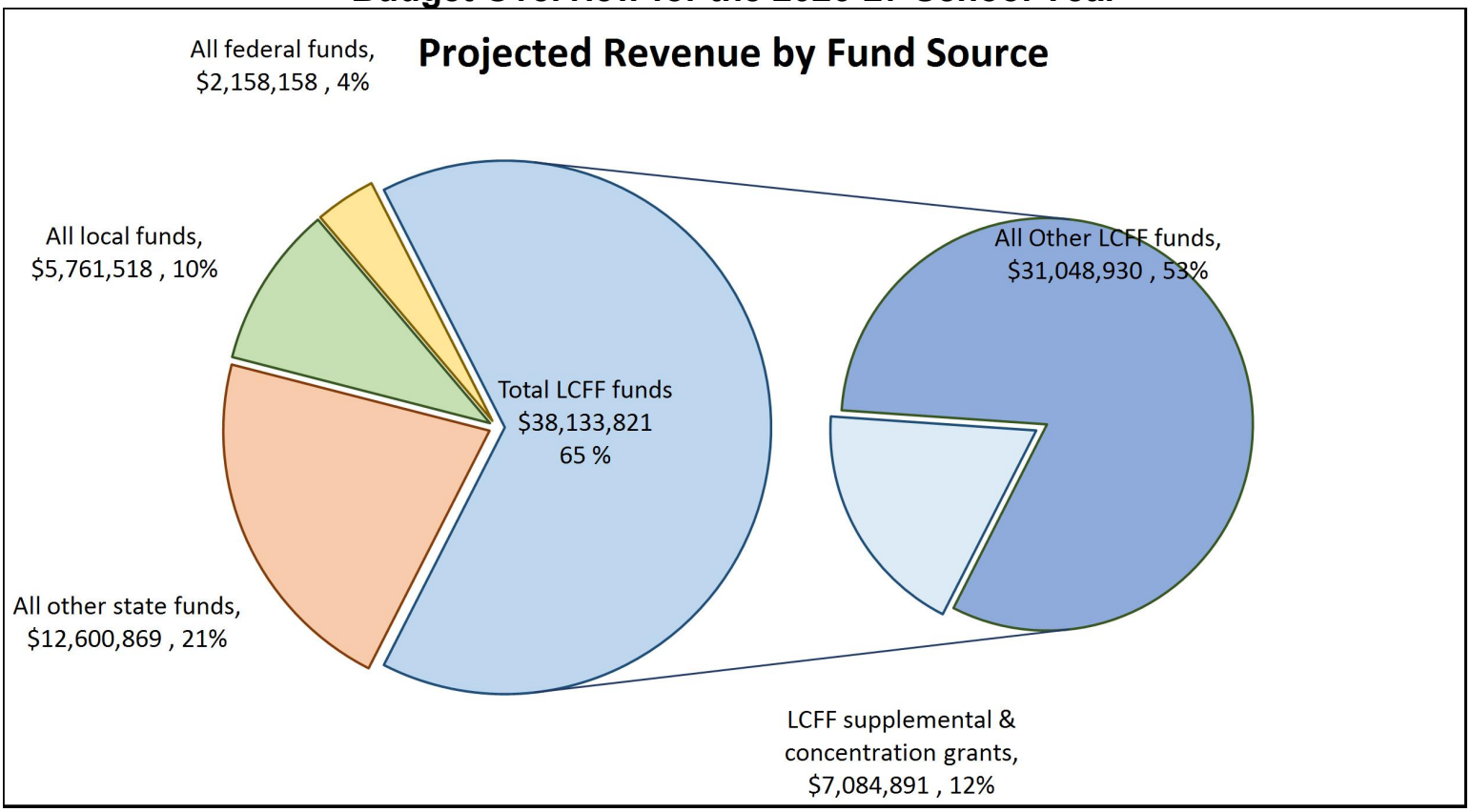
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redding Elementary School District
CDS Code: 45 70110 0000000
School Year: 2026-27
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 2026-27 School Year



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 $58,654,366, of which $38,133,821 is Local Control Funding Formula (LCFF), $12,600,869 is other state funds, $5,761,518 is local funds, and $2,158,158 is federal funds. Of the $38,133,821 in LCFF Funds,

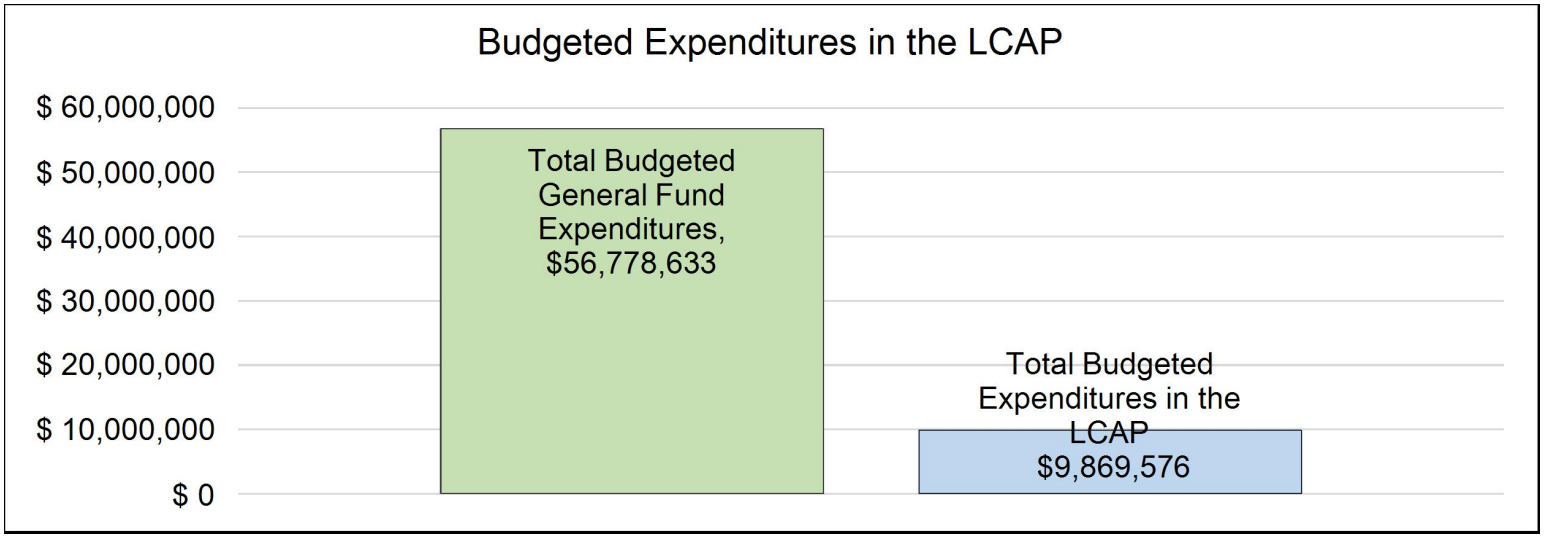
$7,084,891 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redding Elementary School District plans to spend $56,778,633 for the 2026-27 school year. Of that amount, $9,869,576 is tied to actions/services in the LCAP and $46,909,057 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

