 40.6% agree 2.9% disagree 0% strongly disagree</p> <p>My child enjoys coming to school: 92.8% yes 7.2% no</p> <p>My child has experienced bullying at school this year. (Bullying is defined as unprovoked, repeated and aggressive actions done with the intent to cause physical or emotional harm). 76.8% yes 23.2% no</p> | | <p>My child has a positive relationship with one or more adults on campus: 100% yes</p> <p>My child feels safe at school. 100% strongly agree</p> <p>My child enjoys coming to school: 100% strongly agree</p> <p>My child has experienced bullying at school this year. (Bullying is defined as unprovoked, repeated and aggressive actions done with the intent to cause physical or emotional harm). 0% yes 100% no</p> <p>Was your initial interaction with office staff courteous and professional? 100% strongly agree 52% agree</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|---|----------------|--|
| | <p>physical or emotional harm). 67.7% yes 32.3% no</p> <p>I am satisfied with the communication between school and home (i.e. phone calls, auto dialer, emails, websites, notices, etc.) 34.8% strongly agree 58.7% agree 4.3% disagree 2.2% strongly disagree</p> <p>My child's teacher frequently communicates with me regarding my child's progress and needs: 49.3% strongly agree 34.1% agree 14.5% disagree 2.2% strongly disagree</p> <p>In light of and in consideration of the impact of the COVID crisis, I am most concerned about:</p> | <p>physical or emotional harm). 35% yes 65% no</p> <p>Was your initial interaction with office staff courteous and professional? 29% strongly agree 57% agree 8% disagree 6% strongly disagree</p> <p>Did you feel welcome? 29% strongly agree 53% agree 14% disagree 5% strongly disagree</p> <p>Was the information or support you received helpful? 32% strongly agree 57% agree 3% disagree 8% strongly disagree</p> <p>If there was something for follow-up, was this addressed in a timely manner? 38% strongly agree</p> | <p>I am satisfied with the communication between school and home (i.e. phone calls, auto dialer, emails, websites, notices, etc.) 44.9% strongly agree 40.6% agree 14.5% disagree 0% strongly disagree</p> <p>My child's teacher frequently communicates with me regarding my child's progress and needs: 47.8% strongly agree 46.4% agree 5.9% disagree 0% strongly disagree</p> <p>West Cottonwood Parent Survey results are as follows:</p> <p>My child is valued, respected, and cared about at school. 70% agree 20% somewhat agree 3% somewhat disagree 7% disagree</p> | | <p>Did you feel welcome? 100% strongly agree</p> <p>Was the information or support you received helpful? 100% strongly agree</p> <p>If there was something for follow-up, was this addressed in a timely manner? 100% strongly agree</p> <p>West Cottonwood Parent Survey results are as follows:</p> <p>My child is valued, respected, and cared about at school. 100% agree</p> <p>My child is valued, respected, and cared about by the teacher. 100% agree</p> <p>My child is receiving a high-quality, rigorous education. 100% agree</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|--|----------------|--|
| | <p>74.3% My child's educational/academic progress.</p> <p>64% My child's social and emotional well being.</p> <p>24.3% My child's physical health.</p> <p>1.5% Our constitutional rights (and children's) are being impeded</p> <p>0.7% I do have concerns about my child's social emotional well-being along with academics.</p> <p>0.7% All three of the above. The masks need to go!</p> <p>0.7% I am very confident that my child will not be impacted by the COVID 19 problem, as I make sure she knows what is going on.</p> <p>0.7% Mostly wish we could not force the kids to wear masks and distance anymore.</p> <p>0.7% My child does not function well without socialization.</p> | <p>47% agree 10% disagree 5% strongly disagree</p> <p>(Questions have been changed to receive different feedback based on identified area of need.)</p> <p>West Cottonwood Parent Survey results are as follows:</p> <p>My child is valued, respected, and cared about at school. 71% agree 25.8% somewhat agree 3.2% somewhat disagree 0% disagree</p> <p>My child is valued, respected, and cared about by the teacher. 67.7% agree 22.6% somewhat agree 3.2% somewhat disagree 6.5% disagree</p> | <p>My child is valued, respected, and cared about by the teacher. 73% agree 20% somewhat agree 7% somewhat disagree 0% disagree</p> <p>My child is receiving a high-quality, rigorous education. 57% agree 30% somewhat agree 10% somewhat disagree 3% disagree</p> <p>I am well informed about classroom and school events. 50% agree 34% somewhat agree 13% somewhat disagree 3% disagree</p> <p>I am well informed about my child's behavior at school. 70% agree 23% somewhat agree 3% somewhat disagree</p> | | <p>I am well informed about classroom and school events. 100% agree</p> <p>I am well informed about my child's behavior at school. 100% agree</p> <p>I am well informed about my child's academic progress. 100% agree</p> <p>I am well informed about the areas in which my child is struggling, as well as ways to help at home. 100% agree</p> <p>My child's teachers are positive and friendly. 100% agree</p> <p>My child enjoys school looks forward to learning. 100% agree</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|--|---|----------------|---|
| | <p>0.7% none 0.7% Our family overall health and having a routine that was needed.</p> <p>West Cottonwood Parent Survey results are as follows: My child is enrolled in: 96% in-seat instruction 4% distance learning</p> <p>My child has a positive relationship with 1 or more adults on campus: 63% strongly agree 30% agree 7% disagree 0% strongly disagree</p> <p>My child feels safe at school. 35% strongly agree 65% agree 0% disagree 0% strongly disagree</p> <p>My child enjoys coming to school: 96% yes 4% no</p> | <p>My child is receiving a high-quality, rigorous education. 61.3% agree 29% somewhat agree 9.7% somewhat disagree 0% disagree</p> <p>I am well informed about classroom and school events. 48.4% agree 32.3% somewhat agree 12.9% somewhat disagree 6.5% disagree</p> <p>I am well informed about my child's behavior at school. 64.5% agree 25.8% somewhat agree 6.5% somewhat disagree 3.2% disagree</p> <p>I am well informed about my child's academic progress. 58.1% agree 35.5% somewhat agree</p> | <p>3% disagree</p> <p>I am well informed about my child's academic progress. 36% agree 47% somewhat agree 11% somewhat disagree 5% disagree</p> <p>I am well informed about the areas in which my child is struggling, as well as ways to help at home. 38% agree 39% somewhat agree 19% somewhat disagree 3% disagree</p> <p>My child's teachers are positive and friendly. 68% agree 25% somewhat agree 4% somewhat disagree 3% disagree</p> <p>My child enjoys school looks forward to learning. 59% agree</p> | | <p>I am pleased with my child's school experience. 100% agree</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|--|----------------|-----------------------------|
| | <p>My child has experienced bullying at school this year. (Bullying is defined as unprovoked, repeated and aggressive actions done with the intent to cause physical or emotional harm). 73% yes 27% no</p> <p>I am satisfied with the communication between school and home (i.e. phone calls, auto dialer, emails, websites, notices, etc.) 70% strongly agree 30% agree 0% disagree 0% strongly disagree</p> <p>My child's teacher frequently communicates with me regarding my child's progress and needs: 37% strongly agree 30% agree 26% disagree 7% strongly disagree</p> | <p>6.5% somewhat disagree 0% disagree</p> <p>I am well informed about the areas in which my child is struggling, as well as ways to help at home. 45.2% agree 35.5% somewhat agree 12.9% somewhat disagree 6.5% disagree</p> <p>My child's teachers are positive and friendly. 64.5% agree 22.6% somewhat agree 12.9% somewhat disagree 0% disagree</p> <p>My child enjoys school looks forward to learning. 45.2% agree 35.5% somewhat agree 12.9% somewhat disagree 6.5% disagree</p> | <p>24% somewhat agree 14% somewhat disagree 3% disagree</p> <p>I am pleased with my child's school experience. 59% agree 31% somewhat agree 3% somewhat disagree 7% disagree</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | In light of and in consideration of the impact of the COVID crisis, I am most concerned about: 51.9% My child's educational/academic progress. 59.3% My child's social and emotional well being. 18.5% My child's physical health. 3.7% All of the above 3.7% The masks need to go 3.7% My child not being able to play outside due to cohorting. | I am pleased with my child's school experience. 51.6% agree 35.5% somewhat agree 3.2% somewhat disagree 9.7% disagree | | | |
| Basic Services Facilities Inspection Tool | 100% facilities in good repair | 100% facilities in good repair | 100% facilities in good repair | 100% facilities in good repair | 100% facilities in good repair |
| Local Indicator Parent Input | 100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and | 100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and | 100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and | 100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and | 100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------|--|---|---|---|---|
| | each individual school site through the School Site Council, LCAP Committee, and Parent Foundation. | each individual school site through the School Site Council, LCAP Committee, and Parent Foundation. | each individual school site through the School Site Council, LCAP Committee, and Parent Foundation. | each individual school site through the School Site Council, LCAP Committee, and Parent Foundation. | each individual school site through the School Site Council, LCAP Committee, and Parent Foundation. |
| Student Engagement | 94% attendance rate | 91.45% attendance rate | 80.30% attendance rate as of May 1st | As of March 22, 2024, the attendance rate is 93.37% | 98% attendance rate |
| Student Engagement | ORANGE performance level 14.3% chronic absenteeism rate | No performance level 28.40% chronic absenteeism rate | Very High Chronic Absenteeism Rate 33.5% chronic absenteeism rate | As of November 17, 2023, the chronic absenteeism rate is 17.1% West Cottonwood 18.9% North Cottonwood | BLUE performance level Less than 1% chronic absenteeism rate |
| Local Indicator Staff Survey | Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in: Rating Scale (lowest to highest): 1- Exploration and Research Phase; 2- Beginning Development; 3-Initial Implementation; 4- | We have changed our staff survey questions. | We have changed our staff survey questions. | We have changed our staff survey questions. | We have changed our staff survey questions. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|-----------------------------|
| | <p>Full Implementation; 5- Full Implementation and Sustainability</p> <p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in: ELA = 3; ELD = 3 Math = 3 NGSS =3 Social Science = 3</p> <p>The average rating for the districts progress in making instructional materials that are aligned to the recently adopted academic standards in: ELA = 4 ELD = 4 Math = 5 NGSS = 5 Social Science = 5</p> <p>The average rating for the districts progress in implementing</p> | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|-----------------------------|
| | <p>policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in:</p> <p>ELA = 4 ELD = 4 Math = 4 NGSS = 4 Social Science = 3</p> <p>The average rating for the districts progress in implementing each of the following academic standards adopted by the state board of education for all students in:</p> <p>CTE = 2 Health Ed = 3 PE = 4 VAPA = 4 World Language = 2</p> <p>The district's success at engaging in the following activities with teachers and school administrators:</p> | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|----------------|----------------|-----------------------------|
| | Identifying the professional learning needs of groups of teachers or staff as a whole = 3 Identifying the professional learning needs of individual teachers = 3 Identifying the professional learning needs of individual teachers = 3 | | | | |

