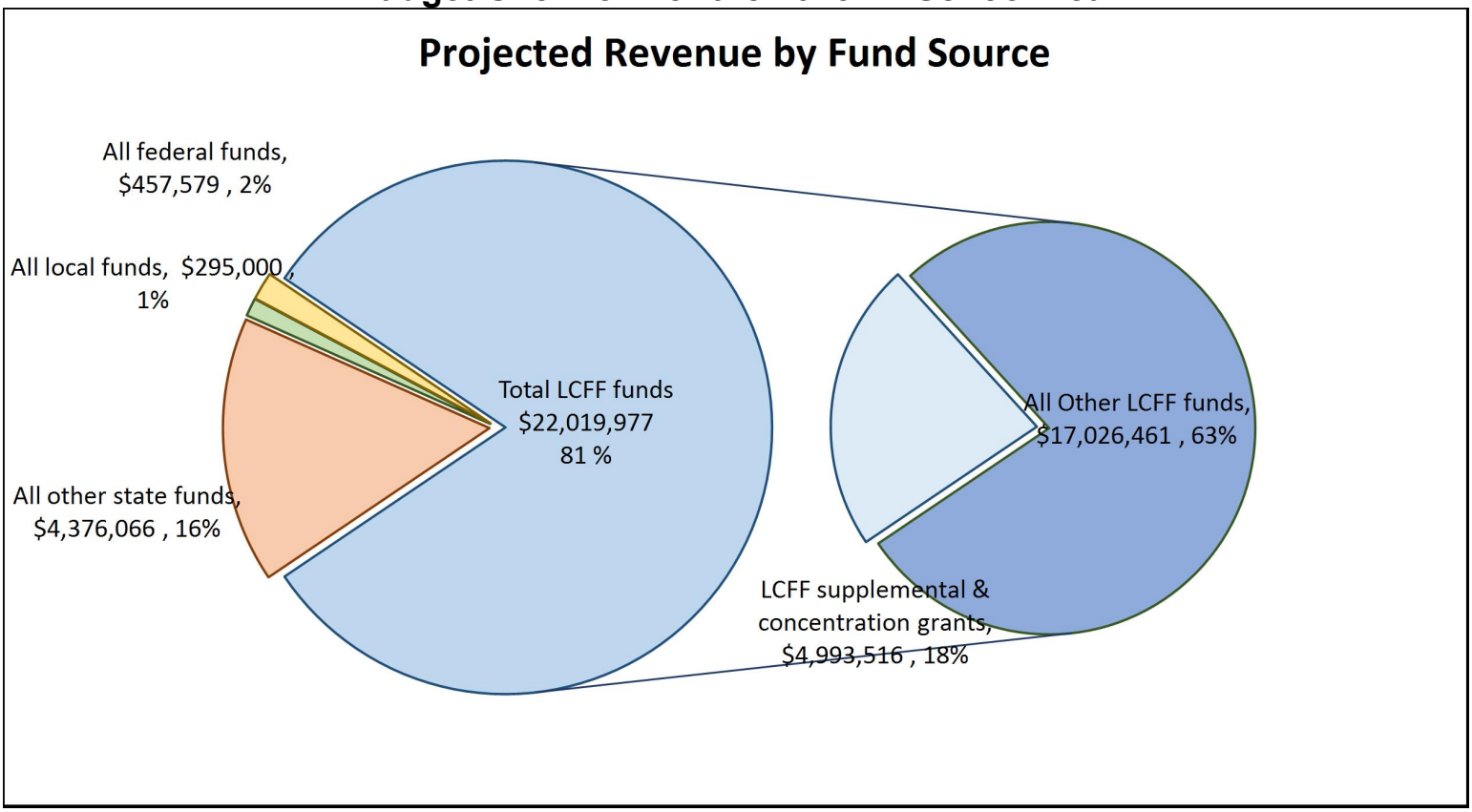
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Colusa Unified School District
CDS Code: 06-61598-0630046
School Year: 2026-27
LEA contact information:
Rebecca Changus
Superintendent
rchangus@colusa.k12.ca.us
530-458-7791

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

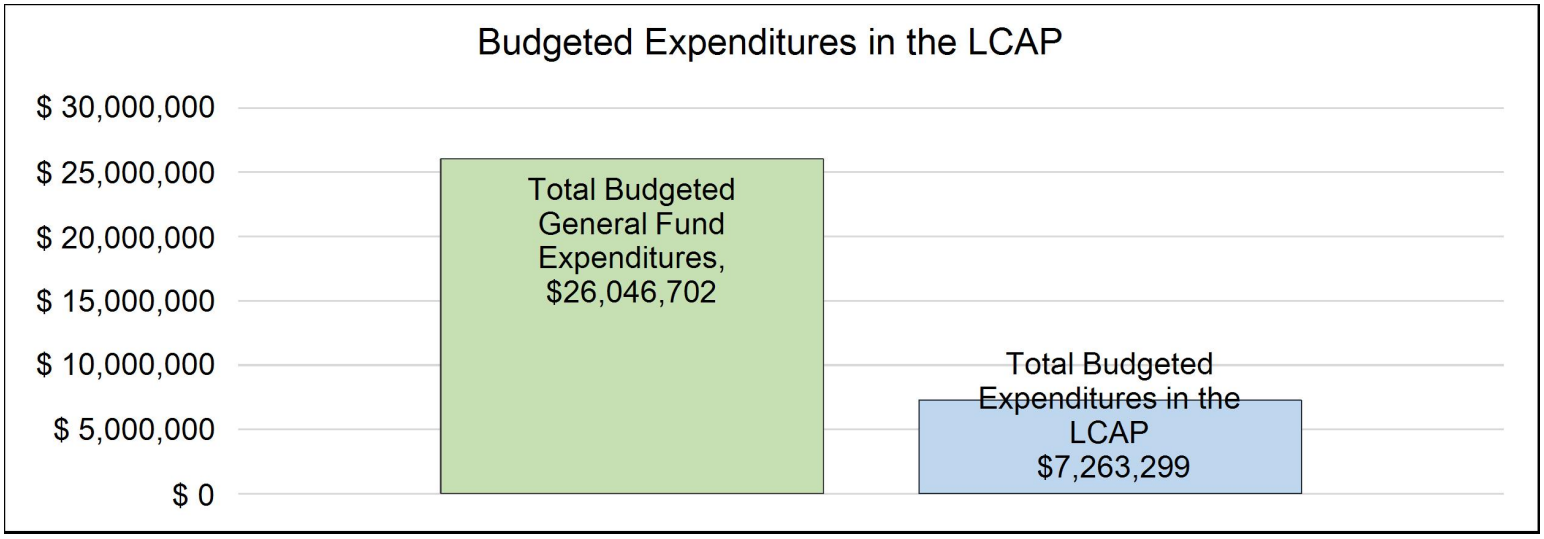


This chart shows the total general purpose revenue Colusa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Colusa Unified School District is $27,148,622, of which $22,019,977 is Local Control Funding Formula (LCFF), $4,376,066 is other state funds, $295,000 is local funds, and $457,579 is federal funds. Of the $22,019,977 in LCFF Funds, $4,993,516 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 Colusa Unified 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: Colusa Unified School District plans to spend $26,046,702 for the 2026-27 school year. Of that amount, $7,263,299 is tied to actions/services in the LCAP and $18,783,403 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

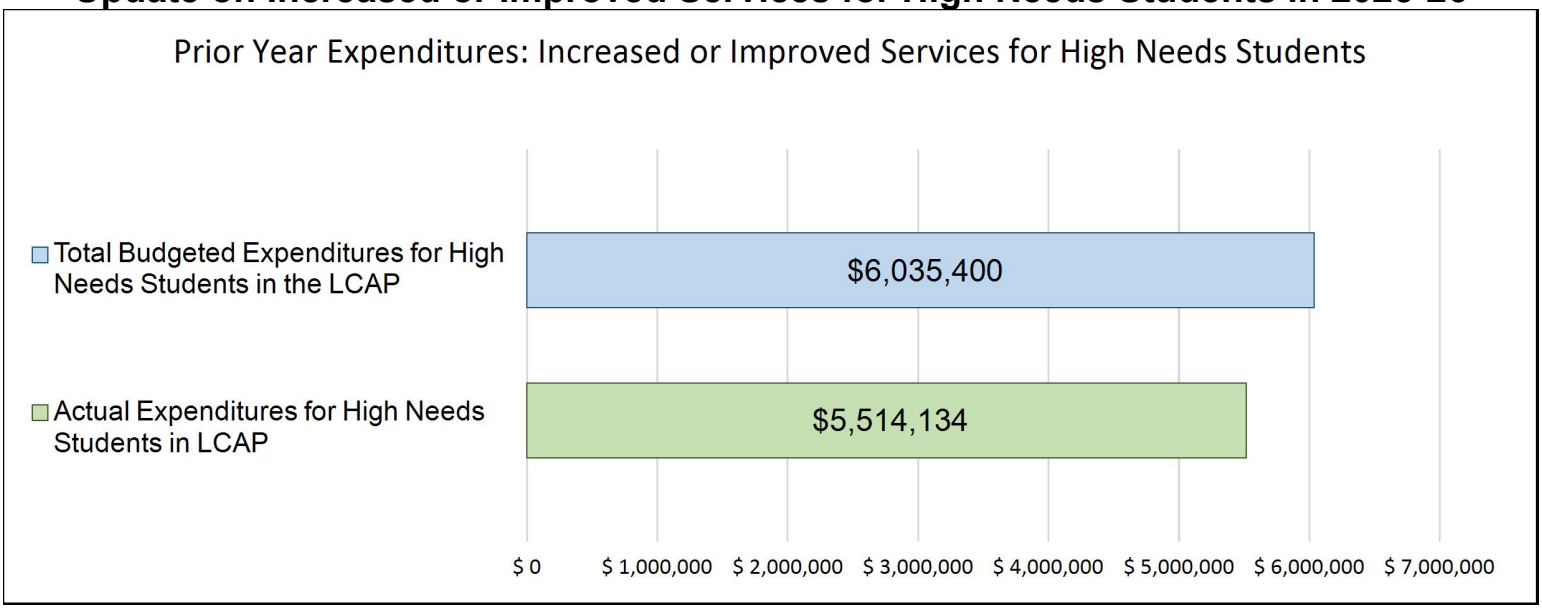
The remaining 72.11% of costs for services to District students are funded through budgeted expenditures outside the LCAP.

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

In 2026-27, Colusa Unified School District is projecting it will receive $4,993,516 based on the enrollment of Foster Youth, English learner, and low-income students. Colusa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Colusa Unified School District plans to spend $5,863,707 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 Colusa Unified 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 Colusa Unified 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, Colusa Unified School District's LCAP budgeted $6,035,400 for planned actions to increase or improve services for high needs students. Colusa Unified School District actually spent $5,514,134 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $521,266 had the following impact on Colusa Unified School District’s ability to increase or improve services for high needs students:

The District expended less than the originally budgeted amount for actions and services principally directed toward unduplicated pupils; however, actual expenditures exceeded the District’s Minimum Proportionality Percentage (MPP) requirement. The variance between budgeted and actual expenditures was primarily attributable to staffing adjustments, vacancies, implementation timelines, and operational efficiencies realized throughout the year. Despite spending below the budgeted allocation, the District fully implemented the intended actions and services and continued to provide increased and improved supports for unduplicated students. As a result, the District met and exceeded its proportionality obligation while maintaining a strong focus on improving academic outcomes, student engagement, school connectedness, and access to targeted interventions and support services.

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
Colusa Unified School District	Rebecca Changus Superintendent	rchangus@colusa.k12.ca.us 530-458-7791

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.

Colusa Unified School District, comprised of five schools, has enjoyed a long tradition of excellence where children thrive in a community focused, small school environment. The District serves 1,435 students in Transitional Kindergarten (TK) through 12th grade. Burchfield Primary School serves approximately 430 of the District's youngest students in grades TK – 3rd; Egling Middle School, the District's largest school serves nearly 547 students in grades 4 through 8; and Colusa High School serves the District's 413 high school students in grades 9 through 12. The District's two alternative education programs serve students in grades 9-12 at Colusa Alternative High School, while Colusa Alternative Home school serves students through an independent study program in grades TK-12. Together these schools enable all students within the District to actively participate in a rigorous and rewarding academic environment enriched with STEAM (science, technology, engineering, art and math), vocational education, athletics and other extracurricular activities.

The diversity of the District is its strength. Colusa students come from a variety of backgrounds with its student population consisting of 74% of Hispanic/Latino, 18% white, and 3% Native American students. In 2025, the District's California School Dashboard reported 22% of its students were Multilingual Learners; 76% socioeconomically disadvantaged, 15% with disabilities, 6% homeless and less than 1% foster youth. Prior to the 2019-2020 academic school year, attendance averaged over 95% for the three prior years. The District's attendance has been impacted by COVID-19 in terms of academic attendance. In the 2025-2026 school year, Colusa Unified School District P-2 reported attendance was 94.52%, demonstrating an increase in our attendance rate. Attendance continues to be a key focus of improvement. The District's demographics provide the opportunity to deliver a broad educational experience built upon diverse cultural experiences. Class sizes average 16.7:1 in grades TK-3, 21.1:1 in grades 4-8, and 18.75:1 in grades 9-12. One hundred percent of Colusa Unified School District's

staff met the highly qualified criteria. Of the District's teachers, approximately 26% hold a master's degree and 100% have obtained a baccalaureate degree plus 30 credits of higher education. The average years of teaching service in the District is 15.92 years.

District parent involvement is growing as 85% of parents reported on the District's LCAP Survey that they contribute to the school district through volunteering in the classroom. 96% of participants reported attending Back to School Night and/or Open House site-based events.

Colusa Unified School District recognizes the District needs to continue to focus on increasing the overall percentage of all students who meet or exceed the California State Standards in all core content areas as well as close the achievement gap among the District's lowest performing subgroups: English learners, socio-economically disadvantaged, students with disabilities, homeless and foster youth in the 2026-2027 school year which reflects the states 8 priorities encapsulated in Goal 1: Improve student outcomes by delivering quality academic instruction and tiered interventions to ensure targeted instruction for all students in its Local Control Accountability Plan. Tier I instruction remained a districtwide priority, supported through targeted professional development embedded within department meetings to strengthen core instructional practices. In addition, the District’s continued emphasis on Achievement Teams during Professional Learning Community time helped focus and align our collective work around improving Tier I outcomes for all students.

Areas of continued focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Social Studies, Mathematics, and Science. 2) Supporting ongoing research based professional development and the implementation of a system of tiered academic, social-emotional, and behavioral support that not only meets the needs of struggling students but also promotes critical thinking, collaboration, creativity, and communication in a twenty-first century classroom that integrates technology and inquiry based focused student learning. 3) Facilitating effective professional learning communities centered around student learning, implementation of best instructional practices, and regular analysis of students' assessment results utilizing the Plan-Do-Study-Act Model.

Colusa Unified School District has also placed great importance in providing a welcoming and safe learning environment with an emphasis of increasing connectedness among its students, parents, and employees. The District's actions outlined in Goal 2 to "Create welcoming and safe learning environments that support the social emotional development of all students and increase school connectedness" addresses state priorities 1,3,4,5 and 8. Other local school climate assessment results include the Colusa Unified School District LCAP, Employee Engagement, and California Healthy Kids Surveys indicate the need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees. The District's educational partners indicated a desire for the consistent platform of Healthy Kids for our survey.

The District also recognizes the critical role our of educational partners as evident of Goal 3, "Develop and maintain intentional collaboration with parents and educational partners to create a supportive learning community that fosters the growth and well-being of every student" emphasizes the importance and benefit to the District and its students of developing and maintaining strong partnerships with families, local businesses, colleges and universities, community organizations, the county office of education, and the community they serve. Finally, the District values our employees who strive daily to make a positive impact on our students as noted in Goal 4 "Recruit, employ, and retain exceptional employees who are dedicated to lifelong learning and consistently prioritize student-centered practices while acknowledging the significance of strengthening ties with our community" articulates the District's commitment to creating a culture of excellence that attracts outstanding candidates; provides certificated and classified professional development and training that fosters ongoing learning; and regularly celebrates employee success and longevity leading to improve student achievement, providing welcoming and safe learning environments, and developing strong relationships with the school community.

