



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redding Elementary School District

CDS Code: 45-70110-0000000

School Year: 2024-25

LEA contact information:

Cindy Bishop

Superintendent

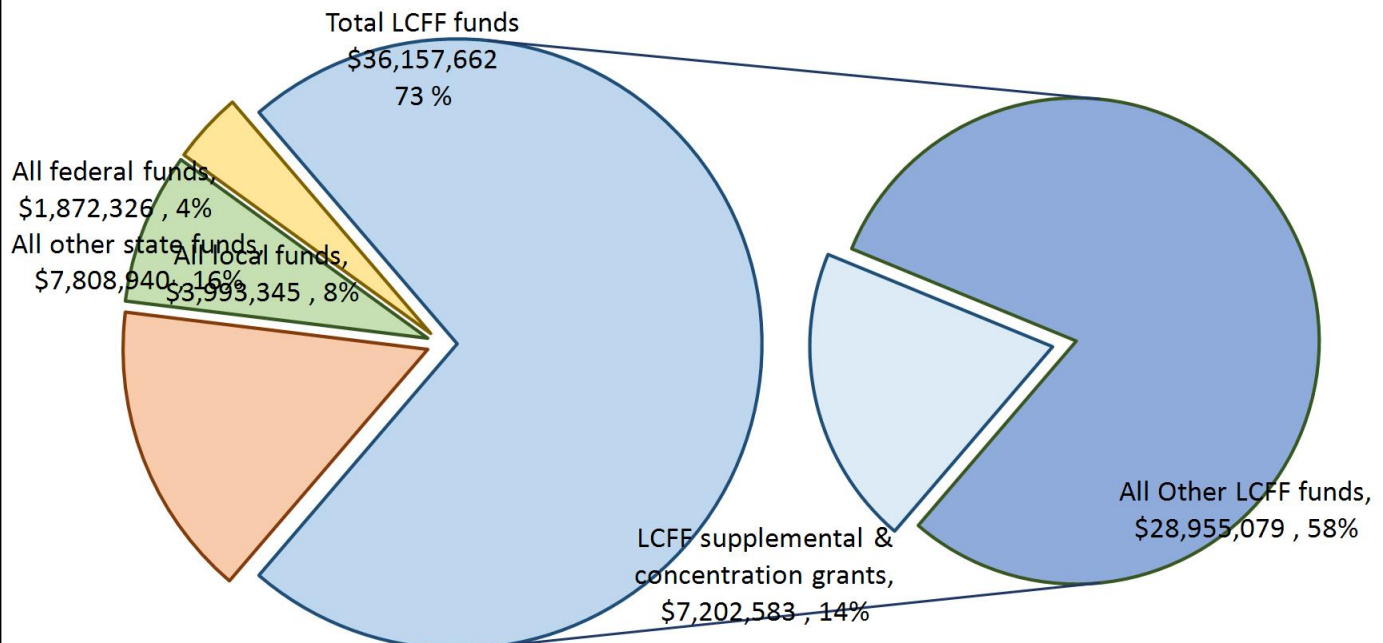
cbishop@rsdnmp.org

(530) 225-0011

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

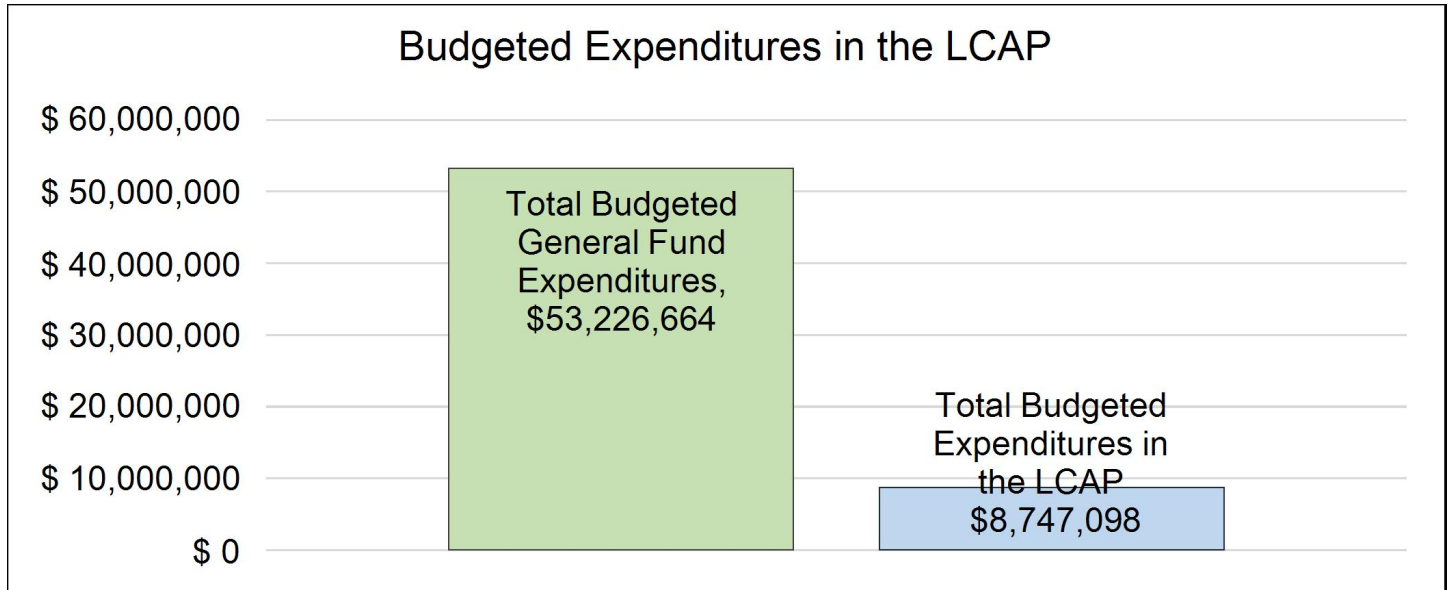


This chart shows the total general purpose revenue Redding Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redding Elementary School District is \$49,832,273, of which \$36,157,662 is Local Control Funding Formula (LCFF), \$7,808,940 is other state funds, \$3,993,345 is local funds, and \$1,872,326 is federal funds. Of the \$36,157,662 in LCFF Funds, \$7,202,583 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 Redding Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redding Elementary School District plans to spend \$53,226,664 for the 2024-25 school year. Of that amount, \$8,747,098 is tied to actions/services in the LCAP and \$44,479,566 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

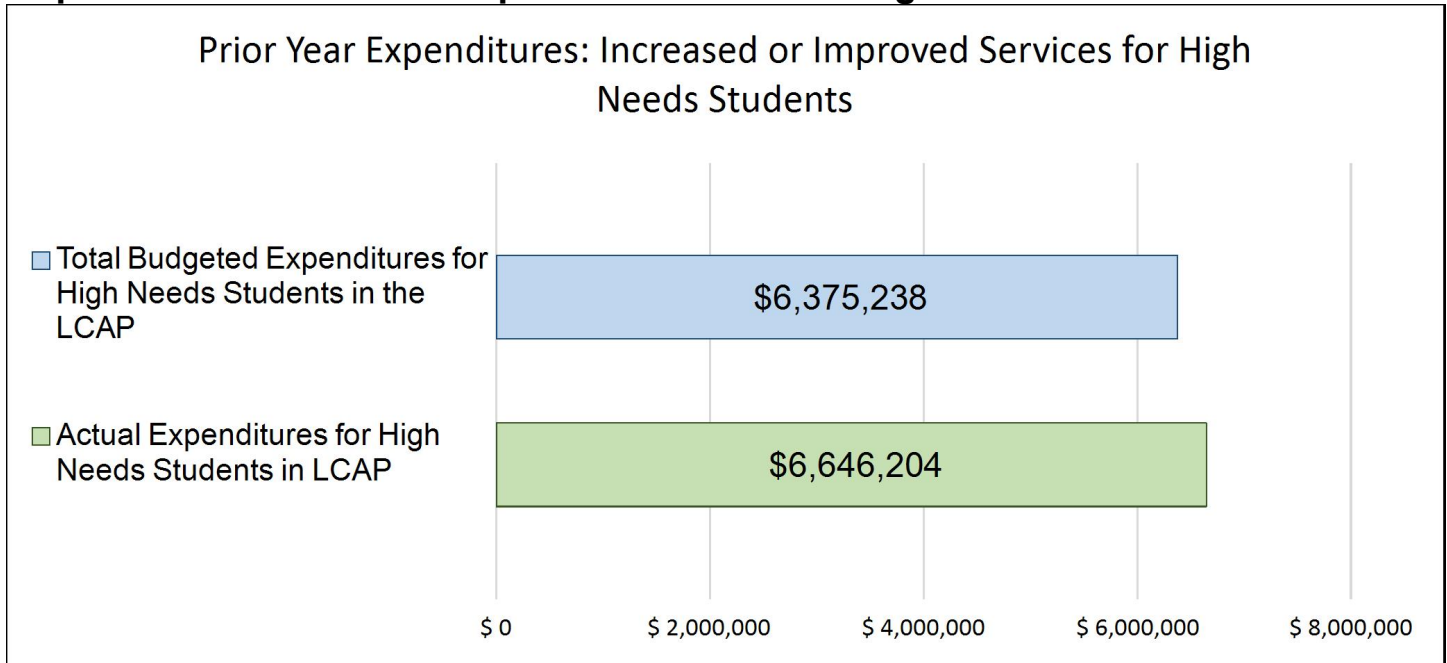
The District priority is for students to achieve academic excellence with a commitment to maintaining fiscally responsible practices. The District's budget other than specific actions noted in the LCAP consists of general operating expenditures, such as general education classroom Teachers, Special Education services, Instructional Assistants, Instructional Materials, Transportation services, Athletics, Utilities, Custodial services, Maintenance services, Technology Support, and general supplies. The District continues to balance the budget against ongoing rising costs related to pensions and Special Education services.

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

In 2024-25, Redding Elementary School District is projecting it will receive \$7,202,583 based on the enrollment of foster youth, English learner, and low-income students. Redding Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redding Elementary School District plans to spend \$7,736,727 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Redding Elementary School District's LCAP budgeted \$6,375,238 for planned actions to increase or improve services for high needs students. Redding Elementary School District actually spent \$6,646,204 for actions to increase or improve services for high needs students in 2023-24.



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
Redding Elementary School District	Cindy Bishop Superintendent	cbishop@rsdnmp.org (530) 225-0011

Plan Summary [2024-25]

General Information

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

PROFILE: The Redding Elementary School District (RES D) is located in Northern California, 220 miles northeast of San Francisco. The District serves approximately 2,800 Transitional Kindergarten through 8th-grade students in Shasta County. The District operates four TK-5 and two TK-8 elementary schools, one 6-8 middle school, and a community day school. The Districts' student population is comprised of 61.3% White, 20.1% Hispanic, 1.9% Asian, 4.1% American Indian or Alaska Native, 2.7% African American, 7.9% Two or More Races, and 0.3% Filipino. The District's total unduplicated percentage is 73% which consists of 73% Low Income, 1.58% Foster Youth, and 2.25% English Learners.

MISSION STATEMENT: The New Millennium Partnership, a partnership of three school districts sharing a common administration, will provide all students with optimum learning opportunities by employing and preparing the best teachers, leaders, and support personnel, providing the most contemporary facilities and technology, and setting standards for students to achieve academic excellence, personal and social growth, health, and success in a safe, positive, diverse, and inclusive environment.

VISION STATEMENT: Through the active commitment of parents, the community, and the schools, all students will demonstrate an eagerness to learn, achieve success and be productive, healthy and responsible citizens.

VALUES AND BELIEFS:

- ~A positive environment is essential
- ~Preparing for the future
- ~Personal growth is essential for success
- ~Educational excellence is our shared primary responsibility
- ~Decision-making is a collaborative process
- ~Diversity enhances education
- ~A learning environment that supports all students, regardless of their gender, ethnicity, or race

Portrait of a Graduate attributes is a critical component to each child's success.

Adaptability

- ~Thrive in an environment of ambiguity, new, and changing priorities.
- ~Demonstrate versatility in thoughts and actions.
- ~Seek and respond productively to feedback, praise, setbacks, and criticism.
- ~Understand, negotiate, and balance diverse views and beliefs to workable solutions.
- ~Demonstrate flexibility when acclimating to various roles and situations.

Communication

- ~Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- ~Listen effectively to decipher and understand the meaning, including knowledge, values, attitudes, and intentions.
- ~Use communication for a range of purposes and audiences (e.g. to inform, instruct, motivate, persuade, and conflict resolution).

Critical Thinking

Understand and propose solutions that are mindful of the impact they may have on global and interpersonal systems.
Consistently challenge and refine one's own understanding by skillfully analyzing, assessing, and reconstructing information.
Apply disciplined thinking that is clear, rational, open-minded, and informed by evidence.

Empathy

- ~Demonstrate awareness, sensitivity, concern, and respect to connecting with others' feelings, opinions, experiences, and culture, using the principle of emotional intelligence.
- ~Recognize what others are thinking, feeling, or experiencing.
- ~Experience the feelings, thoughts, and experiences of others, including the sharing of positive moments.
- ~To the extent others are different and/or distanced from you (by either time or space), attentive concern and perspective-taking are all the more needed.

Perseverance

- ~Exhibit drive in achieving success despite difficulties.
- ~Embrace the idea that failure is a part of the success and thoughtfully adjust to keep moving forward.
- ~Risk-taking is part of most any progress, so forward movement may involve stepping into uncertain realms.

Responsibility

- ~Act honestly and demonstrate care for the interests of the larger community and the greater good.
- ~Honor commitments and own the outcomes, of one's actions, whether positive or negative.
- ~Adhere consistently to a set of core values that are evident in choices and behaviors.
- ~Earn others' trust and respect through honest, principled behaviors.
- ~Exercise the ability to focus on priorities.

In addition to standard curriculum offerings, students have many options for educational support such as computers, access to the Internet, GATE-like activities, English Learner Instruction, Special Education services, fine arts, before and after school programs, and research-based intervention programs and curriculum.