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.

All actions were implemented in this goal. There were no substantive differences in planned actions and implementation.

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

There are no 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.

All actions in this goal with the exception of chronic absenteeism and behavior supports have been effective at meeting the goal as evidence by the metrics above. The suspension data indicates the need to completely revise the way we support students, especially for Hispanic,

students with disabilities, and white students. We will explore alternatives to suspension and revise our multi-tiered system of support. Although our chronic absenteeism rate has declined and is below the state average, we know we still need strategies to support our students and their families. Our challenge is that conditioned our parents/families to keep their children home from school if they had any kind of symptoms for any sickness on the recommendation from the CDPH. However, we are now have to encourage families to send their children to school, even if they show symptoms for common childhood diseases and sickness, so that can provide a quality education to their children. We will revisit the message we are sending to parents and create new strategies/actions to engage students in learning.

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 eliminate this goal as we plan to streamline our plan and have one broad goal. Our mission statement will become our one goal.

We moved all actions from this goal into goal 1 in the new LCAP. We will be reducing maintenance staff by 1 FTE and 1 school counselor due to the state budget deficits. Action 2.7, target chronically absent students, was supported by a grant that has finished. However, our counselor at the middle school and attendance clerks at both sites will take on this work. We are in the process of applying for the grant again in hopes to provide one person dedicated to our chronically absent student. We will reduce our administration services by eliminated the vice principal position at the middle school and Director of Special Education. We plan to have an assistant principal at the elementary school and a counselor at the middle school to support the principals. We will refine our actions to support students with disabilities as they are not making enough progress in English language arts and mathematics and are in the red performance level on the CA School Dashboard. We will have specific actions in the new LCAP to support our students that are in the red performance level on the CA School Dashboard. Furthermore, we will eliminate actions 2.11 and 2.12 as our staff no longer participates in the Shasta County Office of Education Native American grant. We kept actions that support English learners, low income, foster youth, homeless youth and student groups and students with disabilities. We moved the survey metric data to the Local Indicator Report that accompanies the LCAP to reduce the length of the LCAP and to ensure all 8 state priorities are addressed.

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 |
|-------------------------------------|------------------------------|----------------------------------|
| Cottonwood Union School District | Doug Geren Superintendent | dgeren@cwusd.com 530-347-3165 |

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.

The Cottonwood Union School District (CWUSD) is located in the southern most reaches of Shasta County and offers transitional kindergarten through eighth grade. The district's enrollment is approximately 892 students. CWUSD is comprised of North Cottonwood Elementary School serving grades transitional kindergarten through fourth grade, West Cottonwood Jr. High School serving grades fifth through eighth and Cottonwood Creek Charter School serving grades Kindergarten thru eighth by offering a hybrid independent study program.

Our demographic includes approximately 47.8% low income students, 2.4% English learner students, and 1.3% foster youth.