Reflections: Annual Performance

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

Colusa Unified School District has placed intentional priority on attendance especially since the return of the California School Dashboard in the 2022-2023 school year. The return of the dashboard demonstrated definitive evidence for concern as it relates to daily attendance statewide. While our attendance has improved each year, Colusa Unified School District's chronic absenteeism continues to be a definite point of concern that will result in intentional, targeted, and focused efforts. Colusa Unified School District has had the opportunity to evaluate the dashboard and state indicators (e.g., student achievement, chronic absenteeism, suspension, dropout rates, etc.). Prescribed action steps and services outlined in the District's 2024-2027 Local Control Accountability Plan are intentional to positively impact and improve student services in the District. Despite these challenges, the District had a vision to focus on instructional practices as the districtwide initiative of Achievement Teams and short cycle assessments to center our focus and PLC time toward the implementation of academic standards, access to broad course of study, research based instructional strategies. Additionally, we assessed and evaluated the local climate survey, district-based surveys in order to provide parent and family engagement in our parent nights and workshops.

The results from previous academic school years do provide a foundational baseline in regard to the academic performance of our students. Additionally, subgroup analysis and efforts to bridge the achievement gap are ongoing. The District's 2024-2025 CAASPP results demonstrate a 2.34% increase in the number of students who met or exceed the state standards in the area of English Language Arts (34.46% in comparison to 32.12% 2023-2024 academic year). Additionally, 2024-2025 CAASPP results demonstrate a slight increase of 0.66% in Mathematics (26.67% in comparison to 26.01% in the 2023-2024 academic year).

As outlined in the District's Compliance Improvement Monitoring Plan approved by the California Department of Education, students with disabilities demonstrated positive strides by meeting the state achievement targets in English Language Arts and Mathematics. The 2024-2025 results indicate 6.25% (decrease of 0.41%) achieved met or exceeded in English Language Arts. The number is below the state average, but it maintains a consistent year over year effort, and it met the goal of our CIM plan. The 2024-2025 Math results indicate 15.62% (increase of 2.28%) achieved met or exceeded in Mathematics. This number exceeds the state average, and it also demonstrates consistency year over year as well as meeting our CIM target goal. Overall student achievement results, when compared to state averages, continue to significantly lag behind in English Language Arts while Mathematics achieved higher than the state average. Colusa Unified School District recognizes a continual need to focus on improving student achievement, increasing access to rigorous curriculum through the adoption of state standards aligned materials, supporting ongoing researched based professional development and the implementation of a multi-tiered system of academic, social-emotional and behavioral supports as outlined in its newly developed LCAP Goal 1: Improve student outcomes by delivering quality academic instruction and tiered interventions to ensure targeted instruction for all students which reflects state priorities 1 through 8.

Colusa Unified has also placed great importance on providing a welcoming and safe learning environment with an emphasis on school safety and connectedness among students, families, and its certificated, classified, and administrative employees. The District's previous suspension increased on the dashboard from 2.1% to 3.4% of students being suspended at least one time or more as indicated in the green classification on the dashboard. Other local assessment results include the Colusa Unified School District LCAP, Employee Engagement, and California Healthy Kids Surveys indicate the need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees. As indicated in the 2025-2026 LCAP Survey, 90% of participants

reported their school creates a welcoming and safe environment for students and families in our community. Additionally, 96% of LCAP survey participants indicated attending Back to School Night and/or Open House events. Employee Engagement Survey results demonstrate a significant increase in employee engagement with 89% of the District's employees engaging in the 2025-2026 survey in comparison to 82% of the 2024-2025 District's employees engaging in the survey. The 2025-2026 California Healthy Kids Survey reported that 54% of students in grades 7,9, and 11 feel connected to school. This is a 6% increase from the 2024-2025 result of 48%. The 2025-2026 California Healthy Kids Survey reported that 63% of participating students reported they had a caring adult in school. This is a 7% increase from the 2024-2025 result of 56%.

Egling Middle School 2023 Dashboard results indicate a Low Performance Level (Red) for the category of Multilingual Learner Progress. This data point positively increased by 9.8% on the Egling Middle School 2024 Dashboard shifting the Performance Level to (Green). Egling Middle School 2025 Dashboard results indicate a 5.9 decline for Multilingual Learner Progress therefore this increase shifted the Performance Level to (Orange). Additionally, Burchfield Primary School 2024 Dashboard results indicate a Low Performance Level (Red) for the category of Multilingual Learner Progress. The Burchfield Primary School 2025 Dashboard demonstrated an increase of 22.5% for our Multilingual Learners Progress improving to 44.7% shifting the Performance Level to (Yellow). Colusa Unified School District's districtwide professional development centered on Multilingual Learners in our 2025-2026 school year, and the efforts will be furthered in our 2026-2027 school year. The District's efforts are intended to increase awareness of student's current level, progress, monitoring including data chats for ELPAC goal setting and practice tests. The District plans to maintain additional ELD Specialist positions at each comprehensive school site to further the review of continuous improvement as it relates to our MLL students.

Colusa Alternative High School 2023 Dashboard results indicates a Low Performance Level (Red) for the category of Suspension Rate. Our Hispanic subgroup for our Colusa Alternative High School 2023 Dashboard results indicate a Low Performance Level (Red) for the category of Suspension Rate. This data point positively declined by 15% on the Colusa Alternative High School 2024 Dashboard. This decrease shifted the Performance Level to (Green). Colusa Alternative High School 2025 Dashboard results indicated an increase of 4.4% resulting in a Performance Level (Orange) for the category of Suspension Rate. Our Hispanic subgroup for our Colusa Alternative High School 2025 Dashboard results received a No Performance Color indicating the number of students was too small to register on the dashboard. Colusa Unified School District's tiered system of intervention is a vital approach to alternative means of correction. RedHawk Reflection intervention is utilized as an alternative to suspension while striving to educate and reduce behavioral incidents.

Colusa Alternative Home School continued to qualify for the Equity Multiplier as a result of the Stabilization Rate as well as Low Socioeconomic Rates. Individuals from our CUSD Leadership team conducted outreach efforts to engage with parents and students from both schools previously identified to proactively conduct a needs assessment. The results from the input and needs assessment will be utilized for the next steps as it relates to the Equity Multiplier. Colusa Alternative High School returned to qualifying status for the Equity Multiplier for the 2026-2027 school year.

Reflections: Technical Assistance

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

Colusa Unified School District aims to improve student attendance and reduce chronic absenteeism through targeted technical assistance provided by the School Attendance Review Board (SARB).

CUSD Objectives in Partnership with Colusa County Office of Education SARB:

Increase Attendance Rates: The primary objective is to raise overall student attendance rates across all grade levels by implementing effective strategies and interventions.

Reduce Chronic Absenteeism: Targeted efforts will focus on reducing chronic absenteeism rates among identified student populations, including low-income students, foster youth, homeless students, and students with disabilities.

Provide Comprehensive Support: SARB will offer comprehensive support services to students and families facing barriers to regular school attendance. This includes counseling, mentoring, referrals to social services, and access to community resources.

Enhance Family Engagement: Collaborative efforts will be made to engage families in the attendance improvement process, promoting a partnership between schools, parents, and the community.

The LCAP's focus on providing technical assistance via SARB underscores our commitment to improving student attendance, addressing chronic absenteeism, and fostering a supportive school environment conducive to academic success and well-being. Through collaborative efforts and targeted interventions, we aim to empower students, engage families, and strengthen our community's commitment to student achievement.

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.

Colusa Alternative High School exited comprehensive support and improvement based on the 2024 California Dashboard results.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
English Learner Advisory Council & District English Learner Advisory Council	The District engaged educational partners throughout the course of the 2025-2026 school year as Colusa Unified evaluated progress towards attaining LCAP goals, alignment of goals to the state's eight priority areas, effectiveness of planned actions and services as well as input regarding changes to the 2024-2027 LCAP. The group engaged in a needs assessment activity to further the input process of all members. The members review and provide input on the District's Executive Summary and Measuring and Reporting twice a year for the previous LCAP efforts. Federal Addendum is part of the evaluation and planning process, and our District has a parent-friendly LCAP Infographic in English and Spanish for increased transparency. Educational partners reviewed the District’s mission statement, vision, and LCAP goals. The following were shared with all educational partners: District’s professional development focus, plan for ASES expansion, California Assessment of Student Performance and Progress (CAASPP) Results, State English Learner Student Achievement Data (ELPAC), Strategies and Tiered Systems of Pupil Support, District Attendance Review Team (DART) including attendance concerns, LCAP Midyear Report including the District’s Executive Summary of 2025-2026 Local Control and Accountability Plan for Colusa Unified School District Progress, LCAP Measuring and Reporting Progress Results, the District’s Student Achievement on the District assessment including trends from initial assessment to the interim assessment, employee engagement results, and the

Educational Partner(s)	Process for Engagement
	District's Focus Areas report developed by staff at vertical collaboration sessions. The 2026-2027 LCAP development was shared with our educational partners to keep them connected and involved in LCAP development. District English Learner Parent Advisory Council Meetings were held on the indicated dates to engage our educational partners (9/17/2025, 10/29/2025, 1/13/2026, 2/3/2026, 3/25/2026, 4/22/2026, 5/6/2026). District Technology Support Nights were held on 8/12/2025, 8/21/2025, and 8/27/2025 to support data confirmation and Parent Square connectivity to increase school to home communication efforts.
Parent Advisory Council & School Site Council	The District engaged educational partners throughout the course of the 2025-2026 school year as Colusa Unified evaluated progress towards attaining LCAP goals, alignment of goals to the state's eight priority areas, effectiveness of planned actions and services as well as input regarding changes to the 2024-2027 LCAP. The group engaged in a needs assessment activity to further the input process of all members. The members review and provide input on the District's Executive Summary and Measuring and Reporting twice a year for the previous LCAP efforts. Federal Addendum is part of the evaluation and planning process, and our District has a parent-friendly LCAP Infographic in English and Spanish for increased transparency. Educational partners reviewed the District's mission statement, vision, and LCAP goals. The following were shared with all educational partners: District's professional development focus, plan for ASES expansion, California Assessment of Student Performance and Progress (CAASPP) Results, State English Learner Student Achievement Data (ELPAC), Strategies and Tiered Systems of Pupil Support, District Attendance Review Team (DART) including attendance concerns, LCAP Midyear Report including the District's Executive Summary of 2025-2026 Local Control and Accountability Plan for Colusa Unified School District Progress, LCAP Measuring and Reporting Progress Results, the District's Student Achievement

Educational Partner(s)	Process for Engagement
	on the District assessment including trends from initial assessment to the interim assessment, employee engagement results, and the District's Focus Areas report developed by staff at vertical collaboration sessions. The 2026-2027 LCAP development was shared with our educational partners to keep them connected and involved in LCAP development. BPS English Learner Parent Advisory Council Meetings were held on the indicated dates to engage our educational partners (9/11/2025, 10/8/2025, 1/14/2026, 2/3/2026, 3/11/2026, 4/15/2026). BPS School Site Council Meetings were held on the indicated dates to engage our educational partners (9/4/2025, 10/2/2025, 11/6/2025, 1/15/2026, 2/5/2026, 3/5/2026, 5/7/2026). EMS English Learner Parent Advisory Council Meetings were held on the indicated dates to engage our educational partners (9/4/2025, 10/2/2025, 1/8/2026, 2/3/2026, 3/5/2026, 3/30/2026). EMS School Site Council Meetings were held on the indicated dates to engage our educational partners (9/4/2025, 10/2/2025, 11/6/2025, 1/8/2026, 2/5/2026, 3/5/2026, 3/30/2026). CHS/CAHS English Learner Parent Advisory Council Meetings were held on the indicated dates to engage our educational partners (9/9/2025, 10/15/2025, 1/7/2026, 2/3/2026, 3/4/2026, 4/15/2026). CHS School Site Council Meetings were held on the indicated dates to engage our educational partners (9/11/2025, 10/9/2025, 1/8/2026, 2/5/2026, 3/5/2026, 4/16/2026).
CUSD Leadership & Principals	The District engaged educational partners throughout the course of the 2025-2026 school year as Colusa Unified evaluated progress towards attaining LCAP goals, alignment of goals to the state's eight priority areas, effectiveness of planned actions and services as well as input regarding changes to the 2024-2027 LCAP. The group engaged in a needs assessment activity to further the input process of

Educational Partner(s)	Process for Engagement
	all members. The members review and provide input on the District's Executive Summary and Measuring and Reporting twice a year for the previous LCAP efforts. Federal Addendum is part of the evaluation and planning process, and our District has a parent-friendly LCAP Infographic in English and Spanish for increased transparency. Educational partners reviewed the District's mission statement, vision, and LCAP goals. The following were shared with all educational partners: District's professional development focus, plan for ASES expansion, California Assessment of Student Performance and Progress (CAASPP) Results, State English Learner Student Achievement Data (ELPAC), Strategies and Tiered Systems of Pupil Support, District Attendance Review Team (DART) including attendance concerns, LCAP Midyear Report including the District's Executive Summary of 2025-2026 Local Control and Accountability Plan for Colusa Unified School District Progress, LCAP Measuring and Reporting Progress Results, the District's Student Achievement on the District assessment including trends from initial assessment to the interim assessment, employee engagement results, and the District's Focus Areas report developed by staff at vertical collaboration sessions. The 2026-2027 LCAP development was shared with our educational partners to keep them connected and involved in LCAP development. Meetings were held on the indicated dates to engage our staff members as educational partners (8/5/2025, 9/2/2025, 10/7/2025, 11/4/2025, 12/2/2025, 1/6/2026, 2/2/2026, 3/3/2026, 3/31/2026, 5/5/2025, 6/2/2026). Student leadership input sessions were held to gather student voices as indicated below: EMS Leadership Class - 5/8/2026 CHS Leadership Class - 11/25/2025
CUSD Teachers and Other Personnel (Staff)	The District engaged educational partners throughout the course of the 2025-2026 school year as Colusa Unified evaluated progress

Educational Partner(s)	Process for Engagement
	towards attaining LCAP goals, alignment of goals to the state's eight priority areas, effectiveness of planned actions and services as well as input regarding changes to the 2024-2027 LCAP. The group engaged in a needs assessment activity to further the input process of all members. The members review and provide input on the District's Executive Summary and Measuring and Reporting twice a year for the previous LCAP efforts. Federal Addendum is part of the evaluation and planning process, and our District has a parent-friendly LCAP Infographic in English and Spanish for increased transparency. Educational partners reviewed the District's mission statement, vision, and LCAP goals. The following were shared with all educational partners: District's professional development focus, plan for ASES expansion, California Assessment of Student Performance and Progress (CAASPP) Results, State English Learner Student Achievement Data (ELPAC), Strategies and Tiered Systems of Pupil Support, District Attendance Review Team (DART) including attendance concerns, LCAP Midyear Report including the District's Executive Summary of 2025-2026 Local Control and Accountability Plan for Colusa Unified School District Progress, LCAP Measuring and Reporting Progress Results, the District's Student Achievement on the District assessment including trends from initial assessment to the interim assessment, employee engagement results, and the District's Focus Areas report developed by staff at vertical collaboration sessions. The 2026-2027 LCAP development was shared with our educational partners to keep them connected and involved in LCAP development. Meetings were held on the dates indicated to engage our staff members as educational partners: *New Teacher Orientation: 8/1/2025 *District Welcome Back Breakfast Presentation: 8/12/2025 *March - Various Site Dates for Needs Assessment Activities Staff Educational Partner Input and Needs Assessment meetings were held on the indicated dates: *EMS/Home School: 1/14/2026, 2/11/2026, 3/25/2026, 4/22/2026

Educational Partner(s)	Process for Engagement
	*BPS: 9/17/2025, 11/19/2025, 12/3/2025, 3/11/2026, 3/25/2026, 4/29/2026 *CHS/CAHS: 8/20/2025, 12/3/2025, 2/25/2026, 3/18/2026, 4/1/2026 *CIM Meetings: 9/9/2026, 1/26/2026 *Vertical Gap Committee: 11/6/2025, 12/1/2026, 2/2/2026
Local Bargaining Units	The local bargaining units participate in the staff input opportunities at the various sites. Additionally, the chapter presidents meet with the superintendent monthly for a more intensive and focused session on the various needs and focus areas for staff.
Colusa Alternative Home School Educational Partners - Equity Multiplier	The District engaged educational partners throughout the course of the 2025-2026 school year as Colusa Unified evaluated progress towards attaining LCAP goals, alignment of goals to the state's eight priority areas, effectiveness of planned actions and services as well as input regarding changes to the 2024-2027 LCAP. The group engaged in a needs assessment activity to further the input process of all members. The members review and provide input on the District's Executive Summary and Measuring and Reporting twice a year for the previous LCAP efforts. Federal Addendum is part of the evaluation and planning process, and our District has a parent-friendly LCAP Infographic in English and Spanish for increased transparency. Educational partners reviewed the District’s mission statement, vision, and LCAP goals. The following were shared with all educational partners: District’s professional development focus, plan for ASES expansion, California Assessment of Student Performance and Progress (CAASPP) Results, State English Learner Student Achievement Data (ELPAC), Strategies and Tiered Systems of Pupil Support, District Attendance Review Team (DART) including attendance concerns, LCAP Midyear Report including the District’s Executive Summary of 2025-2026 Local Control and Accountability Plan for Colusa Unified School District Progress, LCAP Measuring and Reporting Progress Results, the District’s Student Achievement on the District assessment including trends from initial assessment to the interim assessment, employee engagement results, and the District’s Focus Areas report developed by staff at vertical collaboration sessions.