The District is proud of its highly motivated staff which implements rich innovative programs for children, such as Spanish Dual Immersion, Computer Science Immersion (coding), high-level music programs, Robotics clubs and competitions, and Community School Partnerships with several schools across the District. The staff is supported by the community through foundations, grants, booster clubs, and active parent involvement. Additionally, the community supports the District through numerous business partnerships.

Several grant opportunities have been made available to the District including the After School Education and Safety program and the Expanded Learning Opportunity Program that offers an additional 30 days of academic support. These grants have given the District funding to better reach homeless, low achieving, English Learners, and at-risk students, as well as enhance programs for all students.

Intervention services, as well as TK-8 standards-based instruction, is provided to all district students. Intervention services are also available to all qualifying private school students.

Together with the Board of Trustees and with the State's implementation of the Local Control Funding Formula (LCFF), the District's planning process has been incorporated into the Local Control Accountability Plan (LCAP). A Mid-Year Study session allows for evaluation and modification of the current year's progress of the LCAP and re-confirms the next year's plan. The Redding Elementary School District continues its effort to ensure that every child will succeed.

Reflections: Annual Performance

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

Redding Elementary School District (RESA) has areas of success and areas of identified need.

SUCCESSES:

- ~Increase in enrollment of over 100 students in 2023-2024 compared to 2022-2023.
- ~Has served the community for 150 years of academic excellence.
- ~Robust professional development opportunities for all staff.

~In the area of math, RESD increased overall by 4.6 points, resulting in a "yellow" on the California Dashboard. Out of eleven student groups, eight student groups made growth in this area. (Action 1.4, Action 1.5, Action 1.7, Action 1.12, Action 1.14, Action 3.5)

~There are no student groups in the "red" in the area of math.

~In the area of Academic Engagement (Chronic Absenteeism), RESD declined by 10.3%, resulting in a "yellow" on the California Dashboard. All eleven student groups declined in this area. To show growth in this area, a district needs to decrease the chronic absenteeism rate by 0.5% each year. The state goal for meeting standard in the area of Chronic Absenteeism is to be at 10%, or lower, district-wide in the chronic absenteeism rate. Currently, RESD is at a 22.4% chronic absenteeism rate.

~There are no student groups in the "red" in the area of Chronic Absenteeism.

~In the area of Local Indicators, RESD Met Standard.

~Out of 14 student groups participating in the CAASPP, eleven student groups met the participation rate of 95% in both English Language Arts and math.

IDENTIFIED NEED BY DISTRICT: (Action 1.9)

~RESD has a Chronic Absenteeism rate of 22.4%. (Action 2.1, Action 2.2, Action 2.6, Action 2.7, Action 2.10, Action 3.6, Action 3.8, Action 3.9, Action 4.5)

~In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard. (Action 1.4, Action 1.5, Action 1.7, Action 1.10, Action 1.11, Action 1.13, Action 1.14, Action 1.15, Action 3.3, Action 3.5, Action 3.8, Action 3.9)

~~ Out of eleven student groups, eight student groups did not increase from the prior year,

~~~~five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless

~~~~three maintained: English Learners, African American, and Students with Disabilities

~~~~Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities. (Action 1.1, 1.2, 1.3)

~In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.

~~Out of eleven student groups, seven student groups increased from the prior year.