Reflections: Annual Performance

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

After reviewing the CA School Dashboard Data, we have maintained progress in English Language Arts (2.7 points) and mathematics (-0.2 points). We will concentrate our efforts in best first instruction and supplement instruction through targeted interventions as it is our goal to have all of our students at or above standard in math and English language arts. We also plan to revise our interventions in math and English language arts. Moreover, we will identify and target students using data to drive instruction and believe this will result in overall growth for our students

Red Performance Level Student Group(s) on the CA School Dashboard for 2022-2023: We will have a specific goal for Students with Disabilities in English language arts. They have not made the progress the last few years that we would like to see. We will direct extra resources to Students with Disabilities.

Chronic absenteeism continues to be a byproduct of the pandemic. We have made a concerted effort to target students and families to identify areas of support to ensure students are coming to school. Our Chronic Absenteeism Coordinator works daily with students and their families to set attendance goals. While we have seen a decline of 1.8% from 15.5%, it is our goal to decrease the chronically absent students to less than 1% next year. Educating students and families on the importance of attending school will continue to be a specific goal in our LCAP the next three years.

Suspension data indicates orange performance indicator on the CA School Dashboard with 4.5% of all students suspended at least one day. This was an increase of 0.7%.

Cottonwood Elementary School District Red Performance Level

Suspensions

Homeless students 19.20%

Students with disabilities 11.70%

English Language Arts

Students with disabilities 94.9 points below standard

Schools Red Performance Groups

West Cottonwood Junior High

Suspensions

Students with disabilities 22.10%

English Language Arts

Students with disabilities 104.3 points below standard

Mathematics

Students with disabilities 134.7 points below standard

Reflections: Technical Assistance

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

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| Governing Board/Public | <p>The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and goals to refine the plan based on the 8 state priorities.</p> <p>Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.</p> <p>Year-round: Each grade level presented their program to the Governing Board. This informed the Board on the actions, services and data reported in the LCAP.</p> <p>Governing board members met with staff at the elementary school site to observe the intervention program.</p> <p>Annual presentation of the CA School Dashboard results and the CAASPP results.</p> <p>Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results.</p> <p>Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students. The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered.</p> <p>Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process.</p> |

| Educational Partner(s) | Process for Engagement |
|------------------------|---|
| | Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 25, 2024 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 26, 2024. |
| SELPA | <p>Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County SELPA administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs.</p> <p>We submitted our plan to the SELPA for review and feedback.</p> |

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

The adopted LCAP was influenced by the following feedback:

Teachers-Staff wanted to eliminate the data collection system and replace it with something else. Administration is working on the replacement.

Administrators-After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the \$13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement. Our actions in the new 3 year template are a result of discussions between staff, students and the community.

We have also added actions to support our students in the red performance level as required by ED Code.

Other school personnel- Professional development will be provided based on individual requests and as the budget allows..

District bargaining units- No new actions were added to the LCAP.

Parents/Community-Resources to support behaviors, school engagement and academic supports. The English Learner parents requested after school tutoring for their student(s). (Some of these actions can be found in our Expanded Learning Opportunity Plan & grant plans instead of the LCAP)

Students-No new actions were added to the LCAP based on student feedback.

Governing Board/Public-After feedback from the staff, the Governing Board, Chief Business Officer, and Superintendent met to discuss positions and programs to be cut due to the state budget deficit and the reduction of ESSER/COVID funding. This caused us to eliminate and prioritize actions in the LCAP.

* SELPA-the plan was submitted to the SELPA but no changes were requested.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

After much discussion, the district decided to have one comprehensive goal to address the 8 state priorities. Using our school's mission with supporting actions and metrics, we believe it will streamline the plan and be easier to implement. Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes.

We are using this newly adopted State Board of Education LCAP template as an opportunity to completely revise the actions and goals in our plan. We will streamline our plan and have one broad goal. Our mission statement will become our one goal. We will eliminate any unnecessary metrics or metrics that are reported in the local indicator report. The latest iteration of the LCAP template is at least the sixth in the past nine years. The state board designed the LCAP both as a strategic plan for district improvement and as an accountability tool to verify that districts are directing the \$13 billion in supplemental and concentration funding to students for whom it was intended. With every LCAP template change, the LCAP has become cumbersome, complex, unbearably long, and not user friendly. We have decided to make the plan more engaging for our educational partners by streamlining it by showing the "through line" in one goal.

Before the State Board of Education voted on the new 3 year LCAP template, they heard repeated warnings from dozens of superintendents and school district administrators throughout California that piling on more extensive documentation would make districts' three-year LCAP unbearably long and unreadable. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document

useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 1.1 | Student performance- CAASPP English Language Arts | <p>2022-2023 48.74% students met or exceeded standard for ELA</p> <p>Yellow performance indicator on the CA School Dashboard 3.4 points below standard</p> <p>North Cottonwood Elementary School 44.86% all students met or exceeded standard for English language arts. 3rd- 45.98% 4th- 51.69%</p> <p>West Cottonwood Junior High School 48.78% all students met or exceeded the standard for English language arts. 5th- 52.58%</p> | | | <p>70% students met or exceeded standard for ELA</p> <p>Blue performance indicator on the CA School Dashboard</p> <p>20 points above standard</p> <p>North Cottonwood Elementary School 70% all students met or exceeded standard for English language arts. 3rd- 70% 4th- 70%</p> <p>West Cottonwood Junior High School 70% all students met or exceeded the standard for</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| | | <p>6th-35.80%</p> <p>7th- 52.69%</p> <p>8th- 51.90%</p> <p>Red performance indicator on CA School Dashboard</p> <p>Students with Disabilities CAASPP English language Arts 94.9 points below standard</p> <p>Maintained 2.3 Points</p> <p>Red Performance Schools</p> <p>West Cottonwood Junior High English Language Arts Students with disabilities 104.3 points below standard</p> | | | <p>English language arts.</p> <p>5th- 70%</p> <p>6th-70%</p> <p>7th- 70%</p> <p>8th- 70%</p> <p>Blue performance indicator on CA School Dashboard</p> <p>Students with Disabilities CAASPP English language Arts At or above standard</p> <p>Blue Performance Schools</p> <p>West Cottonwood Junior High English Language Arts Students with disabilities at or above standard</p> | |
| 1.2 | Student performance-CAASPP Mathematics | <p>2022-2023</p> <p>39.28% students met or exceeded standard for math</p> <p>Orange performance indicator on the CA School Dashboard</p> <p>29.1 points below standard</p> | | | <p>70% students met or exceeded standard for math</p> <p>Blue performance indicator on the CA School Dashboard</p> <p>20 points above standard</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|--|----------------------------------|
| | | <p>Smarter Balanced Assessments Mathematics 39.28% of students are at or above standards districtwide</p> <p>North Cottonwood Elementary School 47.62% all students met or exceeded standard for mathematics. 3rd- 41.84% 4th- 54.45%</p> <p>West Cottonwood Junior High School 34.97% all students met or exceeded the standard for mathematics. 5th- 33.04% 6th- 20.99% 7th- 40.21% 8th- 45.57%</p> <p>Red Performance Schools West Cottonwood Junior High Mathematics Students with disabilities 134.7 points below standard</p> | | | <p>Smarter Balanced Assessments Mathematics 70% of students are at or above standards districtwide</p> <p>North Cottonwood Elementary School 70% all students met or exceeded standard for mathematics. 3rd- 70% 4th- 70%</p> <p>West Cottonwood Junior High School 70% all students met or exceeded the standard for mathematics. 5th- 70% 6th- 70% 7th- 70% 8th- 70%</p> <p>Blue Performance Schools West Cottonwood Junior High Mathematics Students with disabilities at or above standard</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 1.3 | Student performance-CAASPP Science | 2022-2023 36.09% students met or exceeded standard for science | | | 70% students met or exceeded standard for science | |
| 1.4 | Student performance-ELPAC Proficiency | 2022-2023 37.5% making progress Maintained 1.1% No performance color indicator on the CA School Dashboard | | | 70% making progress No performance color indicator on the CA School Dashboard | |
| 1.5 | Student performance-ELPAC Reclassification Rate | 2023-2024 ELPAC Reclassification Rate 0.8% | | | ELPAC Reclassification Rate 15% | |
| 1.6 | Student Attendance Rates | 2023-2024 93.37% Attendance Rate as of March 22, 2024 | | | 98% Attendance Rate | |
| 1.7 | Student Chronic Absenteeism Rate | 2022-2023 22.9% of all students are chronically absent Declined 10.7% Yellow performance indicator on CA School Dashboard | | | Less than 3% of students are chronically absent Blue performance indicator on CA School Dashboard | |
| 1.8 | Middle School Drop Out Rate | 2022-2023 | | | 0% middle school drop out rate | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------------------------|--|----------------|----------------|---|----------------------------------|
| | | 0% middle school drop out rate | | | | |
| 1.9 | Student Suspension Rates | <p>2022-2023 4.5% of all students suspended at least one day Increased 0.7% All students are in the orange performance indicator on CA School Dashboard</p> <p>Red performance indicator on CA School Dashboard Students with Disabilities- 11.7% suspended at least one day, increased 5.8% Homeless- 19.2% suspended at least one day</p> <p>Red Performance School Data West Cottonwood Junior High Suspensions Students with disabilities 22.10%</p> | | | <p>Less than 2% of all students suspended at least one day</p> <p>All students are in the blue performance indicator on CA School Dashboard</p> | |
| 1.10 | Student Expulsion Rates | 2022-2023 0% expulsion rate | | | 0% expulsion rate | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|----------|----------------|----------------|---------------------------|----------------------------------|
| 1.11 | State Priorities 1, 2, 3, 7, and 8 are reported in the Local Indicator Report that accompanies the LCAP. (These include the results of the student, parent and staff surveys as well as staff credentialing, facilities, standards aligned instructional materials, parent engagement, etc.) | | | | | |

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 | Assessment and data | Schools use ongoing assessment and monitoring system that provides timely data which in turn is used to inform teachers and principals about student placement, diagnosis, progress and effectiveness program. Continue to support software- Data management systems for student achievement assessments | \$9,000.00 | No |
| 1.2 | Foster Youth | <p>We provide the following support for Foster and Homeless Youth:</p> <ul style="list-style-type: none"> Coordinate with the case worker and attendance staff. Ensure that transportation is not a barrier. Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Intervene early when they are missing a lot of school. Provide them with community resources such as: <ul style="list-style-type: none"> Clothes closets Food banks Health clinics Laundry services Hygiene kits Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in a free and reduced meal program. Assign students a “buddy” to help them learn their way around school. Give the student necessary school supplies, to take home. Keep some nutritional snacks for those students who might need additional nutrition. We see parents as critical partners in their child’s education and provide parent outreach with our families on an ongoing basis. | \$1,800.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|---|----------------|--------------|
| 1.3 | Special Education | <p>General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards.</p> <p>Special Education students are provided with Tier 1, 2 and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student's needs.</p> <p>Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards.</p> <p>English language arts targeted support</p> <p>Alternatives to suspension-counselor, behaviorist, structured day, restorative chats, restorative project</p> <p>We review data to target intervention support using a multi-tiered system of support for all of our students based on their individual needs.</p> <p>Instructional aides to support students with disabilities</p> <p>Continue ERICS classroom at West Cottonwood Jr. High</p> <p>The Special Education Department operates the ERICS Program, which is a regional program sponsored by the Mountain Valley JPA.</p> | \$2,674,272.00 | No |
| 1.4 | English Learner | <p>1 FT English Learner Instructional Aide</p> <p>We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond.</p> <p>We provide tiered intervention for students not progressing in the English Language Development standards and modify instruction based on student needs.</p> <p>Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Language Development and designated English Language Development using the English Language Arts/English Learner Standards.</p> <p>Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.</p> <p>English Learner students will be monitored for annual progress.</p> <p>Supplemental instructional materials to support English development.</p> | \$50,932.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| | | <p>We see parents as critical partners in their child’s education and provide parents with strategies to support their child. English learners will be reclassified based on our district protocol.</p> | | |
| 1.5 | Textbooks/Instructional Materials | <p>Ensure California State Standards adopted textbooks and instructional materials are available to each student. Supplemental curriculum units, if needed. (STEM Scope materials replacement, etc.) Technology hardware-continue to purchase Chromebook replacements and carts.</p> | \$10,000.00 | No |
| 1.6 | Academic Supports Intervention for All Collaboration Time | <p>Intervention books and supplies Supplemental materials (Getting Reading Right, Happy Numbers, Rocket Math, Reading Playground, etc.) Academic Coach to support interventions and new teachers (They will be shared between both school sites) California State Standards adopted curriculum and supplemental materials Learning Lab at North School Master schedule reworked at West Cottonwood to accommodate intervention time. Instructional assistants and benefits to provide small group instruction Schedule collaboration time for grade level/subject collaboration (4 days per month) Continue to support weekly collaborative day using Professional Learning Communities (minimum day) Student data analysis, goal setting, consistent assessments, pacing guides, Response to Intervention decisions for reteaching/advancement (cost associated with additional after school program hours) A focus on writing across the content areas.</p> | \$432,199.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|--|-------------|--------------|
| 1.7 | Computer Based Programs | Provide instructional support | \$55,000.00 | No |
| 1.8 | Professional Development | Continue to support professional development to deepen and expand the implementation of State Standards in reading, writing, math, Next Generation Science Standards, as well as provide training in Professional Learning Communities and technology. Conference fees on limited basis Consultants Classroom management and Peaceful Playground (paid for out of a grant by Columbia ESD) | \$14,650.00 | No |
| 1.9 | Parent Engagement/Communications | All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional are reached out to teachers, support staff, counselors and administration to encourage their participation in their children's education. We will partner with their families to share strategies and support to increase growth academically and behaviorally. Students will improve, both academically and socially, at school through parent information evenings to aide in home-school communication. Student will improve in skills through the use of highly qualified parent volunteers. Students will also have parents that are equipped to help them succeed through the use of technology. Parent nights-supplies Implement a user friendly website (Google translator link, links to events with details, parent links, student links, daily bulletin, monthly newsletter, parent survey) Provide SMS and weekly tech updates Monthly Principal newsletter Website annual fee Apptegy-An app for all school notifications | \$8,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|--------------|--------------|
| | | | | |
| 1.10 | Red Performance Student Group Homeless students | Assistant Principal at North Cottonwood salary and benefits Alternatives to suspension-counselor, behaviorist, structured day, restorative chats, restorative project | \$124,033.00 | Yes |
| 1.11 | Red Performance Student Group Students with disabilities | Revise our Multi-Tiered System of Support Target additional academic support in English language arts and mathematics to students with disabilities Set academic and behavior goals with students with disabilities Counselor to work in small groups of students with disabilities Provide refocus strategies and a refocus room for students with disabilities Provide alternatives to suspension (like structured day, reflection sheets, restorative chats, and restorative projects) | \$119,352.00 | No |
| 1.12 | Early Childhood Education | Continue to support preschool to support early literacy and academic success. Preschool salaries Books and supplies Instructional materials | \$295,477.00 | No |
| 1.13 | Literacy | Librarian shared between two sites. Librarian salary and benefits Books and supplies | \$80,206.00 | Yes |
| 1.14 | School Climate | Positive Behavior Intervention and Supports (no added cost) Capturing Kids Hearts for new staff | \$3,000.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---|--------------|--------------|
| 1.15 | Broad Course of Study & Clubs | Provide a broad course of study to include the following: Electives at West Cottonwood VAPA Career Technical Ed Robotics Foreign Language Culinary Arts Agriculture Books and supplies- instructional materials Contracted services for elective teachers | \$48,729.00 | Yes |
| 1.16 | Counselor/Social Emotional Support | TK-8 grade students will have access to behavioral counseling. Social Emotional Learning Support 1 FTE Counselor at the Junior High and 1 FTE Counselor at North Cottonwood | \$211,498.00 | Yes |
| 1.17 | Attendance Campaign | Attendance awareness campaign-Address at Back to School Nights and Kindergarten Round Up, Preschool orientation, and parent events. Attendance incentives will be provided to students at each school site. Attendance Clerks will contact families that are chronically absent and provide them with resources to remove barriers from keeping their students from attending school. Books and supplies | \$8,000.00 | No |
| 1.18 | Facilities | Short term and long term facility projects based on maintenance plan. (wood floor replacement, etc.) 1.0 FTE Facilities Maintenance Staff/Maintenance Coordinator salary benefits Supplies | \$323,744.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-------------------|--|-------------|--------------|
| | | Contracts for major facilities work and repair | | |
| 1.19 | Parent Engagement | <p>Parent outreach includes weekly outreach by principal and staff through Parent Square, phone calls, emails, text, and monthly newsletters. Provide parents and families with ways to support learning at home.</p> <p>Facilitate family engagement events</p> <p>All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are contacted by the teachers, support staff, counselors, and administration to encourage their participation in their children's education.</p> <p>Recruit more Parent Club members</p> <p>Provide food and childcare for parents at school events to increase family engagement.</p> | \$6,000.00 | No |