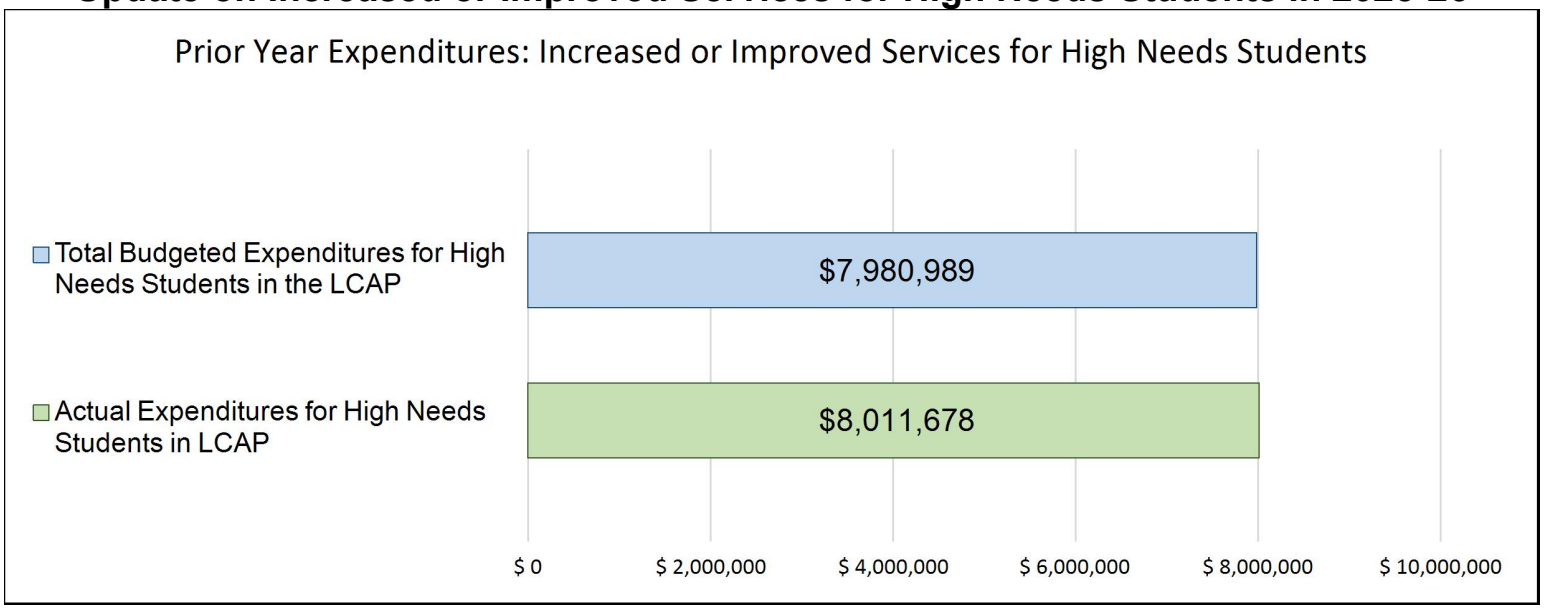
The District's budget other than specific actions noted in the LCAP consists of general operating expenditures, such as general education classroom Teachers, Special Education services, Instructional Assistants, Instructional Materials, Transportation services, Athletics, Utilities, Custodial services, Maintenance services, Technology Support, and general supplies.

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

In 2026-27, Redding Elementary School District is projecting it will receive $7,084,891 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 $7,834,679 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Redding Elementary School District's LCAP budgeted $7,980,989 for planned actions to increase or improve services for high needs students. Redding Elementary School District actually spent $8,011,678 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $30,689 had the following impact on Redding Elementary School District’s ability to increase or improve services for high needs students:

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 [2026-27]

General Information

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

PROFILE: The Redding Elementary School District (RESD) 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 58.06% White, 22.05% Hispanic, 1.9% Asian, 3.33% American Indian or Alaska Native, 2.09% African American, 9.39% Two or More Races, and 0.54% Filipino. The District's total unduplicated percentage is 72% which consists of 72% Low Income, 1% Foster Youth, and 2% 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.

Redding Elementary School District has three Equity Multiplier schools: Juniper, Redding Achieve, and Cypress (College Prep Academy was categorized as this for 24-25, but no longer qualifies). Goal five reflects specific actions to support more positive outcomes for students of high poverty (over 70%) and mobility (over 25%).

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 (RESD) has areas of success and areas of identified need.

2023-2024 (CAASPP data 2022-2023)
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.

2024-2025 (CAASPP data 2023-2024)
SUCCESSES:
~Robust professional development opportunities for all staff.

~implementation of a Paxton-Patterson College and Career Exploration Lab at Sequoia Middle School.