Educational Partner(s)	Process for Engagement
	Colusa Alternative Home School engaged educational partners throughout the development of the Local Control and Accountability Plan (LCAP), including the development and refinement of the school's Equity Multiplier focus goal. Given the unique structure of the program, educational partner input was gathered primarily through weekly individualized parent-teacher meetings. These one-on-one meetings provide ongoing opportunities to discuss student progress, identify family needs, review learning goals, and gather meaningful feedback regarding school programs, services, and supports. Feedback collected through these individualized meetings consistently demonstrated support for maintaining the current Equity Multiplier goal: Empower our diverse student population by fostering an inclusive learning environment that supports social-emotional development, enrichment opportunities, and academic progress of all students in schools designated as recipients of the LCFF Equity Multiplier. Families emphasized the importance of personalized support, student engagement, academic growth, enrichment opportunities, and maintaining strong school-family partnerships. As a result of educational partner input, the school will continue to monitor student academic progress through district benchmark assessments, including i-Ready, to measure growth, identify areas of need, and provide targeted support. Families also expressed the importance of maintaining opportunities for students and parents to provide feedback through surveys and ongoing dialogue to ensure student and family voice remain central to the continuous improvement process. Educational partners expressed strong support for maintaining and expanding enrichment opportunities for students. Students participated in field trips designed to increase cultural awareness and provide exposure to college, career, and skilled trade opportunities. Students also engaged in hands-on culinary enrichment experiences, including preparing meals for district staff and participating in a countywide culinary "cook off" competition. Additionally, educational partners highlighted the value of the newly established greenhouse project, which provides students with experiential learning

Educational Partner(s)	Process for Engagement
	opportunities and is expected to support student engagement and enrichment for years to come. Input from educational partners (Weekly Meetings and Student/Parent Survey) directly informed the continuation of the Equity Multiplier focus goal and the associated actions and services designed to support academic achievement, student well-being, enrichment opportunities, and school connectedness for all students. The 2026-2027 LCAP development was shared with our educational partners to keep them connected and involved in LCAP development. Our Colusa Alternative Home School families are required to engage in two survey opportunities due to the structure of the program to intensify feedback. Home School Educational Partner Input and Needs Assessment meetings were held on the indicated dates: 1/14/2026, 2/11/2026, 3/25/2026, 4/22/2026.
Colusa Alternative High School Educational Partners - Equity Multiplier	The District engaged educational partners throughout the course of the 2025-2026 school year as Colusa Unified evaluated progress towards attaining LCAP goals, alignment of goals to the state's eight priority areas, effectiveness of planned actions and services as well as input regarding changes to the 2024-2027 LCAP. The group engaged in a needs assessment activity to further the input process of all members. The members review and provide input on the District's Executive Summary and Measuring and Reporting twice a year for the previous LCAP efforts. Federal Addendum is part of the evaluation and planning process, and our District has a parent-friendly LCAP Infographic in English and Spanish for increased transparency. Educational partners reviewed the District’s mission statement, vision, and LCAP goals. The following were shared with all educational partners: District’s professional development focus, plan for ASES expansion, California Assessment of Student Performance and Progress (CAASPP) Results, State English Learner Student Achievement Data (ELPAC), Strategies and Tiered Systems of Pupil Support, District Attendance Review Team (DART) including attendance concerns, LCAP Midyear Report including the District’s

Educational Partner(s)	Process for Engagement
	Executive Summary of 2025-2026 Local Control and Accountability Plan for Colusa Unified School District Progress, LCAP Measuring and Reporting Progress Results, the District's Student Achievement on the District assessment including trends from initial assessment to the interim assessment, employee engagement results, and the District's Focus Areas report developed by staff at vertical collaboration sessions. Colusa Unified School District engaged educational partners at its Equity Multiplier school through multiple opportunities for input during the development of the Local Control and Accountability Plan (LCAP), including the development and refinement of the school's Equity Multiplier focus goal. Educational partners, including parents, students, staff, and community members, participated in a dedicated input session during Back-to-School Night where they reviewed student needs, reflected on successful programs and services, and identified areas for continued growth and improvement (Back to School Night Date: 9/27/2025). Feedback gathered during these discussions demonstrated strong support for maintaining the current Equity Multiplier goal: Empower our diverse student population by fostering an inclusive learning environment that supports social-emotional development, enrichment opportunities, and academic progress of all students in schools designated as recipients of the LCFF Equity Multiplier. Educational partners emphasized the importance of continuing efforts that promote student engagement, school connectedness, academic growth, and meaningful enrichment experiences. As a result of educational partners input, the District will continue to monitor student academic progress through district benchmark assessments, including iReady, to measure growth and identify areas for targeted support. Educational partners also emphasized the importance of gathering ongoing feedback from students and families through annual surveys to ensure student voice remains a central component of continuous improvement efforts.

Educational Partner(s)	Process for Engagement
	Educational partners expressed strong support for maintaining and expanding enrichment opportunities for students. Students participated in field trips designed to increase cultural awareness and provide exposure to college, career, and skilled trade opportunities. Students also engaged in hands-on culinary enrichment experiences, including preparing meals for district staff and participating in a countywide culinary "cook off" competition. Additionally, educational partners highlighted the value of the newly established greenhouse project, which provides students with experiential learning opportunities and is expected to support student engagement and enrichment for years to come. Input from educational partners (Back to School Night and Student/Parent Survey) directly informed the continuation of the Equity Multiplier focus goal and the associated actions and services designed to support academic achievement, student well-being, enrichment opportunities, and school connectedness for all students. The 2026-2027 LCAP development was shared with our educational partners to keep them connected and involved in LCAP development. Colusa Alternative High School Educational Partner Input and Needs Assessment meetings were held on the indicated dates: 8/20/2025, 12/3/2025, 2/25/2026, 3/18/2026, 4/1/2026.

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

The District began engaging its educational partners in the fall when it elicited input from the Board of Trustees, District and site administrators, bargaining units, parents, students, community members and other District partners in the review and analysis of the District's 2024-2027 three-year Local Control Accountability Plan. As part of this process, educational partners reviewed state and local assessment results, identified organizational strengths and weaknesses, and developed District goals and priorities. Additionally, the District engaged educational partners as an integral voice in the development of the District's 2026-2027 LCAP.

Input activities shaped the plans goals, measures of success, actions and services for all students and District subgroups. Activities included presentations on the importance of strategic planning, vision and goal setting. In addition, presentations and input gathering activities were directly tied to the progression of student achievement and the patterns of growth for all students, as well as the District's efforts in closing the achievement gap for Multilingual Learners, students from low-income families, students with disabilities, homeless and foster youth as well as other significant subgroups represented within the district. The Superintendent's analysis and educational partner outreach provided the community with a framework regarding all areas of District operation and was foundational to all preceding engagement activities. The

feedback was shared and discussed with the District's Leadership Team for further evaluation. The team conducted a needs assessment prioritization process in the spring of 2026.

District educational partners input and plan development activities not only provided the District with a comprehensive three-year plan reflective of the state's eight priorities and its mission, vision, core values and statement of student achievement, but also created a solid foundation in which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.

District, state, and local indicators demonstrate a pattern of overall improvement in each of its five schools serving students in Transitional Kindergartner through 12th grade. However, the data also reinforces the need for the District to maintain a focused strategic plan and vision for continuous improvement. Plan goals, strategies and services continue to support the District as it continues to identify, evaluate and adopt California State Standards aligned textbooks and supplemental instructional materials, promote and inquiry-based learning as well as expanded tiered academic, social-emotional and behavioral interventions and other student and community outreach activities.

LCAP Statutory Requirements:
The District Parent Advisory Committee/School Site Councils and English Learner Advisory Council assisted in the shaping of District goals, metrics to measure growth, action steps, services, and expenditures. The Colusa Unified School District has engaged community members, pupils, local bargaining units, and other educational partners through a variety of venues during the LCAP development process. Our educational partners are also part of the ongoing review of our LCAP Executive Summary, LCAP Measuring & Reporting that are extensively reviewed twice as a year. Additionally, our educational partners provide input and review our CUSD LCAP Infographic that provides a parent-friendly version of our LCAP.

As part of the developmental process, the District engaged other Districtwide councils and leadership committees through meetings, surveys, Public Hearing and other community outreach activities. Educational partners were strongly encouraged to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, services, and proposed expenditures in the plan.

To ensure that all educational partners had an opportunity to provide input and/or make comments related to the LCAP, the District hosted a variety of educational partner meetings and activities to include a public hearing and the administration of the LCAP, Healthy Kids, CUSD Student Survey and Employee Engagement surveys to identify educational partner preferences and needs in relation to the LCAP.

The contribution from educational partners was invaluable to the development of the District's Local Control Accountability Plan. Educational Partners assisted the District in identifying needs and priorities of the community and its families as they relate to the state's eight priorities, goals, and services offered in the plan. The process also allowed the District to learn firsthand, effective strategies that would increase parent and community engagement outlined in Goal 3. The greatest benefit to the students of the District is the educational partner developed plan, incorporating ideas representative of all educational partners and thus assuring buy-in and a commitment to improve the District.

Specific educational partner input shaped the District's 2024-2027 Local Control Accountability Plan (LCAP) in a number of ways. The District's Goal 1 "Improve student outcomes by delivering quality academic instruction and tiered interventions to ensure targeted instruction for all students" expands the plans reach. It focuses on the need to develop a multi-tiered system of academic support that not only addresses the needs of struggling students but also supports the needs of students who are progressing on and/or above grade level which

continues to be an ongoing area of focus and importance to our educational partners. Actions and services in the plan support the further development of College and Career Readiness Activities, Advance Placement and Enrichment Activities, and Career Technology. The plan specifically calls out the need to develop a district-wide interim assessment model to support regular monitoring of student achievement, identification, and development of a multi-tiered academic model that supports the needs of all students to include Multilingual Learners, students with disabilities, socioeconomically disadvantaged and foster and homeless students. In addition, the plan calls for the evaluation of current school and district academic interventions to determine which practices should be continued, discontinued, modified, replicated, and/or expanded.

The District's Goal 3 "Develop and maintain intentional collaboration with parents and educational partners to create a supportive learning community that fosters the growth and well-being of every student" encompassed the desired growth of whole child with a focus and emphasis on social-emotional development. Educational partners assisted in developing actions and services expanding the focus by calling for the development and maintenance of a District Facility Plan as well as setting aside 1% of the District's LCFF revenue to the Deferred Maintenance Fund enabling the District to consistently address ongoing facility repairs and maintenance. The goal creates additional actions and services that provide a space for the District to develop energy-saving projects, conserve energy, and water consumption while initiating recycling and composting programs. Furthermore, the addition of actions and services to address emergency preparedness directly correlates to the importance of providing safe learning environments as articulated by educational partners. Finally, the developed goal increases the emphasis on student learning support services and the need to evaluate and develop programs that support tiered social-emotional, behavioral and overall well-being of all students and staff which was a common theme amongst educational partners. In closing, the action steps continue to recognize the importance of communication between home and school with an emphasis on increasing school connectedness among students, families, and community.

Educational partners continue to support Goal 3 "Develop and maintain intentional collaboration with parents and educational partners to create a supportive learning community that fosters the growth and well-being of every student" recognizing the importance of engaging educational partners and the benefit of partnerships not only for schools but the community as a whole. Actions and services incorporated and developed the goal emphasis on the importance of increasing partnerships, furthering the offerings to our parents through parent night series and parent ESL and technology offerings, and leveraging the talents of its community through the giving of time, expertise, and financial resources resulting in the increase of academic and extracurricular opportunities for students.

The valued importance of Goal 4 "Recruit, employ, and retain exceptional employees who are dedicated to lifelong learning and consistently prioritize student-centered practices while acknowledging the significance of strengthening ties with our community" remained a critical component of the input from our educational partners. Goal 4 and its actions and services emphasize the importance of recruiting, hiring, and retaining highly qualified and exemplary classified, certificated, and management employees that support the educational needs of the district's roughly 1,435 TK-12th students, families, and school community. The goal also recognizes the importance of providing strategic and comprehensive professional development to all employees in an effort not only to increase their level of expertise and performance, but also provide a working environment that encourages continuous learning and promotes a sense of family resulting in its employees dedicating their career in service to Colusa Unified students and their families.

Finally, Goal 5 "Empower our diverse student population by fostering an inclusive learning environment that supports social-emotional development, enrichment opportunities, and academic progress of all students in schools designated as recipients of the LCFF equity multiplier" remained the core value based on the input from our educational partners. Educational partners value the individualized

instruction provided to each student while thoughtfully monitoring student academic progress through district benchmark assessments, including iReady, to measure growth and identify areas for targeted support. Educational partners also emphasized the importance of gathering ongoing feedback from students and families through annual surveys to ensure student voice remains a central component of continuous improvement efforts. Educational partners expressed strong support for maintaining and expanding enrichment opportunities for students. Students participated in field trips designed to increase cultural awareness and provide exposure to college, career, and skilled trade opportunities. Students also engaged in hands-on culinary enrichment experiences, including preparing meals for district staff and participating in a countywide culinary "cook off" competition. Additionally, educational partners highlighted the value of the newly established greenhouse project, which provides students with experiential learning opportunities and is expected to support student engagement and enrichment for years to come.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student outcomes by delivering quality academic instruction and tiered interventions to ensure targeted instruction for all students	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (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.

Colusa Unified School District has developed goal 1 of this plan in response to the need to foster continual student growth as indicated by the California Schools Dashboard in the areas of Academic Performance, Academic Engagement, Conditions and Climate. This goal, its actions and services are aligned with the following state priorities 1, 2, 4, 5, 7, 8.

Colusa Unified recognizes the District needs to continue to focus on increasing the overall percentage of all students who meet or exceed the California State Standards in all core content areas as well as close the achievement gap among the District's lowest performing subgroups in ELA and math being our homeless and students with disabilities subgroups. Egling Middle School 2023 Dashboard results indicate a Low Performance Level (Red) for the category of Multilingual Learner Progress. This data point positively increased by 9.8% on the Egling Middle School 2024 Dashboard shifting the Performance Level to (Green). Egling Middle School 2025 Dashboard results indicate a 5.9 decline for English Learner Progress therefore this increase shifted the Performance Level to (Orange). Colusa Unified School District's districtwide professional development will be centered on Multilingual Learners. The District's efforts are intended to increase awareness of student's current level, progress, monitoring including data chats for ELPAC goal setting and practice tests. The District plans to maintain additional ELD Specialist positions at each comprehensive school site to further the review of continuous improvement as it relates to our MLL students.