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 |
| \$888,606 | \$ |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 9.809% | 0.000% | \$0.00 | 9.809% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| 1.2 | <p>Action: Foster Youth</p> <p>Need: Foster Youth/Homeless(low income) students have high rates of suspension</p> <p>Scope: LEA-wide</p> | We review data to target intervention support using a multi-tiered system of support for all of our students based on their individual needs. | CAASPP English language arts CAASPP mathematics CAST Suspension rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| 1.4 | <p>Action: English Learner</p> <p>Need: Increase reclassification rate</p> <p>Scope: LEA-wide</p> | <p>Our reclassification rate is relatively low compared to our proficiency rate.</p> <p>Although our students are showing progress in English proficiency, we want to improve our multi-tiered system of support for our English learners districtwide.</p> <p>We review data to target intervention support using a multi-tiered system of support for all of our students based on their individual needs.</p> | <p>English Learner Progress Indicator</p> <p>English learner reclassification rate</p> <p>English learner proficiency rate</p> |
| 1.6 | <p>Action: Academic Supports Intervention for All Collaboration Time</p> <p>Need: Increase academic achievement</p> <p>Scope: LEA-wide</p> | <p>We review data to target intervention support using a multi-tiered system of support for all of our students based on their individual needs.</p> | <p>CAASPP English language arts</p> <p>CAASPP mathematics</p> <p>CAASPP science</p> <p>English learner progress indicator</p> |
| 1.10 | <p>Action: Red Performance Student Group Homeless students</p> <p>Need: Homeless students which are also considered low income because they qualify automatically for free and reduced lunch. Our homeless students are in the red performance level on the CA School Dashboard</p> | <p>We will target additional support to homeless students. This is provided LEA wide because we have homeless students are at both sites and need to provide additional support to remove barriers from learning.</p> | <p>Suspension rate</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 |
|-------------------|---|---|------------------------------------|
| | Scope: LEA-wide | | |
| 1.13 | Action: Literacy Need: Scope: LEA-wide | | |
| 1.15 | Action: Broad Course of Study & Clubs Need: Scope: LEA-wide | | |
| 1.16 | Action: Counselor/Social Emotional Support Need: Scope: LEA-wide | | |