~In the area of math, RESD maintained by an increase of 0.1 points, resulting in an "orange" on the California Dashboard. (Action 1.4, Action 1.5, Action 1.7, Action 1.12, Action 1.14, Action 3.5)

~In the area of English Language Arts, RESD maintained by increasing 2.6 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)

~Declined in the area of suspension by 0.4%

~Declined in the area of Chronic Absenteeism by 4.8% resulting in a "yellow" on the California Dashboard. 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 17.6% chronic absenteeism rate.

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

~Out of 15 student groups participating in the CAASPP, eleven student groups met the participation rate of 95% in both English Language Arts and math.

2025-2026 (CAASPP data 2024-2025)
SUCCESSES:
~Robust professional development opportunities for all staff.

~implementation of a Paxton-Patterson College and Career Exploration Lab at Turtle Bay, Redding Achieve, and Juniper.

~Declined in the area of Chronic Absenteeism by 2.2%.

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

~Homeless and African American students decreased in Suspension rate.

IDENTIFIED NEED BY DISTRICT: (Action 1.9)

2023-2024 (CAASPP data 2022-2023)
~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)

2024-2025 (CAASPP data 2023-2024)
~RESD has a Chronic Absenteeism rate of 17.6%. (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) (growth)

2025-2026 (CAASPP data 2024-2025)
~RESD has a Chronic Absenteeism rate of 15.4%. (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) (growth)

2023-2024 (CAASPP data 2022-2023)
~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)

2024-2025 (CAASPP data 2023-2024)
~In the area of English Language Arts, RESD maintained by increasing 2.6 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, seven student groups did not increase from the prior year,
~~~~four student groups declined: Asian, American Indian, English Learners, and Students with Disabilities
~~~~three maintained: Hispanic, White, Socioeconomically Disadvantaged
~~~~One student group is in the "red" on the California Dashboard, Students with Disabilities. (Action 1.1, 1.2, 1.3)

2025-2026 (CAASPP data 2024-2025)
~In the area of English Language Arts, RESD maintained by decreasing 1.5 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) (maintained)
~~ Out of eleven student groups, nine student groups did not increase from the prior year,
~~~~three student groups declined: African American, American Indian, Foster Youth
~~~~six maintained: Students with Disabilities, English Learners, Hispanic, Two or More Races, White, Socioeconomically Disadvantaged
~~~~two student groups are in the "red" on the California Dashboard, Students with Disabilities and African Americans. (Action 1.1, 1.2, 1.3)

2023-2024 (CAASPP data 2022-2023)
~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)

2024-2025 (CAASPP data 2023-2024)
~In the area of Conditions and Climate (Suspension), RESD decreased by 0.4%, resulting in an "yellow" 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 5.1% suspension rate. (growth)
~~Out of eleven student groups, three student groups increased from the prior year.
~~~~The three groups to see an increase in suspension rate are: Homeless, Students with Disabilities, and African American
~~~~Three student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, 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)