~~~~The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American

~~~~Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities (Action 1.1, Action 1.2, Action 1.14, Action 1.15, Action 2.8, Action 3.3, Action 3.4, Action 3.6, Action 3.7, Action 3.8, Action 3.9)

~Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless Youth. (Action 1.1, Action 1.2, Action 1.14, Action 1.15, Action 2.5, Action 3.1, Action 3.2, Action 3.3)

~CAASPP Science Achievement is 30.18% of students meeting or exceeding proficiency. (Action 1.13, Action 1.14, Action 2.3)

~In the area of English Learner Progress, there was a decline of 15.4%, resulting in a "red" color on the California Dashboard. Out of 49 students, 40.8% made progress towards English language proficiency. (Action 1.4, Action 1.5, Action 1.6, Action 1.7, Action 1.8, Action 1.13, Action 1.14, Action 2.4, Action 4.2)

~Out of 14 student groups participating in the CAASPP, three student groups did not meet the participation rate of 95% in English Language Arts and math.

~~English Language Arts: English Learners are at 93%; Students with Disabilities are at 94%; African American is at 94%

~~Math: English Learners are at 92%; Students with Disabilities are at 94%; American Indian or Alaskan Native is at 94%

The needs identified will be addressed through goals that are supported by actions within the Local Control Accountability Plan (LCAP) based on community engagement and feedback amongst district leaders, site leaders, staff, students, parents, and community.

IDENTIFIED NEED BY SCHOOL'S WITHIN THE DISTRICT IF RECEIVED THE LOWEST PERFORMANCE LEVEL OF RED IN ANY AREA (identified needs will be addressed in each site's School Plan for Student Achievement):

Bonny View (BV)

In the area of Suspension, BV received a "red" color overall on the California Dashboard; two student groups fell within the "red", Socioeconomically Disadvantaged and White.

Cypress (CY)

In the area of Suspension, CY received a "red" color overall on the California Dashboard; three student groups fell within the "red": Socioeconomically Disadvantaged, Students with Disabilities and White.

Identified as an Additional Targeted Support and Improvement (ATSI) school in the areas of (1.) Chronic Absenteeism and Homeless students and (2.) Students with Disabilities and Suspension.

Juniper (JU)

In the area of Suspension, JU received a "red" color overall on the California Dashboard; two student groups fell within the "red", Socioeconomically Disadvantaged and White.

Manzanita

In the area of Chronic Absenteeism one student group received a "red" color on the California Dashboard, Hispanic.

Sequoia Middle School (SQ)

In the area of Suspension, SQ received a "red" color overall on the California Dashboard; two student groups fell within the "red", Students with Disabilities and White.

#### Sycamore

In the area of Suspension one student group received a "red" color on the California Dashboard, Students with Disabilities.

Identified as an Additional Targeted Support and Improvement (ATSI) school in the area of Suspension and Students with Disabilities.

The needs identified will be addressed through goals that are supported by actions within the School Plan for Student Achievement (SPSA) based on community engagement and feedback amongst site staff, students, parents, and community.

## Reflections: Technical Assistance

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

#### DIFFERENTIATED ASSISTANCE (DA)

Eligibility for DA is based on a student group receiving a red in two or more priority areas (and a red and an orange in both academic indicators along with a red in another area).

Redding Elementary School District (RES D) is eligible for technical assistance from Shasta County Office of Education (SCOE). This technical assistance is defined as Differentiated Assistance. SCOE will support RES D in the area of English Language Arts and Suspension for Students with Disabilities due to this student group receiving a "red" performance color in these two areas and an "orange" performance color in math. SCOE will assist in defining supports and actions to be incorporated in order to support increased positive outcomes for this student group in these two defined areas.

#### EQUITY MULTIPLIER

School sites within a county office of education, school district, or classroom-based charter school that generate an LCFF entitlement, that also have prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent per the California Department of Education's (CDE) Stability Rate Report are eligible for funding.

Three sites have qualified to receive Equity Multiplier additional funds to support more positive outcomes for students. These three sites are Cypress School, College Prep Academy (Redding School District's Home School program) and Redding Achieve (Community Day School).

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

N/A

## ***Support for Identified Schools***

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

N/A

## ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)                 | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principals and District Administrators | District meetings: weekly Cabinet meetings; monthly Curriculum and Instruction meetings, and monthly Leadership meetings.                                                                                                                                                                                                                                                                                         |
| Teachers and Other School Personnel    | Roadshows at each site for engagement and feedback. In addition, the 2023-2024 Local Control Accountability Survey was distributed. This same survey was mailed to all district staff in October of 2023.<br>Bonny View, 9-19-2023<br>Cypress, 9-25-2023<br>Juniper, 9-28-2023<br>Manzanita, 9-18-2023<br>Sequoia Middle, 9-21-2023<br>Sycamore, 9-26-2023<br>Turtle Bay, 9-29-2023<br>Redding Achieve, 9-22-2023 |
| Parents                                | Parent meetings at each site for introductions, engagement, and feedback. In addition, the 2023-2024 Local Control Accountability Survey was distributed. This same survey was mailed to all families in October of 2023.<br>Bonny View, 9-8-2023<br>Cypress, 9-11-2023<br>Juniper, 9-7-2023<br>Manzanita, 9-19-2023<br>Sequoia Middle, 9-12-2023<br>Sycamore, 9-14-2023<br>Turtle Bay, 9-15-2023                 |

| Educational Partner(s)                                                                                                       | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                              | Redding Achieve, 9-13-2023                                                                                                                                                                                                                                                                                                                                                                                 |
| Students                                                                                                                     | Met with students for engagement and feedback. In addition, the 2023-2024 Local Control Accountability Survey was completed.<br>Sequoia Middle School, 12-6-2023<br>Turtle Bay, 12-14-2023<br>Juniper, 12-14-2023                                                                                                                                                                                          |
| Teachers<br>Classified (Other School Personnel)<br>Principals<br>District Administrators<br>Parents<br>Students<br>Community | Mid Year Study Session, 1-19-2024<br>A session was held in order to engage and gain feedback from all educational partners. Current district wide programs were highlighted and feedback was gained in regards to the Eight State Priorities in order to guide the Local Control Accountability Plan development. Close to one-hundred community members, staff, parents, and students were in attendance. |
| English as a Second Language Parents                                                                                         | A parent meeting was held for English as a Second Language parents in order to engage and gain feedback. Current district wide programs were highlighted and feedback was gained in regards to the Eight State Priorities in order to guide the Local Control Accountability Plan development.<br>1-24-2024                                                                                                |
| Teachers, Principals, Other school personnel, and Parents                                                                    | School Site Council meetings were held to engage and to gain feedback specific to the Local Control Accountability Plan development.<br>Bonny View, 1-23-24<br>Cypress, 1-16-2024<br>Juniper, 9-12-23<br>Manzanita, 2-8-24<br>Sequoia Middle, 2-15-2024<br>Sycamore, 2-1-2024<br>Turtle Bay, 12-21-23 and 1-18-24<br>Redding Achieve, 1-23-24                                                              |

| Educational Partner(s)                                                                | Process for Engagement                                                                                                                                                                   |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers, Principals, Administrators, Other school personnel, Parents                 | District Advisory Committee meetings<br>Tuesday, September 26, 2023<br>Tuesday, February 27, 2024<br>Tuesday, May 21, 2024                                                               |
| Teachers, Principals, and Parents                                                     | District English Learner Advisor Committee<br>October 18, 2023<br>November 6, 2023<br>January 24, 2024<br>February 28, 2024<br>May 1, 2024                                               |
| Teachers, Principals, and Parents                                                     | English Learner Advisory Committee:<br>September 21, 2023<br>October 26, 2023<br>December 7, 2023<br>March 14, 2024                                                                      |
| Teachers, District Administrators, and Classified Unit members Other school personnel | Consultation with Redding Teachers Association (RTA) and California Schools Employees Association (CSEA)<br>May 23, 2024                                                                 |
| District Administrators and Parents                                                   | Parent Advisory Committee meetings<br>Wednesday, September 13, 2023<br>Wednesday, November 29, 2023<br>Wednesday, February 14, 2024<br>Wednesday, April 17, 2024<br>Monday, June 3, 2024 |
| Parents                                                                               | Parent Surveys on achievement, engagement, and climate                                                                                                                                   |
| Teachers                                                                              | Teacher survey on achievement, engagement, and climate                                                                                                                                   |
| Classified Unit members (Other School Personnel)                                      | Classified Unit members (Other School Personnel) Survey on achievement, engagement, and climate                                                                                          |

| Educational Partner(s)                                                                              | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Administrators, Shasta County Office of Education Superintendent and Director of Leadership Support | <p>Differentiated Assistance meeting with Shasta County Office of Education in order to discuss and plan future actions of support.<br/>1-19-2024</p> <p>Discussion and feedback, RSD designates an interdisciplinary team to be a part of a county-wide Community of Practice.</p> <p>Discussion and feedback around using the Ignite program to support Students with Disabilities in the area of English Language Arts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Administrators, Inclusive Practices Program Consultants from Shasta County Office of Education      | <p>Special Education Program Indicator Report/Compliance improvement Monitoring meeting in order to discuss and plan future actions of support.<br/>2-1-2024</p> <p>Discussion and feedback around trainings for instructional assistants that serve in a Special Day Class, Redding Achieve (Community Day School), and/or the Educationally Related Intensive Counseling Services (ERICS) program. Training would be a forty hour online course on Behavior Techniques and ProAct.</p> <p>Discussion and feedback around the Special Education Local Plan Area (SELPA) providing training on the "Power of Collaboration", geared towards special education and general education teachers co-planning student lessons.</p> <p>Discussion and feedback around holding Lesson Study Cycles between special education and general education teachers. This would be a process done over a three half days. Teachers would co-plan a lesson, co-teach a lesson, and then debrief the lesson.</p> |
| Counselors and Shasta College                                                                       | <p>This meeting was held in order to gain feedback in regards to parent engagement nights that were about enrolling families in free programs at the local community college and how to move forward in 2024-2025.</p> <p>Successes noted were providing food, digital devices, and childcare. Future actions will be offering a blended approach of in person and Zoom at a variety of times, such as in the morning after drop off, as well as evening activities. Also, being more strategic with invitations by notifying all parents/guardians who have not obtained a college degree.</p>                                                                                                                                                                                                                                                                                                                                                                                                 |

| Educational Partner(s)                                                                                                       | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers<br>Classified (Other School Personnel)<br>Principals<br>District Administrators<br>Parents<br>Students<br>Community | <p>A survey on the Eight State Priorities was sent out to staff, parents, community and students. There were 189 respondents. Overall responses of what is important include: teacher recruitment and support, academic supports for students, school-family communication, better access to technology, stronger academic programs, academic supports to meet individual student needs, extracurricular activities, collaboration with community resources, access to specialized programs, continued support for Dual Language Immersion, continued support for site counselors, and increasing student outcomes in English Language Arts, English Language Development, and social science.</p> <p>Comments included: activities/electives for kids, having student bathrooms stocked with hygiene supplies, improved lunches, behavior support, safe schools, and sports/recess equipment.</p> |

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

Feedback from parents, students, staff, and community reflect the satisfaction the school community has for Redding Elementary School District (RES D) and the academic programming and pathways it has to offer. Areas of continuation and focus are various pathways for students to be engaged such as, sports, field trips, gardening, music, drama/theater. Another area of importance for the district is the assurance that the core subject areas of math, English Language Arts, science, and social studies, integrated with hands-on and experiential learning, are being taught at high levels. In addition, a culture of love, positive relationships, and inclusion that supports social emotional learning is extremely important to the community. All of this being done in a system that supports students, parents, and staff, resulting in a positive culture for all. (Action 1.4, Action 1.5, Action 1.7, Action 3.10, 3.11)

English Learner parents expressed a continued need for academics, with strong results in reading and spelling. (Action 1.6, Action 4.2, Action 4.3)

Students want activities (electives, clubs and sports) to continue, hygiene products to be stocked in the bathrooms at all times, and better meals in the cafeteria. (Action 1.5, Action 2.6, Action 2.9, Action 4.3, Action 4.4)

Parents of Students with Disabilities (SWD) want early learning opportunities, an inclusive environment that supports the needs of all learners and increased professional development around teaching SWD's. (Action 1.8)

Community partner and counselor feedback is the continued strategy of parent engagement through sharing free educational and trade opportunities for the guardians of students. (Action 4.1, Action 4.4)

Special Education Local Plan Area feedback and discussion resulted in the following feedback: taking part in a Community of Practice, professional development around collaboration, conducting lesson study cycles, implementation of the Ignite program, and forty hour online training on behavior techniques geared to staff serving in specific programs. (Action 1.1, 1.2, 1.3, and 3.1)

Redding Teachers Association (RTA) and Classified School Employees Association (CSEA) offered feedback in the area of support for Chronic Absenteeism. The suggestions include: postcards to send home to families of students who miss school; notes to place on a student's desk if absent, so upon the return the student has a warm and welcoming note from staff; monthly mailers that provide information about the importance of school attendance to families of students who are chronically absent each month. (Action 2.12)

# Goals and Actions

## Goal

| Goal # | Description                                                                                                          | Type of Goal |
|--------|----------------------------------------------------------------------------------------------------------------------|--------------|
| 1      | High academic achievement for all students while closing the achievement gap for our underperforming student groups. | Broad Goal   |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on local and state measures, Redding Elementary School District will continue to promote equity and access for all students while working to eliminate some predictability of achievement based on any demographic category.

## Measuring and Reporting Results

| Metric # | Metric                                                           | Baseline                            | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|------------------------------------------------------------------|-------------------------------------|----------------|----------------|----------------------------|----------------------------------|
| 1.1      | CAASPP ELA Achievement Growth                                    | 24.9 points below standard in 2023  |                |                | 20.1 points above standard |                                  |
| 1.2      | CAASPP math Achievement Growth                                   | 47 points below standard in 2023    |                |                | 2 points below standard    |                                  |
| 1.3      | CAASPP ELA Achievement Rate for Students with Disabilities (SWD) | 99.3 points below standard in 2023  |                |                | 54.3 points below standard |                                  |
| 1.4      | CAASPP math Achievement Rate for SWD                             | 123.5 points below standard in 2023 |                |                | 78.5 points below standard |                                  |
| 1.5      | CAASPP Science Achievement Growth                                | 30.18% met or exceeded in 2023      |                |                | 45% met or exceeded        |                                  |

| Metric # | Metric                                                                                                                                                     | Baseline                                                                | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                | Current Difference from Baseline |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------|----------------|----------------------------------------------------------|----------------------------------|
| 1.6      | English Learner Progress                                                                                                                                   | 40.8% making progress towards English language proficiency in 2023      |                |                | 55% making progress towards English language proficiency |                                  |
| 1.7      | Teachers: Fully credentialed and appropriately assigned                                                                                                    | 7% mis-assignments (10 out of 134); 96% are fully credentialed          |                |                | 0%                                                       |                                  |
| 1.8      | Annual Board Resolution on state aligned textbook sufficiency                                                                                              | 100%                                                                    |                |                | 100%                                                     |                                  |
| 1.9      | Three completed professional development days and calendared Wednesday collaborations                                                                      | 3 completed                                                             |                |                | 3 completed                                              |                                  |
| 1.10     | Teachers reporting they are prepared to teach how English Learner's will access the Common Core State Standards and English Language Development standards | 78% of teachers report feeling Very Prepared or Prepared (41 responses) |                |                | 90%                                                      |                                  |
| 1.11     | Early Learning students progress towards goals                                                                                                             | 32 out of 53 total goals overall were Met                               |                |                | 100%                                                     |                                  |
| 1.12     | English Learner Reclassification Rate                                                                                                                      | 7% of English Learner Students Reclassified                             |                |                | 5% reclassification rate each year                       |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                                                                        | Description                                                                                                                                                                                                                                                                                                                               | Total Funds  | Contributing |
|----------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 1.1      | English Language Arts and Students with Disabilities                         | There will be a cohort of Students with Disabilities receiving Ignite Tutoring in order to see if this has an increase on student achievement outcomes. (metric 1.3)                                                                                                                                                                      | \$75,000.00  | Yes          |
| 1.2      | Achievement, Suspension, Chronic Absenteeism, and Students with Disabilities | An interdisciplinary team of Redding School District staff will take part in a Community of Practice facilitated by Shasta County Office of Education once a month for a full day. The goal is to decrease suspension and chronic absenteeism rates while increasing achievement outcomes. (metric 1.3)                                   | \$15,000.00  | Yes          |
| 1.3      | Achievement and Students with Disabilities                                   | Professional development will occur around the power of collaboration between general education and special education teachers. In addition, lesson study cycles will be implemented that consist of three half days (day 1 to co-plan; day 2 to co-teach; day 3 to debrief and discuss successes and areas of improvement). (metric 1.3) | \$5,000.00   | Yes          |
| 1.4      | Develop and implement Three                                                  | Conduct professional development and teacher collaboration to increase preparedness in teaching the California Common Core State Standards, English Language Development Standards, research and evidence based                                                                                                                           | \$298,710.00 | Yes          |

| Action #    | Title                                                  | Description                                                                                                                                                                                                                                                                                                                                                                     | Total Funds  | Contributing |
|-------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             | Staff Development Days for Teachers.                   | instructional strategies to support increased student outcomes, and Inclusive strategies to increase outcomes for Special Education students. Continue to train teachers on devices, software and computer science immersion. Provide strategies that directly impact Low-Income, English Learners & Foster Youth. Develop and implement 3 Staff Development Days for Teachers. |              |              |
| <b>1.5</b>  | Literacy and Tech Coaches                              | Maintain Instructional Coaching, Technology Coaching, and Support Team (Instructional Assistants) to principally support Low Income, English Learners, and Foster Youth.                                                                                                                                                                                                        | \$928,703.00 | Yes          |
| <b>1.6</b>  | District ESL Coordinator and Support Team              | Provide District ESL Coordinator & Support Team for English Learners & Redesignated fluent English proficient.                                                                                                                                                                                                                                                                  | \$185,454.00 | Yes          |
| <b>1.7</b>  | Collaboration Wednesdays                               | Teacher Collaboration Wednesday is driven by school leadership team planning for the site plan for student achievement that addresses engagement, climate, and academic achievement for all students principally directed towards Low Income, English Learners, and Foster Youth.                                                                                               | \$464,660.00 | Yes          |
