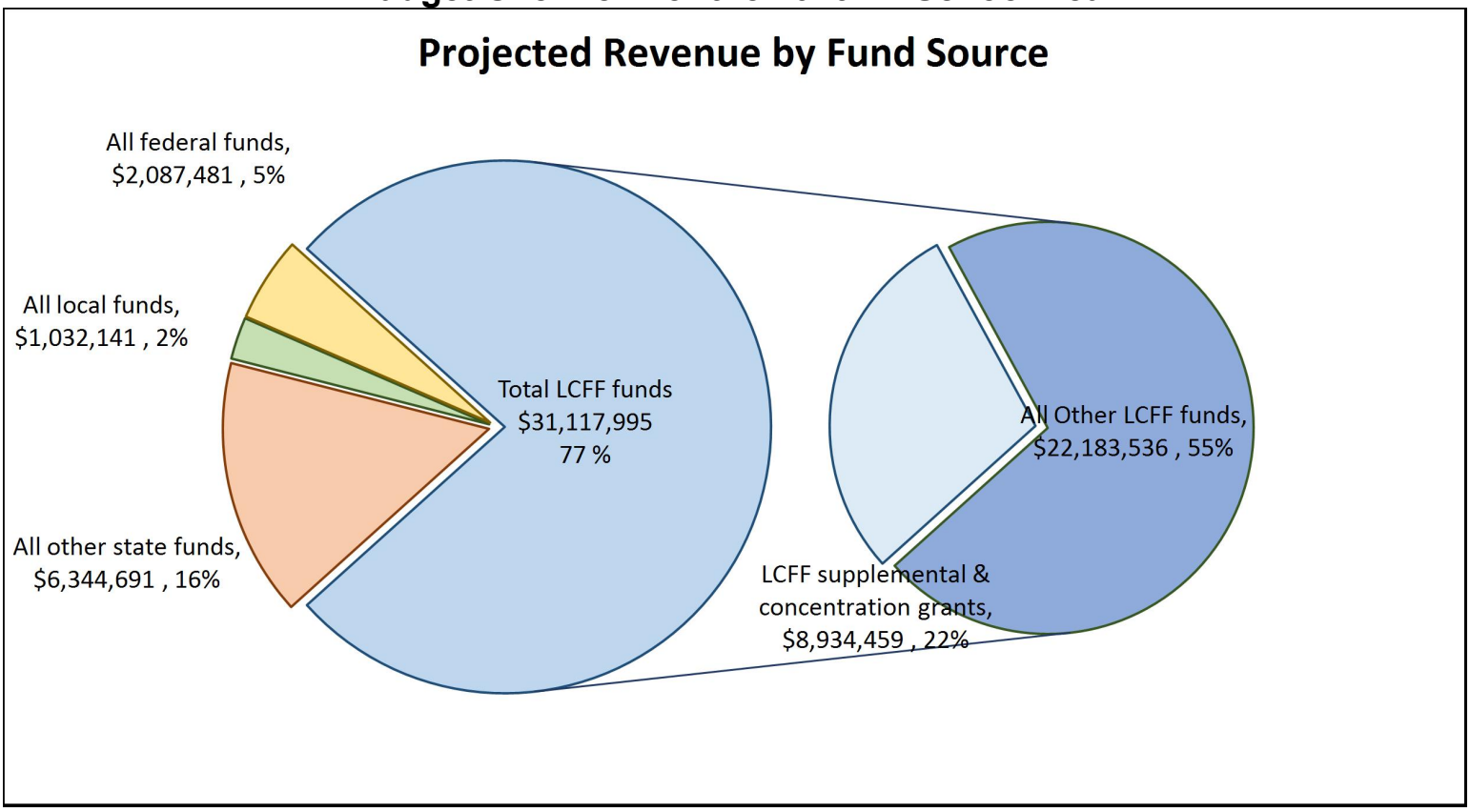
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CORNING UNION ELEMENTARY SCHOOL DISTRICT
CDS Code: 5271498
School Year: 2026-27
LEA contact information:
TIFFANY DIETZ
Superintendent
tdietz@cuesd.net
530-824-7701 ext.1257

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

Budget Overview for the 2026-27 School Year

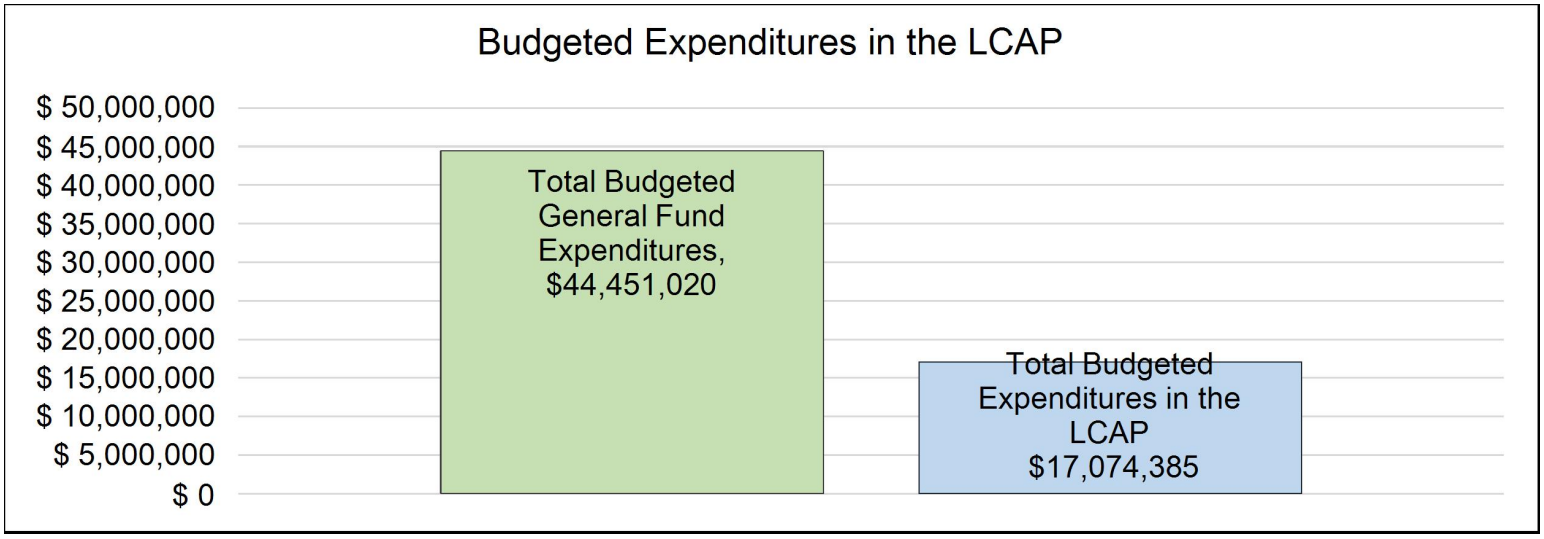


This chart shows the total general purpose revenue CORNING UNION ELEMENTARY SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CORNING UNION ELEMENTARY SCHOOL DISTRICT is $40,582,308, of which $31,117,995 is Local Control Funding Formula (LCFF), $6,344,691 is other state funds, $1,032,141 is local funds, and $2,087,481 is federal funds. Of the $31,117,995 in LCFF Funds, $8,934,459 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much CORNING UNION ELEMENTARY SCHOOL DISTRICT plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: CORNING UNION ELEMENTARY SCHOOL DISTRICT plans to spend $44,451,020 for the 2026-27 school year. Of that amount, $17,074,385 is tied to actions/services in the LCAP and $27,376,635 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

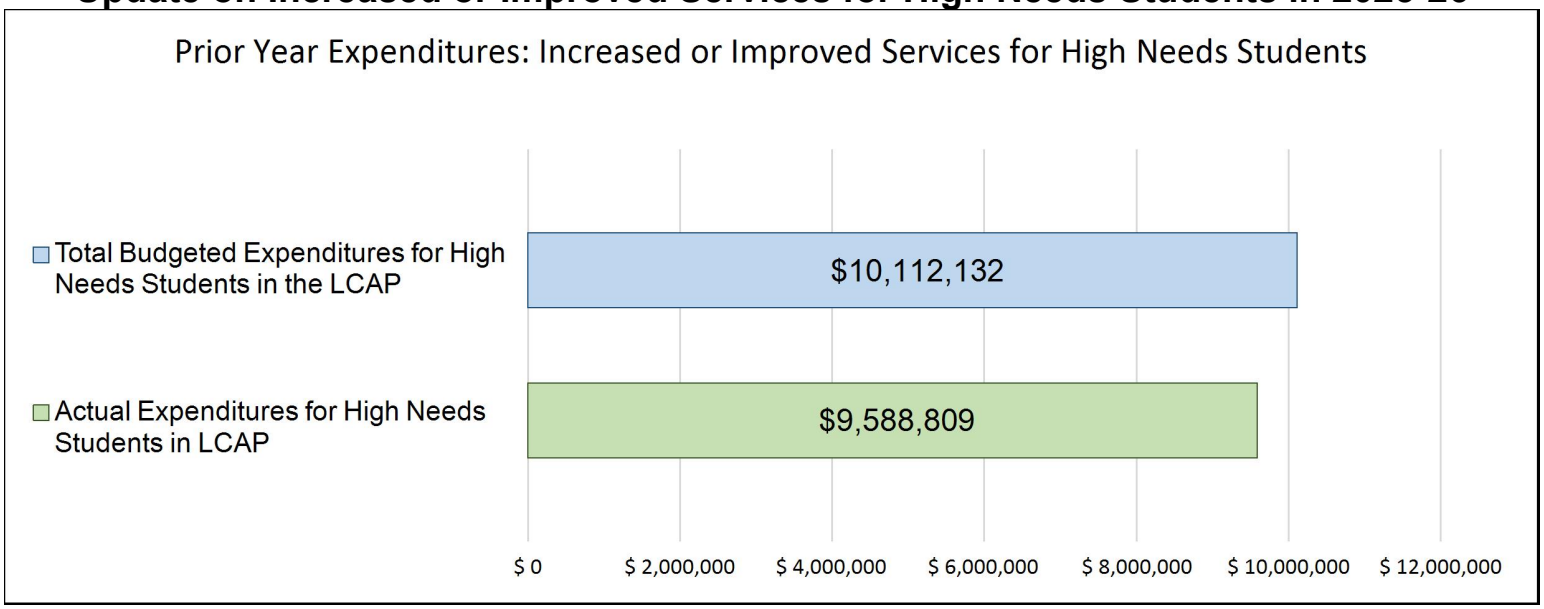
Expenditures that are not in the LCAP include teacher salaries, admin salaries, custodial and maintenance salaries and supplies, categorical programs such as Extended Learning Opportunties Program, Community Schools, Literacy grant, etc.

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

In 2026-27, CORNING UNION ELEMENTARY SCHOOL DISTRICT is projecting it will receive $8,934,459 based on the enrollment of foster youth, English learner, and low-income students. CORNING UNION ELEMENTARY SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. CORNING UNION ELEMENTARY SCHOOL DISTRICT plans to spend $10,123,275 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, CORNING UNION ELEMENTARY SCHOOL DISTRICT's LCAP budgeted $10,112,132 for planned actions to increase or improve services for high needs students. CORNING UNION ELEMENTARY SCHOOL DISTRICT actually spent $9,588,809 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $523,323 had the following impact on CORNING UNION ELEMENTARY SCHOOL DISTRICT’s ability to increase or improve services for high needs students:

Actual expenditures for increased or improved services for high-needs students were lower than originally budgeted, but exceeded the amount of supplemental and concentration funding received. The difference was primarily due to challenges in filling paraprofessional and bilingual liaison positions, resulting in lower personnel costs than anticipated. In addition, some planned expenditures were supported through other categorical funding sources, allowing services for high-needs students to be maintained while reducing expenditures from supplemental and concentration funds.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

Corning Union Elementary School District serves the children of Corning California in grades TK-8. We are a strong community, with vibrant and supportive families and community partners. The district has a 92% rate for UPC, and is comprised of 42% ELL students. The district has created relationships with partners in regional and statewide programs including AVID and NorCal ELC. Focus is on improving academic performance, targeting language development, reading, writing, mathematics and attendance. Previously we received the Everett Freeman Promise Neighborhood Grant which was awarded to the district through a partnership with the local tribe, the Paskenta Band of Nomlaki Indians. This is a prestigious grant from the federal government for our district and the local high school. This grant focuses on improving academic and social growth for all Corning students from birth to post high school graduation. The grant has come to an end, but we have continued to fully fund therapists to support social emotional needs and fund an attendance clerk with partial funding coming from categorical funds. During the 2025-2026 school year as well as moving into the future Corning Union Elementary has continued to focus on implementing and sustaining AVID district wide. AVID is a program designed to prepare students for college or career through solid instructional practices. It provides a common language for the entire district around instruction and learning. Corning Union Elementary received a Community Schools Planning Grant and has been working to increase family engagement through this grant funding. We will be learning whether we receive the Community Schools Implementation Grant in June.