2025-2026 (CAASPP data 2024-2025)
~In the area of Conditions and Climate (Suspension), RESD increased by 0.6%, 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 5.7% suspension rate. (decrease)
~~Out of eleven student groups, seven student groups increased from the prior year.
~~~~The seven groups to see an increase in suspension rate are: American Indian, Foster Youth, Socioeconomically Disadvantaged, White, Students with Disabilities, Hispanic, Two or More Races
~~~~Five student groups are in the "red" on the California Dashboard: American Indian, Foster Youth, Socioeconomically Disadvantaged, White, 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)
~~~~

2023-2024 (CAASPP data 2022-2023)
~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)

2024-2025 (CAASPP data 2023-2024)
~One student group received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities. (Action 1.1, Action 1.2, Action 1.14, Action 1.15, Action 2.5, Action 3.1, Action 3.2, Action 3.3)

2025-2026 (CAASPP data 2024-2025)
~One student group received a "red" color on the California Dashboard in the areas of English Language Arts and Suspension, Students with Disabilities. (Action 1.1, Action 1.2, Action 1.14, Action 1.15, Action 2.5, Action 3.1, Action 3.2, Action 3.3) (maintained)

2023-2024 (CAASPP data 2022-2023)
~CAASPP Science Achievement is 30.18% of students meeting or exceeding proficiency. (Action 1.13, Action 1.14, Action 2.3)

2024-2025 (CAASPP data 2023-2024)
~CAASPP Science Achievement is 30.70% of students meeting or exceeding proficiency. (Action 1.13, Action 1.14, Action 2.3) (growth)

2025-2026 (CAASPP data 2024-2025)
~CAASPP Science Achievement is 32.66% of students meeting or exceeding proficiency. (Action 1.13, Action 1.14, Action 2.3) (growth)

2023-2024 (CAASPP data 2022-2023)
~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)

2024-2025 (CAASPP data 2023-2024)
~In the area of English Learner Progress, there was an increase of 11.2%, resulting in a "green" color on the California Dashboard. Out of 50 students, 52% 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) (growth)

2025-2026 (CAASPP data 2024-2025)
~In the area of English Learner Progress, there was a decrease of 6.1%, resulting in an "orange" color on the California Dashboard. Out of 61 students, 45.9% 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) (decrease)

2023-2024 (CAASPP data 2022-2023)

~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%

2024-2025 (CAASPP data 2023-2024)
~Out of 15 student groups participating in the CAASPP, four student groups did not meet the participation rate of 95% in English Language Arts and math.
~~English Language Arts: Foster Youth are at 94%; Homeless are at 94%; Students with Disabilities are at 92%; Native Hawaiian or Pacific Islander are at 83% (5 out of 6 students completed the test)

2025-2026 (CAASPP data 2024-2025)
~Out of 14 student groups participating in the CAASPP, one student group (Long Term English Learners, 8 out of 9 students completed the CAASPP for ELA) did not meet the participation rate of 95% in English Language Arts.

2023-2024 (CAASPP data 2022-2023)
~~Math: Foster Youth are at 94%; Homeless are at 94%; Students with Disabilities are at 94%; American Indian or Alaskan Native is at 94%

2024-2025 (CAASPP data 2023-2024)
~~Math: English Learners are at 92%; Students with Disabilities are at 92%; American Indian or Alaskan Native is at 83% (5 out of 6 students completed the test)

2025-2026 (CAASPP data 2024-2025)
~Math: Out of 14 student groups, one did not meet the 95% participation rate for the CAASPP, Long-Term English Learners (LTEL). The LTEL's had a 78% participation rate in math (7 out of 9 students completed the CAASPP for math).

2025-2026 (CAASPP data 2024-2025)
~~Math: Long-Term English Learners is at 78% (7 out of 9 students completed the CAASPP)

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. (2022-2023)
2023-2024 In the area of suspension, BV received an "orange" color overall on the California Dashboard; one student group fell within the "red", Students with Disabilities. (progress)

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. (2022-2023)
2023-2024 In the area of Suspension, CY received a "red" color overall on the California Dashboard; four student groups fell within the "red": Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White. (no progress per data, but actions for the 2023-2024 LCAP were implemented in 2024-2025)

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. (2022-2023)
2023-2024 Identified as an Additional Targeted Support and Improvement (ATSI) school in the areas of Chronic Absenteeism and Suspension for Students with Disabilities. (no progress per data, but actions for the 2023-2024 LCAP were implemented in 2024-2025)

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. (2022-2023)
2023-2024 In the area of Suspension, JU received an "orange" color overall on the California Dashboard; zero student groups fell within the "red". (progress)

Manzanita
In the area of Chronic Absenteeism one student group received a "red" color on the California Dashboard, Hispanic. (2022-2023)
2023-2024 In the area of Chronic Absenteeism zero student groups received a "red" color on the California Dashboard. (progress)

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. (2022-2023)
2023-2024 In the area of Suspension, SQ received a "yellow" color overall on the California Dashboard; one student group fell within the "red", Two or More Races. (progress)

Sycamore
In the area of Suspension one student group received a "red" color on the California Dashboard, Students with Disabilities. (2022-2023)
2023-2024 In the area of Suspension zero student groups received a "red" color on the California Dashboard. (progress)

Identified as an Additional Targeted Support and Improvement (ATSI) school in the area of Suspension and Students with Disabilities. (2022-2023)
2023-2024 No longer identified as an Additional Targeted Support and Improvement (ATSI) school (progress)

2025-2026 (CAASPP data 2024-2025)
Manzanita, Juniper, and Turtle Bay will address in the School Plan for Student Achievement Students With Disabilities scoring "red" in ELA.

Manzanita, Juniper, and Sycamore will address in the School Plan for Student Achievement Students With Disabilities scoring "red" in Suspension rate.

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.

The District has expended its Learning Recovery Emergency Block Grant funds. In March, the District completed a needs assessment should the Governor distribute more Learning Recovery Emergency Block Grant funds in the upcoming 2025-2026 budget.

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 (RESD) is eligible for technical assistance from Shasta County Office of Education (SCOE). This technical assistance is defined as Differentiated Assistance. SCOE will support RESD in the area of English Language Arts and Suspension for Students with Disabilities (SWD) 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. (2022-2023)

2023-2024 regardless of results on the 2023-2024 California Dashboard, SWD's will remain in Differentiated Assistance until the 2025 score results (pending positive growth). The 2025 score results reflect Students With Disabilities (SWD) in the "red" for ELA, "orange" in math, and "red" in Suspension rate. Therefore, RSD continues to be in Differentiated Assistance for SWD's.

2023-2024 Redding Elementary School District (RESD) is eligible for technical assistance from Shasta County Office of Education (SCOE). This technical assistance is defined as Differentiated Assistance. SCOE will support RESD in the area of Math, Chronic Absenteeism, and Suspension due to these three student groups receiving a "red" performance color in these areas, Homeless, African American, and Students with Disabilities. (no progress per data, but actions for the 2023-2024 LCAP were implemented in 2024-2025). RSD continues to receive through SCOE.

2025-2026 (CAASPP data from 2024-2025)