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Not applicable

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

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 | 9,058,894 | 888,606 | 9.809% | 0.000% | 9.809% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|--------------|---------------|----------------|-----------------|---------------------|
| Totals | \$3,084,149.00 | \$348,507.00 | \$800,864.00 | \$242,872.00 | \$4,476,392.00 | \$2,628,330.00 | \$1,848,062.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---|--|---|----------|--|------------------------|-----------|-----------------|---------------------|----------------|-------------------|--------------|---------------|----------------|---|
| 1 | 1.1 | Assessment and data | All | No | | | All Schools | On-going | \$0.00 | \$9,000.00 | | \$9,000.00 | | | \$9,000.00 | |
| 1 | 1.2 | Foster Youth | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | On-going | \$1,800.00 | \$0.00 | \$1,800.00 | | | | \$1,800.00 | |
| 1 | 1.3 | Special Education | Students with Disabilities Red performance level in CAASPP | No | | | All Schools | On-going | \$1,249,228.00 | \$1,425,044.00 | \$1,791,186.00 | | \$650,864.00 | \$232,222.00 | \$2,674,272.00 | |
| 1 | 1.4 | English Learner | English Learners | Yes | LEA-wide | English Learners | All Schools | On-going | \$50,932.00 | \$0.00 | \$50,932.00 | | | | \$50,932.00 | |
| 1 | 1.5 | Textbooks/Instructional Materials | All | No | | | All Schools | On-going | \$0.00 | \$10,000.00 | \$10,000.00 | | | | \$10,000.00 | |
| 1 | 1.6 | Academic Supports Intervention for All Collaboration Time | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | \$432,199.00 | \$0.00 | \$432,199.00 | | | | \$432,199.00 | |
| 1 | 1.7 | Computer Based Programs | All | No | | | All Schools | On-going | \$0.00 | \$55,000.00 | | \$55,000.00 | | | \$55,000.00 | |
| 1 | 1.8 | Professional Development | All | No | | | All Schools | On-going | \$0.00 | \$14,650.00 | | \$14,000.00 | | \$650.00 | \$14,650.00 | |
| 1 | 1.9 | Parent Engagement/Communications | All | No | | | All Schools | On-going | \$0.00 | \$8,500.00 | | \$8,500.00 | | | \$8,500.00 | |
| 1 | 1.10 | Red Performance Student Group Homeless students | Low Income | Yes | LEA-wide | Low Income | All Schools | 2024-2025 | \$124,033.00 | \$0.00 | \$124,033.00 | | | | \$124,033.00 | |
| 1 | 1.11 | Red Performance Student Group Students with disabilities | Students with Disabilities | No | | | Specific Schools: West | 2024-2025 | \$119,352.00 | \$0.00 | | \$119,352.00 | | | \$119,352.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|------------------------------------|--|---|----------|--|------------------------|-----------|-----------------|---------------------|--------------|-------------------|--------------|---------------|--------------|---|
| | | | | | | | Cottonwood Jr High 5-8 | | | | | | | | | |
| 1 | 1.12 | Early Childhood Education | All | No | | | All Schools | On-going | \$276,881.00 | \$18,596.00 | \$23,822.00 | \$121,655.00 | \$150,000.00 | | \$295,477.00 | |
| 1 | 1.13 | Literacy | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | \$70,206.00 | \$10,000.00 | \$70,206.00 | \$10,000.00 | | | \$80,206.00 | |
| 1 | 1.14 | School Climate | English Learners Foster Youth Low Income | | | English Learners Foster Youth Low Income | All Schools | On-going | \$0.00 | \$3,000.00 | \$3,000.00 | | | | \$3,000.00 | |
| 1 | 1.15 | Broad Course of Study & Clubs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | \$13,729.00 | \$35,000.00 | \$37,729.00 | \$11,000.00 | | | \$48,729.00 | |
| 1 | 1.16 | Counselor/Social Emotional Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | \$211,498.00 | \$0.00 | \$211,498.00 | | | | \$211,498.00 | |
| 1 | 1.17 | Attendance Campaign | All | No | | | All Schools | On-going | \$0.00 | \$8,000.00 | \$4,000.00 | | | \$4,000.00 | \$8,000.00 | |
| 1 | 1.18 | Facilities | All | No | | | All Schools | On-going | \$78,472.00 | \$245,272.00 | \$323,744.00 | | | | \$323,744.00 | |
| 1 | 1.19 | Parent Engagement | All | No | | | All Schools | On-going | \$0.00 | \$6,000.00 | | | | \$6,000.00 | \$6,000.00 | |

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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 9,058,894 | 888,606 | 9.809% | 0.000% | 9.809% | \$928,397.00 | 0.000% | 10.248 % | Total: | \$928,397.00 |
| | | | | | | | | LEA-wide Total: | \$928,397.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.2 | Foster Youth | Yes | LEA-wide | Foster Youth Low Income | All Schools | \$1,800.00 | |
| 1 | 1.4 | English Learner | Yes | LEA-wide | English Learners | All Schools | \$50,932.00 | |
| 1 | 1.6 | Academic Supports Intervention for All Collaboration Time | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$432,199.00 | |
| 1 | 1.10 | Red Performance Student Group Homeless students | Yes | LEA-wide | Low Income | All Schools | \$124,033.00 | |
| 1 | 1.13 | Literacy | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$70,206.00 | |
| 1 | 1.14 | School Climate | | | English Learners Foster Youth Low Income | All Schools | \$3,000.00 | |
| 1 | 1.15 | Broad Course of Study & Clubs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$37,729.00 | |

| 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 | 1.16 | Counselor/Social Emotional Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$211,498.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$4,224,032.00 | \$5,264,533.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-----------------------------------|--|--|---|
| 1 | 1.1 | Assessment and data | No | \$19,300.00 | \$8,551 |
| 1 | 1.2 | Support for teachers | No | \$258,655.00 | \$258,858 |
| 1 | 1.3 | Foster Youth | Yes | \$1,500.00 | \$1,801 |
| 1 | 1.4 | Special Education | No | \$1,282,375.00 | \$2,015,787 |
| 1 | 1.5 | English Learner | Yes | \$2,000.00 | \$49,544 |
| 1 | 1.6 | Textbooks/Instructional Materials | No | \$8,000.00 | \$10,225 |
| 1 | 1.7 | Interventions | No | \$1,000.00 | \$5,845 |
| 1 | 1.8 | Computer Based Programs | No | \$66,149.00 | \$50,105 |
| 1 | 1.9 | Intervention for All Support | No | \$187,658.00 | \$119,209 |
| 1 | 1.10 | Instructional Aides | Yes | \$477,333.00 | \$489,476 |
| 1 | 1.11 | Professional Development | No | \$90,150.00 | \$54,422 |

| 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 | Parent Engagement | No | \$2,179.00 | \$3,000 |
| 1 | 1.13 | Collaboration Time | No | \$0.00 | |
| 1 | 1.14 | Summer Professional Development | No | \$47,900.00 | \$19,450 |
| 1 | 1.15 | Technology | No | \$200,150.00 | \$366,568 |
| 1 | 1.16 | Early Childhood Education | No | \$229,658.00 | \$231,789 |
| 1 | 1.17 | Literacy | Yes | \$136,520.00 | \$143,560 |
| 1 | 1.18 | Summer School | No | \$230,168.00 | \$313,051 |
| 1 | 1.19 | Tutoring | No | \$61,400.00 | \$47,745 |
| 1 | 1.21 | School Climate | No | \$3,000.00 | \$3,595 |
| 1 | 1.22 | Special Education | No | | \$155,000 |
| 2 | 2.1 | Parent Engagement | Yes | \$3,485.00 | \$2,655 |
| 2 | 2.2 | Communication | No | \$8,350.00 | \$8,350 |
| 2 | 2.3 | Broad Course of Study | Yes | \$93,113.00 | \$33,101 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 2 | 2.4 | Behavioral Counseling/Social Emotional Support | Yes | \$212,806.00 | \$204,843 |
| 2 | 2.5 | Attendance Campaign | No | \$4,000.00 | \$4,612 |
| 2 | 2.6 | Facilities | No | \$346,000.00 | \$410,339 |
| 2 | 2.7 | Target Chronically Absent Students | No | \$0.00 | \$0.00 |
| 2 | 2.8 | Assistant Principal | No | \$248,183.00 | \$252,052 |
| 2 | 2.10 | Special Education and Student Support | No | \$0.00 | \$0.00 |
| 2 | 2.11 | Professional Development | No | \$2,000.00 | \$0.00 |
| 2 | 2.12 | LCSPPP Native American Grant for Student Success | Yes | \$1,000.00 | \$1,000 |