Our district has unspent LREBG funds in the amount of $1,867,809. Goals 1 and 2 will be our focus areas for this funding with action items 1.1, 1.4, 1.7, 1.9, 1.10, 1.11, 1.15, 1.16, 2.3, 2.9, 2.10, 2.13. Our focus on academics in both Math and ELA will be addressed through funding instructional coaching for our staff. Paraprofessional support in the classrooms will be provided to increase intervention. Behavior support specialists have been hired and are instrumental in increasing positive school climate and academic engagement. Funding additional

field trips and out of school experiences through LREBG will support student learning and engagement. Scholastic book orders for students will increase access to books at home. One on one tutoring will help increase skill development and academic achievement.

Reflections: Annual Performance

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

A review of the California School Dashboard and local mid-year data for the 2025–26 school year demonstrates significant progress in school climate and foundational academic growth, while highlighting the need for continued focus on specific student groups.

Chronic Absenteeism

Corning Union Elementary School District (CUESD) has seen a dramatic improvement in student attendance. The districtwide chronic absenteeism rate declined from a baseline of 21.0% (2022–23) to 12.7% in the 2023–24 school year. Based on the most recent data analysis, the performance for the 2024–25 school year was 11.3%. Mid-year data for the current 2025–26 cycle shows a further reduction to 9.09%. This success has moved many student groups out of the "Red" performance level and is attributed to a comprehensive Attendance Campaign and the persistent efforts of the Attendance Liaison. At the Community Day School (CDS), chronic absenteeism also improved, dropping from a 45.46% baseline to a 2023-24 rate of 44.44%, with a mid-year level in 2025-26 of 25%.

Suspension Rates

The district's focus on restorative practices and intensive behavioral support has led to a dramatic decrease in suspension rates. Overall rates declined from 5.0% (2022–23 baseline) to 2.7% in 2023–24. For the 2024–25 school year, the suspension rate was 3.6% in 2024–25. Current 2025–26 mid-year data reports only 22 total suspensions districtwide, a rate of 0.90%. This progress reflects the impact of the hiring of five behavior support specialists and a behaviorist to provide proactive tiered interventions. While most student groups improved, Foster Youth remain a focus area as they were identified in the "Red" performance level on the 2023 Dashboard.

ELA and Math Achievement

Academic achievement is trending positively, validating the district’s instructional anchor, AVID, and targeted professional development.

English Language Arts (ELA): Student performance increased from a baseline of 21.20% (2022–23) to 22.24% in 2023–24. Performance for the 2024–25 school year reached 25.06%, showing continued growth.

Mathematics: Achievement rose from a baseline of 15.94% (2022–23) to 17.06% in 2023–24. The 2024–25 school year outcome was 19.04%.

Despite this growth, mathematics remains a designated weakness, particularly for English Learners, Hispanic students, and Students with Disabilities, who continue to score far below standard. The district plans to address these gaps through expanded Math Professional Development and instructional coaching funded by the Learning Recovery Emergency Block Grant (LREBG).

English Learner (EL) Progress (ELD/ELPAC)

The district, where 42% of students are English Learners, is seeing measurable growth in language proficiency. The percentage of students making progress on the English Learner Progress Indicator (ELPI) increased from a 41.8% baseline (2022–23) to 41.9% in 2023–24. For the 2024–25 school year, the progress rate was 48.6%. Most recently, mid-year reports for 2025-26 indicate that 49% of students are making progress. Additionally, the EL reclassification rate was 6.7% for the 2024–25 year. To further accelerate these gains, the district is pivoting its strategy to include the implementation of AVID Excel at the middle school and exploring a Dual Immersion program based on extensive partner feedback.

LREBG Expenditure Narrative as of the 2025–26 school year, CUESD continues to utilize unexpended Learning Recovery Emergency Block Grant (LREBG) funds from an initial 202 balance of $2,475,884.0. For the current cycle, the district has budgeted approximately $815,368 in LREBG funds to address persistent learning gaps and engagement needs identified in our local needs assessment.
The district has prioritized these funds for the following critical areas:
Instructional Staffing and Class Size Reduction: Funding a literacy teacher at Rancho Tehama, two additional paraprofessionals at Rancho Tehama, and maintaining additional certificated staff to keep primary class sizes low.
Professional Capacity: Supporting teacher induction fees, comprehensive professional development, and specialized TK coaching.
Student Engagement and Behavior: Funding a 0.5 FTE Attendance Liaison to combat chronic absenteeism, 90% of a district behaviorist position, Character Strong social emotional curriculum, and outdoor learning experiences including Science Camp and associated charter bus transportation.
Literacy Access: Providing two rounds of Scholastic book distributions for students at all sites except Maywood.
Rationale: These selections are evidence-based strategies designed to accelerate learning recovery by reducing adult-to-student ratios, providing intensive literacy intervention, and fostering a positive school climate through dedicated behavioral and attendance supports. These actions align with EC Section 32526(c)(2) by focusing on direct instruction and support for pupils exhibiting academic disengagement.

Reflections: Technical Assistance

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

For the 2026–2027 LCAP cycle, Corning Union Elementary School District (CUESD) is engaged in technical assistance due to the identification of West Street School for Targeted Support and Improvement (TSI). Under the Every Student Succeeds Act (ESSA), West Street School was identified based on the performance of the Students with Disabilities (SWD) student group. Specifically, the identification was triggered by the Suspension Rate indicator for this subgroup, which is currently in the Red performance category on the California School Dashboard. It is important to note that the Students with Disabilities subgroup at West Street is meeting standards in English Language Arts, Mathematics, and Chronic Absenteeism, and did not trigger TSI identification in those areas.
Summary of Work Underway In response to this identification, the district is providing intensive support to West Street School to implement its TSI Exit Plan. This plan was developed following a root cause analysis which revealed that a small number of repeat incidents account for a significant portion of suspensions and that Tier 1 Positive Behavioral Interventions and Supports (PBIS) were not being consistently applied to this subgroup.
The work currently underway includes:
Strengthening Tier 1 PBIS Implementation: West Street staff are focusing on the explicit teaching and reinforcement of schoolwide expectations. This includes establishing consistent positive reinforcement practices specifically tailored for Students with Disabilities to foster a more inclusive and supportive school culture.
Expanding Alternatives to Suspension: The district is moving toward more restorative practices, including restorative conversations and reflection activities. The plan prioritizes non-exclusionary disciplinary responses whenever appropriate and requires the documentation of alternative interventions attempted prior to any suspension.
Aligning Discipline with IEP Supports: To ensure that disciplinary actions do not conflict with a student's individual needs, staff are reviewing Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) for students with repeat incidents. Additionally, the district is providing staff support and training in de-escalation and evidence-based behavior intervention strategies.

Targeted Data Monitoring: The district has implemented a system for the monthly review of suspension data for Students with Disabilities. This allows for proactive problem-solving meetings for students with multiple referrals and the real-time adjustment of supports to prevent behavioral escalation.
Progress on these initiatives is monitored through monthly data reviews and reported quarterly to the West Street School Site Council. The district's ultimate goal is to reduce the suspension rate for Students with Disabilities from Red to Orange or better, leading to a successful exit from TSI status in the next Dashboard release.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

CUESD utilized a comprehensive engagement process to inform the 2026–2027 LCAP, incorporating feedback from a broad range of educational partners including parents, staff, students, and union groups. This consultation involved in-person meetings with all School Site Councils, the District English Learner Advisory Committee (DELAC), and both classified and certificated union units.
The following key themes and strategic shifts were directly influenced by partner feedback:
Dual Immersion Program: Based on long-term requests from DELAC, the district has committed to exploring and planning for a Dual Immersion program. This partner input directly led to the amendment of Action 3.4, shifting professional development from the CABE conference to conferences specifically focused on dual-language immersion initiatives.
Behavioral Support and Bullying: Feedback from students, parents, and staff highlighted student discipline and bullying as primary concerns across the district. In response, CUESD increased its investment in behavior support training and hired five behavior support specialists, a supervisor, and a behaviorist to provide proactive tiered interventions.

AVID Excel Implementation: Feedback regarding the unique needs of Long-Term English Learners (LTELs) at the middle school led to the amendment of Action 3.1. The district will now implement AVID Excel to provide more specialized support for designated English Language Development (ELD).
Community Day School (CDS) Enhancements: As part of the Equity Multiplier Focus Goal (Goal 4), partners identified a critical need for outdoor play opportunities at the alternative site. This feedback resulted in the inclusion of Action 4.2 to implement play yard improvements at the Columbia site, which are scheduled for completion in 2026.
Staffing and Paraprofessional Support: Results from the 2026 Staff Survey emphasized that the "high needs" of students—including those with behavioral and speech challenges—require more intensive paraprofessional support. This feedback validated the district's continued focus on Action 1.1, which centers on recruiting and retaining Learning Center aides to maintain intervention capacity.
Communication Improvements: While parents overwhelmingly praised the ParentSquare app for academic updates, survey feedback indicated a desire for more frequent, informal communication regarding their children's social-emotional growth and academic progress between the formal annual conferences.
LREBG Priorities: The district's needs assessment, which included extensive stakeholder input, identified persistent academic and engagement gaps following the COVID-19 pandemic. This assessment informed the allocation of Learning Recovery Emergency Block Grant (LREBG) funds toward instructional coaching, math professional development, and additional teacher support to reduce class sizes.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 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.

The academic achievement of all learners is what prepares students for the next grade and then for a lifetime of learning. Students need to be college and/or career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately credentialed and assigned as measured by Williams.	23/24: 90%	24/25: 95%	25/26: 100%	100% of teachers appropriately credentialed and assigned.	Increase of 5%
1.2	Student access to standards-based curriculum as measured by Williams reporting.	23/24: 100% of students have access to standards-based curriculum.	24/25 100% of students have access to standards-based curriculum	25/26: 100% of students have access to standards-based curriculum	Continue to maintain 100%	N/A
1.3	Implementation of academic content and	23/24: 100% implementation of	24/25 100% implementation of	25/26 100% implementation of	Continue to maintain 100%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards as measured by Williams reporting.	academic content standards.	academic content standards	academic content standards		
1.4	Student performance on ELA standards as measured by the ELA CAASP assessment as targeted by LREBG funds.	22/23: 21.20% met/exceeded ELA standards	23/24- 22.24% met or exceeded ELA standards	24/25: 25.06% met or exceeded ELA standards.	35% met/exceeded ELA Standards	Increased 2.82%
1.5	Student performance on MA standards as measured by the Math CAASP assessment as targeted by LREBG funds.	22/23: 15.94% met/exceeded Math standards.	23/24- 17.06% met or exceeded Math standards.	24/25: 19.04% met or exceeded ELA standards.	30% met/exceeded Math Standards	Increased 1.98%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, CUESD successfully implemented the majority of the 20 actions under Goal 1, with 18 actions reported as either "Fully Implemented" or "Ongoing" by mid-year. Learning Centers were established and operational at every school site, providing critical intervention supports in English Language Arts (ELA) and Math. The district achieved a fully staffed cohort of ELD teachers and maintained 1:1 technology access for all students. AVID continues to serve as the instructional anchor for the district, with site teams providing ongoing professional development to ensure a common language for instruction and learning. Staff survey results confirm that high academic standards and a collaborative "team approach" remain core strengths of the district's instructional culture.

The most significant challenge impacting implementation was staffing, specifically the persistent difficulty in recruiting and retaining Learning Center paraprofessionals. This shortage limited the capacity of intervention classes to serve all identified at-risk students and required the district to make adjustments to class schedules and support structures. Feedback from the 2026 Staff Survey emphasized this hurdle, with teachers noting that the high needs of students require more intensive paraprofessional support than is currently available. A major success was the contract with Empower Tehama for Math Professional Development, which was highly effective in supporting new teachers. Material implementation differences included vacancies in paraprofessional roles and a 20–25% carryover in site-based budget allocations. Notably, the district added new actions mid-cycle for Additional Teacher Support and Additional Human Resources Support to address emerging needs identified through the Learning Recovery Emergency Block Grant (LREBG) assessment

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

Material differences in expenditures for Goal 1 were primarily driven by staffing vacancies and site-based budget carryovers. Action 1.1 (Learning Centers) experienced lower than planned personnel spending due to the ongoing challenges in filling paraprofessional positions. Additionally, school sites were permitted to carry over approximately 20–25% of their site budget allocations (Action 1.13) into the subsequent year, creating a variance in actual versus budgeted supplemental purchases for classroom instructional materials.

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

The actions implemented under Goal 1 have proven effective, as evidenced by positive trends in SBAC data. ELA performance increased from 22.24% to 25.06%, and Math achievement rose from 17.06% to 19.04%. These gains validate the impact of the targeted interventions and professional development strategies. However, the district noted that actions targeting the English Learner student subgroup have been less effective to date, as there was an overall decline in progress for this specific group. While Metric 1.1 reached 100% for appropriately credentialed teachers, further focus is needed to meet the Year 3 targets for ELA (35%) and Math (30%) proficiency.