RESD has been identified for Geographic Lead Agency Differentiated Assistance due to the performance of Students with Disabilities in Student Achievement (Priority 4 - ELA) and School Climate (Priority 6 - Suspension) as well as Foster Youth in Student Engagement (Priority 5 - Chronic Absence) and School Climate (Priority 6 - Suspension) as well as American Indian for Student Engagement (Priority 5 - Chronic Absence) and School Climate (Priority 6 - Suspension). This requires collaboration with the County Office of Education to develop targeted improvement strategies. (Action 3.17)

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). (2023-2024)

2024-2025 Three sites have qualified to receive Equity Multiplier additional funds to support more positive outcomes for students. These three sites are Cypress School, Juniper School, 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. Bonny View, 9-5-2025 Cypress, 8-26-2025 Juniper, 9-4-2025 Manzanita, 8-28-2025 Sequoia Middle, 9-2-2025 Sycamore, 8-25-2025 Turtle Bay, 9-8-2025 Redding Achieve, 9-4-2025
SELPA review of LCAP	April, 2026
Students	Met with students for engagement and feedback. 5th and 8th grade students across the district, 1-23-2026 at Mid Year Study Session. Sequoia Middle School, 1- -2026 Turtle Bay, 1- -2026 Juniper, 1- -2026
Teachers Classified (Other School Personnel) Principals District Administrators	Mid Year Study Session, 1-23-2026 A session was held in order to engage and gain feedback from all educational partners. Current district wide programs were highlighted

Educational Partner(s)	Process for Engagement
Parents Students Community	and feedback was gained in regards to the Eight State Priorities in order to guide the Local Control Accountability Plan development.
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. Bonny View, 12-2-2025 Cypress, 10-22-2025 Juniper, 10-15-2025 Manzanita, 1-12-2026 Sequoia Middle, 2-12-2026 Sycamore, 11-4-2025 Turtle Bay, 12-11-2025; 2-12-2026 Redding Achieve, 12-2-2025
Teachers, Principals, Administrators, Other school personnel, Parents	District Advisory Committee meetings Tuesday, September 23, 2025 Tuesday, February 24, 2026 Tuesday, May 19, 2026
Teachers, Principals, and Parents	District English Learner Advisor Committee 12-10-2025 3-11-2026 5-13-2026
Teachers, Principals, and Parents	English Learner Advisory Committee: 11//4/2-25
Teachers, District Administrators, and Classified Unit members Other school personnel	Consultation with Redding Teachers Association (RTA) and California Schools Employees Association (CSEA) May 5, 2026
District Administrators and Parents	Parent Advisory Committee meetings Wednesday, September 10, 2025 Wednesday, November 12, 2025 Wednesday, February 11, 2026 Wednesday, April 9, 2026 Wednesday, May 27, 2026
Parents	Parent Surveys on achievement, engagement, and climate in February

Educational Partner(s)	Process for Engagement
Teachers	Teacher survey on achievement, engagement, and climate in February
Classified Unit members (Other School Personnel)	Classified Unit members (Other School Personnel) Survey on achievement, engagement, and climate in February
Administrators, Shasta County Office of Education Superintendent and Director of Leadership Support	Differentiated Assistance meeting with Shasta County Office of Education in order to discuss and plan future actions of support. 9-3-2025, Nick Syrrist 9-10-2025, Wendy Hall and Claudia Salvestrin 9-17-2025, Mike Freeman Discussion and feedback, RSD designates an interdisciplinary team to be a part of a county-wide Community of Practice. Discussion and feedback around using the Ignite program to support Students with Disabilities in the area of English Language Arts. Discussion around continued support for English Language Arts. Discussion around continued Positive Behavior Intervention Support (PBIS).
Administrators, Inclusive Practices Program Consultants from Shasta County Office of Education	Special Education Program Indicator Report/Compliance improvement Monitoring Community of Practice meetings in order to discuss, plan, and revise actions of support. 9-19-2025 10-17-2025 11-14-2025
Counselors	This meeting will be 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 2026-2027. 4-21-2026
Shasta Union High School District (SUHSD) Superintendent	7-31-2025 This meeting was to articulate the matriculation of 8th grade students into high school. In addition, it was a discussion to discuss the general offering of CTE from the middle school and how it matriculates to SUHSD.
SELPA	4-23-2026 LCAP consultation occurred

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 (RESD) 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, books and well stocked libraries, gardening, school gardens, music, drama/theater, finance and career exploration opportunities, trees and green space, buddy benches, "better" food choices, and school safety. 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. Staff have requested to learn more about Tier 1 and 2 instructional strategies in the area of math and English Language Arts (Action 1.21, Action 1.22). Feedback from parents highlights the need to provide classes that equip families with strategies to support student learning at home, especially in reading and math (Action 1.21, Action 1.22). 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, Action 3.18, Action 3.19). Feedback also highlighted the need for a heavier literacy focus in the middle school grades (such as Book Tastings, Book Talks, One Chapter, One School events, etc.) with additional intensive reading support for the middle grades and continued extra math support (Action 1.20).

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, field trips, and sports) to continue, hygiene products to be stocked in the bathrooms at all times, more peer to peer support, more "live" instruction and less screen time, and better meals in the cafeteria. (Action 1.5, Action 1.21, Action 1.22, Action 2.6, Action 2.9, Action 3.18, Action 3.19, 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, implementation of the Ignite program, Crisis Prevention Intervention training, Ukeru training, and training on behavior techniques geared to staff serving in specific programs (Action 1.1, Action 1.2, Action 1.3, Action 3.1). In addition, site administrators will attend the Every Child Counts Symposium in order to increase awareness of best practices for students with disabilities.

Redding Teachers Association (RTA) and Classified School Employees Association (CSEA) offered feedback in the area of support for Chronic Absenteeism. The suggestions include: for every tree removed to plant a tree, maintaining green spaces for students, provide outdoor learning experiences, such as working in school gardens, and field trips. Continue to send 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) In addition, RTA has expressed a need for additional student behavior support (Action 3.2, Action 3.3, Action 3.4, Action 3.13, Action 3.16, Action 3.17, Action 3.18, Action 3.19). CSEA has also requested more opportunities for professional development opportunities in order to better serve students emotional and academic needs (Action 1.19, Action 3.6).

The following three sites receive Equity Multiplier funding: Redding Achieve, Juniper School, and Cypress School. The communities at each site were engaged through School Site Council meetings and an annual Needs Assessment survey sent to families.

The actions that are a result of the engagement are as follows:
Redding Achieve: positive family engagement, CTE pathways and experiences, collaboration time (Actions 5.10-5.12); Juniper School: an additional teacher to support student outcomes, an instructional coach, three additional paraprofessionals, and two non-calendared planning days with certificated staff (Actions 5.13-5.16); Cypress School: an additional teacher to support student outcomes, an instructional coach, and three additional paraprofessionals (Actions 5.6-5.8).