Areas of continued focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Social Studies, Mathematics, and Science. 2) Supporting ongoing research based professional development and the implementation of a system of tiered academic, social emotional, and behavioral supports that not only meets the needs of struggling students but also promotes critical thinking, collaboration, creativity, and communication in a twenty-first century classroom that integrates technology and inquiry based focused student learning. 3) Facilitating effective professional learning communities centered around student

learning, implementation of best instructional practices, and regular analysis of student assessment results utilizing the Plan-Do-Study-Act Model.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Standardized Testing and Reporting Program (CAASPP) - Overall ELA	Overall: 2022-2023 38% of students met or exceed the state standards on the English Language Arts portion of the CAASPP.	Overall: Approaching Goal: 2023-24 Results: 32% met or exceeded	Overall: Approaching Goal: 2024-25 Results: 34% met or exceeded Note: Efforts to demonstrate student growth will continue to be evaluated. Additionally, subgroup analysis and efforts to bridge the achievement gap are ongoing.	Overall: 50% of students will meet or exceed the state standards in English Language Arts portion of the CAASPP.	- 4%
1.2	California Standardized Testing and Reporting Program (CAASPP) - Overall math	Overall: 2022-2023 29% of students met or exceed the state standards in the Mathematics portion of the CAASPP.	Overall: Approaching Goal: 2023-24 Results: 26% met or exceeded	Overall: Approaching Goal: 2024-25 Results: 27% met or exceeded	Overall: 41% of students will meet or exceed the state standards in the Mathematics portion of the CAASPP.	- 2%
1.3	California Standardized Testing and Reporting Program (CAASPP) - ELA Subgroups:	Subgroups: 2022-2023 Hispanic or Latino 33% of Hispanic or Latino students met or exceed the state standards on the	Subgroup: Hispanic or Latino Approaching Goal: 2023-24 Results: Hispanic or Latino	Subgroup: Hispanic or Latino Approaching Goal: 2024-25 Results: Hispanic or Latino	Subgroup: Hispanic or Latino 45% of Hispanic or Latino students will meet or exceed the state	- 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic or Latino	English Language Arts portion of the CAASPP.	27% met or exceeded	31% met or exceeded	standards on the English Language Arts portion of the CAASPP.	
1.4	California Standardized Testing and Reporting Program (CAASPP) - math Subgroups: Hispanic or Latino	Subgroup: 2022-2023 Hispanic or Latino 26% of Hispanic or Latino met or exceed the state standards in the Mathematics portion of the CAASPP.	Subgroup: Hispanic or Latino Approaching Goal: 2023-24 Results: Hispanic or Latino 22% met or exceeded	Subgroup: Hispanic or Latino Approaching Goal: 2024-25 Results: 24% met or exceeded	Subgroup: Hispanic or Latino 38% of Hispanic or Latino students will meet or exceed the state standards in the Mathematics portion of the CAASPP.	- 2%
1.5	California Standardized Testing and Reporting Program (CAASPP) - ELA Subgroup: White	Subgroup: 2022-2023 White 57% of white students met or exceed the state standards on the English Language Arts portion of the CAASPP.	Subgroup: White Approaching Goal: 2023-24 Results: 51% met or exceeded	Subgroup: White Approaching Goal: 2024-25 Results: 45% met or exceeded	Subgroup: White 69% of white students meet or exceed the state standards on the English Language Arts portion of the CAASPP.	- 12%
1.6	California Standardized Testing and Reporting Program (CAASPP) - math Subgroup: White	Subgroup: 2022-2023 White 40% of white students met or exceed the state standards in the Mathematics portion of the CAASPP.	Subgroup: White Approaching Goal: 2023-24 Results: 42% met or exceeded	Subgroup: White Approaching Goal: 2024-25 Results: 38% met or exceeded	Subgroup: White 52% of white students will students will meet or exceed the state standards in the Mathematics portion of the CAASPP.	- 2%
1.7	California Standardized Testing and Reporting	Subgroup: 2022-2023 SED	Subgroup: SED Approaching Goal: 2023-24 Results:	Subgroup: SED Approaching Goal: 2024-25 Results:	Subgroup: SED	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Program (CAASPP) - ELA Subgroup: Socioeconomically Disadvantaged (SED)	31% of socioeconomically disadvantaged students met or exceed the state standards on the English Language Arts portion of the CAASPP.	28% met or exceeded	31% met or exceeded	43% of socioeconomic disadvantaged students meet or exceed the state standards on the English Language Arts portion of the CAASPP.	
1.8	California Standardized Testing and Reporting Program (CAASPP) - math Subgroup: Socioeconomically Disadvantaged (SED)	Subgroup: 2022-2023 SED 24% of socioeconomically disadvantage students met or exceed the state standards in the Mathematics portion of the CAASPP.	Subgroup: SED Approaching Goal: 2023-24 Results: 22% met or exceeded	Subgroup: SED Approaching Goal: 2024-25 Results: 24% met or exceeded	Subgroup: SED 36% of students will students will meet orexceed the state standards in the Mathematics portion of the CAASPP.	Maintained
1.9	California Standardized Testing and Reporting Program (CAASPP) - ELA Subgroup: Multilingual Learners (MLL)	Subgroup: 2022-2023 MLL 8% of Multilingual Learners met or exceed the state standards on the English Language Arts portion of the CAASPP.	Subgroup: MLL Approaching Goal: 2023-24 Results: 3% met or exceeded	Subgroup: EL Approaching Goal: 2024-25 Results: 8% met or exceeded	Subgroup: MLL 20% of Multilingual Learners will meet or exceed the state standards on the English Language Arts portion of the CAASPP.	Maintained
1.10	California Standardized Testing and Reporting Program (CAASPP) - Math Subgroup: Multilingual Learners (MLL)	Subgroup: 2022-2023 MLL 10% of Multilingual Learners of students met or exceed the state standards in the	Subgroup: MLL Approaching Goal: 2023-24 Results: 8% met or exceeded	Subgroup: EL Approaching Goal: 2024-25 Results: 14% met or exceeded	Subgroup: MLL 22% of Multilingual Learners will meet or exceed the state standards in the Mathematics	+ 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics portion of the CAASPP.			portion of the CAASPP.	
1.11	California Standardized Testing and Reporting Program (CAASPP) - ELA Subgroup: Students with Disabilities (SWD)	Subgroup: 2022-2023 SWD 7% of students with disabilities met or exceed the state standards on the English Language Arts portion of the CAASPP.	Subgroup: SWD Approaching Goal: 2023-24 Results: 7% met or exceeded	Subgroup: SWD Approaching Goal: 2024-25 Results: 6% met or exceeded	Subgroup: SWD SWD (* State Mandate Achievement Targets.) 16% of students with disabilities meet or exceed the state standards on the English Language Arts portion of the CAASPP	- 1%
1.12	California Standardized Testing and Reporting Program (CAASPP) - Math Subgroup: Students with Disabilities (SWD)	Subgroup: 2022-2023 SWD 13% students with disabilities met or exceed the state standards in the Mathematics portion of the CAASPP.	Subgroup: SWD Approaching Goal: 2023-24 Results: 13% met or exceeded	Subgroup: SWD Approaching Goal: 2024-25 Results: 16% met or exceeded	Subgroup: SWD 21% of students with disabilities will meet or exceed the state standards in the Mathematics portion of the CAASPP.	+ 3%
1.13	English Language Proficiency Assessments for California (ELPAC)	2022-2023 9.21% of Multilingual Learners scored proficient as measured on the English Language Proficiency Assessments of California (ELPAC).	ELPAC Approaching Goal: 2023-24 Results: 10.39% scored proficient	Approaching Goal: 2024-25 Results: 10% scored proficient	19% of Multilingual Learners will score proficient as measured on the English Language Proficiency Assessment of California (ELPAC).	+ 0.79%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	District Interim Assessments - iReady *Updated to Acknowledge Funding Source: LREBG	2023-2024 48% of students scored at or above grade level on the End of the Year English Language Arts District Interim Assessment. 45% of students scored at or above grade level on the End of the Year Math District Interim Assessment.	2024-2025 47.5% of students scored at or above grade level on the End of the Year English Language Arts District Interim Assessment. 43% of students scored at or above grade level on the End of the Year Math District Interim Assessment.	2025-2026 Approaching Goal: 48.5% of students scored at or above grade level on the End of the Year English Language Arts District Interim Assessment. 2025-2026 Approaching Goal: 46.5% of students scored at or above grade level on the End of the Year Math District Interim Assessment.	58% of students will score at or above grade level on the End of the Year English Language Arts District Interim Assessment. 55% of students will score at or above grade level on the End of the Year Mathematics District Interim Assessment.	+ 0.5% + 1.5%
1.15	9-12th Grade Summer School: Credit Recovery Participation and Completion Rate 7-8th Grade Summer School: Credit Recovery Participation and Completion Rate	2022-2023 9-12th Grade Summer School Credit Recovery Successful Completion: 68% 2022-2023 7-8th Grade Summer School Credit Recovery Successful Completion: 56%	High School Approaching Goal: 2023-24 Results: 65% of students demontrated successful completion Grades 7 & 8 Approaching Goal: 2023-24 Results: 48% of students demontrated successful completion	High School Approaching Goal: 2024-25 Results: 66% of students demonstrated successful completion Grades 7 & 8 Goal Met: 2024-25 Results: 72% of students demonstrated successful completion	9-12th Grade Summer School Credit Recovery Successful Completion: 78% Adjusted Outcome: 7-8th Grade Summer School Credit Recovery Successful Completion: 75%	+ 2% + 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	High School Graduation Rates	2022-2023 CA Dashboard 92% of high school students met graduation requirements.	2023-24 CA Dashboard Approaching Goal: Results: 88.6% graduation rate	Approaching Goal: 2024-25 CA Dashboard Results: Graduation rate for 2025 was 91.3%. The District graduation rate demonstrates an upward trajectory.	95% of all high school students will meet graduation requirements.	- 0.7%
1.17	District Dropout Rates	2022-2023 CALPADS The District maintained a drop out rate of less than 1%.	2023-2024 CALPADS Approaching Goal: 3% District drop out rate.	Goal Met: 2024-25 Results: 0.01% as the District continues efforts to reduce the drop out rate.	The District will maintain a drop out rate of less than 1%.	- 0.99%
1.18	College and Career Readiness	2022-2023 CA Dashboard 20.5% of high school students met College and Career Readiness requirements.	2023-2024 CA Dashboard Approaching Goal: 30.1% of high school students met College and Career Readiness requirements.	Goal Met: 2024-25 CA Dashboard Results: 43.4% of students met the College and Career Readiness criteria. A qualifying component is achievement on CAASPP. The District places ongoing efforts into preparation to demonstrate academic achievement.	Adjusted Outcome: 46% of high school students will meet College and Career Readiness requirements.	+ 22.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Multilingual Learner Reclassification Rate	2022-2023 District Reclassification: Ellevation 10% of the District's Multilingual Learners met the District's reclassification requirements.	Approaching Goal: 2023-24 Results: 12% of Multilingual Learners met the District's reclassification requirements	Goal Met: 2024-25 Results: 30% reclassification rate.	Adjusted Outcome: 33% of the District's Multilingual Learners will meet the District reclassification requirements.	+ 20%
1.20	English Language Proficiency Assessments for California (ELPAC) in Grades 4 - 8 for Egling Middle School. Egling Middle School EL Progress	2022-2023 12.38% of Multilingual Learners scored proficient as measured on the English Language Proficiency Assessments of California (ELPAC). 2022-2023 CA Dashboard MLL Progress: 43.6% making progress towards English language proficiency	Egling Grades 4-8 ELPAC Approaching Goal: 2023-24 Results: 17.35% scored proficient Egling Grades 4-8 CA Dashboard MLL Progress Goal Met: 53.3% making progress towards English language proficiency	Approaching Goal: 2024-25 Results: 19.9% scored proficient Approaching Goal: 2024-25 CA Dashboard MLL Progress: 41.2% making progress towards English language proficiency	22% of Multilingual Learners will score proficient as measured on the English Language Proficiency Assessment of California (ELPAC). Adjusted Outcome: Dashboard MLL Progress: 55% making progress towards English language proficiency	+ 7.52% -2.4%

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.

Our focus on this goal will remain a high priority during the upcoming school year, as it directly aligns with areas identified in the Orange and Red performance levels on the California School Dashboard, particularly those related to CAASPP outcomes. While the District demonstrated encouraging growth when comparing the 2023–24 and 2024–25 school years, we recognize that continued improvement is necessary and remain committed to strengthening student achievement through a sustained emphasis on high-quality Tier I instruction.

Districtwide efforts to support our Multilingual Learners yielded positive gains, reflecting the impact of targeted instructional practices and support systems. However, accelerating the growth and achievement of our Multilingual Learners will continue to be a key area of focus. To support this work, we regularly triangulate multiple sources of data, including classroom performance, CAASPP results, and local iReady assessment data, to monitor student progress, identify areas of need, and provide timely interventions.

Additionally, our instructional approach emphasizes targeted small-group support and intervention opportunities to address individual learning needs and ensure students receive the assistance necessary to achieve proficiency. The District also remains committed to providing meaningful credit recovery opportunities, ensuring students have multiple pathways to remain on track for graduation and future success. Through these collective efforts, we will continue to strengthen academic outcomes and promote growth for all students.

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.

Goal 1.2, 1.4, and 1.6 were all overspent due to a retroactive pay increase. Goal 1.1 and 1.3 are estimated to be underspent due to changes in position control. Goal 1.7 was underspent as need was overestimated. Overall, Goal 1 is Underspent by $135,491.00

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

Specific actions and services aligned to this goal were effective in improving student outcomes through the continued emphasis on quality Tier I instruction, targeted interventions, and data-informed instructional practices. Districtwide efforts focused on strengthening Tier I instructional delivery through professional development, Professional Learning Community (PLC) collaboration, Achievement Team processes, intervention supports, and ongoing monitoring of student progress contributed to improved academic outcomes. As a result of these focused efforts, the District demonstrated improved performance on CAASPP assessments, reflecting positive progress toward increasing student achievement and supporting targeted instruction for all students.

The District maintains a high focus on career and college readiness. CTE pathways and increased dual enrollment positively impact this data point. Tutoring opportunities are available to students as a tiered system of support strategies. Additionally, sites complete annual data chats to increase awareness of CAASPP and ELPAC results, increase awareness of the positive benefits of proficiency as well as the benefits of interim practice tests.

The District continues to place emphasis and value on our small class sizes. The District maintains our focus and importance of our weekly districtwide collaboration time. The District demonstrated efforts to increase tiered systems of support through increased tutoring opportunities at all grade levels. Additionally, the District gathered feedback on staff on the most beneficial professional development in an effort to provide the strongest opportunities to our staff. The District's tiered system of support incorporated our support pyramid to individualize supportive efforts for our students. Two administrators, one teacher, one bilingual paraeducator, our bilingual services coordinator, and five ELAC/DELAC parents attended the CABE conference for our effort.

The District's effort to increase the availability of technology has been a point of success. The District incorporates Technology Parent Support Nights into all Back to School Nights to support developing skills to best support our parents and families resulted in increased awareness and access to their student(s) information. The District plans to continue opportunities for parent education as it relates to data

confirmation at Back to School Nights to extend individualized support in addition technology to offering English as a Second Language Development.

The District established a series of four dates centered on the focus of the District Technology Committee comprised of administrators, directors, certificated, and classified staff members to emphasize the value and importance. The District also facilitates four website committee team meetings as an intentional effort to provide the strongest communication efforts to our educational partners. The committees have become institutionalized and maintained since they were implemented in the 2021 - 2022 school year. The effort of the technology committee was substantial in supporting the efforts to establish our 5-year technology plan. The efforts of the website committee proved productive in providing our educational partners with the most current and accurate information on school events and functions. The District will maintain both committees in the upcoming years.

The expansion of our summer program has resulted in significant interest as STEAM and electives were highly requested. Additionally, the implementation of electives at grades 6-8 increased the STEAM and elective offerings. The District's Vertical Gap Committee met three times throughout the 2025-2026 school year. Our CUSD Vertical Gap Committee will continue efforts to identify key strategies to bridge the educational gap, review of grading practices, and the impact of research-based instructional strategies. Expanded enrichment opportunities have played a vital role in bridging the gap toward providing our students with a well-rounded and engaging educational experience.

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.

The District established specific events centered on supporting the acquisition of computer knowledge and skills for our parents due to the high use and benefits of technology. Use of technology ranges from our new enrollment process to beginning of the year data confirmation to assure appropriate contact information as well as monitoring student grades to name a few items emphasizing the value and importance.