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

No modifications are planned for Goal 1 actions or metrics for the 2026–27 school year. The district will continue to utilize LREBG funds for math professional development and technology resources to target academic performance gaps identified in the needs assessment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Learning Centers	Learning Centers will continue to be staffed at each site providing intervention supports to all students, including unduplicated students, identified at-risk in ELA and Math. Some increase in support will be added through LREBG, as determined by our needs assessment.	$1,670,358.00	Yes
1.2	Special Education Services	RSP and SDC programs will be provided to all eligible students with special education staff coordination services with the general education teacher to maximize and to enhance general education/Tier 1 opportunities for special education students.	$4,379,522.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Ellevation Data Analysis Platform	Funding the Ellevation data platform for monitoring the instructional needs of our students including EL, FY, SED.	$0.00	No
1.4	Math PD	Contract with Empower for professional development to help our teachers with Math Expressions (TK-5). As we are going through a math adoption cycle, we will contract with Swun Math and Amplify by Desmos for professional development associated with math curriculum piloting and implementation. Instructional coaching will be added through LREBG grant, as our needs assessment indicates a need for additional support in math. LREBG Action: This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Research Justification: Specialized coaching in early childhood settings improves instructional quality and foundational literacy/numeracy skills (NIEER, 2013). Monitoring Metric: Metric 1.1 (Teacher Credentialing/Assignment) and Metric 1.5 (Math CAASPP).	$110,985.00	Yes
1.5	Technology Resources	Provide 1:1 technology to our students for access to curriculum and learning resources. ViewSonic Boards and other technology for use in classrooms by teachers for student learning - funded through LREBG.	$446,135.00	Yes
1.6	Library Services	Funding libraries and library services.	$180,848.00	Yes
1.7	Kinder Paras/Staffing	Reduce student to adult ratio within our Kinder classrooms by providing a para for each classroom.	$179,921.00	Yes
1.8	IReady Reading/Math	iReady software for monitoring and providing interventions to students in K-8	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	AVID	Ongoing support of the AVID program district wide (includes PD, implementation supports and monitoring) Some increase in support may be added through LREBG, as a need was identified in our needs assessment.	$257,360.00	No
1.10	Scholastic Books	Scholastic books will continue to be purchased for all grades through LREBG funding as our needs assessment indicates a need for increased literacy support. LREBG Action: This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Research Justification: Increasing access to print materials at home is a proven strategy for improving literacy outcomes and reading engagement (Reading Is Fundamental, 2022). Monitoring Metric: Metric 1.4 (ELA CAASPP). LREBG Funding Amount: $127,000.	$127,000.00	No
1.11	Professional Development	PD is provided to classified and certificated staff that focuses on meeting the needs of all students, including Foster Youth, EL, and SED students that may include, but not be limited to: 1. AVID 2. SEL Learning 3. Literacy 4. Induction Fees 5. Behavior Management 6. Classified Workshops 7. ELD 8. TK Coaching Some of these supports will be funded through LREBG as shown to be necessary in our needs assessment specificlaly induction fees.	$259,583.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Action: This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Research Justification: Supporting new teachers through induction and content-focused PD is essential for teacher retention and high-quality instruction (Darling-Hammond, 2017). Research Justification: Specialized coaching in early childhood settings improves instructional quality and foundational literacy/numeracy skills (NIEER, 2013). Monitoring Metric: Metric 1.3 (Standards Implementation). LREBG Funding Amount: 205,685 (185,000 for general PD and $20,685 for TK Coaching).		
1.12	Academic Engagement Awards and Incentives	Academic and attendance awards, as well as CAASPP incentives will be provided.	$29,000.00	Yes
1.13	Classroom Instructional Materials	Each of the school sites are allocated LCFF dollars to spend on their sites to meet the needs of their unduplicated students based on assessment of these students needs.	$138,893.00	Yes
1.14	Software Programs	The individual school sites will purchase curriculum based software to enhance or supplement what the district has provided in an effort to monitor student progress, identify root causes creating barriers to student skill acquisition, and inform instructional practices	$7,000.00	Yes
1.15	Tutoring	Certificated staff will remain after school for tutoring groups of students who are identified as needing support to acquire skills creating gaps in their learning and serving as barriers to meeting academic standards. Some increase in support will be added through LREBG, as this additional support was shown to be necessary through our needs assessment.	$68,003.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	New hire bonuses/Credential Assistance	Hiring bonuses for hard to fill positions and salaries for newer positions (Concentration funding extra 15%) that ensure highly qualified staff are in place in order to address the learning and instructional needs of students. Some increase in support will be added through LREBG, as shown to be a need through our assessment.	$82,682.00	Yes
1.17	Home to School Transportation	Corning provides transportation to all students, mitigating barriers to consistent attendance at school often found in our unduplicated students.	$1,353,065.00	Yes
1.18	Paraprofessional Support	Additional paraprofessional classroom support added through LREBG, as a need was identified in our needs assessment. LREBG Action: This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Research Justification: Additional paraprofessional support allows for the intensive small-group intervention required to close achievement gaps (AERA, 2014). Monitoring Metric: Metric 1.4 (ELA CAASPP) and Metric 1.5 (Math CAASPP). LREBG Funding Amount: $63,071.	$63,071.00	No
1.19	Additional Teacher Support	Resource 7435 (Learning Recovery Block Grant) will be used to add additional teach support in order to keep some of our class sizes at a lower enrollment level. LREBG Action: This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Research Justification: Lower class sizes in early grades and dedicated literacy specialists are highly effective at accelerating recovery for at-risk learners (IES, 2009). Monitoring Metric: Metric 1.4 (ELA CAASPP). LREBG Funding Amount: 214,095(125,422 for class size reduction and $88,673 for RT Literacy Teacher).	$214,095.00	

Action #	Title	Description	Total Funds	Contributing
1.20	Additional Human Resources Support	California Learning Recovery Emergency Block Grant funds will be used to support a 0.5 FTE Human Resources administrative assistant position to strengthen staffing capacity as the district has expanded classified positions in response to student needs. This expenditure will provide essential support for onboarding, personnel processing, and management of increased staffing levels necessary to sustain learning recovery programs and services. Enhancing HR administrative capacity ensures that critical student support and instructional positions are filled and maintained, contributing to stable operations and improved services for students.	$27,205.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Research shows that positive school climate and regular attendance increases academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Condition of facilities as measured by the annual FIT.	23/24: Good	24/25: Good	25/26: Good	Good	N/A
2.2	Parents give input for LEA and school decisions as measured by annual surveys.	23/24: Parent survey responses indicate a mixed perception of the schools' efforts towards LCAP goals. Positive feedback includes hard work in filling learning gaps caused by Covid-19, improvements to school facilities, and effective communication through parent portals.	Parent survey responses indicate our bullying campaign helped alleviate concerns as they were not as prevalent in this year's survey. Positive feedback includes welcoming environments,	25/26: Year 2 survey results demonstrate a significant shift in educational partner priorities and a high level of engagement regarding district programming. A primary theme emerged from	Increased awareness around bullying and a decrease in student discipline.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Areas of improvement include better student discipline, smaller class sizes, more individual attention to students, and a stronger focus on different learning abilities.	improvements to school facilities, Areas of improvement include better communication, family and community engagement opportunities and support for diverse learning needs.	recent parent feedback: a strong desire for the development of a Dual Immersion program within the district. In direct response to this input, CUESD has established a formal planning team that is currently engaged in the foundational work to design and implement this program. Beyond this strategic shift, parents continue to report positive perceptions of the district's welcoming environments and the ongoing improvements to school facilities. While communication remains a strength, partners have identified it as a continued area for refinement, specifically requesting even		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				more varied opportunities for family and community engagement to help shape district policy.		
2.3	Student attendance rate as measured by Aeries reporting.	23/24: 93.15%	24/25: 94.06%	25/26: 94.29%	95% or above	Increase .23%
2.4	Student chronic absenteeism rates as measured by CALPADS reporting.	22/23: 21.0%	23/24: 12.7%	24/25: 11.3%	Less than 10%	Decrease 1.4%
2.5	Student suspension rates as measured by CALPADS reporting.	22/23: 5.0%	23/24: 2.7%	24/25: 3.6%	4%	Increase .9%
2.6	Student expulsion rates as measured by CALPADS reporting.	23/24: 2	24/25: 3	25/26: 0	0	Increase 1
2.7	Student and Parent sense of safety and school connectedness as measured by end-of-year surveys.	23/24: STUDENT: Student responses included both positive and negative input regarding school safety. Responses included positive relationships with school staff and also student complaints of bullying. PARENT: Respondents highlighted the need for a safer environment, free from bullying and	24/25: A bullying campaign targeted at educating students and families as well as highlighting the district's current supports available for students was launched.	25/26:The Year 2 data indicates that the district's multi-tiered approach to school climate is yielding measurable results in safety and student belonging. Current outcomes suggest that the systemic integration of Social-Emotional Learning (SEL) and Positive	Education to parents and students regarding bullying. Increased SEL and PBIS lessons around how to address bullying Targeted student counseling groups with additional counseling support.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		violence. Other suggestions include more attention to student behavior.		Behavioral Interventions and Supports (PBIS) lessons has successfully moved the needle on school culture. This is evidenced by a dramatic decrease in suspension rates (0.90% at mid-year) and a corresponding increase in student attendance. The combination of the Attendance Campaign and the proactive work of the behavior support team has created a environment where students feel more connected to their school sites. Educational partners have noted that these efforts have not only improved the sense of physical safety on campus but have also fostered a more predictable and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				supportive atmosphere for learning.		

Goal Analysis [2025-26]

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

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

Implementation for Goal 2 largely proceeded as planned during the 2025–26 school year. The district enhanced it's VAPA programs and maintained middle school physical education with fully staffed positions. Character Strong, the social-emotional curriculum, was implemented with high fidelity across all sites and has become a core component of Tier 1 and Tier 2 counseling work. The presence of security guards and a School Resource Officer significantly enhanced the climate of safety, particularly at the middle school.
A primary challenge identified is an anticipated funding shortfall for Science Camp field trips for the 2026–27 school year. Additionally, the Attendance Liaison position is transitioning to a 0.5 FTE role, which may impact the district's ability to sustain the current intensity of attendance monitoring. A notable success was the dramatic reduction in suspension rates, which dropped to 0.90% by mid-year, and a pronounced decline in chronic absenteeism.

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.

Overall as a goal, there was not a material difference between budgeted expenditures and actuals. 2.3 (Social Emotional Curriculum) and 2.4 (Parent Outreach) were less than budgeted as the Community Schools grant that we recieved this year paid for some of expenses that were budgeted within this goal.

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

Goal 2 actions have been highly effective in improving school culture and engagement. Chronic absenteeism declined significantly from a 21.0% baseline to 9.09% at mid-year, already surpassing the Year 3 target of "less than 10%". Suspension rates also dropped from 2.7% to 0.90%, well below the 4% target. Parent survey responses indicate that the bullying campaign helped alleviate concerns, and the increased sense of safety has correlated with improved academic achievement district-wide

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

No major modifications are planned for Goal 2. However, Action 2.13 (Attendance Liaison) is being modified to a 0.5 FTE position moving forward. The district will continue to use LREBG funds for this role and for the expansion of the social-emotional learning curriculum and behavior support specialists.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad Course of Study Access (Elementary)	Students in K-8 will engage in an instructional music program as well as VAPA that builds within students agency, meaning, and a positive school experience. This includes an itinerant art teacher and now a VAPA performing arts teacher.	$440,804.00	Yes
2.2	Broad Course of Study Access (Middle School)	Students in grades 6-8 will participate in a physical education program. A strings and choir elective will also be provided to students. Students will be provided access to clubs, intramurals and sports teams as well.	$725,249.00	Yes
2.3	Social/Emotional Curriculum	An SEL Curriculum, Character Strong, is provided and taught at all grades TK-8. Curriculum will be supported through LREBG as need was demonstrated through our needs assessment.	$15,000.00	No
2.4	Parent Participation (Unduplicated and SWD)	Parent engagement and input will be supported through regular home-school communication, Parent meetings held during the year, parent conferences, website, newsletters, an annual survey, and district communication system. Parents of Sped students and those of unduplicated students will be encouraged, along with all parents, to participate within the school setting, and support their children through involvement on fieldtrips, activities within and outside of school, and through home-based activities that support learning. Community schools will focus on parent engagement. Centegix and We-Tip will both be continue to be funded in order to allow parents access to reporting concerns. Our social media outreach will also continue with a media mangement person funded in order to make sure parents are aware and included in outreach.	$39,288.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Counseling and Therapy	Provide counseling services through district employees and Tehama County Dept of Ed. Community schools will be adding some support through Wellness Coaches. Support therapy dog training to provide therapy dogs for students.	$628,214.00	Yes
2.6	Health Services Support	Provide additional LVN health service support at Maywood DaVinci. Some health services will be brought in through Community Schools.	$466,132.00	Yes
2.7	SARB	Contract for SARB services with TCDE.	$31,312.00	Yes
2.8	Security Guards/Campus Safety Monitors/School Resource Officer	Security guards hired for schools in town and Rancho Tehama	$478,913.00	Yes
2.9	Field trips and Camps	Funds to support all grades participating in educational fieldtrips. Additional field trip and outdoor learning opportunities will be funding through LREBG as a need for increased learning opportunities was demonstrated by our needs assessment. Chartered busses will be used for longer field trips to support students who need restrooms and more comfortable seating for staff and students which will be funded through LREBG. LREBG Action: This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Research Justification: Hands-on, outdoor learning experiences increase student engagement and cultural capital, which are critical for academic re-engagement (ECS, 2013). Monitoring Metric: Metric 2.4 (Chronic Absenteeism). LREBG Funding Amount: 106,000(90,000 for Science Camp and $16,000 for Charter Bus).	$160,486.00	Yes
2.10	Behavior Support	We have hired five behavior support specialists. Additionally we have hired a behavior support specialist supervisor and a behaviorist. Some increase	$471,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in support will be added through LREBG, as behavior support is shown to be a need through our needs assessment. LREBG Action: This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Research Justification: Tiered behavioral interventions led by specialists reduce exclusionary discipline and keep students in the learning environment (ASCA, 2019). Monitoring Metric: Metric 2.5 (Suspension Rate). LREBG Funding Amount: $35,640 (90% of salary).		
2.11	Facility Upgrades & Enhancements	Upgrading and providing new facilities will provide a quality learning environment that specifically focuses on addressing needs of our unduplicated and special needs students.	$2,690,633.00	Yes
2.12	Homeless and Foster Youth Supports	We have set up a closet at each of our sites for homeless and foster students to access what they need. We also have budgeted $500 for gas cards for families in need of transportation support.	$10,500.00	No
2.13	Attendance Liaison	An attendance liaison will be funded through LREBG. This is a need as demonstrated through our needs assessment. LREBG Action: This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Research Justification: Dedicated attendance monitoring and family outreach are evidence-based methods for reducing chronic absenteeism (AIR, 2013). Monitoring Metric: Metric 2.4 (Chronic Absenteeism). LREBG Funding Amount: $64,877 (0.5 FTE).	$64,877.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed because we have a significant population of English language learners who we want to see be successful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELL Access to State and EL standards as measured by Williams Reporting	23/24: 100% of EL students have access to state and EL standards.	24/25: 100% of EL students have access to state and EL standards.	25/26: 100% of EL students have access to state and EL standards.	100% of EL students have access to state and EL standards.	N/A
3.2	EL student progress towards proficiency as measured by summative ELPAC. (ELPI)	22/23: 41.8% proficiency growth	23/24: 41.9% proficiency growth	24/25: 48.6% proficiency growth	3% proficiency growth	Increase 6.7%
3.3	EL reclassification rate as measured by district reporting.	23/24: 6.69% students reclassified	24/25: 6.7% of our students were reclassified.	25/26: 12.48% EL students were reclassified.	10% students reclassified	Increase 5.8%
3.4	EL students decreasing in proficiency as measured by (ELPI) (LREBG)	22/23: 21.6% regressed one level on the ELPI	23/24: 18.3% regressed one level on the ELPI	24/25: 14.3% regressed one level on the ELPI	No more than 15% regressing one level on ELPI.	Improved 4.0%