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	22.3 points below standard in 2024	23.8 points below standard in 2025	20.1 points above standard	24.5 points below
1.2	CAASPP math Achievement Growth	47 points below standard in 2023	46.9 points below standard in 2024	47 points below standard in 2025	2 points below standard	44.9 points below
1.3	CAASPP ELA Achievement Rate for Students with Disabilities (SWD)	99.3 points below standard in 2023	106.5 points below standard in 2024	104 points below standard in 2025	54.3 points below standard	52.2 points below
1.4	CAASPP math Achievement Rate for SWD	123.5 points below standard in 2023	131.5 points below standard in 2024	128.2 points below standard in 2025	78.5 points below standard	53 points below
1.5	CAASPP Science Achievement Growth	30.18% met or exceeded in 2023	30.70% met or exceeded in 2024	26.59% met or exceeded in 2025	45% met or exceeded	14.3%

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	52% making progress in 2024	45.9% making progress in 2025	55% making progress towards English language proficiency	3% below
1.7	Teachers: Fully credentialed (effective vs ineffective) and appropriately assigned (assigned vs mis-assignments)	7% ineffective (10 out of 134); 96% are effective; 100% are appropriately assigned	7% ineffective (11 out of 154); 93% are effective; 100% are appropriately assigned	2% ineffective (3 out of 123); 98% are effective; 100% are appropriately assigned	0%	7% below
1.8	Annual Board Resolution on state aligned textbook sufficiency	100%	100%	100%	100%	0%
1.9	Three completed professional development days and calendared Wednesday collaborations	3 completed	3 completed	3 completed	3 completed	0
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)	56.4% of teachers report feeling Very Prepared or Prepared (71 responses)	63.3% of teachers report feeling Very Prepared or Prepared (44 responses)	90%	33.6% below
1.11	Early Learning students progress towards goals	21 out of 53 total goals overall were Not Met, 40%	19 out of 62 goals were Not Met, 31%	13 out of 23 goals were met (all other IEP's have not had an annual IEP, yet, due to initial/age), 57%	100%	31% below
1.12	English Learner Reclassification Rate	7% of English Learner Students Reclassified	available in Fall of 2025	13% of English Learner Students Reclassified	5% reclassification rate each year	TBA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	(new for 25-26)) CAASPP math Achievement Rate for African Americans	N/A	105.1 points below standard in 2024	103.9 points below standard in 2025	90 points below standard	15.1 points below
1.14	(new for 25-26)) CAASPP math Achievement Rate for Homeless	N/A	95.2 points below standard in 2024	82.7 points below standard in 2025	80 points below standard	15.2 points below
1.15	(new for 26-27) Two personnel assigned to support with ELA and math.	N/A	N/A	N/A	Two personnel	N/A

Goal Analysis [2025-26]

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

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

All Action Steps for Goal 1 were carried out except the following, Action 1.3 Special Education and General Education co-planning Learning Cycles was not completed due to the number of new Special Education teachers for the 25-26 school year.

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

There were two actions that resulted in a substantive material difference from projected expenditures to actual expenditures.
Action 1.5- Site allocated Equity Multiplier funds were used to cover the cost of instructional coaches.
Action 1.8- Staffing costs came in lower than projected.

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

Results indicate that the district is making progress toward its strategic goals. Actions 1.1, 1.2, 1.4 - 1.22, were all considered effective actions. Nine of the thirteen indicators improved, representing nearly 70% of all measured outcomes. While four indicators experienced slight declines, the overall performance trend remains positive and will help guide targeted improvement efforts in the coming year.

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.

Action 1.19, 1.20, 1.21, 1.22 were added to support increased outcomes for students.

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

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)	$5,000.00	No
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	No
1.4	Develop and implement Three Staff Development Days for Teachers.	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 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	$303,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners & Foster Youth. Develop and implement 3 Staff Development Days for Teachers.		
1.5	Literacy Support and College & Career Exploration	Maintain Support Team (Instructional Assistants) to principally support Low Income, English Learners, and Foster Youth.	$736,793.00	Yes
1.6	District ESL Coordinator and Support Team	Provide District ESL Coordinator & Support Team for English Learners & Redesignated fluent English proficient.	$197,796.00	Yes
1.7	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.	$458,448.00	Yes
1.8	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.	$343,635.00	Yes
1.9	School Leadership Teams	The District will continue to provide tools, resources, and training needed to establish and implement effective school leadership teams.	$15,000.00	No
1.10	Learning Software	Provide access to enhanced learning software (Lexia for K-5; IXL for 6-8) to principally benefit Low Income, Foster Youth, and English Learners.	$179,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	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.	$106,843.00	No
1.12	Math Adoption Cycle	2025-2026 review framework with adopted materials	$0.00	No
1.13	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
1.14	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.	$28,247.00	No
1.15	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.	$1,000.00	Yes
1.16	(Revised for 25-26) 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 (24-25).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Two additional days will be provided at one site (with a new leader) in the district in order to review School Plan's for Student Achievement, site handbooks, and to review school-wide systems of support (25-26).		
1.17	(new for 25-26) MTSS	Ensure each site has a strong Multi-Tiered System of Support (MTSS) to ensure increased outcomes for Students with Disabilities, Homeless and African American youth in the area of math.	$0.00	No
1.18	(new for 25-26) Literacy	Supporting school sites with access to new library books for the classroom and the school library.	$10,000.00	Yes
1.19	(new for 26-27) Classified Professional Development	In August, paraprofessionals will be invited to the two certificated staff development training days. This training opportunity will provide professional development in the areas of English Language Arts, math, Social Emotional Learning, class and small group management, school safety, etc. Noon duty supervisors will be provided the opportunity to attend a one day Active Supervision training.	$50,000.00	No
1.20	(new for 26-27) Academic Support for Middle School	Targeted academic support in the area of English Language Arts and math will be provided at middle school for Foster Youth, English Learners, and Low Income students.	$29,868.00	No
1.21	(new for 26-27) Math Professional Development	Professional development and coaching around math standards, lesson planning, Tier 1 and Tier 2 instructional strategies, and using data to drive instruction. This will include classes offered to parents on how to support students at home in the area of math.	$367,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.22	(new for 26-27) District Wide Literacy Coordinator	A district-wide literacy coordinator will support schools, staff, and students in the area of English Language Arts, such as support with Tier 1 and Tier II literacy strategies, helping to support and organize school literacy initiatives, and supporting parents by offering classes on how to support children at home in the area of reading.	$136,888.00	No