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	Instruction	1.1a. Utilize Local Control Funding Formula resources to maintain reduced class sizes, paraprofessional and other support staff as learning supports to all students to include Multilingual Learners, socio-economically disadvantaged, foster youth, and homeless students. 1.1b. Maintain a culture of continuous improvement by providing professional development opportunities that support the implementation of California State Standards, timely assessment of student performance to	$3,643,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strengthen instruction, responses to intervention and other research-based strategies. 1.1c. Provide structured school and district collaboration time by grade level and department. 1.1d. Identify, evaluate, and develop a district-wide interim assessment model to support regular monitoring of student achievement, identification of multi-tiered academic instructional supports, and services that meet the needs of students below, on, or above grade level. * Updated to Acknowledge Funding Source: LREBG * 25/26 Expenditures - $37,563.00 1.1e. Continue to evaluate efficacy of school and district academic interventions to determine which practices should be continued, discontinued, modified, or replicated.		
1.2	Instructional Materials	1.2a. Provide instructional materials, supplies, equipment, and/or human resources to support access to California State Content Standards, College and Career and Career Readiness Activities, Advanced Placement/Gifted and Talented Education, and Career Technical Education. 1.2b. Provide supplemental California State Standards instructional materials to include software licenses and instructional materials to support and increase intervention and extended learning opportunities.	$67,881.00	No
1.3	Technology	1.3a. Continue to implement the Colusa Unified School District Technology Plan to ensure every student, employee, and classroom has the technology and professional development support to effectively integrate technology into the classroom or work environment. 1.3b. Continue to provide human resources to support technology integration into the classroom and work environment to include the Director of Technology, Technology Support Assistant(s) and Data Technology Specialist.	$557,112.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.3c. Continue to work with the District Technology Committee to evaluate, identify, and implement a new student Information System that supports state and federal reporting, analysis of student achievement, discipline and attendance tracking, and increase parent and community communication in both English and Spanish.		
1.4	Opportunities for Extension	1.4a. Provide summer school programming, after school tutoring, and/or credit recovery programs for Transitional Kindergarten through 12 grade students. * Updated to Acknowledge Funding Source: LREBG * 25/26 Expenditures - $75,126	$485,545.00	No
1.5	Dual Enrollment	1.5a. Continue to explore the possibility of increasing Dual Enrollment, Career Technical Education, and College and Career education, experiences, and offerings.		No
1.6	Enrichment and After School Education and Safety Program Expansion	1.6a. Identify, evaluate, and expand Science, Technology, Engineering, Arts, and Mathematics (STEAM) opportunities to include course and elective development, after school programming, access to Next Generation Science Standards, Visual and Performing Arts Standards, and computer technology skills. 1.6b. Continue to explore opportunities to expand Enrichment and After School Education and Safety Program offerings.	$422,569.00	No
1.7	MLL Instructional Materials and Technology Support	1.7a. Provide supplemental instructional materials and technology supporting access to English Language acquisition and access to California State Standards.		No
1.8	ELD Instruction	1.8a. Provide professional development to teachers and staff to support Multilingual learners and reclassified students in English Language		No

Action #	Title	Description	Total Funds	Contributing
		Acquisition and the mastery of California State and English Language Development Standards utilizing the state's Multilingual Learner Roadmap.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create welcoming and safe learning environments that support the social emotional development of all students and increase school connectedness	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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.

Colusa Unified has also placed great importance on providing a welcoming and safe learning environment with an emphasis on school safety and connectedness among students, families, and its certificated, classified and administrative employees. This goal, its actions and services are aligned to state priorities 1, 3, 4, 5, and 6. Despite these efforts, there continues to be a need for additional work to be conducted as it pertains to goal 2 of the District's plan. The District's suspension rate according to the 2025 state's school dashboard's indicated 3.4% of students being suspended at least one time or more, which demonstrated an increase of 1.3%. The District's suspension rate according to the 2024 state's school dashboard's indicated 2.1% of students being suspended at least one time or more, which demonstrated a decline of 0.8% from the District's 2023 suspension data. Colusa Alternative High School 2025 Dashboard results indicated an increase of 4.4% resulting in a Performance Level (Orange) for the category of Suspension Rate. Previously, the Colusa Alternative High School 2024 Dashboard results indicated a decline by 15% resulting in a Performance Level (Blue) for the category of Suspension Rate. Colusa Unified School District's tiered system of intervention is a vital approach to alternative means of correction. A wide variety of alternatives including RedHawk Reflection are utilized as alternatives to suspension while striving to educate and reduce behavioral incidents.

Local assessment results including the Colusa Unified School District LCAP, Employee Engagement, and California Healthy Kids Surveys indicate the need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees. As indicated in the 2025-26 LCAP Survey, 90% of participants reported that their school creates a welcoming and safe environment for students and families in our community. Employee Engagement Survey results demonstrate a significant increase in employee engagement with 89% of the District's employees engaging in the 2025-2026 survey in comparison to 82% of the 2024-2025 District's employees engaging in the survey. The 2025-2026 California Healthy Kids Survey reported that 54% of students in grades 7,9, and 11 feel connected to school. This is a 6% increase from the 2024-2025 result of 48%. The 2025-2026 California Healthy Kids Survey reported that 63% of students in grades 7,9, and 11 reported they had a caring adult in school. This is a 7% increase from the 2024-2025 result of 56%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CUSD Fall and Spring Student Survey Results Survey Adjustment: Once a Year Starting 2025-26	2023-2024 63% of students indicate a school adult who really cares about them. 52% of students indicate feeling safe at school.	CUSD Student Survey 2024-25 Results: Goal Met: 79% of survey participants reported that they have a caring adult relationship at school. CUSD Student Survey 2024-25 Results: Goal Met: 78% of students indicate feeling safe at school.	CUSD Student Survey 2025-26 Results: Approaching Goal: 75% of survey participants reported that they have a caring adult relationship at school. CUSD Student Survey 2025-26 Results: Approaching Goal: 72% of students indicate feeling safe at school.	Adjusted Outcome: 83% of students indicate a school adult who really cares about them. Adjusted Outcome: 82% of students indicate feeling safe at school.	+ 12% + 20%
2.2	California Health Kids Survey Results	2023-2024 49% of students in grades 7, 9, and 11 reported they feel connected to school. 57% of students in grades 7, 9, and 11 reported they have a caring adult relationship at school.	2024-2025 Results: Approaching Goal 48% of students in grades 7, 9, and 11 reported they feel connected to school. Approaching Goal 52% of students in grades 7, 9, and 11 reported they have a caring adult relationship at school.	2025-26 Results: Approaching Goal: 54% of student participants in grades 7, 9, and 11 reported they feel connected to school. 2025-26 Results: Approaching Goal: 63% of students in grades 7, 9, and 11 reported they have a caring adult relationship at school.	59% of students who participate in the Healthy Kids Survey will report they feel connected to school. 67% of students who participate in the Healthy Kids Survey will report that they have a caring adult at school.	+ 5% + 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	LCAP Survey Results	2023-2024 65% of LCAP Survey participants reported schools are welcoming and safe.	2024-2025 Results: Goal Met 89% of LCAP Survey participants reported schools are welcoming and safe.	2025-2026 Results: Goal Met 90% of LCAP Survey participants reported schools are welcoming and safe.	Adjusted Outcome: 92% of participating educational partners will indicate on the annual LCAP survey that all schools are welcoming and safe.	+ 25%
2.4	District Suspension Rate- All Students	2022-2023 CA Dashboard The District's overall suspension rate is 2.9%.	2024 CA Dashboard Results: Approaching Goal: District's overall suspension rate is 2.1%	2025 CA Dashboard Results: Approaching Goal: 3.4% due to the District implementation of a tiered system of support and proactive meetings prior to suspension to reduce the District's suspension rate.	The District will maintain a 2% or less suspension rate.	+ 0.5%
2.5	District Suspension Rate- for SWD	2022-2023 CA Dashboard The District's suspension rate for students with disabilities is 4.3%.	2024 CA Dashboard Results: Approaching Goal: District's overall suspension rate for SWD is 3.1%	2025 CA Dashboard Results: Approaching Goal: District's overall suspension rate for SWD is 4.5%	The District will maintain a 1% suspension rate for students with disabilities.	+ 0.2%
2.6	District Expulsion Rate	2022-2023 CALPADS The District's expulsion rate is .02%	2023-2024 Goal Met CALPADS:	2024-2025 Goal Met CALPADS:	The District will maintain an expulsion rate of 1% or less.	0% - Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The District's expulsion rate is 0%.	The District's expulsion rate is 0%.		
2.7	Suspension Rate - Colusa Alternative High School Subgroups: Hispanic or Latino	2022-2023 CA Dashboard Colusa Alternative High School's suspension rate for Hispanic or Latino subgroup is 16%.	Suspension Rate: Colusa Alternative High School 2024 CA Dashboard Results: Goal Met: 0% suspension rate for the Hispanic or Latino subgroup	Suspension Rate: Colusa Alternative High School 2025 CA Dashboard Results: Goal Met: 2.7% suspension rate for the Hispanic or Latino subgroup	Colusa Alternative High School will reduce the suspension rate for the Hispanic or Latino subgroup by 10%.	- 13.3%
2.8	District Attendance Rates	2023-24 CALPADS Overall District Average Attendance Rate Above 95.98% at our P-2 Reporting.	2024-25 CALPADS Approaching Goal Overall District Average Attendance Rate Above 93.36% at our P-2 Reporting.	2025-26 CALPADS Approaching Goal Overall District Average Attendance Rate Above 94.52% at our P-2 Reporting. The District monitors attendance and utilizes a District Attendance Review Team in an effort to support daily attendance.	Overall District Average Attendance Rate Above 96%.	- 1.46%
2.9	District Overall Chronic Absenteeism Rate Subgroups: Multilingual Learners Socio-economically Disadvantaged	2022-2023 CA Dashboard The District's overall absenteeism rate is 23%. Subgroups:	2023-2024 CA Dashboard: Approaching Goal The District's overall absenteeism rate is 14%.	2025 CA Dashboard: Approaching Goal The District's overall absenteeism rate is 14%.	Reduce the District's Chronic Absenteeism rate to 8% over the course of 3 years. Adjusted Outcome:	Overall -9% Subgroups as Noted: Multilingual Learners -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Homeless	Multilingual Learners - 24% Socio-economically Disadvantaged - 25% Homeless - 35%	2023-2024 CA Dashboard: Met Goal Subgroups: Multilingual Learners - 12% Socio-economically Disadvantaged - 15% Homeless - 22%	2025 CA Dashboard: Approaching Goal Subgroups: Multilingual Learners - 14% Socio-economically Disadvantaged - 15% Homeless - 24%	Subgroups: Multilingual Learners - 10% Socio-economically Disadvantaged - 13% Homeless - 20%	Socio-economically Disadvantaged - 10% Homeless -11%
2.10	California Facility Inspection Tool (FIT)	2023 FIT Reports 100% of the District's facilities received a rating of Good or Fair as measured by the FIT report.	Met Goal: July 2024 Results: Overall ratings for all sites measured as Good or Fair at 100% of sites. The District completes facilities needs assessments in the winter and spring for ongoing and proactive efforts to improve facilities.	Met Goal: July 2025 Results: Overall ratings for all sites measured as Good or Fair at 100% of sites. The District completes facilities needs assessments in the winter and spring for ongoing and proactive efforts to improve facilities.	The District will maintain a rating of Good or Fair in 100% of its facilities as measured by the FIT Report.	0% - Maintained

Goal Analysis [2025-26]

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

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

We adjusted our CUSD student survey process to administer the survey once annually rather than multiple times throughout the year. This adjustment was positively received by students and staff, particularly given the additional feedback opportunities already provided through the California Healthy Kids Survey. As a result, we plan to continue this approach during the 2026–27 school year to ensure meaningful student voice is captured while minimizing survey fatigue.

In addition, the District continues to refine its LCAP survey annually by making minor adjustments based on feedback received from survey participants. This continuous improvement approach helps ensure that our surveys remain relevant, meaningful, and effective in gathering actionable feedback from students, families, staff, and other educational partners. These refinements demonstrate our commitment to thoughtfully listening to the input of our educational partners and improving our processes for collecting valuable feedback.

Our focus on this goal will remain a high priority during the upcoming school year, as it directly aligns with indicators identified in the Orange and Red performance levels on the California School Dashboard, particularly in the areas of suspension rates, chronic absenteeism, and expulsion data. Ongoing monitoring of these indicators is critical to ensuring students remain connected, engaged, and supported in a positive school environment.

Finally, the District will continue to prioritize Facility Inspection Tool (FIT) reports as an additional measure of school climate and safety. FIT data, combined with stakeholder survey feedback and other local measures, provides a comprehensive view of our school environments and helps ensure our campuses remain safe, welcoming, and supportive places for all students to learn and thrive. Through these collective efforts, the District will continue to strengthen school connectedness, student well-being, and positive learning conditions for all students.

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.

Goal 2.1 was underspent due to position control updates. Goal 2.3 was underspent due to certificated vacancies. Overall, Goal 2 was underspent by $308,064.00

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

Specific actions and services aligned to this goal were effective in supporting welcoming and safe learning environments that foster the social-emotional development and connectedness of all students. District efforts focused on counseling services, student wellness supports, attendance interventions, enrichment opportunities, extracurricular programs, school climate initiatives, and relationship-centered practices contributed to positive outcomes. As a result of these intentional efforts, the District demonstrated progress through positive feedback on the LCAP Survey and Healthy Kids Survey, reductions in chronic absenteeism rates, and improved student attendance outcomes reflected through P-2 attendance reporting data.

The consistent use of Healthy Kids as our survey platform will result in transparent year-over-year analysis from our educational partners. Healthy Kids surveys were successfully completed by students, parents/guardians, and staff members for the 2025-2026 school year. Additionally, our CUSD Student Survey has proven to be a valuable survey to gather student voice, and it will continue to be offered once a year in upcoming school years.

Survey results display an increased connection between our families and students to our school sites. Efforts will be ongoing as CUSD strives to make our campuses welcoming and safe for our students and families. A deferred maintenance plan in addition to a strategic 5-year maintenance plan has resulted in positive progress to welcoming and safe learning environments. Additionally, the completion of our solar project proves to be a critically necessary step. The process to review and update our CUSD emergency operations plan is completed with an emphasis to carefully evaluate all safety protocols. Safety drills are completed and reported for our sites including our ASES programs.

Partnership with our city agencies is utilized to further our safety efforts. City agencies join our schools for safety and awareness educational opportunities. In that joint effort, the District offered two gang awareness parent nights. Additionally, the District implemented a safety committee comprised of parents, students, administration, and counselors. The safety committee went in-depth on various topics to increase awareness as well as focusing on specific areas for targeted improvement.

Implementation of student recognition efforts at our monthly CUSD board meetings highlight efforts of our students to excel academically as well as our student efforts to promote positive learning environments through as students demonstrated leadership skills for their peers (i.e. kindness week). Counselors are positioned at the sites as an intentional layer of support for our students. Counselors and administration placed significant effort into preventative measures prior to suspension through our tiered system of support.

Sites placed increased and purposeful emphasis on promoting school and community events, which immediately fostered a positive and observable impact on student connection and school culture. The social emotional gap was impacted by the pandemic, and the return of activities (extracurricular activities, sports, field trips, school sponsored activities and more) proved the most beneficial to the overall well-being of our students. The student enthusiasm and attendance of events was notably increased in the 2024-2025 and 2025-2026 school years. The student leadership groups at the middle school and high school are to be commended on their efforts to increase engagement opportunities and school pride.

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.

We adjusted our CUSD student survey process to administer the survey once annually rather than multiple times throughout the year. This adjustment was positively received by students and staff, particularly given the additional feedback opportunities already provided through the California Healthy Kids Survey. As a result, we plan to continue this approach during the 2026–27 school year to ensure meaningful student voice is captured while minimizing survey fatigue.

In addition, the District continues to refine its LCAP survey annually by making minor adjustments based on feedback received from survey participants. This continuous improvement approach helps ensure that our surveys remain relevant, meaningful, and effective in gathering

actionable feedback from students, families, staff, and other educational partners. These refinements demonstrate our commitment to thoughtfully listening to the input of our educational partners and improving our processes for collecting valuable feedback.