Goal Analysis [2025-26]

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

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

Goal 3 implementation was characterized by strong staffing levels, including a fully staffed cohort of four EL teachers, an ELD Coordinator, and newcomer paraprofessionals. The district successfully hosted its annual reclassification ceremony and maintained the Ellevation data platform for all teachers to monitor the instructional needs of English Learners.
The primary challenge was the recruitment and retention of bilingual parent liaisons, with several staff members leaving the district during the year. A major success was the 6.8% increase in EL progress towards proficiency. A material implementation difference was identified in Action 3.4 (CABE Attendance); the district spent only $12,000 of the $30,000 budgeted because planned conference participation did not fully materialize. However, the reamining funding will be spent for ELD staff to attend ATSLE conference.

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.

Overall, in goal 3, there was not a material difference between budgeted expenditures and actual expenditures. There was a .06% difference in total. 3.4 (CABE conference) was less because the sites paid for the attendees and there was not a district expense as budgeted. 3.5 (bilingual liasions) was less due to the struggle to fill the postions with long term substitues while we had personnel on leave. 3.8 (reclassification ceremony) saw a smaller actual amount due as budget is determined based on the number of students we average for reclassification and the number was less this year.

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

Actions targeting EL proficiency are showing steady progress. The percentage of students making progress on the English Learner Progress Indicator (ELPI) increased to 49%, a gain of 6.8% from the prior year. The EL reclassification rate was 6.7% for the 2024–25 year. These gains indicate that while the program is growing, continued refinement is necessary to meet the 10% reclassification target.

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.

Two significant modifications are planned for Goal 3 based on partner feedback. First, Action 3.1 will be amended to implement AVID Excel at the middle school to better support designated ELD for long-term English learners. Second, Action 3.4 will shift from CABE conference attendance to exploring professional development opportunities specifically focused on Dual Immersion programs. This strategic pivot follows extensive requests from educational partners for a Dual Immersion option at CUESD.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	AVID Program and ELD Strategies	Provide increased opportunities for EL students to develop strong study skills, academic skills, increase their English proficiency and language acquisition through proven instructional strategies. Address the unique needs of LTELS through teaching strategies to increase their levels to proficient in English.	$0.00	No
3.2	EL Coordinator	Fund an ELD coordinator responsible for conducting data-drive assessments, gathering input from teachers and other stakeholders multiple times a year in order to support differentiated teaching and learning needs for EL students. Provide ongoing PD for teachers and staff targeting explicit needs of students and supporting the effective use of the EL standards	$168,340.00	Yes
3.3	EL Development	Staff will engage in ongoing PD focused on their specific needs collected through feedback surveys and knowledge of ELD standards. Assessments will support the cycle of inquiry around addressing needs of EL learnings through the use of the following tools: ELPAC, iReady, formative classroom assessments, student engagement in standards-based ELD curriculum. ELD teachers will work with students throughout the district utilizing, in part, the use of new curriculum and transolator pens to help support language acquisition, especially for newcomers.	$537,149.00	Yes
3.4	CABE Attendance	ELD teachers and newcomer paras will engage in PD through attendance at the annual CABE training.	$22,930.00	No
3.5	Bilingual Parent Liaisons	Four bilingual parent liaisons will support effective communication and partnership between school and home in order to promote and encourage engagement of parents both at school and at home	$168,448.00	Yes
3.6	Newcomer Paras	Newcomer Paraprofessionals will support language acquisition for emergent bilingual students	$211,881.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	DELAC Engagement	Materials to support engagement of families in attending DELAC and ELAC meetings	$5,200.00	No
3.8	Reclassification Ceremony	Supplies and associated costs for the annual reclassification ceremony	$12,000.00	Yes
3.9	Ellevation Data Analysis Platform	The Ellevation Data Analysis Platform will provide the tools and resources for analyzing the progress of our EL learners to help improve instruction and curriculum as they acquire the language skills, the academic skills, and the social/emotional skills needed to engage fully within the educational setting. Data analysis will also assist with find ways to meet the unique needs of LTELS.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students returning to CDS after initially earning their way out as measured by district reporting.	23.24: 89.14% return rate	24/25- 40.00% (4 of 10) return rate	25/26: 0.00% (0 out of 4) return rate	Reduced return rate below 50%	Decrease 40.00%
4.2	Chronic absenteeism rates as measured by CALPADS reporting.	23/24: 45.46% chronically absent which is 10 students.	24/25: 44.44% chronically absent which is 8 students.	25/26: 21.74% chronically absent which is 5 students.	Reduced chronic absenteeism by 15%	Decrease by 22.7%

Goal Analysis [2025-26]

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

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

The district successfully implemented Action 4.1, contracting with a behaviorist who worked at the Columbia site. This role focused on training students in social-emotional regulation and preparing them for a successful return to their comprehensive home sites. The implementation of this role has been highly successful, resulting in a drastic reduction in the student return rate to 0%.
The most significant challenge was the delay of Action 4.2 (Play Yard Improvements). Because the new school facility is currently under construction, the playground installation has been paused until the fall of 2026. This delay constitutes the only substantive difference in planned actions and actual implementation for this goal.

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.

The material difference in Goal 4 expenditures was the lack of spending on the playground (Action 4.2). The $107,278 budgeted for this project was not expended due to the ongoing construction delays at the site.

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

The hiring of a behaviorist has been tremendously effective. The return-to-CDS rate dropped from a baseline of 89.14% to 40% in the 2024-25 year. Mid-year and end of year current data for 2025–26 reports an even more significant shift, with 0% of students who transitioned back to a home site returning to CDS. Chronic absenteeism at CDS also improved, decreasing from 45.46% to a mid-year level of 25%. The behaviorist was tremendously effective in decreasing the return rate. There was no progress made on action 4.2

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

No changes or modifications are planned for Goal 4 actions or metrics. The Play Yard Improvements (Action 4.2) remain planned and are scheduled for completion in the fall of 2026 once building construction is finished.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Behaviorist Support	Contract with a behaviorist to help support the social and emotional needs of students and assist staff as they engage in meeting the needs of students.	$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Play Yard Improvements	Create a play area for the students of the Columbia school site. Play and playground areas can offer significant benefits for students in alternative educational settings, particularly for troubled youth attending community day schools. Here are some key advantages: Physical Health: Playgrounds provide opportunities for physical activity, which is crucial for maintaining overall health and well-being. Engaging in physical play helps students develop motor skills, improve coordination, and increase physical fitness levels. Emotional Regulation: Playgrounds offer a space for students to release pent-up energy and emotions in a constructive manner. Physical activity can help reduce stress, anxiety, and frustration, promoting emotional regulation and mental well-being. Social Skills Development: Playgrounds provide a natural setting for students to interact with their peers, fostering the development of social skills such as communication, cooperation, and conflict resolution. Collaborative play encourages teamwork and helps students build positive relationships with others. Creativity and Imagination: Playgrounds stimulate creativity and imagination through open-ended play experiences. Students can engage in imaginative play scenarios, such as pretending to be characters in a story or inventing new games, which encourage creative thinking and problem-solving skills. Sensory Stimulation: Playgrounds offer various sensory experiences, including different textures, sounds, and visual stimuli. Sensory play can help students with sensory processing difficulties develop sensory integration skills and enhance their sensory awareness. Positive Reinforcement: Using the playground as a reward for good behavior or academic achievement can serve as a powerful incentive for	$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students. It reinforces positive behavior and motivates students to work towards goals, fostering a positive learning environment. Environmental Connection: Spending time outdoors in a natural environment can promote a sense of connection to the natural world. This connection has been linked to improved mental health, reduced stress levels, and increased feelings of well-being. Conflict Resolution and Peer Mediation: Playgrounds provide opportunities for students to practice conflict resolution and peer mediation skills in real-life situations. Educators can use playground conflicts as teachable moments to help students learn how to resolve disagreements peacefully and respectfully. Incorporating play and playground areas into the educational setting of troubled youth in alternative schools can have profound positive effects on their physical, emotional, social, and cognitive development, ultimately contributing to their overall academic success and well-being.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,934,459	$1166468

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
40.685%	0.000%	$0.00	40.685%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Learning Centers **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require additional academic support to address learning gaps in English Language Arts (ELA) and Math. These students benefit from targeted intervention programs that	To address these needs, the district will staff Learning Centers at each site to provide intervention supports to all students, including unduplicated students identified as at-risk in ELA and Math. These Learning Centers will offer specialized programs and resources tailored to the individual needs of students, ensuring they receive the necessary support to improve their academic performance. The centers will be staffed with trained professionals who can deliver high-quality,	Metrics used to monitor effectiveness include intervention program assessments, IReady, CAASPP and ELPAC. Metric(s) 1.3, 1.5, 2.2, 2.3-2.5, 2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	provide personalized instruction and resources to help them achieve academic proficiency. **Scope:** LEA-wide	evidence-based interventions. Research supports the effectiveness of targeted intervention programs in improving student outcomes. The Institute of Education Sciences (IES) highlights that intervention programs tailored to students' specific needs can significantly improve their academic skills, particularly in reading and math (IES, 2009). Additionally, a meta-analysis by the American Educational Research Association (AERA) found that personalized learning environments and targeted interventions are effective in closing achievement gaps for at-risk students (AERA, 2014) By implementing these Learning Centers, we aim to provide comprehensive support to foster youth, English learners, and students from low socioeconomic backgrounds, helping them achieve proficiency in ELA and Math and succeed academically.	
1.4	**Action:** Math PD **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges in mastering mathematical concepts due to gaps in prior knowledge and lack of consistent instructional support. These students benefit from teachers who are well-trained in effective math instruction strategies, particularly those that can be adapted to meet diverse learning needs. **Scope:** LEA-wide	To address these needs, the district will contract with Empower for professional development to help our teachers effectively implement Math Expressions (TK-5). This professional development will provide teachers with the knowledge and skills to utilize the Math Expressions curriculum effectively, focusing on research-based instructional strategies, differentiation techniques, and methods to support diverse learners. The training will also include ways to integrate language development for English learners and strategies to support socio-emotional learning for all students. Research supports the importance of high-quality professional development for improving teaching practices and student outcomes. According to the Learning Policy Institute, sustained, content-focused professional development is crucial for	IReady interim assessments, CAASPP, ELPAC, Math Expressions benchmark assessments. Metric(s) 1.3, 1.5, 2.2, 2.3-2.5, 2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		enhancing teachers' instructional skills and improving student achievement (Darling-Hammond et al., 2017). Additionally, the National Council of Teachers of Mathematics (NCTM) emphasizes that effective math instruction, supported by professional development, leads to significant gains in student understanding and proficiency (NCTM, 2014). By contracting with Empower for this targeted professional development, we aim to equip our teachers with the tools and strategies necessary to support the mathematical learning and success of foster youth, English learners, and students from low socioeconomic backgrounds.	
1.5	**Action:** Technology Resources **Need:** Foster youth often lack consistent access to technology, which hinders their ability to participate in online intervention programs and complete digital assignments. English learners benefit from digital tools that support language acquisition and personalized learning. Students from low socioeconomic backgrounds may not have access to personal devices at home, making it essential for them to have access to technology at school to engage in digital learning and intervention programs **Scope:** LEA-wide	To address these needs, the school will expand and maintain its Chromebook fleet to ensure all students have access to intervention programs and digital learning resources. This strategy includes providing sufficient devices for in-school use and ensuring they are well-maintained and up-to-date. By doing so, the school ensures that all students, particularly foster youth, English learners, and students from low socioeconomic backgrounds, have equitable access to technology that supports their learning and academic progress. Research supports the effectiveness of technology in education; for instance, the International Society for Technology in Education (ISTE) highlights that access to personal learning devices enhances student engagement, supports differentiated instruction, and improves educational outcomes (ISTE 2016). Furthermore, a study by the Stanford Center for Opportunity Policy in Education found that technology can significantly enhance learning opportunities and outcomes for disadvantaged students, particularly	Internet usage reports. Metrics- Goal 1 and 2