| <b>1.8</b>  | Early Education Opportunities to Close Achievement Gap | To provide early education learning opportunities with focused outreach to Homeless/Foster Youth, Low-Income, English learners, and Students with Disabilities. Fund additional Paraprofessional staff, supplies, and services for Transitional Kindergarten and Special Day Class Pre-School students.                                                                         | \$477,608.00 | Yes          |
| <b>1.9</b>  | School Leadership Teams                                | The District will continue to provide tools, resources, and training needed to establish and implement effective school leadership teams.                                                                                                                                                                                                                                       | \$30,000.00  | No           |
| <b>1.10</b> | Learning Software                                      | Provide access to enhanced learning software (Lexia for K-5; iReady for 6-8) to principally benefit Low Income, Foster Youth, and English Learners.                                                                                                                                                                                                                             | \$234,000.00 | No           |

| Action #    | Title                                                             | Description                                                                                                                                                                                                                                                                                                                                                                                      | Total Funds  | Contributing |
|-------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                  |              |              |
| <b>1.11</b> | Support to Implement Core Instruction and Intervention Strategies | Provide assistance and support to implement core instruction and intervention strategies for Low Income, Foster Youth, English Learners, and students with disabilities.                                                                                                                                                                                                                         | \$95,212.00  | Yes          |
| <b>1.12</b> | Math Adoption Cycle                                               | 2025-2026 review framework with adopted materials                                                                                                                                                                                                                                                                                                                                                | \$0.00       | No           |
| <b>1.13</b> | Staff Development                                                 | High quality staff development around the Common Core State Standards, research and evidence-based instructional strategies, collaboration to increase achievement for all, Restorative Practices, and Positive Behavior Intervention Support, specifically targeting Low Income, English Learner's, Students with Disabilities, and Foster Youth.                                               | \$100,000.00 | Yes          |
| <b>1.14</b> | Mentoring                                                         | New classroom teachers to the District will be provided a mentor in order to provide the opportunity to co-plan and collaborate with a veteran teacher in the same grade, principally directed at Low Income, English Learners, and Foster Youth.                                                                                                                                                | \$26,450.00  | Yes          |
| <b>1.15</b> | Collaborative Communication System                                | The District will support the synchronization and collaboration between the Special Education Information System (SEIS) and the Student Information System (AERIES). This synchronization will allow updated and timely information to be shared between the two systems making it more efficient to monitor the attendance, suspension, and the achievement data of Students with Disabilities. | \$3,000.00   | Yes          |
| <b>1.16</b> | Site Planning                                                     | Two additional days will be provided at three sites (with new leaders) in the district in order to review School Plan's for Student Achievement, site handbooks, and to review school-wide systems of support.                                                                                                                                                                                   | \$52,000.00  | No           |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                    | Type of Goal |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 2      | Provide access to a broad and challenging curriculum with well-rounded pathways (Computer Science, Music, Dual Language Acquisition, STEAM, etc.) to leverage the Portrait of a Graduate competencies (Adaptability, Communication, Critical Thinking, Empathy, Perseverance, Responsibility) to prepare students for college, the workplace, and the transition to adulthood. | Broad Goal   |

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Based on community input and the importance of the Portrait of a Graduate attributes, Redding Elementary School District will continue to expose and prepare our students for evolving future opportunities that require unique skills and raise the importance of our six learning dispositions so students can navigate complex life environments.

## Measuring and Reporting Results

| Metric # | Metric                                           | Baseline                                                  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                              | Current Difference from Baseline |
|----------|--------------------------------------------------|-----------------------------------------------------------|----------------|----------------|--------------------------------------------------------|----------------------------------|
| 2.1      | Healthy Kids Survey for connectedness, 5th grade | 75% of 63 student respondents feel connected in 5th grade |                |                | 90% of student respondents feel connected in 5th grade |                                  |
| 2.2      | Healthy Kids survey for connectedness, 7th grade | 55% of 83 student respondents feel connected in 7th grade |                |                | 70% of student respondents feel connected in 7th grade |                                  |

| Metric # | Metric                                                                                 | Baseline                                        | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------------------------------------------------------------|-------------------------------------------------|----------------|----------------|---------------------------|----------------------------------|
| 2.3      | STAR Spanish Reading (Dual Immersion only), Grades 3-4-5                               | 17% of students are proficient in STAR Spanish. |                |                | 80%                       |                                  |
| 2.4      | STAR Reading in English (Dual Immersion only), Grades 3-4-5                            | 50% of students are proficient in STAR English. |                |                | 80%                       |                                  |
| 2.5      | Master schedule- all pupils have access to all courses as evidenced by school schedule | 100%                                            |                |                | 100%                      |                                  |
| 2.6      | Chronic Absenteeism                                                                    | 22.4% from 2023 as noted on the CA Dashboard    |                |                | 18%                       |                                  |
| 2.7      | Chronic Absenteeism for Students with Disabilities                                     | 30.3% from 2023 as noted on the CA Dashboard    |                |                | 15%                       |                                  |
| 2.8      | Average Daily Attendance                                                               | 93.94% as of Period 2 attendance                |                |                | 96%                       |                                  |
| 2.9      | Middle school drop out rate                                                            | 0%                                              |                |                | 0%                        |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                                               | Description                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds  | Contributing |
|----------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 2.1      | Maintaining a Broad Course of Study                 | The principal will verify and maintain a broad course of study for all students as defined in California Education Codes 51210(K- 6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.                                                                                                                                                                                         | \$0.00       | No           |
| 2.2      | Site Administrator Support of Portrait Competencies | Site administrators training, coaching, and supporting Portrait of a Graduate Competencies (Adaptability, Communication, Critical Thinking, Empathy, Perseverance, Responsibility) to prepare students for college, the workplace, and the transition to adulthood.                                                                                                                                                 | \$333,110.00 | Yes          |
| 2.3      | Science Camp                                        | Fifth grade students will experience outdoor science camp in order to increase knowledge of the environment, natural science, and biology, principally directed for Low Income, Foster Youth, and English Learners.                                                                                                                                                                                                 | \$176,377.00 | Yes          |
| 2.4      | Dual Language Immersion Program                     | Develop and Implement a Dual Language Immersion program at Sycamore Elementary for grades TK-5. Students will develop language proficiency and literacy in both English and Spanish, demonstrate high levels of academic achievement, and develop an appreciation for and an understanding of diverse cultures. This program has been developed to principally support Low-Income, English Learners & Foster Youth. | \$547,222.00 | Yes          |

| Action #    | Title                                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds  | Contributing |
|-------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| <b>2.5</b>  | Evaluate and Build a Supportive Infrastructure | Evaluate and build a supportive infrastructure for multiple uses. (wired and wireless devices). Enhance the ability to effectively integrate technology District-wide by means infrastructure updates and additional technician support.                                                                                                                                                                                                                            | \$191,724.00 | Yes          |
| <b>2.6</b>  | Music Teachers                                 | Music teachers to address engagement, climate, and attendance rates, to principally support Low Income, English Learners, and Foster Youth.                                                                                                                                                                                                                                                                                                                         | \$525,557.00 | Yes          |
| <b>2.7</b>  | Site Community Engagement                      | Sites will be allocated supplemental and concentration funds in order to engage with their unique and individual community partners in order to provide direct services to support the needs of unduplicated students.                                                                                                                                                                                                                                              | \$300,000.00 | Yes          |
| <b>2.8</b>  | Foster Youth Transportation                    | The District will maintain the transportation contract held with the County Office of Education for Foster Youth.                                                                                                                                                                                                                                                                                                                                                   | \$10,000.00  | Yes          |
| <b>2.9</b>  | Career Technical Education (CTE) Lab and Kits  | Each school that serves 6th-8th grade, will be provided CTE materials in order to engage students in future opportunities for learning and earning a living. Sequoia Middle School will have a CTE lab space and Turtle Bay, Redding Achieve, and Juniper will have kits that support future adult pathways. Examples are design/pre-construction, flight principles, forensic science, culinary, nutrition and wellness, electricity, engineering, dentistry, etc. | \$2,000.00   | No           |
| <b>2.10</b> | Attendance Education                           | Provide pro-active attendance notification to all families notifying the importance of daily attendance in order to support student learning and engagement.                                                                                                                                                                                                                                                                                                        | \$29,800.00  | Yes          |
| <b>2.11</b> | Data Management                                | Achievement, engagement, and climate data will be collected, charted, and utilized during Professional Learning Community meetings to increase student outcomes, principally directed toward English Learners, Low Income, and Foster Youth.                                                                                                                                                                                                                        | \$177,490.00 | Yes          |

| Action #    | Title                               | Description                                                                                                                                                                                                                                                                                                                                                                          | Total Funds | Contributing |
|-------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|             |                                     |                                                                                                                                                                                                                                                                                                                                                                                      |             |              |
| <b>2.12</b> | Attendance Communication            | Postcards will be created to send home to families of students who miss school; specialized notes will be created to place on a student's desk if absent, so upon the return the student has a warm and welcoming note from staff; monthly mailers that provide information about the importance of school attendance to families of students who are chronically absent each month. | \$2,000.00  | No           |
| <b>2.13</b> | Dual Language Training and Coaching | Professional development and coaching will be provided Dual Language teachers within the core Spanish Language Arts program in order to increase outcomes for kids.                                                                                                                                                                                                                  | \$10,000.00 | No           |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                     | Type of Goal |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 3      | Provide clean, safe, functional, and well-maintained facilities with positive learning climates that challenge bias, support social, emotional, and physical needs of students. | Broad Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on community input, Redding Elementary School District will continue to build greater joy and a sense of belonging within all community partners while at our schools.

## Measuring and Reporting Results

| Metric # | Metric                              | Baseline                                                                        | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                         | Current Difference from Baseline |
|----------|-------------------------------------|---------------------------------------------------------------------------------|----------------|----------------|---------------------------------------------------|----------------------------------|
| 3.1      | Suspension rate                     | 5.5% of students suspended for one day as reported for 2023 on the CA Dashboard |                |                | 4.5%                                              |                                  |
| 3.2      | Healthy Kids Survey, Safety for 5th | 92% of 63 student respondents feel safe in 5th grade                            |                |                | 95% of student respondents feel safe in 5th grade |                                  |
| 3.3      | Healthy Kids Survey, Safety for 7th | 58% of 83 student respondents feel safe in 7th grade                            |                |                | 73% of student respondents feel safe in 7th grade |                                  |

| Metric # | Metric                                                                  | Baseline                                                 | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                         | Current Difference from Baseline |
|----------|-------------------------------------------------------------------------|----------------------------------------------------------|----------------|----------------|-------------------------------------------------------------------|----------------------------------|
| 3.4      | Participation Rate for SWD in ELA                                       | 94% participated in 2023 as reported on the CA Dashboard |                |                | 95%                                                               |                                  |
| 3.5      | Participation Rate for SWD in math                                      | 94% participated in 2023 as reported on the CA Dashboard |                |                | 95%                                                               |                                  |
| 3.6      | Least Restrictive Environment Rate: Regular Class for SWD less than 40% | 17.62% of SWD's are in a regular class for less than 40% |                |                | less than 16.5% of SWD's are in a regular class for less than 40% |                                  |
| 3.7      | CAASPP Participation Rate in ELA for American Indian or Alaska Native   | 93% participated in 2023 as reported on the CA Dashboard |                |                | 95%                                                               |                                  |
| 3.8      | CAASPP Participation Rate in math for American Indian or Alaska Native  | 93% participated in 2023 as reported on the CA Dashboard |                |                | 95%                                                               |                                  |
| 3.9      | Monthly facilities and safety inspection report                         | maintain 100% of monthly site inspections at each site   |                |                | maintain 100% of monthly site inspections                         |                                  |
| 3.10     | Williams Report of facilities complaints                                | maintain 0% findings                                     |                |                | maintain 0% findings                                              |                                  |
| 3.11     | Expulsion rate                                                          | 0.1% expulsion rate                                      |                |                | 0% expulsion rate                                                 |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                                               | Description                                                                                                                                                                                                                                                                                                                                         | Total Funds    | Contributing |
|----------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| 3.1      | Behavior Training and Students with Disabilities    | Trainings for instructional assistants that serve as behavioral support, instructional assistants in a Special Day Class, Redding Achieve (Community Day School), and/or the Educationally Related Intensive Counseling Services (ERICS) program. Training would be a forty hour online course on behavior techniques and de-escalation strategies. | \$95,663.00    | Yes          |
| 3.2      | Behavior Team                                       | Staff will be available to support positive behavior outcomes across the district by providing support for four to six weeks while working with staff to identify triggers and to strategize replacement behaviors.                                                                                                                                 | \$59,483.00    | Yes          |
| 3.3      | Counselors and Support Team                         | Provide Counselors principally directed toward Low Income, English Learners, and Foster Youth students to support Social, and Emotional needs.                                                                                                                                                                                                      | \$1,198,382.00 | Yes          |
| 3.4      | Pre-Expulsion and Expulsion Rehabilitation Services | Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS), and partnership with the City of Redding School Resource Officer program. Maintain CDS program to rehabilitate students back to the traditional education system. District-wide trauma-informed support program.                                            | \$901,413.00   | Yes          |

| Action #    | Title                                 | Description                                                                                                                                                                                                                                                                                                                           | Total Funds | Contributing |
|-------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|             |                                       |                                                                                                                                                                                                                                                                                                                                       |             |              |
| <b>3.5</b>  | On-Site Preparation Day               | The teacher on-site preparation day enables staff to prepare to implement high levels of instruction that is aligned to the standards, including English Language Development; and preparing individualized student supports for social emotional learning. This principally benefits Low Income, English Learners, and Foster Youth. | \$99,570.00 | Yes          |
| <b>3.6</b>  | Capturing Kids Hearts                 | Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, as well as other District-wide implementation strategies.                                                                                                                                    | \$63,372.00 | Yes          |
| <b>3.7</b>  | Behavior Alert System                 | This service provides immediate notification communication with staff in regard to student behavior.                                                                                                                                                                                                                                  | \$4,900.00  | Yes          |
| <b>3.8</b>  | Where Everyone Belongs (WEB) Training | Middle school staff will continue to be trained and implement WEB activities on each middle school campus led by trained student leaders to increase the success of middle school connectedness, culture, and inclusivity for all, specifically Students with Disabilities, African American students, and Foster Youth.              | \$8,000.00  | Yes          |
| <b>3.9</b>  | Breaking Down the Walls               | Middle school students will take part in a community building day where peers learn each other's stories in order to build empathy and understanding amongst the middle school peer group.                                                                                                                                            | \$20,000.00 | Yes          |
| <b>3.10</b> | Monthly Site Inspections              | District will perform monthly site inspections to review site condition as defined in Education Code.                                                                                                                                                                                                                                 | \$12,500.00 | No           |
| <b>3.11</b> | Maintain Annual Maintenance Account   | An appropriate plan will be developed and implemented to address maintenance needs. Maintain annual maintenance account.                                                                                                                                                                                                              | \$25,000.00 | No           |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Goals and Actions

## Goal

| Goal # | Description                                                                                           | Type of Goal |
|--------|-------------------------------------------------------------------------------------------------------|--------------|
| 4      | Increase engagement and collaboration among students, parents, staff, and other educational partners. | Broad Goal   |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on community input, local measures and state measures, Redding Elementary School District will continue to engage, empower and connect all engagement partner groups in order to increase student performance academically, socially, and emotionally.

## Measuring and Reporting Results

| Metric # | Metric                                | Baseline                                               | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                     | Current Difference from Baseline |