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	Facilities	2.1a. Develop and maintain a District Facilities Master Plan that includes facility improvements which support 21st century skills, in addition to supplemental and specialist services. 2.1b. Provide routine repair and maintenance of existing sites through increased custodial, grounds, and maintenance staff.	$319,148.00	Yes
2.2	Emergency Preparedness	2.2a. Evaluate and maintain school and district-wide preparedness plans to provide annual training to employees and educational partners to ensure safe work/school conditions and emergency preparedness (e.g., fire, earthquake, intruder, etc.) 2.2b. Work with city and county agencies to provide and support ongoing emergency preparedness training to employees and educational partners. 2.2c. Routinely inventory and provide first aid and emergency supplies including classroom emergency kits and Narcan.		No
2.3	Student Learning Support Services	2.3a. Coordinate learning support services to support social emotional, behavioral, health, and attendance needs of all students to include Multilingual Learners, socio-economically disadvantaged, students with disabilities, foster youth and homeless students. 2.3b. Evaluate and develop programs to support tiered social emotional, behavioral, and mental health interventions that promote overall physical well-being of students and staff.	$1,217,220.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.3c. Work with county and community partners to evaluate, identify, and expand mental health, behavioral, and social services. 2.3d. Provide regular and ongoing professional development strategies that promote anti-bullying, digital citizenship, character education, cultural awareness, and inclusion of all students. 2.3e. Provide an academic counselor at comprehensive school sites and a Lead Counselor to regularly support our alternative programs. 2.3f. Create opportunities for student and adult recognition for modeling, promoting, and encouraging anti-bullying, digital citizenship, character education, cultural awareness, and inclusion of all students. 2.3g. Evaluate and develop alternatives to school suspension.		
2.4	Access to Activities - Enrichment Opportunities	2.4a. Increase access to school, district, and extracurricular activities to promote school leadership, enrichment opportunities, spirit, and connectedness.		No
2.5	Access to Activities - Visual and Performing Arts	2.5a. Increase school opportunities for visual and performing arts (e.g., choir, band, drama, art, digital media, dance, etc.).		No
2.6	Student Survey Results - Targeted Response Plan	2.6a. Engage in a Plan, Do, Study, Act targeted response plan based on our student survey results each year. Monitor the progress of the plan quarterly.		No
2.7	Facilities Deferred Maintenance	2.7a. Annually transfer up to the lessor of $200,000 or 1% of the Local Control Funding Formula revenue to the Deferred Maintenance Fund, Fund #14.	$200,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop and maintain intentional collaboration with parents and educational partners to create a supportive learning community that fosters the growth and well-being of every student	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

Colusa Unified School District's established goal 3 and its actions and services aligned to state priorities 1, and 3-8, as described below, to emphasize the importance and benefit of strong partnerships with families, community, businesses, the county office of education, and local colleges and universities. The continual focus on partnership development will enable the District to not only strengthen curricular and extracurricular programs, but expanded learning opportunities for its TK-12th students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Survey Results	2023-2024 63% of survey participants reported they volunteered in the classroom. 2023-2024 80% of survey participants reported	2024-2025 Approaching Goal 55% of survey participants reported they volunteered in the classroom.	2025-2026 Approaching Goal 85% of survey participants reported they volunteered in the classroom. 2025-2026 Goal Met	Adjusted Outcome: 88% of survey participants will report they volunteer in the classroom. Adjusted Outcome: 97% of survey participants	+ 22% + 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		they attended open house and/or Back to School Night	2024-2025 Approaching Goal 76% of survey participants reported they attended open house and/or Back to School Night	96% of survey participants reported they attended open house and/or Back to School Night	reported they attended open house and/or Back to School Night.	
3.2	Family Connection with Schools via CUSD Volunteer Process	2023-2024 Aeries 100% of Individuals on Student Emergency Cards Properly Cleared as CUSD Volunteers: 160	2024-25 Results: Approaching Goal: 100% of Individuals on Student Emergency Cards Properly Cleared as CUSD Volunteers: 185 Cleared	2025-26 Results: Goal Met: 100% of Individuals on Student Emergency Cards Properly Cleared as CUSD Volunteers: 269 Cleared	Adjusted Outcome Number of Individuals on Student Emergency Cards Properly Cleared as CUSD Volunteers: 275	0% - Maintained
3.3	School to Home Communication: Parent Square Connectivity	2023-2024 Parent Square 99% Successful Connectedness School to Home: Families Verified Connection to Parent Square	2024-25 Results: Approaching Goal: 97% of our CUSD families are connected to Parent Square.	2025-26 Results: Approaching Goal: 98% of our CUSD families are connected to Parent Square.	100% Successful Connectedness School to Home: Families Verified Connection to Parent Square	- 1%
3.4	Parent Engagement Based on LCAP Survey Results: Parent Engagement in Parental Support Activities Parent Engagement in Parent Night Series Offerings	2023-2024 LCAP Survey Results Percentages of Participation: Overall School Activities: 70% Parent Night Series Attendance: 10%	2024-2025 LCAP Survey Results Approaching Goal Percentages of Participation: Overall School Activities: 66%	2024-2025 LCAP Survey Results Approaching Goal Percentages of Participation: Overall School Activities: 72%	Increase LCAP Survey Results Percentages of Participation: Overall School Activities: 80% Parent Night Series Attendance: 20%	+ 2% -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parent Night Series Attendance: 10%	Parent Night Series Attendance: 8%		
3.5	Parent Engagement DELAC/ELAC Meetings for Elected Officials	2023-2024 DELAC/ELAC Elected DELAC/ELAC Officials to Demonstrate: 50% Successful Attendance	2024-25 Results: Goal Met: 67% of our elected members are successfully attending ELAC/DELAC meetings.	2025-26 Results: Approaching Goal 59% of our elected members are successfully attending ELAC/DELAC meetings. District continues to place emphasis on maintaining partnerships.	Adjusted Outcome: Increase Attendance of Elected DELAC/ELAC Officials to 70% Successful Attendance	+ 8%
3.6	Parent/Teacher Conference Participation Grades TK - 5th	2023-2024 Site PTC Forms Overall Participation: 75%	2024-25 Results: Goal Met - Site PTC Forms: Overall Participation: 97%	2025-26 Results: Approaching Goal - Site PTC Forms: Overall Participation: 96%	Adjusted Outcome: Overall Participation: 98%	+ 21%
3.7	% of staff that feel CUSD professional development helps staff understand students and their needs	2023-2024 Employee Engagement Survey Staff results per survey: 61%	2024-2025 Results: Goal Met Employee Engagement Survey Staff results per survey: 72%	2025-2026 Goal Met Employee Engagement Survey: Staff results per survey: 77%	Adjusted Outcome: Staff results per survey: 80%	+ 16%

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.

Our emphasis on building strong, collaborative partnerships with families, staff, and the broader community remains a foundational component of our District's mission, vision, and core values. Meaningful engagement with our educational partners is essential to fostering student success and supporting continuous improvement efforts across the District.

As we reflect on data gathered through our LCAP survey process, we continue to gain valuable insights into the effectiveness of our engagement efforts and identify opportunities for growth. One encouraging indicator is the increase in site volunteer participation, demonstrating a shared commitment among families and community members to support the success of our students and schools. This growing level of involvement reflects the strong partnerships that exist throughout our District.

Parent-Teacher Conferences continue to serve as a critical component of our family engagement efforts, particularly in grades TK–5. These conferences provide meaningful opportunities for educators and families to collaborate, monitor student progress, celebrate successes, and identify support needed to ensure continued academic growth.

Additionally, employee feedback remains an invaluable source of information as we evaluate district and site-level initiatives. Staff input provides important data points that help inform decision-making, guide continuous improvement efforts, and strengthen collaborative problem-solving processes. Through ongoing engagement with families, students, staff, and community members, the District remains committed to fostering a culture of partnership, transparency, and shared responsibility for student success.

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.

Goal 3 was underspent by $7,177. This is due to a change in the position control system.

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

Specific actions and services aligned to this goal were effective in developing and maintaining intentional collaboration with parents and educational partners to create a supportive learning community that fosters the growth and well-being of every student. District efforts focused on strengthening communication systems, increasing family engagement opportunities, enhancing volunteer participation processes, and expanding outreach through the ParentSquare platform contributed to positive outcomes. As reflected in LCAP Survey feedback, family volunteer participation, and ParentSquare connectivity data, families reported strong levels of engagement, communication, and partnership with the District, demonstrating progress toward fostering meaningful school-family connections and a collaborative educational environment.

CUSD volunteer process continued to thrive in for the 2025-2026 school year with the return of site level activities, field trips, and classroom volunteers. Our parents continue to indicate Parent Square as a successful and beneficial communication tool. Communication with families and students consequently proved to be achieved at a high level of success. Additionally, District efforts to streamline the volunteer process for increased communication and awareness of our volunteer process has improved the overall effectiveness of our volunteer process.

With the input from our DELAC members and survey results, the focus of our parent night opportunities centered on English as a Second Language educational opportunities. As a result, ESL offerings were available and highly attended in our 2024-2025 school year. The opportunity was not offered in our 2025-2026 school year as the district was unable to fill the staffing vacancy. The District placed a focus on trauma informed practices by offering a series of three parent nights presented by Kristen Miller, With Heart Project in the 2022-2023 school year. Our parent night focus transitioned to Rafael Vazquez Information Nights in the 2023-2024, 2024-2025 and 2025-2026 school years. A

team of five individuals (2 administrators, 1 paraeducator, 1 teacher, 1 bilingual services director, and 5 parents) attended the California Association for Bilingual Education (CABE) Conference in the spring of 2026.

CUSD continues to employ a bilingual liaison for increased connection and positive growth of our ELAC and DELAC committees. The establishment of site level parent resource centers proved successful, and the plans to further the use of the resource centers will progress in the upcoming school year. Community partnerships are critically important. Our partnership with the city assisted our offerings in our summer programs as well as our partnership with our library. The Career Technical Education advisory committee has grown in the number of community members interested in attending to support the continued areas of growth and support of our CTE programs.

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.

With input from DELAC and parent surveys, the district's efforts to continue offering Rafael Vazquez over the last three years has been sufficient. As a result, we will not continue with the Rafael Vazquez parent nights moving forward. Providing support for parents regarding data confirmation technology by incorporating support at all Back to School Nights will remain a priority as well as one-on-one support from our Educational Services Department. Our sites will focus on highlighting parent nights offered at their individual schools to customize offerings to the needs of each school.

*BPS: Math Festival, Fall Festival, Open House, B2SN, Peacebuilder Assembly, Patriotic Performance, TK/K Christmas Performance, Spring Dance, Student of the Month, Trimester Awards, Jog-a-Thon, Track and Field Day, Book Fair Parent Nights, Halloween Parade, Mother's Day Tea, Donuts with Dudes, End of Year Play Day, School Site Council, English Learner Advisory Committee
*EMS: Math Festival, Fall Festival, Open House, B2SN, Safety Day, Music Performances Fall/Spring, Academic Achievement Night, 8th Grade Promotion Parent Night, 6th Grade Outdoor School Parent Night, SOARing Quarterly Assemblies, School Site Council, English Learner Advisory Committee
*CHS/CAHS: FAFSA Night, B2SN, Freshmen Orientation, 8th Grade Parent Night, 11th Grade Parent Night, Winterfest, Career Day/Fair, Senior Project Day, 9/11 Assembly, Club Parent Nights (FFA, FBLA, ESA), CTE Advisory Committee, School Site Council, English Learner Advisory Committee
*CAHS: Alternative County Cook Off Event, B2SN, Enrichment Opportunities, Home School/Independent Study Weekly Parent/Guardian Meetings, School Site Council, English Learner Advisory Committee
*Home School: Alternative County Cook Off Event, B2SN, Enrichment Opportunities, Home School/Independent Study Weekly Parent/Guardian Meetings

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	Educational Partner Engagement	3.1a. Increase school to home connectivity through the successful completion of Data Confirmation and Parent Square. 3.1b. Increase District communication with all educational partners to maintain a culture of inclusion, respect, and integrity. 3.1c. Provide a District volunteer process to encourage and promote family engagement to clear individuals to partner with school sites as a Volunteer B or Volunteer D. 3.1d. Continue to provide outstanding customer service to the Colusa school community and maintain a culture of professionalism, integrity, and inclusion. 3.1e. Conduct and analyze school and district engagement surveys to support improved customer service and school and district connectedness to students, families and the community. 3.1f. Maintain school and district websites and electronic media communications in both English and Spanish and utilize quarterly website committee for intentional review in a working meeting structure. 3.1g. Maintain a variety of school community events (e.g., Back to School Night, Open House, Fall Festivals for BPS & EMS, Winterfest for CHS, Parent Nights, Pond Day, etc.) and student community service opportunities (e.g., Senior projects, food drives, ESA outreach projects, etc.).	$1,000.00	No
3.2	Parent and Community Partnerships	3.2a. Identify opportunities for parents and other community-based organizations to support student learning. 3.2b. Annually increase partnerships with parents and other community-based organizations to support student learning through the donation of fiscal resources, expertise, or volunteering. 3,2c. Maintain partnerships with Colusa Redhawk Athletic Foundation. Friends of Music, and Friends of Agriculture.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3.2d. Provide parent and/or community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent interest survey data. 3.2e. Engage community partners to promote college and career readiness by providing a career day that includes information regarding College and Career that also includes CTE and Vocational Education. 3.2f. Publicly recognize individual positively impacting the educational experiences for our students by celebrating contributions to Colusa Unified School District through the CUSD Heart of the Hawk monthly recognitions and the annual CUSD Golden Apple Award. 3.2g. Publicly recognize exemplary students modeling positive character traits, perseverance, and determination to exhibit lifelong learner qualities by celebrating students monthly at our CUSD student recognition events. 3.2h. Provide training for School Site Council members to support the roles, understanding, and responsibility of elected members.		
3.3	Local Business, County, State, and Education Partnerships	3.3a. Increase partnerships with education organizations, the County Office of Education, institutions of higher learning (e.g., University of California, California State and Junior College systems as well as CTE and Vocational Education) and local businesses. 3.3b. Maintain and explore additional state grant funding that supports Career Technical and Vocational Education. 3.3c. Publicly recognize individual positively impacting the educational experiences for our students by celebrating contributions to Colusa Unified School District through the CUSD Heart of the Hawk monthly recognitions and the annual CUSD Golden Apple Award.		No
3.4	Family Outreach	3.4a. Employ and support a District Bilingual Services Coordinator and a District Bilingual Family Liaison.	$174,505.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3.4b. Maintain a volunteer program that partners with district parent and community organizations to identify volunteering opportunities, provide training, and solicit volunteers in advance of school activities, after school programming, and/or extra-curricular activities.		
3.5	Community Outreach	3.5a Maintain and strengthen partnerships with local preschool organizations to increase connectedness through outreach and recreational activities. 3.5b Maintain and strengthen partnerships with youth service providers such as the City of Colusa Parks and Recreation, Colusa Area Little League, Colusa Junior Football and Cheer, Colusa 4-H, Colusa Shooting Club and other youth community-based activities to increase awareness and promote participation. 3.5c Provide recreational and facility access to community programs by promoting our facility request process.		No
3.6	Family Outreach: Multilingual Learners	3.6a. Maintain District educational partner participation in English Learner Advisory Committees: ELAC & DELAC. 3.6b. Maintain valuable partnership with site ELAC committees and DELAC including CABE attendance when the location is in Northern California. 3.6c. Maintain offerings for parent training opportunities: data confirmation support at Back to School Nights and parent engagement opportunities designated by school sites. 3.6d. Provide training for DELAC and ELAC members to support the roles, understanding, and responsibility of elected members.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Recruit, employ, and retain exceptional employees who are dedicated to lifelong learning and consistently prioritize student-centered practices while acknowledging the significance of strengthening ties with our community	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Colusa Unified School District's established goal 4 and its actions and services aligned to state priorities 1-6, as described below, to emphasize the importance of recruiting, hiring, and retaining highly qualified and exemplary classified, certificated, and management employees that support the educational needs of the districts approximately 1,436 TK-12th students, families, and school community as a whole. The District recognizes the importance of providing strategic and comprehensive professional development to all employees in an effort not only to increase their level of expertise and performance, but also provide a working environment that encourages continuous learning and promotes a sense of family resulting in its employees dedicating their career in service to Colusa Unified students and their families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Qualifications outlined in corresponding job descriptions. *Updated to Acknowledge Funding Source: LREBG	A shortage in human capital required the use of waivers and exemptions.	2024-2025 CUSD Employee Approaching Goal Job descriptions have been updated. Staff	2025-2026 CUSD Employee Approaching Goal: Job descriptions have been updated. Staff	Maintain 100% of classified, certificated, and management personnel hired meeting all qualifications as	0% - Maintained 0% - Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			members have been hired using state approved waivers.	members have been hired using state approved waivers.	outlined in their assigned corresponding job descriptions.	
4.2	District Engagement Survey Results	2023-2024 CUSD Employee Engagement Survey 75% of employees participated in the survey during the 2023-2024 school year 4.58 score out of 5 indicates employees understand our vision, mission, and core values and have, or, can develop the necessary skills for the position.	2024-2025 CUSD Employee Engagement Survey Results: Goal Met 82% of employees participated in the survey during the 2024-2025 school year Approaching Goal: 4.43 score out of 5 indicates employees understand our vision, mission, and core values and have, or, can develop the necessary skills for the position.	2025-2026 Employee Engagement Survey Results: Approaching Goal 89% of employees participated in the survey during the 2025-2026 school year 2025-2026 Employee Engagement Survey: 4.52 score out of 5 indicates employees understand our vision, mission, and core values and have, or, can develop the necessary skills for the position.	Adjusted Outcome: 92% of employees will participate in the District's Employee Engagement Survey. 4.68 score out of 5 indicates employees understand our vision, mission, and core values and have, or, can develop the necessary skills for the position.	+ 14% -0.06%
4.3	District retention rates for classified, certificated, and management employees	2023-2024 Escape System The District's overall retention rate was 97% among its classified, certificated and	2024-2025 Escape System: Approaching Goal The District's overall retention rate was 90.9% among its	2025-2026 Escape System: Approaching Goal The District's overall retention rate was 88.74% among its	Maintain a retention rate of 95% among its classified, certificated and management employees.	Overall - 2.16% Classified + 2.48 Certificated - 4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		management employees. Results by Category: The District's classified retention was 99%. The District's certificated retention was 98%. The District's management / confidential retention rate was 86%.	classified, certificated and management employees. Results by Category: The District's classified retention was 95.52%. The District's certificated retention was 86.4%. The District's management / confidential retention rate was 94.11%.	classified, certificated and management employees. Results by Category: The District's classified retention was 98%. The District's certificated retention was 82%. The District's management / confidential retention rate was 84%.		Management / Confidential - 10.11%
4.4	Partnership engagement with university, college, student teaching and internship opportunities, and/or career fairs.	2023-2024 MOU Agreements-Board Agendas The District will maintain local partnerships by updating MOU agreements to support student teaching and intern opportunities. The District will explore additional MOU	2024-2025 MOU Agreements-Board Agendas: Goal Met The District maintained local partnerships by updating MOU agreements to support student teaching and intern opportunities.	2025-2026 MOU Agreements-Board Agendas: Goal Met The District maintained local partnerships by updating MOU agreements to support student teaching and intern opportunities.	The District will maintain local partnerships by updating MOU agreements to support student teaching and intern opportunities. The District will explore additional MOU partnerships to further support partnerships.	+ 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		partnerships to further support partnerships.	The District explored 2 additional MOU partnerships to further support partnerships.	The District explored 1 additional MOU partnerships to further support partnerships.		
4.5	District Events - Connectivity	2023-2024: Outlook Invites/Flyers The District will promote the opportunity for all staff to attend and engage in our three connectedness events by being thoughtful of all programs. District Events: Back to School Breakfast, Holiday Kickoff, and Employee Appreciation/Retirement Recognition Events	2024-2025 Goal Met: Outlook Invites/Flyers: The District promoted the opportunity for all staff to attend and engage in our Back to School Breakfast in August and our Holiday Kickoff in November.	2025-2026: Goal Met: Outlook Invites/Flyers: The District promoted the opportunity for all staff to attend and engage in our Back to School Breakfast in August and our Holiday Kickoff in November.	The District will promote the opportunity for all staff to attend and engage in our three connectedness events by being thoughtful of all programs. District Events: Back to School Breakfast, Holiday Kickoff, and Employee Appreciation/Retirement Recognition Events	Maintained