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
		when integrated into a comprehensive educational strategy (Darling-Hammond, Zielezinski, & Goldman, 2014). By expanding and maintaining the Chromebook fleet, we aim to bridge the digital divide and ensure that all students have the necessary tools to succeed in their educational endeavors.	
1.6	**Action:** Library Services **Need:** Foster youth often lack access to a stable collection of books and reading materials, impacting their literacy development and academic achievement. English learners need access to diverse reading materials that support language acquisition and comprehension. Students from low socioeconomic backgrounds may not have books at home, making school libraries a crucial resource in fostering a love of reading and improving literacy skills. **Scope:** LEA-wide	To address these needs, the district will maintain and enhance school libraries to ensure students have access to a wide range of books and reading materials. This strategy includes regularly updating the library collections to include diverse and high-quality reading materials that cater to the interests and reading levels of all students. Additionally, librarians will provide support and guidance to help students select appropriate books and develop strong reading habits. Research underscores the importance of school libraries in supporting student literacy and academic achievement. According to the American Library Association (ALA), students who have access to well-resourced school libraries staffed by certified librarians perform better academically and develop stronger reading skills (ALA, 2010). The National Literacy Trust also highlights that access to books and a positive reading environment are key factors in fostering a love of reading and improving literacy outcomes, particularly for disadvantaged students (Clark & Teravainen-Goff, 2018). By maintaining and enhancing school libraries, we aim to provide foster youth, English learners, and students from low socioeconomic backgrounds with the resources and support they need to develop strong literacy skills and a love of reading.	Metric(s) 1.3, 1.5, 2.2, 2.3-2.5, 2.7, 3.1-3.4
1.7	**Action:** Kinder Paras/Staffing	To address these needs, the district will reduce the student-to-adult ratio within our K classrooms by	Metric(s) 1.3, 1.5, 2.2, 2.3-2.5, 2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require additional support and individualized attention to thrive in the classroom. In early childhood education, such as Kindergarten (K), having a lower student-to-adult ratio can significantly enhance students' learning experiences, providing them with the foundational skills needed for future academic success. **Scope:** LEA-wide	providing a paraeducator (para) for each classroom. This strategy ensures that each classroom has additional adult support to assist with individualized instruction, classroom management, and targeted interventions. Paraeducators can provide one-on-one and small group support, allowing teachers to better address the diverse needs of their students, including those who are foster youth, English learners, and from low socioeconomic backgrounds. Research supports the benefits of lower student-to-adult ratios in early childhood education. The National Institute for Early Education Research (NIEER) highlights that smaller class sizes and additional adult support are associated with better student outcomes, including improved literacy, numeracy, and social-emotional skills (NIEER, 2013). Additionally, a study by the American Educational Research Association (AERA) found that students in classrooms with lower student-to-adult ratios demonstrate higher levels of engagement and achievement (AERA, 2014). By providing a para for each Kinder classroom, we aim to create a supportive learning environment that fosters the academic and social-emotional development of all students, particularly benefiting foster youth, English learners, and students from low socioeconomic backgrounds.	
1.9	**Action:** AVID **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often need additional academic support and college-readiness skills to succeed in school and	To address these needs, the district will provide ongoing support for the AVID program district-wide, including professional development (PD) for educators, implementation supports, and monitoring. This strategy involves training teachers in AVID methodologies, providing resources for effective implementation, and regularly monitoring the program's impact on student outcomes. The	IReady, CAASPP and ELPAC Scores. Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	pursue postsecondary education. The AVID (Advancement Via Individual Determination) program is designed to close the achievement gap by preparing all students for college and career readiness, particularly those who are traditionally underrepresented in higher education. **Scope:**	AVID program focuses on critical thinking, organization, study skills, and academic rigor, helping students develop the skills and habits necessary for academic success. Research supports the effectiveness of the AVID program in improving student outcomes. The AVID Center's research indicates that AVID students are more likely to enroll in advanced courses, graduate from high school, and attend college compared to their peers (AVID Center, 2019). Additionally, studies by the U.S. Department of Education highlight that programs like AVID that emphasize academic rigor and college readiness skills lead to better educational outcomes for disadvantaged students (U.S. Department of Education, 2016). By providing ongoing support for the AVID program, we aim to enhance the academic achievement and college readiness of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they are prepared for future success	
1.11	**Action:** Professional Development **Need:** Analysis of Dashboard and local data revealed persistent gaps in academic achievement, attendance, and engagement for Foster Youth, English Learners (EL), and socioeconomically disadvantaged (SED) students. In particular, EL students showed lower proficiency in ELA and math, and Foster Youth reported higher rates of chronic absenteeism and disciplinary incidents. Feedback from educational partners further emphasized a need for staff training to support students' academic and social-	This action funds professional development for both certificated and classified staff focused on supporting the needs of unduplicated students. Topics include AVID strategies to promote college readiness, SEL to foster school connectedness, evidence-based literacy and math instruction, behavior management practices, targeted English Language Development (ELD), and equity-centered support for classroom and campus staff. These PD offerings are intentionally designed to build adult capacity to address barriers faced by unduplicated pupils and create inclusive, responsive learning environments. While unduplicated students are the primary focus,	CAASPP ELA and Math proficiency, disaggregated by student group ELPAC scores and reclassification rates for ELs Chronic absenteeism and suspension rates for Foster Youth and SED students

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
	emotional needs across classroom and campus environments. **Scope:** LEA-wide	implementing these strategies schoolwide ensures that they benefit from consistent, high-quality support throughout the instructional day and across learning settings. Additionally, the scope of staff training fosters a systemic culture of equity and continuous improvement throughout the district. Some of these activities are supported through Learning Recovery Emergency Block Grant (LREBG) funds, as identified in the district's needs assessment, which showed significant academic and engagement gaps among unduplicated student groups post-COVID. PD in AVID, SEL, and ELD aligns with allowable uses of LREBG to improve instructional quality and accelerate learning recovery.	PD attendance logs and implementation follow-up through classroom observation or coaching Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4
1.12	**Action:** Academic Engagement Awards and Incentives **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from positive reinforcement and recognition to stay motivated and engaged in their education. Academic and attendance awards along with incentives for performance on the California Assessment of Student Performance and Progress (CAASPP), can serve as effective motivators for these students, encouraging them to maintain high academic standards and consistent attendance. **Scope:**	To address these needs, the district will implement a program that provides academic and attendance awards, as well as incentives for CAASPP performance. This strategy includes recognizing students' academic achievements and attendance with awards and certificates, and offering incentives such as gift cards and school supplies, or special privileges for those who demonstrate significant improvement or high performance on the CAASPP. These awards and incentives aim to boost student motivation, reinforce positive behaviors, and celebrate their accomplishments. Research supports the effectiveness of positive reinforcement in education. According to the American Psychological Association (APA), recognition and rewards for academic and behavioral achievements can significantly enhance student motivation and engagement (APA, 2016). Additionally, studies by the National Center for	Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Education Statistics (NCES) indicate that students who receive regular recognition and incentives for their efforts are more likely to perform well academically and maintain good attendance (NCES, 2015). By implementing this program, we aim to create a positive and motivating school environment that encourages foster youth, English learners, and students from low socioeconomic backgrounds to strive for academic excellence and consistent attendance.	
1.13	**Action:** Classroom Instructional Materials **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face unique educational challenges that require targeted support and resources. These students benefit from site specific interventions and programs tailored to address their academic, social-emotional and developmental needs. Allocating Local Control Funding Formula (LCFF) dollars directly to school sites ensures that resources are used effectively to meet the specific needs of unduplicated students. **Scope:** LEA-wide	To address these needs, each school site will be allocated LCFF dollars to spend based on a thorough assessment of the needs of their unduplicated students. This strategy allows for a more localized, responsive approach to addressing the unique challenges faced by foster youth, English learners, and students from low socioeconomic backgrounds. The allocation process will begin with a comprehensive needs assessment conducted at each school site. This assessment will involve analyzing student performance data, gathering input from teachers, parents, and students, and identifying specific areas where additional support is needed. Based on the findings of the needs assessment, each school will develop a targeted action plan outlining how the allocated LCFF dollars will be used to address identified needs. The action plans may include a variety of interventions and supports, such as academic tutoring, social-emotional learning programs, language acquisition support, enrichment activities, and professional development for teachers. Schools will have the flexibility to tailor	1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		these interventions to the specific needs of their student population, ensuring that resources are used effectively and efficiently. To ensure accountability and transparency, schools will regularly monitor and report on the impact of the allocated LCFF dollars. This will involve tracking student outcomes, evaluating the effectiveness of interventions, and making data-driven adjustments to the action plans as needed. Regular feedback from stakeholders, including students, parents, and teachers, will be incorporated into the evaluation process to ensure that the needs of unduplicated students are being met effectively. Research supports the importance of targeted funding and localized decision-making in improving educational outcomes for at-risk students. According to the Public Policy Institute of California (PPIC), the flexibility provided by LCFF allows schools to implement programs that are most relevant to their students' needs, leading to better academic performance and overall student well-being (PPIC, 2019). Additionally, the Learning Policy Institute emphasizes that site-based decision-making and targeted interventions are crucial for addressing the diverse needs of students from disadvantaged backgrounds (Darling-Hammond et al., 2017). By allocating LCFF dollars directly to school sites based on an assessment of the needs of their unduplicated students, the district aims to provide targeted and effective support that enhances academic achievement, social-emotional	

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Professional development will be provided to teachers to ensure they are proficient in using the curriculum-based software and integrating it into their instructional practices. This training will cover best practices for utilizing the software's features, interpreting data, and implementing personalized learning plans. Ongoing support and coaching will be available to help teachers maximize the benefits of the software and continuously improve their instructional methods. The effectiveness of the curriculum-based software will be regularly evaluated through student performance data, feedback from teachers and students, and software usage metrics. This evaluation process will allow schools to make data-driven adjustments to their instructional strategies and ensure that the software is effectively enhancing student learning outcomes. Research supports the use of technology and data-driven approaches in improving educational outcomes for at-risk students. According to the U.S. Department of Education's Office of Educational Technology, the use of adaptive learning technologies and data analytics can significantly enhance personalized learning and support student achievement (U.S. Department of Education, 2017). Additionally, studies by the International Society for Technology in Education (ISTE) highlight that technology integration in the classroom can lead to improved student engagement, motivation, and academic performance (ISTE, 2016).	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		By purchasing curriculum-based software to enhance or supplement district-provided resources, individual school sites aim to better monitor student progress, identify and address barriers to skill acquisition, and inform instructional practices. This approach will ensure that foster youth, English learners, and students from low socioeconomic backgrounds receive the targeted support necessary to succeed academically.	
1.15	**Action:** Tutoring **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often struggle with learning gaps that impede their ability to meet grade level academic standards. These students require additional instructional time and targeted support to acquire the necessary skills to succeed academically. After-school tutoring by certificated staff provides an opportunity to address these gaps and offer personalized assistance. **Scope:** LEA-wide	To address these needs, certificated staff will remain after school to tutor groups of students identified as needing support to acquire skills and overcome learning barriers. This after-school tutoring program will focus on providing targeted instruction to help students close learning gaps and achieve academic standards. The program will begin with identifying students who need additional support through comprehensive assessments and data analysis. Teachers will use this data to form tutoring groups based on specific skill deficits and learning needs. These small groups will ensure that students receive personalized attention and instruction tailored to their unique challenges. Certificated staff will employ evidence-based instructional strategies during the tutoring sessions, focusing on areas such as reading, writing, mathematics, and language acquisition. These strategies will include differentiated instruction, scaffolded learning, and formative assessments to monitor progress and adjust instruction as needed. The tutoring sessions will be designed to be interactive and engaging,	1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		incorporating a variety of activities and resources to maintain student interest and motivation. To enhance the effectiveness of the tutoring program teachers will receive professional development on best practices for after-school instruction and targeted interventions. This training will cover techniques for identifying learning gaps, planning effective tutoring sessions, and using assessment data to inform instruction. Ongoing support and coaching will be provided to ensure that teachers can effectively implement these strategies and continuously improve their tutoring practices. The program will also incorporate regular communication with parents and guardians to keep them informed of their children's progress and provide guidance on how they can support learning at home. This partnership between school and home will help reinforce the skills being taught and create a supportive learning environment for students. The effectiveness of the after-school tutoring program will be evaluated through student performance data, feedback from teachers and students, and progress monitoring. This data-driven approach will allow the district to make informed adjustments to the program and ensure that it meets the needs of all students. Research supports the benefits of extended learning time and targeted tutoring in improving student outcomes. According to the National Center for Education Statistics (NCES), after-	