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	74% of 94 student respondents feel connected in 5th grade	67% of 93 respondents feel connected.	90% of student respondents feel connected in 5th grade	TBA
2.2	Healthy Kids survey for connectedness, 7th grade	55% of 83 student respondents feel connected in 7th grade	48% of 134 student respondents feel	55% of 122 respondents feel connected.	70% of student respondents feel	TBA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			connected in 7th grade		connected in 7th grade	
2.3	STAR Spanish Reading (Dual Immersion only), Grades 3-4-5	17% of students are proficient in STAR Spanish.	24% of students are proficient in STAR Spanish.	11% of students are proficient in STAR Spanish.	80%	+7%
2.4	STAR Reading in English (Dual Immersion only), Grades 3-4-5	50% of students are proficient in STAR English.	51% of students are proficient in STAR English.	39% of students are proficient in STAR English.	80%	+1%
2.5	Master schedule- all pupils have access to all courses as evidenced by school schedule	100%	100%	100%	100%	0%
2.6	Chronic Absenteeism	22.4% from 2023 as noted on the CA Dashboard	17.6% from 2024 as noted on the CA Dashboard	15.4% from 2025 as noted on the CA Dashboard	18%	- 4.8% difference (decrease is positive)
2.7	Chronic Absenteeism for Students with Disabilities	30.3% from 2023 as noted on the CA Dashboard	23.7% from 2024 as noted on the CA Dashboard	22.2% from 2025 as noted on the CA Dashboard	15%	- 6.6% difference (decrease is positive)
2.8	Average Daily Attendance	94.33% as of Period 2 attendance	94.90% as of Period 2 attendance	95.2% as of Period 2 attendance	96%	+0.57%
2.9	Middle school drop out rate	0%	0%	0%	0%	0%
2.10	(new for 25-26) Chronic Absenteeism for African Americans	N/A	28.4% from 2024 as noted on the CA Dashboard	9.5% from 2025 as noted on the CA Dashboard	20%	N/A
2.11	(new for 25-26) Chronic Absenteeism for Homeless	N/A	41.8% from 2024 as noted on the CA Dashboard	32.8% from 2025 as noted on the CA Dashboard	30%	N/A

Goal Analysis [2025-26]

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

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

All Action Steps were implemented.

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

There were no substantive material differences in estimated and actual expenditures.

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

The district met 8 of its 11 goals, achieving approximately 73% of its targeted outcomes. Actions 2.1 - 2.14 are all deemed effective actions. This demonstrates meaningful progress across key priority areas while identifying specific goals that will remain a focus for continuous improvement.

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.

Action 2.14 was added to this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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

Action #	Title	Description	Total Funds	Contributing
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.	$354,044.00	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.	$209,299.00	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.	$514,285.00	Yes
2.5	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.	$217,956.00	Yes
2.6	Visual & Performance Arts Teachers	Visual and Performing Teachers to address engagement, climate, and attendance rates, to principally support Low Income, English Learners, and Foster Youth.	$506,236.00	Yes
2.7	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.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Foster Youth Transportation	The District will maintain the transportation contract held with the County Office of Education for Foster Youth.	$10,000.00	Yes
2.9	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
2.10	Attendance Education	Provide pro-active attendance notification to all families notifying the importance of daily attendance in order to support student learning and engagement.	$51,700.00	Yes
2.11	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.	$205,794.00	Yes
2.12	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
2.13	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

Action #	Title	Description	Total Funds	Contributing
2.14	(new for 26-27) Chronic Absenteeism Tier II Campaign	Share out once a month Attendance Matters communication sharing the importance of regular attendance with families of American Indian and Foster Youth. (Tier 1 is for ALL students; Tier 2 is for SOME students; Tier 3 is for a FEW students.)	$0.00	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	5.1% of students suspended for one day as reported for 2024 on the CA Dashboard	5.7% of students suspended for one day as reported for 2025 on the CA Dashboard	4.5%	0.4% difference
3.2	Healthy Kids Survey, Safety for 5th	92% of 63 student respondents feel safe in 5th grade	70% of 94 student respondents feel safe in 5th grade	74% of 93 student respondents feel safe in 5th grade.	95% of student respondents feel safe in 5th grade	TBA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Healthy Kids Survey, Safety for 7th	58% of 83 student respondents feel safe in 7th grade	60% of 134 student respondents feel safe in 7th grade	48% of 122 respondents reported feeling safe.	73% of student respondents feel safe in 7th grade	TBA
3.4	Participation Rate for SWD in ELA	94% participated in 2023 as reported on the CA Dashboard	93% participated in 2024 as reported on the CA Dashboard	96% participated in 2025 as reported on the CA Dashboard	95%	-1% difference
3.5	Participation Rate for SWD in math	94% participated in 2023 as reported on the CA Dashboard	92% participated in 2024 as reported on the CA Dashboard	95% participated in 2025 as reported on the CA Dashboard	95%	-2%
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%	19% of SWD's are in a regular class for less than 40%	17.55% 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%	+1.38
3.7	CAASPP Participation Rate in ELA for American Indian or Alaska Native	93% participated in 2023 as reported on the CA Dashboard	96% participated in 2024 as reported on the CA Dashboard	97% participated in 2025 as reported on the CA Dashboard	95%	+3
3.8	CAASPP Participation Rate in math for American Indian or Alaska Native	93% participated in 2023 as reported on the CA Dashboard	96% participated in 2024 as reported on the CA Dashboard	97% participated in 2025 as reported on the CA Dashboard	95%	+3
3.9	Monthly facilities and safety inspection report	maintain 100% of monthly site inspections at each site	maintain 100% of monthly site inspections at each site	maintain 100% of monthly site inspections at each site	maintain 100% of monthly site inspections	0
3.10	Williams Report of facilities complaints	maintain 0% findings	maintain 0% findings	maintain 0% findings	maintain 0% findings	0
3.11	Expulsion rate	0.1% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	-0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	(new for 25-26) CAASPP Participation Rate in ELA for English Learners	N/A	93% participated in 2024 as reported on the CA Dashboard	99% participated in 2025 as reported on the CA Dashboard	95%	N/A
3.13	(new for 25-26) CAASPP Participation Rate in math for English Learners	N/A	92% participated in 2024 as reported on the CA Dashboard	96% participated in 2025 as reported on the CA Dashboard	95%	N/A
3.14	(new for 25-26) Suspension rate for Students with Disabilities (SWD)	N/A	9% suspension for SWD's as reported on the 2024 CA Dashboard	9.4% suspension for SWD's as reported on the 2025 CA Dashboard	3%	N/A
3.15	(new for 25-26) Suspension rate for Homeless	N/A	10.2% suspension for Homeless as reported on the 2024 CA Dashboard	7.1% suspension for Homeless as reported on the 2025 CA Dashboard	3%	N/A
3.16	(new for 25-26) Suspension rate for African American	N/A	17.8% suspension for African American as reported on the 2024 CA Dashboard	10.1% suspension for African American as reported on the 2025 CA Dashboard	3%	N/A