Goal Analysis [2025-26]

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

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

CUSD will continue to prioritize the recruitment, hiring, development, and retention of highly qualified and exemplary classified, certificated, and management employees who are dedicated to serving the educational needs of the District’s students and their families. Recognizing that exceptional staff are the foundation of student success, the District remains committed to cultivating a workforce that reflects professionalism, expertise, collaboration, and a deep commitment to student-centered practices.

The District administrative team will continue to lead Achievement Team professional development efforts focused on collective efficacy, high-impact instructional strategies, and strengthening Tier I instruction. These efforts will support collaborative professional learning communities and reinforce the belief that all students can achieve at high levels when educators work collectively toward common goals. To further support our Multilingual Learners, the District will expand its TESOL professional development efforts by providing two dedicated training sessions at each school site during the 2026–27 school year. These sessions will focus on strengthening language acquisition strategies, increasing student engagement, and supporting academic achievement for multilingual learners across all content areas.

The District recognizes that strategic, comprehensive professional development is essential not only for increasing employee expertise and effectiveness but also for fostering a culture of continuous learning, collaboration, and professional growth. By investing in our employees, we strive to create an environment where staff members feel valued, supported, and connected to the District's mission, encouraging long-term commitment and service to Colusa Unified students and families. As part of this commitment, school sites will continue to offer two voluntary professional development days prior to the start of the school year. These opportunities have been well received and well attended, providing staff with valuable time to prepare, collaborate, and strengthen instructional practices before students return.

The District will also continue to maintain and expand its Memorandums of Understanding (MOUs) with colleges and universities that support student teachers, interns, and future educators. These partnerships provide valuable learning opportunities while strengthening our recruitment pipeline and helping develop the next generation of educational professionals. Finally, the District remains committed to recognizing and celebrating the contributions of its employees. Signature staff appreciation events—including the Welcome Back Breakfast, Holiday Kickoff Celebration, and Staff Appreciation and Retirement Event—will continue to serve as meaningful opportunities to honor the dedication, service, and impact of our employees while fostering a strong sense of community and belonging across the organization.

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.

Goal 4 is overspent by $64,547. This is primarily due to the cost of the TCIP program for both certificated and administrative credentials. Goal 4.3 was underspent as the need for administrative professional development was not as great as anticipated.

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

Specific actions and services aligned to this goal were effective in recruiting, employing, and retaining exceptional employees dedicated to lifelong learning, student-centered practices, and meaningful community partnerships. District efforts focused on strengthening employee support systems, professional development opportunities, collaborative leadership structures, staff recognition efforts, and ongoing communication contributed to strong employee engagement outcomes. Evidence of progress toward this goal is reflected in the District's employee engagement participation rate of 92%, demonstrating high levels of staff involvement and investment in district improvement efforts. Additionally, employees reported an average score of 4.52 out of 5, indicating that staff understand the District's vision, mission, and core values and believe they possess, or can develop, the necessary skills to be successful in their roles. These outcomes reflect continued progress toward fostering a supportive, collaborative, and growth-oriented organizational culture.

CUSD adopted a districtwide professional development focus with a yearlong initiative centered on achievement teams and short cycle assessments. Aeries software, iReady assessment system, and supplemental curriculum professional development opportunities were offered and customized to site level needs. Our CUSD adopted weekly collaboration assisted with items of this nature according to sites.

Management professional development encompassed a certification of achievement teams, Aeries analytics, and Progress Advisor System for immediate feedback on short, classroom visits. CUSD experienced growth through the establishment of a consistent district professional development plan. Additionally, the consistent use and analysis of iReady as the assessment system transparently showed student progress and growth.

Our parent night focus included Rafael Vazquez Parent Night Series starting in 2023-2024 and concluding in the 2025-2026 school year. Additionally, our district offered Blake Brandes Parent Nights centered on digital citizenship and growth mindset in the 2025-2026 school year. Planning for our 2026-2027 school year includes our ongoing effort for parent training opportunities in completing our data confirmation process by offering support at Back to School Nights. Our educational services department is also available for one-on-one support for parents/guardians. Our parent engagement opportunities will be shifting to opportunities designed by school sites to customize offerings according to school priorities.

The consistency of Progress Advisor System has resulted in consistent feedback to staff for our 10-to-15-minute walk-through visits. Frequency of administrative Walk Through Visits has increased from 152 classroom visits in the 2024-25 school year to 183 classroom visits in the 2025-26 school year.

CUSD human resources department maintains our consistent hiring practices and protocols. CUSD hiring practices and new employee orientation results in a welcoming and connected entrance into our district. The incorporation of a new employee orientation meeting has further developed and improved our new employee onboarding plan.

CUSD employee recognition program includes our Heart of the Hawk recognition that is celebrated at our monthly board meetings. CUSD strives to extend three districtwide opportunities for connectedness: CUSD August Welcome Back Breakfast, CUSD November Celebration Event, and our CUSD Spring Employee Appreciation and Retirement Event. In addition, employee recognition during employee appreciation week takes place at the site levels.

CUSD continues to explore strategies to increase employee recognition opportunities.

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.

These goals remained unchanged for the 2026-2027 school year. Our districtwide professional development will remain with a yearlong initiative centered on achievement teams and short cycle assessments effort for the 2026-2027 school year. The strongest, research-based instructional strategies are highlighted and intentionally reviewed in an instructional flipbook that has been provided to all teachers. A key focus for the District was establishing a new employee onboarding in the 2023-2024 school year, and the efforts have been institutionalized and maintained. The new employee support was further developed at the site levels with monthly meetings for specialized attention and support. The district will maintain district onboarding as a key focus for future years as well as the site/department onboarding.

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	Professional Development-Certificated	4.1 a. Develop a comprehensive certificated professional development plan that fosters a culture of continuous improvement, implements research-based practices, and provides professional development activities that include District-wide, on site, and virtual learning opportunities accompanied by ongoing coaching and support. *Updated to Acknowledge Funding Source: LREBG *2025-2026 Expenditures - $37,563 4.1b. Provide ongoing New Teacher Support through Induction and New Teacher Orientation. 4.1c. Provide a new employee orientation, training, and opportunities for mentorship. 4.1d. Partner with the newly Colusa County Substitute Teacher Consortium to provide ongoing orientation and training. 4.1e. Provide a new teacher orientation prior to the start of the school year. Provide District-based new teacher quarterly meetings and site-based new teacher monthly meetings for ongoing support and outreach efforts. Incorporate the District instructional coach into the new teacher support efforts.	$52,976.00	No
4.2	Professional Development-Classified	4.2a. Develop a comprehensive classified professional development plan that fosters a culture of continuous improvement, implements research-based practices, and provides professional development activities that include District-wide, on site, and demonstrations. 4.2b. Provide new and substitute employee orientation, training, and opportunities for mentorship.		No
4.3	Professional Development-Management	4.3a Develop a comprehensive management professional development plan that fosters a culture of continuous improvement, implements	$4,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		research-based practices, and provides professional development activities that include learning, networking, and coaching opportunities.		
4.4	Employee Hiring and Retention Practices	4.4a. Attract exemplary employees through the promotion of the District to prospective candidates. 4.4b. Develop relationships with universities, career-fair providers, and professional organizations. 4.4c. Evaluate and adjust hiring practices as needed. 4.4d. Promote District pride and spirit with employee onboarding CUSD memorabilia.	$13,000.00	No
4.5	Employee Recognition	4.5a. Develop an employee recognition program that celebrates professional growth, exemplary service, and longevity. 4.5b. Promote activities during classified, certificated and management day/week that demonstrate employee appreciation and celebrate employee contributions to the students of the district.	$1,100.00	No
4.6	Employee Survey Results - Targeted Response Plan	4.6a. Engage in a Plan, Do, Study, Act targeted response plan based on our employee engagement survey or our student survey results. Monitor the progress of the plan quarterly.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Empower our diverse student population by fostering an inclusive learning environment that supports social-emotional development, enrichment opportunities, and academic progress of all students in schools designated as recipients of the LCFF equity multiplier in 2026 2027.	Equity Multiplier 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.

Colusa Unified School District has developed goal 5 of this plan to place intention focus on our efforts for our alternative school program that qualified for the Equity Multiplier. In response to this requirement, the District feels it is an opportune time to acknowledge the various pathways extended to our alternative school students while placing targeted efforts in exploring additional avenues of support, offerings, and opportunities for our students. This goal, its actions and services are aligned with states state priorities 1, 2, 3, 4, 5, 7, 8.

Colusa Unified recognizes the District needs to continue to focus on increasing the overall experience for all students enrolled in our alternative school program that qualified for the equity multiplier. It is imperative to provide a variety of instructional strategies and opportunities to prepare our students for the California State Standards in all core content areas as well as close the achievement gap among the District's lowest performing subgroups: Multilingual Learners, socioeconomically disadvantaged, students with disabilities, and homeless and foster youth.

Areas of continued focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Social Studies, Mathematics, and Science. 2) Supporting ongoing research based professional development and the implementation of a system of tiered academic, social emotional, and behavioral support that not only meets the needs of struggling students but also promotes critical thinking, collaboration, creativity, and communication in a twenty-first century classroom that integrates technology and inquiry based focused student learning. 3) Facilitating and promote opportunities for our educational partners to engage in our Parent Night Series with Rafael Vazquez as well as English as a Second Language opportunities for our parents/guardians. 4) Providing quality professional development with an emphasis of Multilingual Learner Development professional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	District Interim Assessments (iReady)	iReady 15% of students scored at or above grade level on the End of the Year English Language Arts District Interim Assessment. 10% of students scored at or above grade level on the End of the Year Math District Interim Assessment.	2024-25 Results Goal Met: 30% of students scored at or above grade level on the End of the Year English Language Arts District Interim Assessment. 2024-25 Results Goal Met: 33% of students scored at or above grade level on the End of the Year Math District Interim Assessment.	2025-26 Results Approaching Goal: 30% of students scored at or above grade level on the End of the Year English Language Arts District Interim Assessment. 2025-26 Results Approaching Goal: 25% of students scored at or above grade level on the End of the Year Math District Interim Assessment.	Adjusted Outcome: 35% of students scored at or above grade level on the End of the Year English Language Arts District Interim Assessment. Adjusted Outcome: 35% of students scored at or above grade level on the End of the Year Math District Interim Assessment.	+ 15% + 15%
5.2	English Language Proficiency Assessments for California (ELPAC)	2023-2024 ELPAC 8% of Multilingual Learners scored proficient as measured on the English Language Proficiency Assessments of California (ELPAC).	2024-25 Results: Approaching Goal: 0% of Multilingual Learners scored proficient as measured on the English Language Proficiency Assessments of California (ELPAC).	2025-26 Results: Goal Met: 40% of Multilingual Learners scored proficient as measured on the English Language Proficiency Assessments of California (ELPAC).	Adjusted Outcome 42% of Multilingual Learners scored proficient as measured on the English Language Proficiency Assessments of California (ELPAC).	+ 32%
5.3	District Student Survey	2023-2024 CUSD Student Survey	CUSD Student Survey 2024-25 Results:	CUSD Student Survey 2025-26 Results:	Adjusted Outcome 70% of students in grades 7,9, and 11 reported they feel	+ 18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% of students reported they feel connected to school. 60% of students reported they have a caring adult relationship at school.	Approaching Goal: 60% of survey participants reported that they feel connected to school. 2024-25 Results: Approaching Goal: 71% of survey participants reported that they have a caring adult relationship at school.	Goal Met: 68% of survey participants reported that they feel connected to school. 2025-26 Results: Approaching Goal: 63% of survey participants reported that they have a caring adult relationship at school.	connected to school. 75% of students in grades 7,9, and 11 reported they have a caring adult relationship at school.	+ 3%
5.4	Enrichment Opportunity Student Engagement	2023-2024 District Opportunities 5% or students participate in extended opportunities (assemblies, guest speakers, and enrichment field trips).	2024-25 Results: Goal Met: 35% or students participate in extended opportunities (assemblies, guest speakers, and enrichment field trips).	2025-26 Results: Approaching Goal: 25% or students participate in extended opportunities (assemblies, guest speakers, and enrichment field trips).	Adjusted Goal: 40% or students participate in extended opportunities (assemblies, guest speakers, and enrichment field trips).	+ 20%

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.