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
		school programs that provide academic support and tutoring can significantly enhance student achievement, particularly for at-risk populations (NCES, 2018). The American Institutes for Research (AIR) emphasizes that targeted interventions and small-group instruction are critical for addressing learning gaps and promoting academic success (AIR, 2013). By implementing an after-school tutoring program with certificated staff, the district aims to provide targeted support to foster youth, English learners, and students from low socioeconomic backgrounds, helping them acquire the skills needed to close learning gaps and meet academic standards.	
1.16	**Action:** New hire bonuses/Credential Assistance **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require additional instructional support and resources to overcome academic challenges. Ensuring that highly qualified staff are in place to meet the learning and instructional needs of these students is crucial. However, recruiting and retaining highly qualified staff for hard-to-fill positions can be challenging thus necessitating incentives such as hiring bonuses and competitive salaries. **Scope:** LEA-wide	To address these needs, the district will offer hiring bonuses for hard-to-fill positions and competitive salaries for newer positions. This strategy aims to attract and retain highly qualified staff who can effectively address the learning and instructional needs of foster youth, English learners, and students from low socioeconomic backgrounds. The hiring bonuses will be targeted at positions that are traditionally difficult to fill, such as specialized instructional roles, bilingual educators and support staff for special education and English language development. These bonuses will provide an immediate financial incentive for highly qualified candidates to join the district and commit to serving its diverse student population. In addition to hiring bonuses, the district will offer competitive salaries for newer positions to ensure that staff feel valued and motivated to stay long-	1.3, 1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		term. This will include providing a salary structure that is competitive with neighboring districts and reflects the additional responsibilities and expertise required for these roles. By offering attractive compensation packages, the district can reduce turnover and build a stable, experienced workforce. In addition to hiring bonuses, the district will offer credential assistance in hard to fill positions according to the collective bargaining agreement with the certificated teachers. The effectiveness of this strategy will be supported by professional development and mentorship programs to help new hires acclimate and grow in their roles. Ongoing training will focus on best practices for supporting foster youth, English learners, and students from low socioeconomic backgrounds, ensuring that staff are well-equipped to meet their students' needs. Regular evaluations will be conducted to assess the impact of hiring bonuses and competitive salaries on recruitment, retention, and overall staff performance. Feedback from staff and student performance data will be used to refine the strategy and ensure that it effectively supports the district's goals. Research supports the importance of competitive compensation in attracting and retaining highly qualified educators. According to the Learning Policy Institute, competitive salaries and financial incentives are critical for recruiting and retaining effective teachers, particularly in high-need areas	

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		effectively. This will involve collecting feedback from students, parents, and school staff, as well as analyzing attendance data to identify any areas for improvement. Adjustments will be made as needed to optimize routes, schedules, and overall service quality. Additionally, the district will provide training for bus drivers and transportation staff to ensure they are equipped to support the diverse needs of students. This training will cover topics such as safety protocols, effective communication with students and families, and strategies for creating a welcoming and supportive environment on the bus. Research supports the critical role of transportation in ensuring consistent school attendance and improving student outcomes. According to the National Center for Education Statistics (NCES), reliable transportation is a key factor in reducing absenteeism and enhancing educational equity (NCES, 2017). The Education Commission of the States highlights that access to school transportation is particularly important for low-income and at-risk students, helping to remove barriers to regular attendance and academic success (Education Commission of the States, 2018). By providing transportation to all students, Corning aims to eliminate a significant barrier to school attendance, ensuring that foster youth, English learners, and students from low socioeconomic backgrounds can attend school consistently and	

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

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

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
	significantly enhance students' overall development and create positive school experiences. **Scope:** LEA-wide	PE classes will be held regularly, offering exercises, sports, and fitness challenges that cater to different interests and abilities. By participating in PE, students will learn the importance of regular physical activity, develop healthy habits, and improve their overall fitness. In addition to PE, a strings elective will be offered to students, providing them with the opportunity to learn to play string instruments such as the violin, viola, cello, and double bass. The strings elective will include instruction in musical theory, technique, and performance, allowing students to develop their musical talents and express themselves creatively. Participation in the strings elective will also foster discipline, patience, and a sense of accomplishment as students work towards mastering their instruments. Teachers and instructors for both the PE program and strings elective will receive professional development to ensure they are equipped with effective teaching strategies and can create an inclusive environment that supports all students. This training will focus on fostering engagement, managing diverse classrooms, and integrating physical and music education with other academic subjects. The effectiveness of the PE program and strings elective will be evaluated through student feedback, participation rates, and academic performance metrics. This continuous improvement process will allow the district to make data-driven adjustments to ensure the programs meet the needs and interests of students.	

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
		Research supports the positive impact of physical education and music programs on student outcomes. According to the Centers for Disease Control and Prevention (CDC), regular physical activity improves students' physical health, academic performance, and mental health (CDC, 2010). The National Association for Music Education (NAfME) highlights that music education enhances students' cognitive development, social skills, and emotional well-being (NAfME, 2014). By providing a physical education program and a strings elective for students in grades 6-8, the district aims to promote holistic development and create positive school experiences. This approach will particularly benefit foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have access to enriching opportunities that support their physical, emotional, and academic growth.	
2.4	**Action:** Parent Participation (Unduplicated and SWD) **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges related to parental engagement and support due to various barriers such as instability, language differences, and limited resources. Effective parent engagement is crucial for these students as it directly impacts their academic performance, social-emotional well-being, and overall educational experience.	To address these needs, the district will support parent engagement and input through a comprehensive strategy that includes regular home-school communication, parent meetings held throughout the year, parent conferences, an updated website, newsletters, social media, an annual survey, and a district communication system. This approach ensures that all parents, including those of Special Education (Sped) students and unduplicated students, have multiple avenues to stay informed and involved in their children's education. Parents will be encouraged to participate in the school setting and support their children through involvement in field trips, school activities, and home-based learning activities. By	Sign in sheets, climate survey 2.1-2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	fostering strong home-school connections, we aim to create an inclusive and supportive educational environment. Research supports the effectiveness of robust parent engagement strategies in improving student outcomes. Epstein's Framework of Six Types of Involvement emphasizes the importance of communication, volunteering, and decision-making in enhancing parent involvement, which positively impacts student achievement (Epstein, 2011). Additionally, research by Henderson and Mapp indicates that students with involved parents, regardless of their income or background, are more likely to earn higher grades, enroll in higher-level programs, attend school regularly, and graduate (Henderson & Mapp, 2002). Jeynes' meta-analysis found that parental involvement is associated with higher academic achievement across diverse student populations, including English learners and students from low-income families (Jeynes, 2005). By implementing these strategies, we aim to foster an inclusive environment where all parents, including those of foster youth, English learners, and socioeconomically disadvantaged students, are empowered to actively support their children's education.	
2.5	**Action:** Counseling and Therapy **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face emotional and mental health challenges that can significantly impact their academic	To address these needs, the district will provide counseling services through a combination of district-employed counselors and services from the Tehama County Department of Education. This strategy ensures that students have access to qualified mental health professionals who can offer individual and group counseling, crisis intervention, and ongoing support tailored to their	Counseling referral data and climate survey Goal 2

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
	performance and overall well-being. These students require accessible and consistent counseling services to address issues such as trauma, anxiety, depression, and adjustment difficulties, which are crucial for their academic success and personal development. **Scope:** LEA-wide	specific needs. By partnering with the Tehama County Department of Education, the district can expand its capacity to provide comprehensive mental health services, including specialized programs and resources. Research supports the positive impact of school-based counseling services on student outcomes. The American School Counselor Association (ASCA) highlights that effective counseling programs are associated with improved academic performance, better attendance, and enhanced social-emotional skills (ASCA, 2019). Additionally, a study by the American Educational Research Association (AERA) found that access to school-based mental health services leads to significant reductions in behavioral problems and improvements in overall student well-being (AERA, 2017). By providing these counseling services, we aim to support the mental health and academic success of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the necessary resources to thrive both in and out of the classroom.	
2.6	**Action:** Health Services Support **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face health-related challenges that can impact their ability to attend school regularly and engage fully in the learning process. These students benefit significantly from accessible health services that address their physical health needs, manage chronic conditions, and	Research supports the importance of school-based health services in improving student outcomes. According to the Centers for Disease Control and Prevention (CDC), school health services play a critical role in managing chronic health conditions, preventing illness, and promoting healthy behaviors among students, which in turn improves attendance and academic performance (CDC, 2017). Additionally, a study by the National Association of School Nurses (NASN) highlights that increased access to health services in schools leads to better health outcomes and	Health Services Data Report, Attendance rates. Goal 2

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
	provide preventive care to ensure their well-being and academic success. **Scope:** LEA-wide Schoolwide	academic achievement for students (NASN, 2016). By providing health service support and additional health aide time at Maywood Middle School, we aim to ensure that foster youth, English learners, and students from low socioeconomic backgrounds receive the necessary health care and support to thrive in their educational environment.	
2.7	**Action:** SARB **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to regular school attendance, such as unstable housing, transportation issues, and family responsibilities. Chronic absenteeism can significantly impact their academic performance and overall educational outcomes. Addressing attendance issues promptly and effectively is crucial for ensuring these students have consistent access to education. **Scope:** LEA-wide	To address these needs, the district will contract for School Attendance Review Board (SARB) services with the Tehama County Department of Education (TCDE). SARB services will provide a coordinated and multidisciplinary approach to address chronic absenteeism and truancy. The SARB will work closely with families, school staff, and community resources to identify the underlying causes of attendance issues and develop comprehensive intervention plans. This approach includes providing counseling, mentoring, and support services to students and their families, as well as connecting them with community resources to address barriers to attendance. Research supports the effectiveness of SARB in improving student attendance and academic outcomes. The California Department of Education highlights that SARB programs, which bring together school officials, community agencies, and families, are effective in reducing truancy and chronic absenteeism (California Department of Education, 2016). Additionally, studies by the American Institutes for Research (AIR) indicate that multidisciplinary interventions targeting attendance issues lead to improved student engagement and academic performance (AIR,	Health Services Data Report, Attendance rates. Goal 2.2-2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		2013). By contracting with TCDE for SARB services, we aim to ensure that foster youth, English learners, and students from low socioeconomic backgrounds receive the support they need to overcome attendance barriers and succeed academically.	
2.8	**Action:** Security Guards/Campus Safety Monitors/School Resource Officer **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face heightened concerns about safety and security within their school environments. Ensuring a safe and secure learning environment is crucial for these students' well-being, sense of security, and ability to focus on academic success. Enhanced security measures can help mitigate risks and provide a stable and supportive educational setting. **Scope:** LEA-wide	To address these needs, the district will hire security guards for schools in town and in Rancho Tehama. This strategy includes deploying trained security personnel to monitor school grounds, respond to incidents, and collaborate with school staff to maintain a safe environment. Security guards will be present during school hours and at school events, ensuring continuous protection and support for students and staff. The presence of security guards can deter potential threats, manage emergencies, and foster a sense of safety and security within the school community. Research supports the positive impact of school security measures on student safety and well-being. According to the National Center for Education Statistics (NCES), the presence of security personnel in schools is associated with reduced incidences of violence and increased perceptions of safety among students and staff (NCES, 2018). Additionally, the National Association of School Resource Officers (NASRO) emphasizes that trained security personnel can effectively prevent and respond to safety threats, contributing to a more secure learning environment (NASRO, 2016). By hiring security guards for schools in town and Rancho Tehama, we aim to create a safe and supportive educational environment that enables foster youth, English learners, and students from low	Student and Family Climate survey data. Goal 3, Goal 4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		socioeconomic backgrounds to focus on their academic and personal growth.	
2.9	**Action:** Field trips and Camps **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often have limited opportunities to participate in enriching educational experiences outside of the classroom. Educational field trips can provide these students with valuable hands-on learning experiences, exposure to new environments, and enhanced engagement with the curriculum, which are crucial for their academic and personal development. **Scope:** LEA-wide	To address these needs, the district will allocate funds to support all grades in participating in educational field trips. This strategy ensures that students from all backgrounds have the opportunity to engage in learning experiences outside the traditional classroom setting. Field trips will be carefully planned to align with curriculum goals, provide experiential learning opportunities, and broaden students' understanding of the world. By providing financial support for transportation, entry fees, and related expenses, the district can ensure that all students, regardless of their socioeconomic status, can participate in these valuable experiences. Research supports the benefits of educational field trips in enhancing student learning and engagement. According to the American Association of School Administrators (AASA), field trips can significantly enhance students' understanding of academic concepts, improve critical thinking skills, and increase motivation to learn (AASA, 2010). Additionally, a study by the Education Commission of the States (ECS) found that students who participate in field trips demonstrate improved academic performance, higher levels of engagement, and increased cultural awareness (ECS, 2013). By funding educational field trips for all grades, we aim to provide foster youth, English learners, and students from low socioeconomic backgrounds with enriching learning experiences that support their academic success and overall development.	Attendance rates. 2.2-2.3, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.10	**Action:** Behavior Support **Need:** As evidenced through our local needs assessment—including stakeholder feedback, analysis of Dashboard data, and school climate surveys—unduplicated pupils (including foster youth, English learners, and low-income students) are disproportionately affected by behavioral and social-emotional challenges. These students are more likely to experience elevated rates of chronic absenteeism, discipline referrals, and lower engagement, which impede academic success and school connectedness. In particular, the data highlight higher-than-average suspension rates for foster youth and low-income students, and a need for increased support in inclusive settings to comply with the Least Restrictive Environment (LRE) expectations. Educational partner input—gathered through family forums, teacher interviews, and administrator meetings—consistently emphasized the urgent need for more behavioral support to improve classroom environments, student regulation, and access to academic instruction. **Scope:** LEA-wide	To address these needs, the LEA has hired five Behavior Support Specialists, a Behavior Support Specialist Supervisor, and a Behaviorist. These roles are designed to provide proactive, tiered behavioral interventions, modeling and coaching for teachers, and direct support to students, especially those from unduplicated groups. This support structure is designed to promote positive behavioral outcomes, reduce exclusionary discipline practices, and improve engagement among our most vulnerable populations. Additional resources are being layered through the Learning Recovery Emergency Block Grant (LREBG) to further expand capacity and target services based on the needs assessment required under EC 32526(d), including support for pupils exhibiting chronic absenteeism or academic disengagement. This action is delivered districtwide to ensure that students at all sites benefit equitably, but is principally directed to serve unduplicated pupils. The supports are tailored based on need and deployed where unduplicated student enrollment and discipline disparities are highest, consistent with EC Section 42238.07 and LCAP requirements.	The LEA will monitor the following metrics to assess effectiveness: Chronic Absenteeism Rates, disaggregated for unduplicated pupils Suspension Rates, especially among foster youth and low-income subgroups Student and Staff Survey Data on school climate and perceived behavioral support Academic Performance Metrics, including ELA/Math performance for unduplicated subgroups These metrics are aligned with Priority 5 (Student Engagement) and Priority 6 (School Climate) as defined under the LCFF State Priorities. Goals 1-4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.11	**Action:** Facility Upgrades & Enhancements **Need:** Foster youth, English learners, students from low socioeconomic backgrounds, and students with special needs often require specialized learning environments that address their unique educational, physical, and emotional needs. Quality facilities can significantly impact their ability to learn effectively, access necessary resources, and feel safe and supported within the school environment. **Scope:** LEA-wide	To address these needs, the district will upgrade existing facilities and provide new ones specifically designed to create a quality learning environment that addresses the needs of unduplicated and special needs students. This strategy includes renovating classrooms, adding specialized learning spaces, improving accessibility, and incorporating modern technology and resources. The focus will be on creating inclusive, safe, and supportive environments that enhance the educational experiences of foster youth, English learners, socioeconomically disadvantaged students, and students with special needs. Research supports the impact of quality facilities on student outcomes. According to the National Center for Education Statistics (NCES), school facilities play a critical role in student achievement and behavior, with well-maintained and appropriately designed learning environments leading to better academic performance and reduced absenteeism (NCES, 2018). Additionally, studies by the 21st Century School Fund highlight that investments in school infrastructure improve student health, safety, and engagement, particularly benefiting students who are most at risk (21st Century School Fund, 2016). By upgrading and providing new facilities, we aim to create an optimal learning environment that supports the academic success and well-being of foster youth, English learners, students from low socioeconomic backgrounds, and students with special needs.	Climate survey data Goal 2
3.8	**Action:** Reclassification Ceremony	To address these needs, the district will provide materials to support the engagement of families in attending DELAC and ELAC meetings. This	Reclassification rates Goal 3