|----------|---------------------------------------|--------------------------------------------------------|----------------|----------------|-----------------------------------------------|----------------------------------|
| 4.1      | Parent Advisory Council participation | 7 out of 7 sites represented                           |                |                | 7 out of 7                                    |                                  |
| 4.2      | School Site Council participation     | maintain 7 sites holding at least 5 meetings each year |                |                | 7 sites holding at least 5 meetings each year |                                  |
| 4.3      | Family Engagement nights              | Four school-wide events to engage families.            |                |                | Four                                          |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                                                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                  | Total Funds | Contributing |
|----------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 4.1      | Family Engagement                                           | Each site will use a common messaging app to communicate with parents called Parent Square. This will support parents who have kids at multiple sites within the district and aligns to the high school.                                                                                                                                                                                                                     | \$20,784.00 | No           |
| 4.2      | Translation Services                                        | Spanish speaking translation personnel or translation services for communication of documents for parents of English Learners.                                                                                                                                                                                                                                                                                               | \$10,000.00 | Yes          |
| 4.3      | Implementing Effective School and District-Level Committees | The District will provide tools, resources, opportunities for engagement, and training needed to establish and implement effective school and District-level committees, including School Site Councils (SSC), Site Leadership Teams (SLT), English Learner Advisory Committees (DELAC), and the District Advisory Council for Compensatory Education (DAC) in order to attract parents especially from unduplicated groups. | \$1,000.00  | No           |
| 4.4      | Implementing Meaningful Parent Engagement Nights            | All parents/guardians/community members including parents of students with disabilities, as well as parents of unduplicated student groups, will be                                                                                                                                                                                                                                                                          | \$10,000.00 | No           |

| Action #   | Title                                   | Description                                                                                                                                                                                                                                                                                                                                                                              | Total Funds  | Contributing |
|------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                         | provided meaningful engagement opportunities with engaging activity nights that support student learning and family engagement.                                                                                                                                                                                                                                                          |              |              |
| <b>4.5</b> | Access to Home-to-School Transportation | Transportation from home to school and school to home is needed in order to ensure access for all students, principally directed towards, Low Income, Foster Youth and English Learners. A transportation system is in place as an effective way to ensure the disadvantage population attends classes regularly, which aids in creating a stronger connection to the education process. | \$525,000.00 | Yes          |

# Goals and Actions

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                    | Type of Goal                 |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 5      | By June 2026, Chronic Absenteeism and Suspension rates of students will decrease due to specific and focused actions around Social Emotional Learning at Redding Achieve, Cypress School, and College Prep Academy. In addition, student achievement will increase due to additional instructional and academic support for highly mobile students at College Prep Academy and Cypress School. | Equity Multiplier Focus Goal |

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

This goal has been developed due to the California Dashboard outcomes in the area of attendance (College Prep Academy), Suspension, Chronic Absenteeism, and Academic Indicators (Cypress School), and Suspension (Redding Achieve).

## Measuring and Reporting Results

| Metric # | Metric                                              | Baseline          | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------------------------------------------|-------------------|----------------|----------------|---------------------------|----------------------------------|
| 5.1      | Average Daily Attendance College Prep Academy (CPA) | 97.3% from 2023   |                |                | 98%                       |                                  |
| 5.2      | Suspension rate for Cypress School                  | 5%                |                |                | 4%                        |                                  |
| 5.3      | CAASPP English Language Arts for Cypress School     | 29.27% proficient |                |                | 45% proficient            |                                  |
| 5.4      | CAASPP math for Cypress School                      | 31.71% proficient |                |                | 47% proficient            |                                  |

| Metric # | Metric                                 | Baseline      | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------------|---------------|----------------|----------------|---------------------------|----------------------------------|
| 5.5      | Chronic Absenteeism for Cypress School | 29% in 2023   |                |                | 20%                       |                                  |
| 5.6      | Suspension rate for Redding Achieve    | 70.8% in 2023 |                |                | 60%                       |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                                  | Description                                                                                                 | Total Funds | Contributing |
|----------|----------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 5.1      | Technology (College Prep Academy, CPA) | Increasing technology in order to increase engagement and access for low income and highly mobile students. | \$19,755.00 | No           |
| 5.2      | Art Supplies (CPA)                     | Art supplies to increase engagement of low income and highly mobile students.                               | \$5,000.00  | No           |

| Action #    | Title                                   | Description                                                                                                                                                                                                                               | Total Funds | Contributing |
|-------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|             |                                         |                                                                                                                                                                                                                                           |             |              |
| <b>5.3</b>  | Instructional materials (CPA)           | Supplemental instructional materials will be purchased to support low income and highly mobile students.                                                                                                                                  | \$31,786.00 | No           |
| <b>5.4</b>  | Reading Support (CPA)                   | Staff to support the reading outcomes of low income and highly mobile students.                                                                                                                                                           | \$31,786.00 | No           |
| <b>5.5</b>  | Experiential Learning Field Trips (CPA) | Experiential learning field trips will be provided to support the achievement outcomes of low income and highly mobile students by providing real world experiences.                                                                      | \$5,000.00  | No           |
| <b>5.6</b>  | Teacher (Cypress)                       | An additional teacher to support the academic needs of low income and highly mobile students.                                                                                                                                             | \$96,292.00 | No           |
| <b>5.7</b>  | Staffing (Cypress)                      | Additional instructional support to increase the achievement outcomes of low income and highly mobile students.                                                                                                                           | \$50,000.00 | No           |
| <b>5.8</b>  | Staffing (Cypress)                      | A counseling instructional assistant and a behavior tech to provide classroom support and train teachers on effective strategies to support the social-emotional wellbeing and behavioral needs of highly mobile and low income students. | \$66,335.00 | No           |
| <b>5.9</b>  | Training (Cypress)                      | Training for teachers and staff in the area of intervention techniques for closing the achievement gap in the area of ELA and Math for highly mobile and low income students.                                                             | \$5,000.00  | No           |
| <b>5.10</b> | Coach (Cypress)                         | An additional coach to work with teachers ongoing in supporting the academic needs of highly mobile and low income students in the areas of ELA and Math.                                                                                 | \$35,000.00 | No           |

| Action # | Title                                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds | Contributing |
|----------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          |                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |              |
| 5.11     | Positive Behavior Support (Redding Achieve) | <p>Provide positive interactions, building a sense of community, celebrating student successes, increasing connectedness and a positive school culture, providing opportunities for students to demonstrate learned social skills in a multitude of social situations and locations as a means to reduce suspension rates and chronic absenteeism. Capacity building - provide weekly collaboration time for staff to review data, learn skills, and build knowledge in the areas of SEL, Trauma Informed practices, restorative practices, Pro Act, positive behavior supports, PBIS strategies, and Capturing Kids Hearts engagement strategies. Redding Achieve all staff will be trained in ProAct Principals, Social Emotional (SEL) strategies, PBIS. and Trauma Informed Practices in order to build capacity and to help support students with self-regulation, social awareness, self-management, and social skills. Redding Achieve staff will learn and implement Restorative Practices by refining our systems, processes, and procedures for structured day and accountability projects. Redding Achieve staff will collaborate weekly to analyze student data and work together on solutions and strategies to best support students; this includes sharing of the Crisis Plan at least once a month Redding Achieve staff will collaborate weekly to strategically and purposefully develop plans to create a safe, inclusive, and positive school culture that results in reduced suspension rates and reduced chronic absenteeism. Professional Development: • Capturing Kids Hearts • Pro Act Principal training and on-going skill development in de-escalation strategies • Trauma Informed practice training (Help for Billy Book Study) • Restorative Practices training • PBIS &amp; Positive behavior supports training School Plan for Student Achievement (SPSA) • Crisis Plan Review • Inclusive Practices &amp; Positive School Culture • Teambuilding &amp; Positive School Culture (Culture by Design) activities to improve school culture. LCRSET Grant funding - This multi-year grant will employ and train a reading and literacy specialist, instructional Reading aides to support student needs and assist in development of a site literacy program, develop and implement interventions for students in need of targeted literacy support.</p> | \$7,650.00  | No           |

| Action # | Title                                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Total Funds | Contributing |
|----------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 5.12     | Student Engagement Support (Redding Achieve) | <p>Reduce Chronic Absenteeism and Student suspensions by improving parent/guardian involvement and communications. Teachers and Admin provide parent information nights to educate families on school programs and strategies/methods to support their children at home while building positive school culture through connections. (\$ 500 refreshments)</p> <p>Stakeholder engagement nights provide families with the opportunity to give input about ways to improve our program and help us reduce suspension rates. Providing counselor's with mileage funding ensures that our district counselors from our comprehensive sites build a connection with students getting ready to transition back to comprehensive sites and thus provide for a supportive transition. Increase home communication (Dojo, Phone calls home, text messages, flyers, School Messenger messages, ) Back to School Night Open House Parent Conferences Family Engagement Nights (Launch Pad 4 Kids Program information) College Information Nights - Redding Achieve is partnering with our comprehensive sites to provide these informational nights for parents and allow for ample access to multiple venues; Parents can attend any night that is convenient for them - Communication through Dojo, School Messenger, Flyers sent home Flyers sent out at the beginning of the schoolyear informing parents about the importance of attendance and the procedures for attendance letters sent out by A2A this year. SART (School Attendance Review Team) meeting scheduled for students approaching chronic absenteeism rates. Intervene early: phone calls home from attendance clerk, teacher, and/or principal to communicate attendance concerns and encouraging students to "be present" Attendance Challenges - increased overall percentage school wide to earn incentives Attendance letters will be sent out through A2A October, 2024 Student Appreciation Day - incentives for attendance (prizes, raffles, ice cream at the end of the day)</p> | \$2,150.00  | No           |
| 5.13     | Student Climate Support (Redding Achieve)    | <p>Selecting and Implementing Evidence-based interventions and strategies/activities - funding for this category allows for Redding Achieve to use evidence based interventions and strategies to help students learn how to self-regulate, build positive adult and peer connections, build community relationships, and gives staff and students the opportunity to build skills that will help to reduce suspension rates while helping students be successful in the school setting and outside of the school setting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | \$38,450.00 | No           |

| Action # | Title                                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total Funds | Contributing |
|----------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          |                                                     | Working on social skills, character traits, self-regulation skills along with character building opportunities will provide students with lifelong skills. Selecting and implementing CTE-like activities that engage students by focusing on their interests and strengths will provide students with opportunities to explore and prepare for future careers. SEL curriculum will provide students will skills to self-regulate. Providing students with tools they may need for self regulation such as alternative seating , calming activities (music, art, thera-putty), counseling services, and calming spaces. Increase the positive culture by providing opportunities for students and staff to participate in engaging activities- engagement (spirit weeks/days, fun in the sun day, kindness week challenges, book buddies, school spirit shirts, World Read Aloud Day, Read Across America Day, Dr. Seuss Day, Tye-dye Day) - field trips - increases student's desire to come to school and builds a sense of belonging. • incentives (pencils, books, prizes/rewards) etc. Awards - Perfect Attendance / No suspensions (weekly or monthly) - provide students with incentives for meeting goals. Encouraging students to attend school regularly and provide engaging activities that encourage students to "be present" (Student Appreciation Day, October, 2024); Attendance Awards for Perfect attendance, Attendance incentives & Excursions) Encourage students to refrain from suspendable actions by providing incentives & excursions for Level -5 students to practice social skills. |             |              |
| 5.14     | Monitoring and Evaluating Systems (Redding Achieve) | Use monitoring and evaluating improvement efforts to ensure that students are progressing as measured by a decrease in suspension rate. Collaboration time to analyze data and develop strategies to support students based on needs. Review of Level and Points system and referral/suspension data to strategize solutions for decreasing negative student interactions by analyzing root causes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$1,750.00  | No           |
| 5.15     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | No           |
| 5.16     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |             | No           |



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

|                                                               |                                                          |
|---------------------------------------------------------------|----------------------------------------------------------|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$7,202,583                                                   | \$722,772                                                |

## 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 |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| 25.199%                                                                         | 0.059%                      | \$16,830.00             | 25.258%                                                                     |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                       | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness        |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------|
| 1.1               | <p><b>Action:</b><br/>English Language Arts and Students with Disabilities</p> <p><b>Need:</b><br/>Students with Disabilities (SWD) need additional support in the area of English Language Arts (ELA) to increase achievement.</p> <p><b>Scope:</b></p> | Ignite tutoring will be used across the LEA to support SWD in the area of ELA.              | CAASPP scores for SWD in the area of ELA. |

| 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                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                                               |
| <b>1.2</b>        | <p><b>Action:</b><br/>Achievement, Suspension, Chronic Absenteeism, and Students with Disabilities</p> <p><b>Need:</b><br/>Students with Disabilities (SWD) need additional support in the area of English Language Arts (ELA) to increase achievement and in the area of suspension.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Participating in a Community of Practice alongside the Special Education Local Planning Area will allow for collaborating around research and evidence based best practices to support Students with Disabilities. | Suspension rate and ELA scores for SWD's.                     |
| <b>1.3</b>        | <p><b>Action:</b><br/>Achievement and Students with Disabilities</p> <p><b>Need:</b><br/>Students with Disabilities (SWD) need additional support in the area of English Language Arts (ELA) to increase achievement and in the area of suspension.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                   | Collaboration between general education and special education teachers in order to co-plan lessons will increase achievement and decrease suspension rates for SWD's.                                              | ELA CAASPP scores for SWD and suspension rates for SWD's.     |
| <b>1.4</b>        | <p><b>Action:</b><br/>Develop and implement Three Staff Development Days for Teachers.</p> <p><b>Need:</b><br/>Professional development to support the achievement, engagement, and climate for</p>                                                                                                                         | This supports increases access and achievement for students, principally Low Income, English Learners, and Foster Youth.                                                                                           | Three calendared and completed professional development days. |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                 | Metric(s) to Monitor Effectiveness |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>students, principally directed to Low Income, Foster Youth, and English Learners.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                             |                                    |
| 1.5               | <p><b>Action:</b><br/>Literacy and Tech Coaches</p> <p><b>Need:</b><br/>In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.</p> <p>Out of eleven student groups:</p> <ul style="list-style-type: none"> <li>• eight student groups did not increase from the prior year,</li> <li>• five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless</li> <li>• three maintained: English Learners, African American, and Students with Disabilities</li> </ul> <p>Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities</p> <p><b>Scope:</b><br/>LEA-wide</p> | Instructional coaches and support staff support Tier 1 instruction by providing support. In addition, support staff assist in Tier 2 and 3 by working 1:1 or in small groups with students. | CAASPP ELA and math scores         |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                          | Metric(s) to Monitor Effectiveness         |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1.7               | <p><b>Action:</b><br/>Collaboration Wednesdays</p> <p><b>Need:</b><br/>In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.</p> <p>Out of eleven student groups:</p> <ul style="list-style-type: none"> <li>• eight student groups did not increase from the prior year,</li> <li>• five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless</li> <li>• three maintained: English Learners, African American, and Students with Disabilities</li> </ul> <p>Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Staff will operate within a Professional Learning Community collaborating around student learning, outcome data, and supports and strategies needed to increase achievement outcomes for all.</p> | <p>CAASPP ELA and math scores</p>          |
| 1.8               | <p><b>Action:</b><br/>Early Education Opportunities to Close Achievement Gap</p> <p><b>Need:</b><br/>In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>By providing early learning opportunities, the achievement gap will close due to providing increased time for students to learn.</p>                                                              | <p>Students progress towards IEP goals</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                   | Metric(s) to Monitor Effectiveness                                 |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                   | <p>Out of eleven student groups:</p> <ul style="list-style-type: none"> <li>• eight student groups did not increase from the prior year,</li> <li>• five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless</li> <li>• three maintained: English Learners, African American, and Students with Disabilities</li> </ul> <p>Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                               |                                                                    |
| 1.13              | <p><b>Action:</b><br/>Staff Development</p> <p><b>Need:</b><br/>In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.</p> <p>Out of eleven student groups:</p> <ul style="list-style-type: none"> <li>• eight student groups did not increase from the prior year,</li> <li>• five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless</li> </ul>                                             | <p>The above action provides additional professional development in regard to research and evidence based practices coupled with the implementation of Professional Learning Communities.</p> | <p>Suspension rate decreasing and CAASPP ELA scores increasing</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|
|                   | <ul style="list-style-type: none"> <li>three maintained: English Learners, African American, and Students with Disabilities</li> </ul> <p>Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities</p> <p>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                  | Metric(s) to Monitor Effectiveness |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>Youth.</p> <p>In the area of English Learner Progress, there was a decline of 15.4%, resulting in a "red" color on the California Dashboard. Out of 49 students, 40.8% made progress towards English language proficiency.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                              |                                    |
| 1.14              | <p><b>Action:</b><br/>Mentoring</p> <p><b>Need:</b><br/>In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.</p> <p>Out of eleven student groups:</p> <ul style="list-style-type: none"> <li>• eight student groups did not increase from the prior year,</li> <li>• five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless</li> <li>• three maintained: English Learners, African American, and Students with Disabilities</li> </ul> <p>Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities.</p> | <p>This provides all new teachers the opportunity to co-plan and collaborate with an established grade level teacher. The curriculum, instruction, and assessment support will support student learning.</p> | <p>CAASPP ELA and math scores</p>  |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                           | Metric(s) to Monitor Effectiveness                    |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                       |                                                       |