Our two Equity Multiplier schools qualified for additional funding due to elevated student mobility rates and a high percentage of socioeconomically disadvantaged students. As a result, the District remains committed to implementing targeted actions and services that address the unique needs of these student populations while promoting equitable access to high-quality educational opportunities.

A continued priority will be the administration of the District's benchmark assessment system, iReady, to monitor student growth and support instructional decision-making. This common assessment platform also helps ensure continuity and smoother academic transitions for

students who transfer between alternative and comprehensive school sites. Additionally, monitoring the progress of our Multilingual Learners remains a key focus, as these outcomes directly align with District priorities and California School Dashboard indicators.

The District will also continue to intentionally capture student voice through surveys and other feedback opportunities to better understand student experiences, identify areas for improvement, and ensure learning environments are responsive to student needs. Student feedback has consistently highlighted the value of enrichment opportunities in promoting engagement, connectedness, and overall school satisfaction. As a result, the District will continue to prioritize and expand meaningful enrichment experiences that support academic growth, social-emotional development, career exploration, and real-world learning opportunities. Through these efforts, we will continue to foster inclusive and supportive learning environments that empower all students to succeed.

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.

This goal is significantly underspent. Of all four (4) action plans totaling $132,000, only $45,672 has been expended. The program is continuing to evolve and an increase in expenditures is anticipated.

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

Specific actions and services aligned to this goal were effective in empowering our diverse student population by fostering inclusive learning environments that support the social-emotional development, enrichment opportunities, and academic progress of all students within schools identified as recipients of the LCFF Equity Multiplier. District efforts focused on increasing student voice opportunities, expanding enrichment activities, strengthening student support, and enhancing school connectedness contributed to positive outcomes. Evidence of progress toward this goal is reflected through strong student participation rates in survey opportunities connected to the Equity Multiplier process, providing valuable feedback to guide school improvement efforts. Additionally, schools demonstrated increased enrichment opportunities for students through expanded programs, activities, and supports designed to promote engagement, belonging, and academic growth for all students.

Equity Multiplier schools were effective in increasing participation in iReady diagnostic testing. The school designated as Equity Multiplier was ineffective in the participation results outcome of proficiency. The District incorporated ELPAC practice supplemental materials to increase preparations efforts. The goal to meet proficiency on the ELPAC was not met. Our Equity Multiplier School successfully gathered student voices via the CUSD Student Survey. Additionally, the school increased interest and participation in the enrichment activities offered to students.

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.

The plan will be altered in that Colusa Alternative Home School and Colusa Alternative High School now qualify for the Equity Multiplier.

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
5.1	Instruction	5.1 Identify, evaluate, and develop a district-wide interim assessment model to support regular monitoring of student achievement, identification of multi-tiered academic instructional supports, and services that meet the needs of students below, on, or above grade level.		No
5.2	Professional Development	5.2 Provide professional development to teachers and staff to support Multilingual Learners and reclassified students in English Language Acquisition and the mastery of California State and English Language Development Standards utilizing the states Multilingual Learner Roadmap	$51,500.00	No
5.3	Student and Family Connectedness	Conduct and analyze school and district engagement surveys to support improved customer service and school and district connectedness to students, families and the community.		No
5.4	Enrichment Opportunities	5.4 Increase access to school enrichment activities including opportunities during breaks and summer enrichment opportunities to promote school leadership, spirit, and connectedness.	$51,500.00	No

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
$4,993,516	$560,388

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
30.227%	0.000%	$0.00	30.227%

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:** Instruction **Need:** Provide valuable collaboration and professional development for intentional continuous improvement. **Scope:**	Establishing staff development for all staff ensures a consistent approach to focused growth. Staff can link professional development to the monitoring of student progress to then provide targeted intervention to our students. The action is LEA-wide to support the districtwide professional development plan for all sites.	iReady diagnostic results Targeted intervention plans District professional development attendance and agendas

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		
1.3	**Action:** Technology **Need:** Provide access to technology to enrich the educational experience for students. Provide consistent classroom and staff technology. **Scope:** LEA-wide	It is critical for all students to have the supplies needed to explore and grow in their academic environment. Our staff needs the tools to equip staff with the necessary materials to perform their duties at the highest level. The action is LEA-wide to support the districtwide technology plan.	Inventory of student and staff technology devices Student checkout process to support the return of materials at the end of each year.
1.4	**Action:** Opportunities for Extension **Need:** Bridging the educational gap begins with supporting students at their current level for targeted intervention via tutoring. Credit recovery provides the opportunities for students to further their education outside the structure of the traditional school year. **Scope:**	Targeted intervention provides individualized instruction that meets the student's zone of proximal development for potential increased growth. This need is critical for all students at all sites. The action is LEA-wide to support the districtwide intervention plan.	Tutoring and response offerings are evaluated at grading periods to then regroup for continuous targeted intervention. Credit recovery attendance and successful completion is evaluated at the end of sessions.
1.6	**Action:** Enrichment and After School Education and Safety Program Expansion **Need:**	Students need exposure to a variety of enrichment and STEAM experiences to further their individual interest resume to be prepared for higher education, employment, and/or military.	Course selections and offering will be monitored in addition to course offerings in our enrichment programs.

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 a wide variety of enrichment and STEAM opportunities. **Scope:**	The action is LEA-wide to support the districtwide enrichment plan.	
1.8	**Action:** ELD Instruction **Need:** CAASPP and ELPAC scores demonstrate a root cause for our LTEL students. **Scope:**	The district is prioritizing professional development focused on Multilingual Learners across all schools. The action is LEA-wide to support the districtwide professional development plan for all sites.	MLL CAASPP and ELPAC scores, District trends based on the data, and CA Dashboard results.
2.1	**Action:** Facilities **Need:** Safe instructional learning environment for students and staff. **Scope:** LEA-wide	Providing facilities that are well-maintained increases students and staff feel welcome to a safe learning environment. The action is LEA-wide to support the districtwide facilities plan for a consistent approach to providing safe instructional learning environments for students and staff.	Winter and Summer Needs Assessment Lists
2.3	**Action:** Student Learning Support Services **Need:** Social emotional instruction and support services **Scope:** LEA-wide	Providing social emotional learning opportunities nurtures the growth of our students and increases access to the academic materials presented in class. Additionally, our collective effort at all sites for all students will ensure alternative means of correction as an alternative to suspensions. The action is LEA-wide to support the districtwide vision for social-emotional learning.	Discipline data and counseling intervention data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	**Action:** Facilities Deferred Maintenance **Need:** Safe instructional learning environment for students and staff. **Scope:** LEA-wide	Providing facilities that are well-maintained increases students and staff feel welcome to a safe learning environment. The action is LEA-wide to support the districtwide facilities plan for a consistent approach to providing safe instructional learning environments for students and staff.	Winter and Summer Needs Assessment Lists
4.3	**Action:** Professional Development- Management **Need:** Continuous improvement and reflection **Scope:** LEA-wide	Supporting continuous improvement through high impact professional development The action is LEA-wide to support the districtwide professional development plan.	Professional development schedule, agendas, and supporting documentation

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** MLL Instructional Materials and Technology Support **Need:**	Providing research-based instructional materials to maximize targeted instructional practices.	Student improvement monitoring on ELPAC, district assessment system of iReady, and CAASPP scores.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Ongoing efforts to explore beneficial supplemental instructional support and technology support to access to classroom instruction. **Scope:**		
1.8	**Action:** ELD Instruction **Need:** CAASPP and ELPAC scores demonstrate a root cause for our LTEL students. **Scope:**	Professional development focus will strengthen our individualized supports for students focused on gap reduction.	MLL CAASPP growth equals the expected growth of English only students.
3.4	**Action:** Family Outreach **Need:** Employ individuals to increase connectivity of our parents to our schools. **Scope:** Limited to Unduplicated Student Group(s)	Employing the individuals assures an individual will be in attendance at all parent meetings to share the information in the parents preferred language.	Parent Teacher Conference monitoring and SST meeting notes

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.

As reflected in goal 1 actions and services 1.1a through 1.1f, 1.2b-1.2c, and 1.4a-1.4c as well as goal 2 actions and services 2.3a through 2.3c for unduplicated pupils. This will be done by adding staff (certificated and support personnel) to provide intervention or acceleration of targeted subgroups and by improving access to technology and digital resources. Staffing increase will also support after school experiences, counseling services as needed, after school interventions, enrichment opportunities, extracurricular activities and events, translation and childcare for meetings, and parent workshops.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	34.61:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	20.21:1

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	16,520,052	4,993,516	30.227%	0.000%	30.227%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,063,707.00	$1,179,895.00	$18,176.00	$1,521.00	$7,263,299.00	$6,064,843.00	$1,198,456.00

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	Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$3,643,243.00	$0.00	$3,593,243.00	$50,000.00			$3,643,243.00	
1	1.2	Instructional Materials	All	No			All Schools	2026-2027	$0.00	$67,881.00		$67,881.00			$67,881.00	
1	1.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$385,127.00	$171,985.00	$557,112.00				$557,112.00	
1	1.4	Opportunities for Extension	All	No			All Schools	2026-2027	$322,645.00	$162,900.00	$0.00	$485,545.00		$0.00	$485,545.00	
1	1.5	Dual Enrollment	All	No			Specific Schools: Colusa High School 9-12	2026-2027								
1	1.6	Enrichment and After School Education and Safety Program Expansion	All	No			All Schools	2026-2027	$0.00	$422,569.00		$422,569.00			$422,569.00	
1	1.7	MLL Instructional Materials and Technology Support	All	No			All Schools	2026-2027								
1	1.8	ELD Instruction	All	No			All Schools	2026-2027								
2	2.1	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$319,148.00	$0.00	$319,148.00				$319,148.00	
2	2.2	Emergency Preparedness	All	No			All Schools	2026-2027								
2	2.3	Student Learning Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027	$1,217,220.00	$0.00	$1,217,220.00				$1,217,220.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.4**	Access to Activities - Enrichment Opportunities	All	No			All Schools	2026-2027								
2	**2.5**	Access to Activities - Visual and Performing Arts	All	No			All Schools	2026-2027								
2	**2.6**	Student Survey Results - Targeted Response Plan	All	No			All Schools	2026-2027								
2	**2.7**	Facilities Deferred Maintenance	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$200,000.00	$200,000.00				$200,000.00	
3	**3.1**	Educational Partner Engagement	All	No			All Schools	2026-2027	$0.00	$1,000.00			$1,000.00		$1,000.00	
3	**3.2**	Parent and Community Partnerships	All	No			All Schools	2026-2027	$0.00	$1,000.00			$1,000.00		$1,000.00	
3	**3.3**	Local Business, County, State, and Education Partnerships	All	No			All Schools	2026-2027								
3	**3.4**	Family Outreach	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2026-2027	$171,384.00	$3,121.00	$172,984.00			$1,521.00	$174,505.00	
3	**3.5**	Community Outreach	All	No			All Schools	2026-2027								
3	**3.6**	Family Outreach: Multilingual Learners						2026-2027								
4	**4.1**	Professional Development-Certificated	All	No			All Schools	2026-2027	$2,076.00	$50,900.00		$50,900.00	$2,076.00		$52,976.00	
4	**4.2**	Professional Development-Classified	All	No			All Schools	2026-2027								
4	**4.3**	Professional Development-Management	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$4,000.00	$0.00	$4,000.00				$4,000.00	
4	**4.4**	Employee Hiring and Retention Practices	All	No			All Schools	2026-2027	$0.00	$13,000.00			$13,000.00		$13,000.00	
4	**4.5**	Employee Recognition	All	No			All Schools	2026-2027	$0.00	$1,100.00			$1,100.00		$1,100.00	
4	**4.6**	Employee Survey Results - Targeted Response Plan	All	No			All Schools	2026-2027								
5	**5.1**	Instruction	All	No			Specific Schools:	2026-2027								

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
							Colusa Alternative High and Colusa Alternative Home School K-12									
5	**5.2**	Professional Development	All	No			Specific Schools: Colusa Alternative High and Colusa Alternative Home School K-12	2026-2027	$0.00	$51,500.00		$51,500.00			$51,500.00	
5	**5.3**	Student and Family Connectedness	All	No			Specific Schools: Colusa Alternative High and Colusa Alternative Home School K-12	2026-2027								
5	**5.4**	Enrichment Opportunities	All	No			Specific Schools: Colusa Alternative High and Colusa Alternative Home School K-12	2026-2027	$0.00	$51,500.00		$51,500.00			$51,500.00	

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
16,520,052	4,993,516	30.227%	0.000%	30.227%	$6,063,707.00	0.000%	36.705 %	**Total:**	$6,063,707.00
								LEA-wide Total:	$5,890,723.00
								Limited Total:	$172,984.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,593,243.00	
1	**1.3**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$557,112.00	
2	**2.1**	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$319,148.00	
2	**2.3**	Student Learning Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,217,220.00	
2	**2.7**	Facilities Deferred Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
3	**3.4**	Family Outreach	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$172,984.00	
4	**4.3**	Professional Development-Management	Yes	LEA-wide	English Learners Foster Youth	All Schools	$4,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,239,917.00	$6,796,188.79

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**	Instruction	Yes	$3,807,626	$3,466,945
1	**1.2**	Instructional Materials	No	$68,943.00	$75,214
1	**1.3**	Technology	Yes	$540,850.00	$537,395
1	**1.4**	Opportunities for Extension	Yes	$242,846.00	$437,223
1	**1.5**	Dual Enrollment	No		
1	**1.6**	Enrichment and After School Education and Safety Program Expansion	Yes	$288,541.00	$321,971
1	**1.7**	MLL Instructional Materials and Technology Support	Yes	$41,446.00	$16,013
1	**1.8**	ELD Instruction	Yes		
2	**2.1**	Facilities	Yes	$312,393.00	$308,357
2	**2.2**	Emergency Preparedness	No	$1,000.00	
2	**2.3**	Student Learning Support Services	Yes	$1,308,570.00	$1,005,363

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Access to Activities - Enrichment Opportunities	No		
2	2.5	Access to Activities - Visual and Performing Arts	No		
2	2.6	Student Survey Results - Targeted Response Plan	No		
2	2.7	Facilities Deferred Maintenance	No	$200,000.00	$200,000
3	3.1	Educational Partner Engagement	No	$1,000.00	$1,000
3	3.2	Parent and Community Partnerships	No	$3,800.00	$3,800
3	3.3	Local Business, County, State, and Education Partnerships	No		
3	3.4	Family Outreach	Yes	$180,593.00	$178,217
3	3.5	Community Outreach	No		
3	3.6	Family Outreach: English Learners			
4	4.1	Professional Development-Certificated	No	$24,521.00	$93,694
4	4.2	Professional Development-Classified	No	$9,004.00	
4	4.3	Professional Development-Management	No Yes	$4,000.00	$1,845

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)
4	**4.4**	Employee Hiring and Retention Practices	No	$1,600.00	$89,654
4	**4.5**	Employee Recognition	No	$12,500.00	$13,825
4	**4.6**	Employee Survey Results - Targeted Response Plan	No		
5	**5.1**	Instruction	No		
5	**5.2**	Professional Development	No	$132,000.00	$45,672.79
5	**5.3**	Student and Family Connectedness	No		
5	**5.4**	Enrichment Opportunities	No	$58,684.00	

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)
$4,961,208	$6,035,400.00	$5,514,134.00	$521,266.00	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	Instruction	Yes	$3,653,271.00	$3,466,945		
1	1.3	Technology	Yes	$540,850.00	$537,395		
1	1.4	Opportunities for Extension	Yes	$0.00	$0.00		
1	1.6	Enrichment and After School Education and Safety Program Expansion	Yes				
1	1.7	MLL Instructional Materials and Technology Support	Yes	$41,446.00	$16,013		
1	1.8	ELD Instruction	Yes				
2	2.1	Facilities	Yes	$312,393.00	$308,356		
2	2.3	Student Learning Support Services	Yes	$1,308,570.00	$1,005,363		
3	3.4	Family Outreach	Yes	$174,870.00	$178,217		
4	4.3	Professional Development-Management	Yes	$4,000.00	$1,845		

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)
$16,060,885	$4,961,208	0.00%	30.890%	$5,514,134.00	0.000%	34.333%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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