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) |
|--|---|---|--|--|--|--|
| 896,028 | \$875,906.00 | \$923,325.00 | (\$47,419.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.3 | Foster Youth | Yes | \$1,500.00 | \$1,801 | | |
| 1 | 1.5 | English Learner | Yes | \$2,000.00 | \$49,544 | | |
| 1 | 1.10 | Instructional Aides | Yes | \$477,333.00 | \$489,476 | | |
| 1 | 1.17 | Literacy | Yes | \$136,520.00 | \$143,560 | | |
| 2 | 2.1 | Parent Engagement | Yes | \$3,485.00 | \$0 | | |
| 2 | 2.3 | Broad Course of Study | Yes | \$93,113.00 | \$33,101 | | |
| 2 | 2.4 | Behavioral Counseling/Social Emotional Support | Yes | \$160,955.00 | \$204,843 | | |
| 2 | 2.12 | LCSP Native American Grant for Student Success | Yes | \$1,000.00 | \$1,000 | | |

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) |
|---|---|--|---|--|---|--|--|---|
| \$9,198,846 | 896,028 | 0 | 9.741% | \$923,325.00 | 0.000% | 10.037% | \$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).

2024-25 LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|--|
| Local Educational Agency (LEA) Name: | Cottonwood Union School District |
| CDS Code: | 45-69955-0000000 |
| LEA Contact Information: | Name: Doug Geren Position: Superintendent Email: dgeren@cwusd.com Phone: 530-347-3165 |
| Coming School Year: | 2024-25 |
| Current School Year: | 2023-24 |

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| Projected General Fund Revenue for the 2024-25 School Year | Amount Whole Numbers |
|---|---------------------------------|
| Total LCFF Funds | \$10,301,617 |
| LCFF Supplemental & Concentration Grants | \$888,606 |
| All Other State Funds | \$1,785,599 |
| All Local Funds | \$1,115,582 |
| All federal funds | \$782,110 |
| Total Projected Revenue | \$13,984,908 |

| Total Budgeted Expenditures for the 2024-25 School Year | Amount Whole Numbers |
|--|---------------------------------|
| Total Budgeted General Fund Expenditures | \$14,924,846 |
| Total Budgeted Expenditures in the LCAP | \$4,504,392 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$889,191 |
| Expenditures not in the LCAP | \$10,420,454 |

| Expenditures for High Needs Students in the 2023-24 School Year | Amount Whole Numbers |
|--|---------------------------------|
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$875,906 |
| Actual Expenditures for High Needs Students in LCAP | \$923,325 |

| Funds for High Needs Students | Amount [AUTO-CALCULATED] |
|--|-------------------------------------|
| 2024-25 Difference in Projected Funds and Budgeted Expenditures | \$585 |
| 2023-24 Difference in Budgeted and Actual Expenditures | \$47,419 |

| Required Prompts(s) | Response(s) [FIELDS WILL APPEAR IF REQUIRED] |
|---|---|
| Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP). | Budgeted expenditures not included in the LCAP consist of general education teachers, custodial services, facility maintenance, utilities, administration, and restricted grants. |

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cottonwood Union School District

CDS Code: 45-69955-0000000

School Year: 2024-25

LEA contact information:

Doug Geren

Superintendent

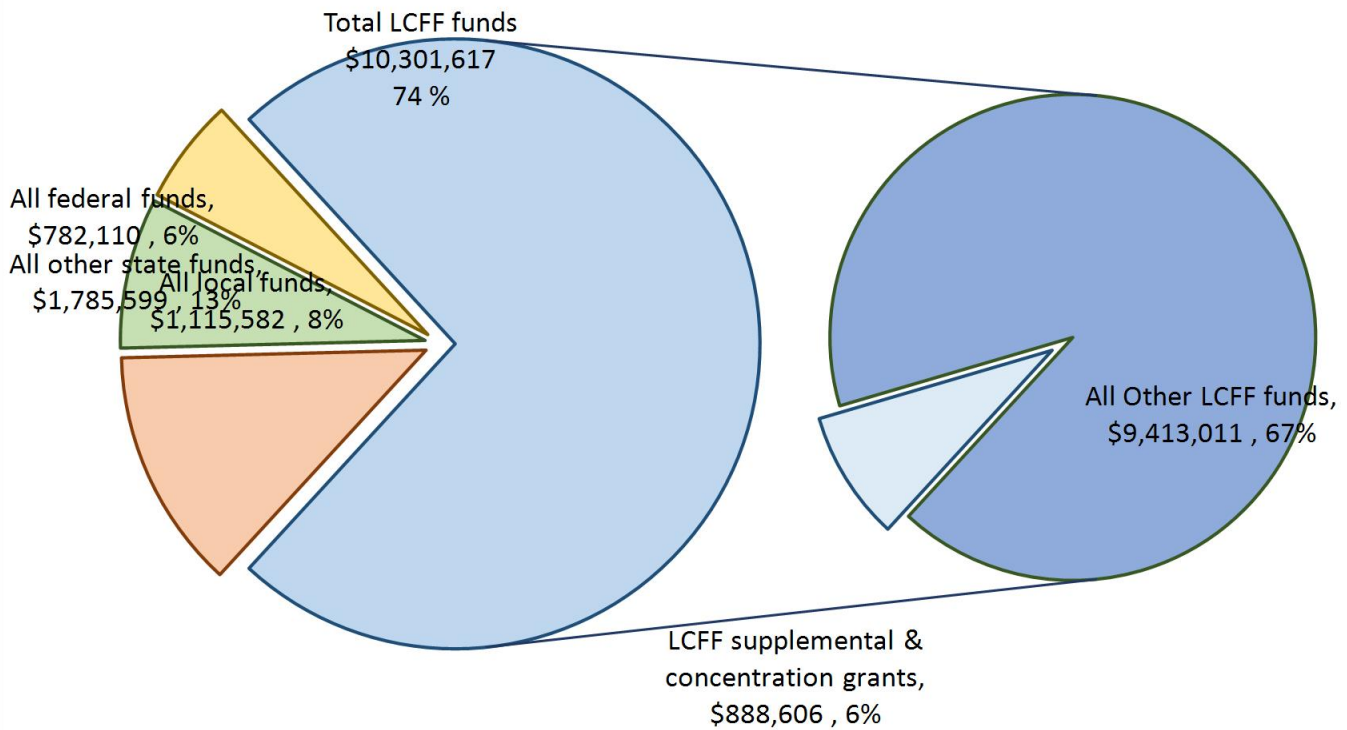
dgeren@cwusd.com

530-347-3165

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

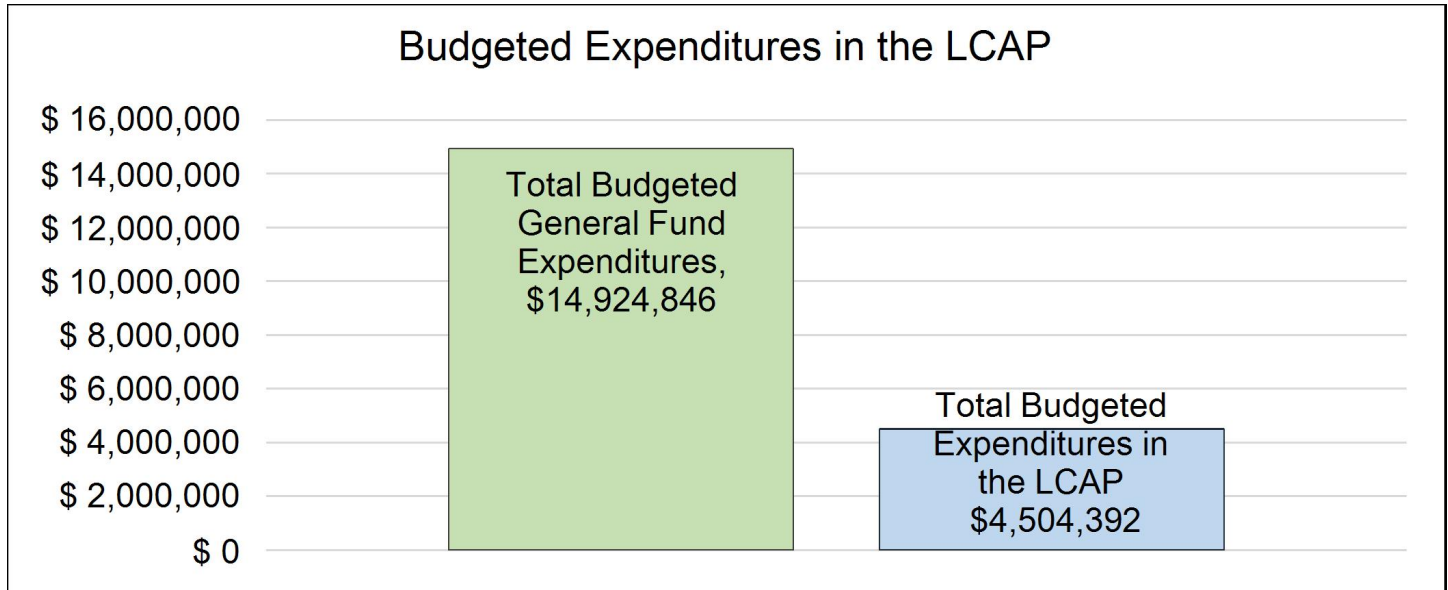


This chart shows the total general purpose revenue Cottonwood Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cottonwood Union School District is \$13,984,908, of which \$10,301,617 is Local Control Funding Formula (LCFF), \$1,785,599 is other state funds, \$1,115,582 is local funds, and \$782,110 is federal funds. Of the \$10,301,617 in LCFF Funds, \$888,606 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cottonwood Union School District plans to spend for 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: Cottonwood Union School District plans to spend \$14,924,846 for the 2024-25 school year. Of that amount, \$4,504,392 is tied to actions/services in the LCAP and \$10,420,454 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

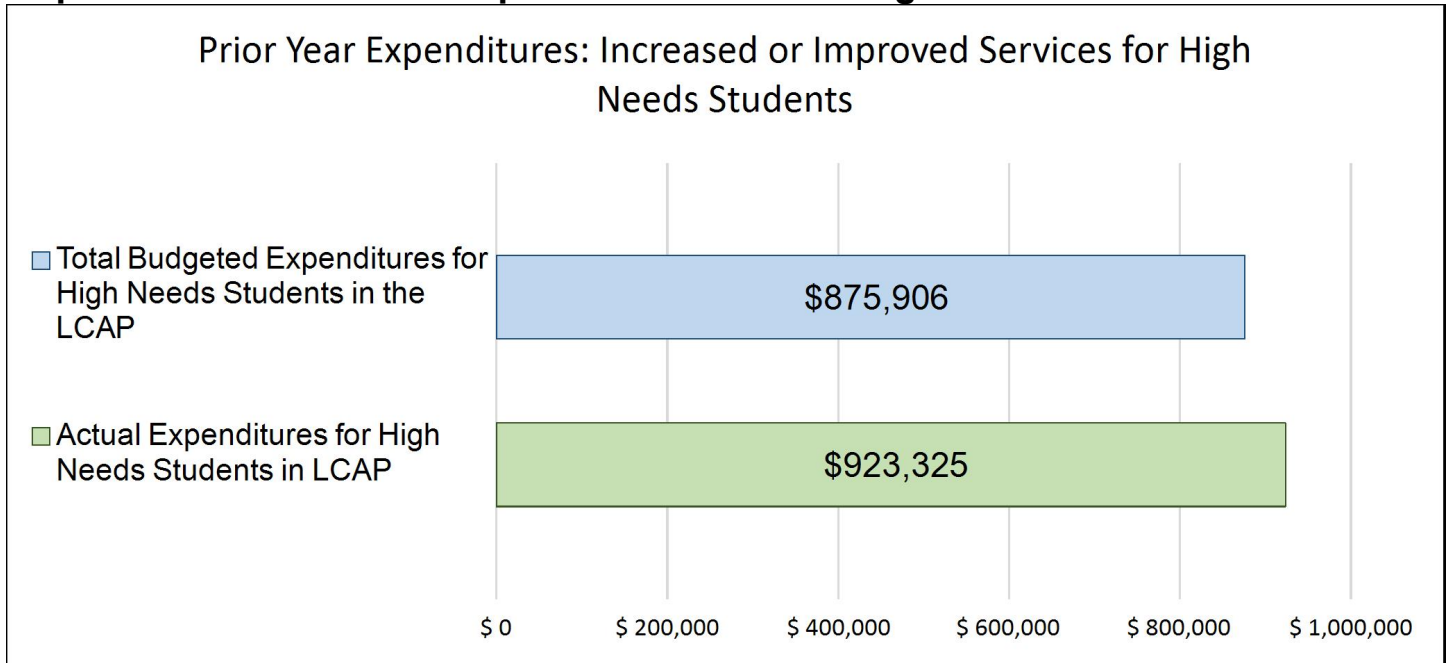
Budgeted expenditures not included in the LCAP consist of general education teachers, custodial services, facility maintenance, utilities, administration, and restricted grants.

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

In 2024-25, Cottonwood Union School District is projecting it will receive \$888,606 based on the enrollment of foster youth, English learner, and low-income students. Cottonwood Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cottonwood Union School District plans to spend \$889,191 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 Cottonwood Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cottonwood Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Cottonwood Union School District's LCAP budgeted \$875,906 for planned actions to increase or improve services for high needs students. Cottonwood Union School District actually spent \$923,325 for actions to increase or improve services for high needs students in 2023-24.