| 1.15              | <b>Action:</b><br>Collaborative Communication System<br><br><b>Need:</b><br>In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.<br><br>Out of eleven student groups: <ul style="list-style-type: none"> <li>• eight student groups did not increase from the prior year,</li> <li>• five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless</li> <li>• three maintained: English Learners, African American, and Students with Disabilities</li> </ul> Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities.<br><br><b>Scope:</b><br>LEA-wide | This provides all new teachers the opportunity to co-plan and collaborate with an established grade level teacher. The curriculum, instruction, and assessment support will support student learning. | CAASPP ELA and math scores                            |
| 2.2               | <b>Action:</b><br>Site Administrator Support of Portrait Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | There will be a focus on the "soft skills" students need to navigate relationships, course work, and the school environment.                                                                          | California Healthy Kids Survey connectedness results. |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless Youth.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                             |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                 | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Metric(s) to Monitor Effectiveness |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>2.3</b>        | <p><b>Action:</b><br/>Science Camp</p> <p><b>Need:</b><br/>CAASPP Science Achievement Growth is 30.18% of students meeting or exceeding proficiency.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                         | Science camps enhance CAASPP science proficiency by offering hands-on learning experiences that reinforce classroom concepts, spark curiosity, and foster collaboration among students, ultimately improving scientific understanding and readiness for standardized testing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | CAASPP Science Scores              |
| <b>2.4</b>        | <p><b>Action:</b><br/>Dual Language Immersion Program</p> <p><b>Need:</b><br/>In the area of English Learner Progress, there was a decline of 15.4%, resulting in a "red" color on the California Dashboard. Out of 49 students, 40.8% made progress towards English Language proficiency.</p> <p><b>Scope:</b><br/>Schoolwide</p> | Dual language programs support English learner progress by immersing students in both English and another language, typically their native language, through bilingual instruction and cultural relevance. These programs offer language support services, such as ESL instruction and tutoring, to supplement classroom learning. Teachers use differentiated instruction and encourage collaboration among students to meet diverse needs and foster language development. Additionally, parental involvement is encouraged to reinforce language skills and cultural identity outside of school. Overall, dual language programs provide a comprehensive approach to supporting English learners by creating a rich linguistic environment, tailored instruction, and collaborative learning opportunities. | English Learner Progress           |
| <b>2.5</b>        | <p><b>Action:</b><br/>Evaluate and Build a Supportive Infrastructure</p> <p><b>Need:</b></p>                                                                                                                                                                                                                                       | Technology aids student learning by providing access to diverse resources, enabling personalized instruction, fostering collaboration, promoting creativity, and developing digital literacy skills essential for future success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | CAASPP ELA                         |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                              | Metric(s) to Monitor Effectiveness |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.</p> <p>Out of eleven student groups, eight student groups did not increase from the prior year, five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless<br/>three maintained: English Learners, African American, and Students with Disabilities<br/>Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                          |                                    |
| <b>2.6</b>        | <p><b>Action:</b><br/>Music Teachers</p> <p><b>Need:</b><br/>~In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p>                                                                                                             | Music programs for kids lower suspension rates by fostering a sense of belonging, promoting discipline and self-control, reducing stress, enhancing academic performance, and contributing to a positive school climate. | Suspension Rate                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness        |
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|                   | <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American. Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                             |                                                                                             |                                           |
| 2.7               | <p><b>Action:</b><br/>Site Community Engagement</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American</p> | Sites can develop individualized systems of support to increase the engagement of students. | CAASPP ELA and scores and suspension rate |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                       | Metric(s) to Monitor Effectiveness |
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|                   | <p>Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless Youth.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                   |                                    |
| <b>2.10</b>       | <p><b>Action:</b><br/>Attendance Education</p> <p><b>Need:</b><br/>Redding Elementary School District students Chronic Absenteeism rate is 22.4%</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                       | Attendance education reduces chronic absenteeism by raising awareness about its importance, providing strategies to address barriers, and fostering a positive school environment that values regular attendance. | Chronic Absenteeism Rate           |
| <b>2.11</b>       | <p><b>Action:</b><br/>Data Management</p> <p><b>Need:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |                                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                    | Metric(s) to Monitor Effectiveness |
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|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                |                                    |
| 3.1               | <p><b>Action:</b><br/>Behavior Training and Students with Disabilities</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American.</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.</p> | Supporting staff through additional training on how to support student behavior will increase access for students to learning. | Suspension Rate                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                    | Metric(s) to Monitor Effectiveness |
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|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                |                                    |
| <b>3.2</b>        | <p><b>Action:</b><br/>Behavior Team</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American.</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Supporting staff through additional training on how to support student behavior will increase access for students to learning. | Suspension Rate                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                               | Metric(s) to Monitor Effectiveness |
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| 3.3               | <p><b>Action:</b><br/>Counselors and Support Team</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless Youth.</p> <p><b>Scope:</b></p> | Counselors will provide school wide, small group, and individual student support in order to increase access to learning. | Suspension Rate                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                | Metric(s) to Monitor Effectiveness |
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|                   | LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                            |                                    |
| 3.4               | <p><b>Action:</b><br/>Pre-Expulsion and Expulsion Rehabilitation Services</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless Youth.</p> | Additional support will be provided for students who need self regulation strategies and coping mechanisms in order to access the curriculum and learning. | Suspension Rate                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                             | Metric(s) to Monitor Effectiveness    |
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|                   | <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                         |                                       |
| 3.5               | <p><b>Action:</b><br/>On-Site Preparation Day</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension,</p> | <p>Providing additional time for teachers to prepare curriculum and the classroom environment to increase engagement will increase student learning and engagement.</p> | <p>Suspension Rate and CAASPP ELA</p> |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                 | Metric(s) to Monitor Effectiveness |
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|                   | <p>Students with Disabilities and Homeless Youth.</p> <p>In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.</p> <p>Out of eleven student groups, eight student groups did not increase from the prior year, five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless. Three maintained: English Learners, African American, and Students with Disabilities</p> <p>Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                             |                                    |
| 3.6               | <p><b>Action:</b><br/>Capturing Kids Hearts</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p>                                                                                                                                                            | Having a strong school culture that emphasizes the importance of relationships will help students feel connected to school. | Suspension Rate                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                             | Metric(s) to Monitor Effectiveness |
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|                   | <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless Youth.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                         |                                    |
| 3.7               | <p><b>Action:</b><br/>Behavior Alert System</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at</p>                                                                                                                                                                                                                                                                                                              | Notifying staff of student suspensions fosters early intervention and collaboration, leading to proactive behavior management and a more positive school climate, ultimately reducing suspension rates. | Suspension Rate                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                     | Metric(s) to Monitor Effectiveness |
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|                   | <p>3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless Youth.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                                                                                                                 |                                    |
| 3.8               | <p><b>Action:</b><br/>Where Everyone Belongs (WEB) Training</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California Dashboard. To show growth in this area, a district needs to decrease the suspension rate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | WEB (Where Everyone Belongs) programs reduce middle school suspension rates by fostering a positive school environment through peer mentorship, promoting a sense of belonging, and providing positive role models, leading to improved behavior and fewer disciplinary issues. | Suspension Rate                    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                        | Metric(s) to Monitor Effectiveness |
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|                   | <p>by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless Youth.</p> <p><b>Scope:</b><br/>Schoolwide</p> |                                                                                                                                                                                                                                                    |                                    |
| 3.9               | <p><b>Action:</b><br/>Breaking Down the Walls</p> <p><b>Need:</b><br/>In the area of Conditions and Climate (Suspension), RESD increased by 0.9%, resulting in an "orange" on the California</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Breaking Down the Walls decreases student suspensions by fostering empathy, improving relationships, and equipping students with conflict resolution skills, leading to a more positive school environment and reduced disciplinary issues.</p> | <p>Suspension Rate</p>             |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                             | Metric(s) to Monitor Effectiveness |
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|                   | <p>Dashboard. To show growth in this area, a district needs to decrease the suspension rate by 0.3% each year. The state goal for meeting standard in the area of Suspension is to be at 3%, or lower, district-wide in the suspension rate. Currently, RESD is at a 5.5% suspension rate.</p> <p>Out of eleven student groups, seven student groups increased from the prior year. The seven groups to see an increase in suspension rate are: All Students, American Indian, White, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and African American</p> <p>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p>Two student groups received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities and Homeless Youth.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                         |                                    |
| 4.2               | <p><b>Action:</b><br/>Translation Services</p> <p><b>Need:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Translating materials into a families primary language will help to support students in school by giving parents access to information. | English Learner Progress           |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                    | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                            | Metric(s) to Monitor Effectiveness |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>In the area of English Learner Progress, there was a decline of 15.4%, resulting in a "red" color on the California Dashboard. Out of 49 students, 40.8% made progress towards English language proficiency.</p> <p><b>Scope:</b><br/>LEA-wide</p> |                                                                                                                                                                                        |                                    |
| <b>4.5</b>        | <p><b>Action:</b><br/>Access to Home-to-School Transportation</p> <p><b>Need:</b><br/>Redding Elementary School District students have a Chronic Absenteeism rate of 22.4%.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                     | Providing free bussing removes transportation barriers, encouraging consistent school attendance by easing financial burdens, ensuring punctuality, and improving access to education. | Chronic Absenteeism Rate           |

### **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 |
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| <b>1.6</b>        | <p><b>Action:</b><br/>District ESL Coordinator and Support Team</p> <p><b>Need:</b></p> | To support staff in implementing ELL/SDAIE strategies. | CAASPP English Learner Progress    |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) are Designed to Address Need(s)                                               | Metric(s) to Monitor Effectiveness |
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|                   | <p>In the area of English Learner Progress, there was a decline of 15.4%, resulting in a "red" color on the California Dashboard. Out of 49 students, 40.8% made progress towards English Language proficiency.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                 |                                    |
| 1.11              | <p><b>Action:</b><br/>Support to Implement Core Instruction and Intervention Strategies</p> <p><b>Need:</b><br/>In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.</p> <p>Out of eleven student groups:</p> <ul style="list-style-type: none"> <li>• eight student groups did not increase from the prior year,</li> <li>• five student groups declined: All Students, Socioeconomically Disadvantaged, Hispanic, White, and Homeless</li> <li>• three maintained: English Learners, African American, and Students with Disabilities</li> </ul> <p>Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities</p> <p><b>Scope:</b></p> | By providing additional support to targeted student groups, achievement outcomes will increase. | ELA and math CAASPP scores.        |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                          | How the Action(s) are Designed to Address Need(s)                                        | Metric(s) to Monitor Effectiveness                  |
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|                   | Limited to Unduplicated Student Group(s)                                                                                                                                                                                                                                                                                    |                                                                                          |                                                     |
| <b>2.8</b>        | <p><b>Action:</b><br/>Foster Youth Transportation</p> <p><b>Need:</b><br/>Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | By providing transportation, when needed, it eliminates the barrier of accessing school. | Chronic Absenteeism for Foster Youth will decrease. |

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.

Not 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.

The additional concentration grant add-on funding was principally directed at sites with a student concentration of greater than 55% in the following areas: Literacy and Technology Support Teams (Goal 1 – Action 1.5); Early Education Opportunities (Goal 1 – Action 1.8); Information Technology Support (Goal 2 – Action 2.5); Behavioral Support (Goal 3 – Action 3.1).

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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                                                        | 21 to 1                                                         |
| Staff-to-student ratio of certificated staff providing direct services to students          | n/a                                                        | 24 to 1                                                         |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|-------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Totals    | \$28,583,309                                          | 7,202,583                                                                           | 25.199%                                                                                                | 0.059%                                                            | 25.258%                                                                                          |

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$7,851,011.00 | \$700,438.00      | \$0.00      | \$195,649.00  | \$8,747,098.00 | \$6,990,149.00  | \$1,756,949.00      |

| 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      | English Language Arts and Students with Disabilities                         | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$0.00          | \$75,000.00         | \$75,000.00  |                   |             |               | \$75,000.00  |                                         |
| 1      | 1.2      | Achievement, Suspension, Chronic Absenteeism, and Students with Disabilities | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$15,000.00     | \$0.00              | \$15,000.00  |                   |             |               | \$15,000.00  |                                         |
| 1      | 1.3      | Achievement and Students with Disabilities                                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$5,000.00      | \$0.00              | \$5,000.00   |                   |             |               | \$5,000.00   |                                         |
| 1      | 1.4      | Develop and implement Three Staff Development Days for Teachers.             | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$298,710.00    | \$0.00              | \$298,710.00 |                   |             |               | \$298,710.00 |                                         |
| 1      | 1.5      | Literacy and Tech Coaches                                                    | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$928,703.00    | \$0.00              | \$928,703.00 |                   |             |               | \$928,703.00 |                                         |
| 1      | 1.6      | District ESL Coordinator and Support Team                                    | English Learners                               | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools |           | \$182,954.00    | \$2,500.00          | \$185,454.00 |                   |             |               | \$185,454.00 |                                         |
| 1      | 1.7      | Collaboration Wednesdays                                                     | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$464,660.00    | \$0.00              | \$464,660.00 |                   |             |               | \$464,660.00 |                                         |

| 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      | 1.8      | Early Education Opportunities to Close Achievement Gap            | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                      |           | \$477,608.00    | \$0.00              | \$477,608.00 |                   |             |               | \$477,608.00 |                                         |
| 1      | 1.9      | School Leadership Teams                                           | All                                            | No                                              |                                          |                                                | All Schools                                      |           | \$0.00          | \$30,000.00         |              |                   |             | \$30,000.00   | \$30,000.00  |                                         |
| 1      | 1.10     | Learning Software                                                 | All                                            | No                                              |                                          |                                                | All Schools                                      |           | \$0.00          | \$234,000.00        |              | \$234,000.00      |             |               | \$234,000.00 |                                         |
| 1      | 1.11     | Support to Implement Core Instruction and Intervention Strategies | English Learners<br>Foster Youth<br>Low Income | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Juniper                        |           | \$95,212.00     | \$0.00              | \$95,212.00  |                   |             |               | \$95,212.00  |                                         |
| 1      | 1.12     | Math Adoption Cycle                                               | All                                            | No                                              |                                          |                                                | All Schools                                      |           | \$0.00          | \$0.00              | \$0.00       |                   |             |               | \$0.00       |                                         |
| 1      | 1.13     | Staff Development                                                 | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                      |           | \$20,385.00     | \$79,615.00         | \$100,000.00 |                   |             |               | \$100,000.00 |                                         |
| 1      | 1.14     | Mentoring                                                         | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                      |           | \$26,450.00     | \$0.00              | \$26,450.00  |                   |             |               | \$26,450.00  |                                         |
| 1      | 1.15     | Collaborative Communication System                                | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                      |           | \$0.00          | \$3,000.00          | \$3,000.00   |                   |             |               | \$3,000.00   |                                         |
| 1      | 1.16     | Site Planning                                                     | All                                            | No                                              |                                          |                                                | Specific Schools: Manzanita, Bonny View, Cypress |           | \$0.00          | \$52,000.00         | \$52,000.00  |                   |             |               | \$52,000.00  |                                         |
| 2      | 2.1      | Maintaining a Broad Course of Study                               | All                                            | No                                              |                                          |                                                | All Schools                                      |           | \$0.00          | \$0.00              | \$0.00       |                   |             |               | \$0.00       |                                         |
| 2      | 2.2      | Site Administrator Support of Portrait Competencies               | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                      |           | \$333,110.00    | \$0.00              | \$333,110.00 |                   |             |               | \$333,110.00 |                                         |
| 2      | 2.3      | Science Camp                                                      | English Learners<br>Foster Youth               | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth               | All Schools                                      |           | \$0.00          | \$176,377.00        | \$176,377.00 |                   |             |               | \$176,377.00 |                                         |

| 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                                     |                                                 |                                          | Low Income                                     |                                                             |           |                 |                     |              |                   |             |               |              |                                         |