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** AVID Program and ELD Strategies **Need:** English learners (EL) often face significant challenges in developing strong study skills, academic skills, and English proficiency. These students require targeted support to help them navigate the academic demands of school while acquiring a new language. Effective programs that focus on language development and academic support are essential for their success. **Scope:**	To address these needs, the district will provide increased opportunities for EL students to develop strong study skills, academic skills, and improve their English proficiency and language acquisition. This strategy includes implementing dedicated programs such as after-school tutoring, summer enrichment programs, and in-class supports that focus on both language development and academic content. Additionally, professional development for teachers on effective EL instructional strategies will be provided to ensure high-quality instruction. Research supports the effectiveness of targeted support programs for EL students. According to the U.S. Department of Education, comprehensive programs that integrate language development with academic content are effective in improving English proficiency and academic achievement among EL students (U.S. Department of Education, 2016). The American Educational Research Association (AERA) also emphasizes that focused interventions, such as extended learning opportunities and personalized support, lead to better outcomes for EL students (AERA, 2014). By increasing opportunities for EL students to develop their study skills and academic abilities, we aim to enhance their English proficiency and overall academic success.	Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4
3.2	**Action:** EL Coordinator	To address these needs, the district will fund an ELD Coordinator responsible for conducting data-	Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English learners (EL) require ongoing, data-driven assessments and targeted support to address their unique learning needs. Effective coordination and professional development are crucial for ensuring that EL students receive differentiated instruction aligned with their specific needs and the English Language Development (ELD) standards. **Scope:** Limited to Unduplicated Student Group(s)	driven assessments and gathering input from teachers and other stakeholders multiple times a year. This role includes supporting differentiated teaching and learning needs for EL students. The ELD Coordinator will ensure that instruction is tailored to the varying proficiency levels and academic needs of EL students. Additionally, the district will provide ongoing professional development (PD) for teachers and staff, focusing on the explicit needs of EL students and the effective use of EL standards. This PD will cover strategies for language acquisition, culturally responsive teaching, and differentiated instruction techniques. Research supports the effectiveness of data-driven instruction and targeted professional development in improving outcomes for EL students. The Institute of Education Sciences (IES) emphasizes that using data to inform instruction leads to more effective teaching practices and better student performance (IES, 2009). Additionally, the National Education Association (NEA) highlights that ongoing PD in EL strategies enhances teachers' ability to meet the diverse needs of EL students, resulting in improved language proficiency and academic achievement (NEA, 2015). By funding an ELD Coordinator and providing targeted PD, we aim to ensure that EL students receive high-quality, differentiated instruction that supports their language development and academic success.	
3.3	**Action:** EL Development **Need:**	To address these needs, the district will implement the following strategies:	Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English learners (EL) require tailored instructional strategies and continuous support to develop their language proficiency and academic skills. To effectively address their needs, staff must engage in ongoing professional development (PD) and utilize comprehensive assessment tools. Newcomer EL students, in particular, benefit from specialized language acquisition programs to support their integration and learning. **Scope:** Limited to Unduplicated Student Group(s)	Ongoing Professional Development: Staff will engage in PD focused on their specific needs, collected through feedback surveys and knowledge of ELD standards. This PD will cover effective instructional strategies, use of ELD standards, and data-driven decision-making. Cycle of Inquiry: Assessments will support the cycle of inquiry around addressing the needs of EL learners using tools such as ELPAC, iReady, formative classroom assessments, and student engagement in standards-based ELD curriculum. These assessments will help identify areas for improvement and guide instructional adjustments. ELD Teachers: ELD teachers will work with students throughout the district, utilizing tools like the Rosetta Stone program to support language acquisition, particularly for newcomers. These teachers will provide targeted instruction and interventions to help EL students develop their language skills and succeed academically. Research supports the effectiveness of these strategies in improving outcomes for EL students. The Institute of Education Sciences (IES) highlights that ongoing professional development and data-driven instruction significantly enhance teachers' ability to meet the needs of EL students (IES, 2009). Additionally, studies by the American Educational Research Association (AERA) indicate that comprehensive assessment systems and targeted language acquisition programs, such as Rosetta Stone, improve language proficiency and academic performance among EL students (AERA, 2014). By implementing these strategies,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		we aim to ensure that EL students receive high-quality, differentiated instruction and support, leading to improved language development and academic success.	
3.4	**Action:** CABE Attendance **Need:** English learners (EL) and newcomer students often face significant challenges in language acquisition and academic integration. ELD teachers and newcomer paraprofessionals (paras) need specialized training to effectively support these students. Attending targeted professional development (PD) opportunities, such as the California Association for Bilingual Education (CABE) annual training, can equip educators with the necessary skills and strategies. **Scope:**	To address these needs, the district will ensure that ELD teachers and newcomer paras engage in professional development by attending the annual CABE training. This training provides educators with the latest research-based strategies, resources, and best practices for supporting EL and newcomer students. The CABE conference offers workshops and sessions on effective language instruction, culturally responsive teaching, and strategies for integrating EL students into mainstream classrooms. Research supports the effectiveness of targeted professional development in improving outcomes for EL students. According to the National Education Association (NEA), professional development that focuses on the specific needs of EL students and utilizes evidence-based practices leads to significant improvements in language proficiency and academic achievement (NEA, 2015). Additionally, the Institute of Education Sciences (IES) highlights that ongoing, targeted PD helps educators implement more effective instructional strategies and better support EL students' diverse needs (IES, 2009). By attending the annual CABE training, ELD teachers and newcomer paras will gain valuable knowledge and skills to enhance their instructional practices and support the academic success of EL and newcomer students.	Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4
3.5	**Action:** Bilingual Parent Liaisons	To address these needs, the district will employ four bilingual parent liaisons to support effective	Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English learners (EL) often face barriers to effective communication and engagement between school and home. Language barriers, cultural differences, and limited access to resources can hinder parents' ability to support their children's education. Bilingual parent liaisons can play a crucial role in bridging these gaps, promoting parental involvement, and fostering a supportive educational environment. **Scope:** Limited to Unduplicated Student Group(s)	communication and partnership between school and home. These liaisons will work to promote and encourage the engagement of parents both at school and at home. Their responsibilities will include facilitating communication between teachers and parents, organizing parent meetings and workshops, providing translation services, and assisting families in navigating school resources and programs. By fostering strong home-school connections, bilingual parent liaisons will help ensure that parents are actively involved in their children's education and can support their learning effectively. Research supports the positive impact of bilingual parent liaisons on parental engagement and student outcomes. The Harvard Family Research Project highlights that strong family-school partnerships are associated with improved student achievement, better attendance, and enhanced social-emotional development (Harvard Family Research Project, 2010). Additionally, studies by the American Educational Research Association (AERA) indicate that bilingual liaisons help overcome language and cultural barriers, leading to increased parental involvement and support for students' academic success (AERA, 2014). By employing bilingual parent liaisons, we aim to create a more inclusive and supportive educational environment that benefits foster youth, English learners, and students from low socioeconomic backgrounds.	
3.6	**Action:** Newcomer Paras **Need:**	To address these needs, the district will employ newcomer paraprofessionals who will support language acquisition for emergent bilingual students. These paraprofessionals will work	Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Emergent bilingual students, particularly newcomers, often face significant challenges in language acquisition and academic integration. These students require additional support to develop their English proficiency while simultaneously engaging with the academic curriculum. Newcomer paraprofessionals can provide targeted assistance to help these students transition and succeed in their new educational environment. **Scope:** Limited to Unduplicated Student Group(s)	closely with students to provide individualized and small-group instruction focused on developing English language skills. They will also assist in classroom activities, facilitate communication between students and teachers, and help newcomers acclimate to the school environment. By offering targeted language support, newcomer paraprofessionals will play a crucial role in enhancing the language acquisition process and supporting the academic success of emergent bilingual students. Research supports the effectiveness of targeted support for emergent bilingual students. The American Educational Research Association (AERA) emphasizes that individualized and small-group instruction significantly enhances language development and academic performance for English learners (AERA, 2014). Additionally, the Institute of Education Sciences (IES) highlights that newcomer programs, which include the support of paraprofessionals, are effective in helping students transition into their new educational settings and achieve language proficiency (IES, 2009). By employing newcomer paraprofessionals, we aim to provide emergent bilingual students with the necessary support to develop their English language skills and succeed academically.	
3.9	**Action:** Ellevation Data Analysis Platform **Need:** English learners (EL) require ongoing monitoring and data analysis to track their progress in acquiring language skills,	To address these needs, the district will implement the Elevation Data Analysis Platform to provide tools and resources for analyzing the progress of our EL students. This platform will enable educators to collect and analyze data on students' language proficiency, academic performance, and social-emotional development. By using this data,	Metric(s) 1.1- 1.5, 2.2-2.7, 3.1-3.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic skills, and social-emotional skills. Effective data analysis tools are essential for identifying learning gaps, tailoring instruction to meet individual needs, and improving overall curriculum and instructional practices to support these students' success. **Scope:**	teachers can make informed decisions about instructional strategies, differentiate instruction to meet diverse needs, and adjust the curriculum to better support EL students. Additionally, the platform will facilitate collaboration among educators, helping them to share best practices and develop targeted interventions for EL students. Research supports the effectiveness of data-driven instruction in improving student outcomes. The Institute of Education Sciences (IES) highlights that using data to inform instruction leads to more effective teaching practices and better student performance (IES, 2009). Furthermore, studies by the American Educational Research Association (AERA) indicate that comprehensive data analysis tools help educators identify at-risk students early and provide timely interventions to support their academic and social-emotional development (AERA, 2014). By implementing the Elevation Data Analysis Platform, we aim to enhance our ability to monitor and support the progress of EL students, ensuring they develop the necessary skills to engage fully within the educational setting.	