| 2      | 2.4      | Dual Language Immersion Program                | English Learners<br>Foster Youth<br>Low Income | Yes                                             | School wide                              | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Sycamore                                  |           | \$544,222.00    | \$3,000.00          | \$547,222.00 |                   |             |               | \$547,222.00 |                                         |
| 2      | 2.5      | Evaluate and Build a Supportive Infrastructure | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                                 |           | \$191,724.00    | \$0.00              | \$191,724.00 |                   |             |               | \$191,724.00 |                                         |
| 2      | 2.6      | Music Teachers                                 | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                                 |           | \$525,557.00    | \$0.00              | \$525,557.00 |                   |             |               | \$525,557.00 |                                         |
| 2      | 2.7      | Site Community Engagement                      | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                                 |           | \$123,903.00    | \$176,097.00        | \$300,000.00 |                   |             |               | \$300,000.00 |                                         |
| 2      | 2.8      | Foster Youth Transportation                    | Foster Youth                                   | Yes                                             | Limited to Unduplicated Student Group(s) | Foster Youth                                   | All Schools                                                 |           | \$0.00          | \$10,000.00         | \$10,000.00  |                   |             |               | \$10,000.00  |                                         |
| 2      | 2.9      | Career Technical Education (CTE) Lab and Kits  | All                                            | No                                              |                                          |                                                | Specific Schools: Sequoia Mdle, Turtle Bay, and Juniper 6-8 |           | \$0.00          | \$2,000.00          | \$2,000.00   |                   |             |               | \$2,000.00   |                                         |
| 2      | 2.10     | Attendance Education                           | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                                 |           | \$0.00          | \$29,800.00         | \$29,800.00  |                   |             |               | \$29,800.00  |                                         |
| 2      | 2.11     | Data Management                                | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                                                 |           | \$177,490.00    | \$0.00              | \$177,490.00 |                   |             |               | \$177,490.00 |                                         |
| 2      | 2.12     | Attendance Communication                       | All                                            | No                                              |                                          |                                                | All Schools                                                 |           | \$0.00          | \$2,000.00          | \$2,000.00   |                   |             |               | \$2,000.00   |                                         |
| 2      | 2.13     | Dual Language Training and Coaching            | All                                            | No                                              |                                          |                                                | Specific Schools: Sycamore                                  |           | \$0.00          | \$10,000.00         |              |                   |             | \$10,000.00   | \$10,000.00  |                                         |

| Goal # | Action # | Action Title                                        | Student Group(s)                         | Contributing to Increased or Improved Services? | Scope       | Unduplicated Student Group(s)            | Location                                                           | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|-----------------------------------------------------|------------------------------------------|-------------------------------------------------|-------------|------------------------------------------|--------------------------------------------------------------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|-----------------------------------------|
|        |          |                                                     |                                          |                                                 |             |                                          | e                                                                  |           |                 |                     |                |                   |             |               |                |                                         |
| 3      | 3.1      | Behavior Training and Students with Disabilities    | English Learners Foster Youth Low Income | Yes                                             | LEA-wide    | English Learners Foster Youth Low Income | All Schools                                                        |           | \$95,663.00     | \$0.00              | \$95,663.00    |                   |             |               | \$95,663.00    |                                         |
| 3      | 3.2      | Behavior Team                                       | English Learners Foster Youth Low Income | Yes                                             | LEA-wide    | English Learners Foster Youth Low Income | All Schools                                                        |           | \$59,483.00     | \$0.00              | \$59,483.00    |                   |             |               | \$59,483.00    |                                         |
| 3      | 3.3      | Counselors and Support Team                         | English Learners Foster Youth Low Income | Yes                                             | LEA-wide    | English Learners Foster Youth Low Income | All Schools                                                        |           | \$1,198,382.00  | \$0.00              | \$1,053,733.00 |                   |             | \$144,649.00  | \$1,198,382.00 |                                         |
| 3      | 3.4      | Pre-Expulsion and Expulsion Rehabilitation Services | English Learners Foster Youth Low Income | Yes                                             | LEA-wide    | English Learners Foster Youth Low Income | All Schools                                                        |           | \$898,913.00    | \$2,500.00          | \$830,929.00   | \$70,484.00       |             |               | \$901,413.00   |                                         |
| 3      | 3.5      | On-Site Preparation Day                             | English Learners Foster Youth Low Income | Yes                                             | LEA-wide    | English Learners Foster Youth Low Income | All Schools                                                        |           | \$99,570.00     | \$0.00              | \$99,570.00    |                   |             |               | \$99,570.00    |                                         |
| 3      | 3.6      | Capturing Kids Hearts                               | English Learners Foster Youth Low Income | Yes                                             | LEA-wide    | English Learners Foster Youth Low Income | All Schools                                                        |           | \$9,372.00      | \$54,000.00         | \$63,372.00    |                   |             |               | \$63,372.00    |                                         |
| 3      | 3.7      | Behavior Alert System                               | English Learners Foster Youth Low Income | Yes                                             | LEA-wide    | English Learners Foster Youth Low Income | All Schools                                                        |           | \$0.00          | \$4,900.00          | \$4,900.00     |                   |             |               | \$4,900.00     |                                         |
| 3      | 3.8      | Where Everyone Belongs (WEB) Training               | English Learners Foster Youth Low Income | Yes                                             | School wide | English Learners Foster Youth Low Income | Specific Schools: Juniper, Sequoia Middle, and Turtle Bay 6th- 8th |           | \$0.00          | \$8,000.00          | \$8,000.00     |                   |             |               | \$8,000.00     |                                         |
| 3      | 3.9      | Breaking Down the Walls                             | English Learners Foster Youth Low Income | Yes                                             | LEA-wide    | English Learners Foster Youth Low Income | Specific Schools: Juniper, Sequoia Middle, and Turtle Bay          |           | \$0.00          | \$20,000.00         | \$20,000.00    |                   |             |               | \$20,000.00    |                                         |

| Goal # | Action # | Action Title                                                | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location                                     | Time Span  | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|-------------------------------------------------------------|------------------------------------------------|-------------------------------------------------|----------|------------------------------------------------|----------------------------------------------|------------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|-----------------------------------------|
|        |          |                                                             |                                                |                                                 |          |                                                | 6th- 8th                                     |            |                 |                     |              |                   |             |               |              |                                         |
| 3      | 3.10     | Monthly Site Inspections                                    | All                                            | No                                              |          |                                                | All Schools                                  |            | \$0.00          | \$12,500.00         | \$12,500.00  |                   |             |               | \$12,500.00  |                                         |
| 3      | 3.11     | Maintain Annual Maintenance Account                         | All                                            | No                                              |          |                                                | All Schools                                  |            | \$0.00          | \$25,000.00         | \$25,000.00  |                   |             |               | \$25,000.00  |                                         |
| 4      | 4.1      | Family Engagement                                           | All                                            | No                                              |          |                                                | All Schools                                  |            | \$0.00          | \$20,784.00         | \$20,784.00  |                   |             |               | \$20,784.00  |                                         |
| 4      | 4.2      | Translation Services                                        | English Learners                               | Yes                                             | LEA-wide | English Learners                               | All Schools                                  |            | \$0.00          | \$10,000.00         | \$10,000.00  |                   |             |               | \$10,000.00  |                                         |
| 4      | 4.3      | Implementing Effective School and District-Level Committees | All                                            | No                                              |          |                                                | All Schools                                  |            | \$0.00          | \$1,000.00          |              |                   |             | \$1,000.00    | \$1,000.00   |                                         |
| 4      | 4.4      | Implementing Meaningful Parent Engagement Nights            | All                                            | No                                              |          |                                                | All Schools                                  |            | \$0.00          | \$10,000.00         |              |                   |             | \$10,000.00   | \$10,000.00  |                                         |
| 4      | 4.5      | Access to Home-to-School Transportation                     | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools                                  |            | \$0.00          | \$525,000.00        | \$525,000.00 |                   |             |               | \$525,000.00 |                                         |
| 5      | 5.1      | Technology (College Prep Academy, CPA)                      | All                                            | No                                              |          |                                                | Specific Schools: College Prep Academy , CPA | June, 2024 | \$0.00          | \$19,755.00         |              | \$19,755.00       |             |               | \$19,755.00  |                                         |
| 5      | 5.2      | Art Supplies (CPA)                                          | All                                            | No                                              |          |                                                | Specific Schools: College Prep Academy , CPA |            | \$0.00          | \$5,000.00          |              | \$5,000.00        |             |               | \$5,000.00   |                                         |
| 5      | 5.3      | Instructional materials (CPA)                               | All                                            | No                                              |          |                                                | Specific Schools: College Prep Academy , CPA |            | \$0.00          | \$31,786.00         |              | \$31,786.00       |             |               | \$31,786.00  |                                         |
| 5      | 5.4      | Reading Support (CPA)                                       | All                                            | No                                              |          |                                                | Specific Schools: College Prep Academy , CPA |            | \$31,786.00     | \$0.00              |              | \$31,786.00       |             |               | \$31,786.00  |                                         |
| 5      | 5.5      | Experiential Learning Field Trips (CPA)                     | All                                            | No                                              |          |                                                | Specific Schools:                            |            | \$0.00          | \$5,000.00          |              | \$5,000.00        |             |               | \$5,000.00   |                                         |

| Goal # | Action # | Action Title                                        | Student Group(s)           | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location                                                 | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|-----------------------------------------------------|----------------------------|-------------------------------------------------|-------|-------------------------------|----------------------------------------------------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|-----------------------------------------|
|        |          |                                                     |                            |                                                 |       |                               | College Prep Academy , CPA                               |           |                 |                     |            |                   |             |               |             |                                         |
| 5      | 5.6      | Teacher (Cypress)                                   | All                        | No                                              |       |                               | Specific Schools: Cypress                                |           | \$96,292.00     | \$0.00              |            | \$96,292.00       |             |               | \$96,292.00 |                                         |
| 5      | 5.7      | Staffing (Cypress)                                  | All                        | No                                              |       |                               | Specific Schools: Cypress                                |           | \$50,000.00     | \$0.00              |            | \$50,000.00       |             |               | \$50,000.00 |                                         |
| 5      | 5.8      | Staffing (Cypress)                                  | All                        | No                                              |       |                               | Specific Schools: Cypress                                |           | \$0.00          | \$66,335.00         |            | \$66,335.00       |             |               | \$66,335.00 |                                         |
| 5      | 5.9      | Training (Cypress)                                  | All                        | No                                              |       |                               | Specific Schools: Cypress                                |           | \$5,000.00      | \$0.00              |            | \$5,000.00        |             |               | \$5,000.00  |                                         |
| 5      | 5.10     | Coach (Cypress)                                     | All                        | No                                              |       |                               | Specific Schools: Cypress                                |           | \$35,000.00     | \$0.00              |            | \$35,000.00       |             |               | \$35,000.00 |                                         |
| 5      | 5.11     | Positive Behavior Support (Redding Achieve)         | Students with Disabilities | No                                              |       |                               | Specific Schools: Redding Achieve (Community Day School) |           | \$0.00          | \$7,650.00          |            | \$7,650.00        |             |               | \$7,650.00  |                                         |
| 5      | 5.12     | Student Engagement Support (Redding Achieve)        | All                        | No                                              |       |                               | Specific Schools: Redding Achieve (Community Day School) |           | \$0.00          | \$2,150.00          |            | \$2,150.00        |             |               | \$2,150.00  |                                         |
| 5      | 5.13     | Student Climate Support (Redding Achieve)           | All                        | No                                              |       |                               | Specific Schools: Redding Achieve (Community Day School) |           | \$0.00          | \$38,450.00         |            | \$38,450.00       |             |               | \$38,450.00 |                                         |
| 5      | 5.14     | Monitoring and Evaluating Systems (Redding Achieve) | All                        | No                                              |       |                               | Specific Schools: Redding Achieve (Community Day         |           | \$0.00          | \$1,750.00          |            | \$1,750.00        |             |               | \$1,750.00  |                                         |

| 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 |
|--------|----------|--------------|------------------|-------------------------------------------------|-------|-------------------------------|---------------------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|-----------------------------------------|
|        |          |              |                  |                                                 |       |                               | School)                   |           |                 |                     |            |                   |             |               |             |                                         |
| 5      | 5.15     |              | All              | No                                              |       |                               | Specific Schools: Cypress |           |                 |                     |            |                   |             |               |             |                                         |
| 5      | 5.16     |              | All              | No                                              |       |                               |                           |           |                 |                     |            |                   |             |               |             |                                         |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|------------------|
| \$28,583,309                 | 7,202,583                                                  | 25.199%                                                                                             | 0.059%                                                   | 25.258%                                                                                       | \$7,736,727.00                                          | 0.000%                                               | 27.067 %                                                                                               | <b>Total:</b>            | \$7,736,727.00   |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>LEA-wide Total:</b>   | \$6,890,839.00   |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Limited Total:</b>    | \$290,666.00     |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Schoolwide Total:</b> | \$555,222.00     |

| 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      | English Language Arts and Students with Disabilities                         | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$75,000.00                                                |                                             |
| 1    | 1.2      | Achievement, Suspension, Chronic Absenteeism, and Students with Disabilities | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$15,000.00                                                |                                             |
| 1    | 1.3      | Achievement and Students with Disabilities                                   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$5,000.00                                                 |                                             |
| 1    | 1.4      | Develop and implement Three Staff Development Days for Teachers.             | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$298,710.00                                               |                                             |
| 1    | 1.5      | Literacy and Tech Coaches                                                    | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$928,703.00                                               |                                             |
| 1    | 1.6      | District ESL Coordinator and Support Team                                    | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$185,454.00                                               |                                             |
| 1    | 1.7      | Collaboration Wednesdays                                                     | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth               | All Schools | \$464,660.00                                               |                                             |

| Goal | Action # | Action Title                                                      | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location                   | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-------------------------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|----------------------------|------------------------------------------------------------|---------------------------------------------|
|      |          |                                                                   |                                                 |                                          | Low Income                                     |                            |                                                            |                                             |
| 1    | 1.8      | Early Education Opportunities to Close Achievement Gap            | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                | \$477,608.00                                               |                                             |
| 1    | 1.11     | Support to Implement Core Instruction and Intervention Strategies | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Juniper  | \$95,212.00                                                |                                             |
| 1    | 1.13     | Staff Development                                                 | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                | \$100,000.00                                               |                                             |
| 1    | 1.14     | Mentoring                                                         | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                | \$26,450.00                                                |                                             |
| 1    | 1.15     | Collaborative Communication System                                | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                | \$3,000.00                                                 |                                             |
| 2    | 2.2      | Site Administrator Support of Portrait Competencies               | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                | \$333,110.00                                               |                                             |
| 2    | 2.3      | Science Camp                                                      | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                | \$176,377.00                                               |                                             |
| 2    | 2.4      | Dual Language Immersion Program                                   | Yes                                             | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Sycamore | \$547,222.00                                               |                                             |
| 2    | 2.5      | Evaluate and Build a Supportive Infrastructure                    | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                | \$191,724.00                                               |                                             |
| 2    | 2.6      | Music Teachers                                                    | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                | \$525,557.00                                               |                                             |
| 2    | 2.7      | Site Community Engagement                                         | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                | \$300,000.00                                               |                                             |
| 2    | 2.8      | Foster Youth Transportation                                       | Yes                                             | Limited to Unduplicated Student Group(s) | Foster Youth                                   | All Schools                | \$10,000.00                                                |                                             |
| 2    | 2.10     | Attendance Education                                              | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth               | All Schools                | \$29,800.00                                                |                                             |

| Goal | Action # | Action Title                                        | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s)                  | Location                                                           | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-----------------------------------------------------|-------------------------------------------------|------------|------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------|
|      |          |                                                     |                                                 |            | Low Income                                     |                                                                    |                                                            |                                             |
| 2    | 2.11     | Data Management                                     | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                        | \$177,490.00                                               |                                             |
| 3    | 3.1      | Behavior Training and Students with Disabilities    | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                        | \$95,663.00                                                |                                             |
| 3    | 3.2      | Behavior Team                                       | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                        | \$59,483.00                                                |                                             |
| 3    | 3.3      | Counselors and Support Team                         | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                        | \$1,053,733.00                                             |                                             |
| 3    | 3.4      | Pre-Expulsion and Expulsion Rehabilitation Services | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                        | \$830,929.00                                               |                                             |
| 3    | 3.5      | On-Site Preparation Day                             | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                        | \$99,570.00                                                |                                             |
| 3    | 3.6      | Capturing Kids Hearts                               | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                        | \$63,372.00                                                |                                             |
| 3    | 3.7      | Behavior Alert System                               | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | All Schools                                                        | \$4,900.00                                                 |                                             |
| 3    | 3.8      | Where Everyone Belongs (WEB) Training               | Yes                                             | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Juniper, Sequoia Middle, and Turtle Bay 6th- 8th | \$8,000.00                                                 |                                             |
| 3    | 3.9      | Breaking Down the Walls                             | Yes                                             | LEA-wide   | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Juniper, Sequoia Middle, and Turtle Bay 6th- 8th | \$20,000.00                                                |                                             |
| 4    | 4.2      | Translation Services                                | Yes                                             | LEA-wide   | English Learners                               | All Schools                                                        | \$10,000.00                                                |                                             |
| 4    | 4.5      | Access to Home-to-School Transportation             | Yes                                             | LEA-wide   | English Learners<br>Foster Youth               | All Schools                                                        | \$525,000.00                                               |                                             |

| 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                    |          |                                                            |                                             |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|------------------------------------------------------|--------------------------------------------|
| Totals | \$7,768,708.00                                       | \$8,250,320.00                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                        | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
| 1                  | 1.1                  | Develop and implement 3 Staff Development Days for Teachers.      | Yes                                            | \$262,931.00                                   | \$288,786                                         |
| 1                  | 1.2                  | Literacy and Tech Coaches                                         | Yes                                            | \$1,132,407.00                                 | \$1,106,426                                       |
| 1                  | 1.3                  | Increased Intervention                                            | No                                             | \$274,500.00                                   | \$404,923                                         |
| 1                  | 1.4                  | District ESL Coordinator and Support Team                         | Yes                                            | \$182,305.00                                   | \$179,823                                         |
| 1                  | 1.5                  | NGSS Framework                                                    | No                                             | \$18,000.00                                    | \$125,000                                         |
| 1                  | 1.6                  | School Leadership Teams                                           | No                                             | \$30,000.00                                    | \$30,000                                          |
| 1                  | 1.7                  | Collaboration Wednesdays                                          | Yes                                            | \$420,690.00                                   | \$423,553                                         |
| 1                  | 1.8                  | Learning Software                                                 | No                                             | \$120,000.00                                   | \$115,000                                         |
| 1                  | 1.9                  | Support to Implement Core Instruction and Intervention Strategies | No                                             | \$97,000.00                                    | \$94,422                                          |
| 1                  | 1.10                 | Math Adoption Cycle                                               | No                                             | \$2,250.00                                     | \$0                                               |
| 1                  | 1.11                 | Professional Development and Site Visitation                      | No                                             | \$50,000.00                                    | \$50,000                                          |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                             | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                                                        |                                                |                                                |                                                   |
| 1                  | 1.12                 | Analytics for Achievement, Engagement, and Climate     | No                                             | \$16,220.00                                    | \$15,000                                          |
| 1                  | 1.13                 | Staff Development                                      | Yes                                            | \$150,000.00                                   | \$178,998                                         |
| 1                  | 1.14                 | California Reading Literacy Project                    | No                                             | \$10,000.00                                    | \$10,000                                          |
| 1                  | 1.15                 | Reading - Coaching K-3 Literacy                        | No                                             | \$8,000.00                                     | \$8,000                                           |
| 1                  | 1.16                 | Math Committee                                         | No                                             | \$2,000.00                                     | \$0                                               |
| 1                  | 1.17                 | Middle School math                                     | No                                             | \$76,000.00                                    | \$0                                               |
| 1                  | 1.18                 | Staff Development                                      | No                                             | \$45,000.00                                    | \$0                                               |
| 1                  | 1.19                 | Early Education Opportunities to Close Achievement Gap | Yes                                            | \$245,000.00                                   | \$245,000                                         |
| 1                  | 1.20                 | Collaborative Communication System                     | No                                             | \$3,000.00                                     | \$3,000                                           |
| 2                  | 2.1                  | Maintaining a Broad Course of Study                    | No                                             | \$0.00                                         | \$0                                               |
| 2                  | 2.2                  | Site Administrator Support of Portrait Competencies    | Yes                                            | \$327,819.00                                   | \$501,229                                         |
| 2                  | 2.3                  | "Wes Camp" Like Activities                             | Yes                                            | \$85,000.00                                    | \$73,401                                          |
| 2                  | 2.4                  | Dual Language Immersion Program                        | Yes                                            | \$581,769.00                                   | \$565,422                                         |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                          | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-----------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                                                     |                                                |                                                |                                                   |
| 2                  | 2.5                  | Portrait of a Graduate                              | No                                             | \$5,000.00                                     | \$5,000                                           |
| 2                  | 2.6                  | Evaluate and Build a Supportive Infrastructure      | Yes                                            | \$350,000.00                                   | \$350,000                                         |
| 2                  | 2.7                  | Music Teachers                                      | No                                             | \$450,000.00                                   | \$554,134                                         |
| 2                  | 2.8                  | Site Community Engagement                           | Yes                                            | \$360,000.00                                   | \$300,000                                         |
| 3                  | 3.1                  | Monthly Site Inspections                            | No                                             | \$12,500.00                                    | \$12,500                                          |
| 3                  | 3.2                  | Maintain Annual Maintenance Account                 | No                                             | \$5,500.00                                     | \$60,137                                          |
| 3                  | 3.3                  | Counselors                                          | Yes                                            | \$792,544.00                                   | \$918,568                                         |
| 3                  | 3.4                  | On-site Preparation Day                             | Yes                                            | \$87,644.00                                    | \$96,262                                          |
| 3                  | 3.5                  | Pre-Expulsion and Expulsion Rehabilitation Services | Yes                                            | \$819,879.00                                   | \$681,312                                         |
| 3                  | 3.6                  |                                                     |                                                | \$35,000.00                                    | \$39,374                                          |
| 3                  | 3.7                  | Foster Youth Enrollment                             | Yes                                            | \$250.00                                       | \$250                                             |
| 3                  | 3.8                  | Foster Youth Transportation                         | No                                             | \$10,000.00                                    | \$5,000                                           |
| 3                  | 3.9                  | Students with Disabilities                          | No                                             | \$500.00                                       | \$500                                             |
| 3                  | 3.10                 | Students with Disabilities                          | No                                             | \$15,000.00                                    | \$15,000                                          |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                  | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                                                             |                                                |                                                |                                                   |
| 3                  | 3.11                 | Restorative Practices                                       | No                                             | \$20,000.00                                    | \$20,000                                          |
| 3                  | 3.12                 | American Indian Quarterly Collaboration Calls               | No                                             | \$0.00                                         | \$0                                               |
| 3                  | 3.14                 | Web Training                                                | No                                             | \$2,000.00                                     | \$2,000                                           |
| 4                  | 4.1                  | Translation Services                                        | Yes                                            | \$12,000.00                                    | \$8,000                                           |
| 4                  | 4.2                  | School Messenger                                            | No                                             | \$5,000.00                                     | \$4,500                                           |
| 4                  | 4.3                  | Access to Tools to Increase Parent Engagement               | No                                             | \$80,000.00                                    | \$70,000                                          |
| 4                  | 4.4                  | Implementing Effective School and District-Level Committees | No                                             | \$1,000.00                                     | \$0                                               |
| 4                  | 4.5                  | Implementing Meaningful Engagement Opportunities            | Yes                                            | \$10,000.00                                    | \$10,000                                          |
| 4                  | 4.6                  | Access to Home-to-School Transportation                     | Yes                                            | \$525,000.00                                   | \$650,000                                         |
| 4                  | 4.7                  | Community Connect                                           | No                                             | \$0.00                                         | \$0                                               |
| 4                  | 4.8                  | Parent Notification                                         | Yes                                            | \$30,000.00                                    | \$29,800                                          |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|
| \$6,623,660                                                                      | \$6,375,238.00                                          | \$6,606,830.00                                                        | (\$231,592.00)                                                                                     | 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                  | Develop and implement 3 Staff Development Days for Teachers. | Yes                                             | \$262,931.00                                                           | \$288,786                                                                 |                                         |                                                                     |
| 1                  | 1.2                  | Literacy and Tech Coaches                                    | Yes                                             | \$1,132,407.00                                                         | \$1,106,426                                                               |                                         |                                                                     |
| 1                  | 1.4                  | District ESL Coordinator and Support Team                    | Yes                                             | \$182,305.00                                                           | \$179,823                                                                 |                                         |                                                                     |
| 1                  | 1.7                  | Collaboration Wednesdays                                     | Yes                                             | \$420,690.00                                                           | \$423,553                                                                 |                                         |                                                                     |
| 1                  | 1.13                 | Staff Development                                            | Yes                                             | \$150,000.00                                                           | \$178,998                                                                 |                                         |                                                                     |
| 1                  | 1.19                 | Early Education Opportunities to Close Achievement Gap       | Yes                                             | \$245,000.00                                                           | \$245,000                                                                 |                                         |                                                                     |
| 2                  | 2.2                  | Site Administrator Support of Portrait Competencies          | Yes                                             | \$327,819.00                                                           | \$501,229                                                                 |                                         |                                                                     |
| 2                  | 2.3                  | "Wes Camp" Like Activities                                   | Yes                                             | \$85,000.00                                                            | \$73,401                                                                  |                                         |                                                                     |
| 2                  | 2.4                  | Dual Language Immersion Program                              | Yes                                             | \$581,769.00                                                           | \$565,422                                                                 |                                         |                                                                     |
| 2                  | 2.6                  | Evaluate and Build a Supportive Infrastructure               | Yes                                             | \$350,000.00                                                           | \$350,000                                                                 |                                         |                                                                     |
| 2                  | 2.8                  | Site Community Engagement                                    | Yes                                             | \$360,000.00                                                           | \$300,000                                                                 |                                         |                                                                     |
| 3                  | 3.3                  | Counselors                                                   | Yes                                             | \$792,544.00                                                           | \$918,568                                                                 |                                         |                                                                     |
| 3                  | 3.4                  | On-site Preparation Day                                      | Yes                                             | \$87,644.00                                                            | \$96,262                                                                  |                                         |                                                                     |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                          | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|-----------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|
| 3                  | 3.5                  | Pre-Expulsion and Expulsion Rehabilitation Services | Yes                                             | \$819,879.00                                                           | \$681,312                                                                 |                                         |                                                                     |
| 3                  | 3.7                  | Foster Youth Enrollment                             | Yes                                             | \$250.00                                                               | \$250                                                                     |                                         |                                                                     |
| 4                  | 4.1                  | Translation Services                                | Yes                                             | \$12,000.00                                                            | \$8,000                                                                   |                                         |                                                                     |
| 4                  | 4.5                  | Implementing Meaningful Engagement Opportunities    | Yes                                             | \$10,000.00                                                            | \$10,000                                                                  |                                         |                                                                     |
| 4                  | 4.6                  | Access to Home-to-School Transportation             | Yes                                             | \$525,000.00                                                           | \$650,000                                                                 |                                         |                                                                     |
| 4                  | 4.8                  | Parent Notification                                 | Yes                                             | \$30,000.00                                                            | \$29,800                                                                  |                                         |                                                                     |

## 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| \$28,619,239                                              | \$6,623,660                                                       |                                                          | 23.144%                                                                                                         | \$6,606,830.00                                                               | 0.000%                                                        | 23.085%                                                                                    | \$16,830.00                                                                | 0.059%                                            |

# 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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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