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

Additional Concentration Grant Funding

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

Corning Union Elementary will receive an additional 15% of concentration funding totaling $1,166,468 for the 2026-27 year. This funding will directly supported the funding of additional positions on the school sites with direct support to students. These positions include four ELD teachers, four behavior support paras with an behavior support supervisor, as well as providing safety and security guarding at all of our sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:12.3 There is currently one classified support person for every 12.3 students based on a projected enrollment of 1889. These positions include paraprofessionals, library service personnel, and health aides.
Staff-to-student ratio of certificated staff providing direct services to students		1:15.0 There is currently one certificated support person for every 15.0 students based on a projected enrollment of 1889. These positions include classroom teachers, learning center teachers, nursing staff, counselors, and speech pathologists.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	21,960,038	8,934,459	40.685%	0.000%	40.685%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,123,275.00	$5,637,275.00	$162,160.00	$1,151,675.00	$17,074,385.00	$11,050,667.00	$6,023,718.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Learning Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,670,358.00	$0.00	$1,647,770.00			$22,588.00	$1,670,358.00	
1	1.2	Special Education Services	Students with Disabilities	No					$3,886,744.00	$492,778.00		$4,121,258.00		$258,264.00	$4,379,522.00	
1	1.3	Ellevation Data Analysis Platform	EL students	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.4	Math PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$110,985.00	$110,985.00				$110,985.00	
1	1.5	Technology Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$446,135.00	$346,135.00	$100,000.00			$446,135.00	
1	1.6	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$159,648.00	$21,200.00	$180,848.00				$180,848.00	
1	1.7	Kinder Paras/Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$179,921.00	$0.00	$179,921.00				$179,921.00	
1	1.8	IReady Reading/Math	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.9	AVID	All	No			All Schools		$97,360.00	$160,000.00				$257,360.00	$257,360.00	
1	1.10	Scholastic Books	All	No			All Schools	2x a year for the 26-27 year	$0.00	$127,000.00		$127,000.00			$127,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$20,685.00	$238,898.00		$205,685.00		$53,898.00	$259,583.00	
1	1.12	Academic Engagement Awards and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$29,000.00	$29,000.00				$29,000.00	
1	1.13	Classroom Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$138,893.00	$138,893.00				$138,893.00	
1	1.14	Software Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$7,000.00	$7,000.00				$7,000.00	
1	1.15	Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$68,003.00	$0.00	$68,003.00				$68,003.00	
1	1.16	New hire bonuses/Credential Assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$82,682.00	$0.00	$82,682.00				$82,682.00	
1	1.17	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$788,653.00	$564,412.00	$1,353,065.00				$1,353,065.00	
1	1.18	Paraprofessional Support	All	No			All Schools		$63,071.00	$0.00		$63,071.00			$63,071.00	
1	1.19	Additional Teacher Support							$214,095.00	$0.00		$214,095.00			$214,095.00	
1	1.20	Additional Human Resources Support	All	No			All Schools		$27,205.00	$0.00		$27,205.00			$27,205.00	
2	2.1	Broad Course of Study Access (Elementary)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$279,323.00	$161,481.00	$44,134.00	$296,660.00		$100,010.00	$440,804.00	
2	2.2	Broad Course of Study Access (Middle School)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$682,413.00	$42,836.00	$621,550.00	$103,699.00			$725,249.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Social/Emotional Curriculum	All	No			All Schools		$0.00	$15,000.00		$15,000.00			$15,000.00	
2	2.4	Parent Participation (Unduplicated and SWD)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$39,288.00	$9,000.00			$30,288.00	$39,288.00	
2	2.5	Counseling and Therapy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$627,214.00	$1,000.00	$628,214.00				$628,214.00	
2	2.6	Health Services Support		Yes	LEA-wide School wide		All Schools		$394,177.00	$71,955.00	$303,972.00		$162,160.00		$466,132.00	
2	2.7	SARB	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$31,312.00	$31,312.00				$31,312.00	
2	2.8	Security Guards/Campus Safety Monitors/School Resource Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$192,372.00	$286,541.00	$478,913.00				$478,913.00	
2	2.9	Field trips and Camps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$19,385.00	$141,101.00	$33,101.00	$127,385.00			$160,486.00	
2	2.10	Behavior Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$436,163.00	$35,640.00	$436,163.00	$35,640.00			$471,803.00	
2	2.11	Facility Upgrades & Enhancements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,690,633.00	$2,690,633.00				$2,690,633.00	
2	2.12	Homeless and Foster Youth Supports	Foster and Homeless Youth	No			All Schools		$10,500.00	$0.00				$10,500.00	$10,500.00	
2	2.13	Attendance Liaison	All	No			All Schools		$64,877.00	$0.00		$64,877.00			$64,877.00	
3	3.1	AVID Program and ELD Strategies	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	EL Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$168,340.00	$0.00	$61,230.00			$107,110.00	$168,340.00	
3	3.3	EL Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$537,149.00	$0.00	$537,149.00				$537,149.00	
3	3.4	CABE Attendance	All EL students	No			All Schools		$0.00	$22,930.00				$22,930.00	$22,930.00	
3	3.5	Bilingual Parent Liaisons	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$168,448.00	$0.00	$85,906.00			$82,542.00	$168,448.00	
3	3.6	Newcomer Paras	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$211,881.00	$0.00	$5,696.00			$206,185.00	$211,881.00	
3	3.7	DELAC Engagement	All	No			All Schools		$0.00	$5,200.00		$5,200.00			$5,200.00	
3	3.8	Reclassification Ceremony	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$12,000.00	$12,000.00				$12,000.00	
3	3.9	Ellevation Data Analysis Platform	All	No			All Schools									
4	4.1	Behaviorist Support	All	No			Specific Schools: Columbia		$0.00	$5,500.00		$5,500.00			$5,500.00	
4	4.2	Play Yard Improvements	All	No			Specific Schools: Columbia		$0.00	$125,000.00		$125,000.00			$125,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
21,960,038	8,934,459	40.685%	0.000%	40.685%	$10,123,275.00	0.000%	46.099 %	**Total:**	$10,123,275.00
								LEA-wide Total:	$9,433,294.00
								Limited Total:	$689,981.00
								Schoolwide Total:	$303,972.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Learning Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,647,770.00	
1	**1.4**	Math PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,985.00	
1	**1.5**	Technology Resources	Yes	LEA-wide	English Learners Foster Youth Low Income		$346,135.00	
1	**1.6**	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,848.00	
1	**1.7**	Kinder Paras/Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,921.00	
1	**1.11**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	1.12	Academic Engagement Awards and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,000.00	
1	1.13	Classroom Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		$138,893.00	
1	1.14	Software Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		$7,000.00	
1	1.15	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$68,003.00	
1	1.16	New hire bonuses/Credential Assistance	Yes	LEA-wide	English Learners Foster Youth Low Income		$82,682.00	
1	1.17	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,353,065.00	
2	2.1	Broad Course of Study Access (Elementary)	Yes	LEA-wide	English Learners Foster Youth Low Income		$44,134.00	
2	2.2	Broad Course of Study Access (Middle School)	Yes	LEA-wide	English Learners Foster Youth Low Income		$621,550.00	
2	2.4	Parent Participation (Unduplicated and SWD)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
2	2.5	Counseling and Therapy	Yes	LEA-wide	English Learners Foster Youth Low Income		$628,214.00	
2	2.6	Health Services Support	Yes	LEA-wide Schoolwide		All Schools	$303,972.00	
2	2.7	SARB	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,312.00	
2	2.8	Security Guards/Campus Safety Monitors/School Resource Officer	Yes	LEA-wide	English Learners Foster Youth Low Income		$478,913.00	

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 (%)
2	2.9	Field trips and Camps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,101.00	
2	2.10	Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$436,163.00	
2	2.11	Facility Upgrades & Enhancements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,690,633.00	
3	3.1	AVID Program and ELD Strategies				All Schools	$0.00	
3	3.2	EL Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$61,230.00	
3	3.3	EL Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$537,149.00	
3	3.5	Bilingual Parent Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$85,906.00	
3	3.6	Newcomer Paras	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,696.00	
3	3.8	Reclassification Ceremony	Yes	LEA-wide	English Learners	All Schools	$12,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,313,581.00	$15,132,154.00

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**	Learning Centers	Yes	$1,781,331.00	$1,503,022
1	**1.2**	Special Education Services	No	$3,985,585.00	$3,666,146
1	**1.3**	Ellevation Data Analysis Platform	No	$0.00	0
1	**1.4**	Math PD	Yes	$223,696.00	$172,089
1	**1.5**	Technology Resources	Yes	$540,000.00	$404,905
1	**1.6**	Library Services	Yes	$166,814.00	$176,615
1	**1.7**	TK/Kinder Paras/Staffing	Yes	$230,448.00	$192,834
1	**1.8**	IReady Reading/Math	No	$0.00	0
1	**1.9**	AVID	No	$243,637.00	$262,714
1	**1.10**	Scholastic Books	No	$148,000.00	$117,593
1	**1.11**	Professional Development	Yes	$88,521.00	$89,870

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	Academic Engagement Awards and Incentives	Yes	$37,359.00	$34,192
1	1.13	Classroom Instructional Materials	Yes	$318,828.00	$198,698
1	1.14	Software Programs	Yes	$12,000.00	$900
1	1.15	Tutoring	Yes	$50,289.00	$90,249
1	1.16	new hire bonuses	Yes	$142,808.00	$110,274
1	1.17	Home to School Transportation	Yes	$1,284,402.00	$1,153,508
1	1.18	Paraprofessional Support	No	$22,331.00	$17,163
1	1.19	Additional Teacher Support			
1	1.20	Additional Human Resources Support			
2	2.1	Broad Course of Study Access (Elementary)	Yes	$383,704.00	$396,276
2	2.2	Broad Course of Study Access (Middle School)	Yes	$626,332.00	$660,653
2	2.3	Social/Emotional Curriculum	No	$15,000.00	0
2	2.4	Parent Participation (Unduplicated and SWD)		$40,788.00	$28,565
2	2.5	Counseling and Therapy	Yes	$606,870.00	$621,017

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	2.6	Health Services Support	Yes	$330,067.00	$363,856
2	2.7	SARB	Yes	$30,000.00	$31,312
2	2.8	Security Guards/Campus Safety Monitors	Yes	$537,844.00	$506,423
2	2.9	Field trips and Camps	Yes	$119,597.00	$123,541
2	2.10	Behavior Support	Yes	$351,161.00	$382,795
2	2.11	Facility Upgrades & Enhancements	Yes	$2,690,633.00	$2,625,242
2	2.12	Homeless and Foster Youth supply closets	No	$10,500.00	$10,000
2	2.13	Attendance Liaison	No	$60,968.00	$65,195
3	3.1	AVID Program and ELD Strategies	No	$0.00	0
3	3.2	EL Coordinator	Yes	$165,632.00	$169,594
3	3.3	EL Development	Yes	$470,847.00	$528,789
3	3.4	CABE Attendance	No	$30,000.00	0
3	3.5	Bilingual Parent Liaisons	Yes	$214,900.00	$183,390
3	3.6	Newcomer Paras	Yes	$223,751.00	$225,704

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	DELAC Engagement	No	$5,200.00	$8,035
3	**3.8**	Reclassification Ceremony	Yes	$12,000.00	$7,495
3	**3.9**	Ellevation Data Analysis Platform	No	$0.00	0
4	**4.1**	Behaviorist Support	No	$4,460.00	3500
4	**4.2**	Play Yard Improvements	No	$107,278.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$8,859,866	$10,112,132.00	$9,588,809.00	$523,323.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Learning Centers	Yes	$1,449,901.00	$1,241,621		
1	1.4	Math PD	Yes	$23,696.00	$47,089		
1	1.5	Technology Resources	Yes	$440,000.00	$404,905		
1	1.6	Library Services	Yes	$166,814.00	$176,615		
1	1.7	TK/Kinder Paras/Staffing	Yes	$230,448.00	$192,834		
1	1.11	Professional Development	Yes	$37,289.00	$61,520		
1	1.12	Academic Engagement Awards and Incentives	Yes	$37,359.00	$34,192		
1	1.13	Classroom Instructional Materials	Yes	$318,828.00	$198,698		
1	1.14	Software Programs	Yes	$12,000.00	$900		
1	1.15	Tutoring	Yes	$50,289.00	$90,249		
1	1.16	new hire bonuses	Yes	$142,808.00	$110,274		
1	1.17	Home to School Transportation	Yes	$1,284,402.00	$1,153,508		
2	2.1	Broad Course of Study Access (Elementary)	Yes	$42,438.00	$43,534		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Broad Course of Study Access (Middle School)	Yes	$543,651.00	$558,815		
2	2.5	Counseling and Therapy	Yes	$606,870.00	$621,017		
2	2.6	Health Services Support	Yes	$285,667.00	$295,152		
2	2.7	SARB	Yes	$30,000.00	$31,312		
2	2.8	Security Guards/Campus Safety Monitors	Yes	$537,844.00	$417,570		
2	2.9	Field trips and Camps	Yes	$36,101.00	$21,200		
2	2.10	Behavior Support	Yes	$315,521.00	$354,214		
2	2.11	Facility Upgrades & Enhancements	Yes	$2,620,000.00	$2,625,242		
3	3.2	EL Coordinator	Yes	$82,816.00	$72,626		
3	3.3	EL Development	Yes	$470,847.00	$528,789		
3	3.5	Bilingual Parent Liaisons	Yes	$126,088.00	$88,893		
3	3.6	Newcomer Paras	Yes	$208,455.00	$210,545		
3	3.8	Reclassification Ceremony	Yes	$12,000.00	$7,495		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$21,181,396	$8,859,866	0	41.829%	$9,588,809.00	0.000%	45.270%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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