3.17	(new for 26-27) Suspension rate for Foster Youth	N/A	N/A	10.3% suspension for Foster Youth as reported on the 2025 CA Dashboard	3%	
3.18	(new for 26-27) Suspension rate for American Indian	N/A	N/A	8.5% suspension for American Indian students as reported on the 2025 CA Dashboard	3%	

Goal Analysis [2025-26]

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

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

All actions were implemented.

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

There were substantive material differences in Action 3.3 and 3.4. There were lower than projected staffing costs.

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

Overall, the district demonstrated strong progress toward its strategic objectives. Actions 3.2, 3.4 - 3.13, and 3.14 - 3.17, are all meeting performance metrics (81%). The majority of measures met or exceeded established targets (all metrics showed progress with the exception of 3.1, 3.3, and 3.14; these three metrics showed student outcomes maintained or slightly decreased), reflecting the district's commitment to continuous improvement and positive outcomes for students. The three metrics that did not meet targets have been identified for focused attention and ongoing improvement efforts.

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.

Actions 3.18 and 3.19 were newly added to this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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 an online course on behavior techniques and de-escalation strategies.	$109,048.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$77,866.00	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.	$1,283,382.00	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.	$1,151,050.00	Yes
3.5	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.	$101,128.19	Yes
3.6	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.	$50,000.00	No
3.7	Behavior Alert System	This service provides immediate notification communication with staff in regard to student behavior.	$4,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	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.	$4,000.00	No
3.9	Breaking Down the Walls (Action for 24-2025 & 25-2026)	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.	$0.00	Yes
3.10	Monthly Site Inspections	District will perform monthly site inspections to review site condition as defined in Education Code.	$12,500.00	No
3.11	Maintain Annual Maintenance Account	An appropriate plan will be developed and implemented to address maintenance needs. Maintain annual maintenance account.	$25,000.00	No
3.12	(new 25-26) CAASPP Participation Rate Campaign	The parents of youth identified as Students with Disabilities, English Learners, and African American will be sent additional notification of the importance of CAASPP testing via Parent Square in the months of April and May.	$0.00	No
3.13	(new for 25-26) Restorative Practices/PBIS	Continue to deeper the implementation of Restorative Practices and Positive Behavior Intervention Services across all campuses in the LEA. Sequoia Middle will take part in a two year grant with Shasta County Office of Education to do monthly trainings around Restorative Practices.	$12,000.00	No
3.14	(new for 25-26) Meal Survey	3rd-8th grade students will receive a google survey asking favorite lunch menu items in order to serve the most favored items more frequently.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.15	(new for 25-26) Green Space	To ensure each site has green space, when a tree is removed, a tree will be replanted.	$1,000.00	No
3.16	(new for 25-26) Educational Related Mental Health Services (ERMHS) counselor	Increasing ERMHS counseling by a 1.0 FTE to a total of 2.0 FTE's.	$306,144.00	No
3.17	(new for 25-26) Neurosequential Model for Education Trainer of Trainers	Counselors will be trained to be trainers of the NeuroSequential Model for Educators. The Neurosequential Model© is a developmentally-informed, biologically-respectful approach to caregiving, education and therapeutics. Drawing on core concepts from many disciplines including the neurosciences, anthropology, developmental psychology and sociology, the Neurosequential Model© is an evidence-based framework useful for individual clinical problem solving and program outcomes evaluation and modification. This model has been adapted for specialized application in a variety of settings. The Neurosequential Model in Education© (NME) brings this neurodevelopmental and traumainformed approach to the classroom. (Action for 26-27)	$0.00	No
3.18	(new for 26-27) Day of Understanding	A Day of Understanding, with Keith Hawkins, will take place across all middle school sites, and will include a three hour student leadership training. This program will help students find connection and value in their school experience; create a culture of understanding, empathy, and respect; empower students to become positive leaders. This program will address issues like bullying, apathy, and racial tension in order to create a supportive environment. This program builds a culture of compassion, creating lasting connections and empowering students to uplift one another.	$16,500.00	No
3.19	(new for 26-27) Mentoring	Middle schools will partner with Raising Shasta in order to provide students with mentors, this will be principally directed to Students with Disabilities, Foster Youth, and American Indian students.	$15,000.00	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 sites represented	7 out of 7 sites represented	7 out of 7	0
4.2	School Site Council participation	maintain 7 sites holding at least 5 meetings each year	maintain 7 sites holding at least 5 meetings each year.	maintain 7 sites holding at least 5 meetings each year.	7 sites holding at least 5 meetings each year	0
4.3	Family Engagement nights	Four school-wide events to engage families.	Four school-wide events to engage families.	Four school-wide events to engage families.	Four	0

Goal Analysis [2025-26]

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

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

All actions were implemented.

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

There were no substantive material differences in estimated and actual expenditures.

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

Metrics 4.1 - 4.6 all show positive results towards goal.

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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/students and staff, including parents of students with disabilities, as well as parents of unduplicated student groups, will be provided meaningful engagement opportunities with engaging activity nights that support student learning and family/school community engagement.	$10,000.00	Yes
4.5	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
4.6	(new for 25-26) District Events Supplies and Coordinator	Student and parent engagement coordinator and supplies for district-wide events.	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, 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 Juniper School. In addition, student achievement will increase due to additional instructional and academic support for highly mobile students at Juniper 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	(N/A for 25-26 due to no funding) Average Daily Attendance College Prep Academy (CPA)	97.3% from 2023	96.79% from 2025	N/A	98% Average Daily Attendance	-0.51%
5.2	Suspension rate for Cypress School	5% from 2023	9.2% from 2024	5.3% from 2025	4% suspension rate	+4.2%
5.3	CAASPP English Language Arts for Cypress School	29.27% proficient from 2023	23.08% proficient from 2024	34% proficient from 2025	45% proficient	-6.19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	CAASPP math for Cypress School	31.71% proficient from 2023	24.04% proficient from 2024	32.32% proficient from 2025	47% proficient	-7.67%
5.5	Chronic Absenteeism for Cypress School	29% in 2023	26.5% in 2024	27.3% in 2025	20% chronically absent	-2.5%
5.6	Suspension rate for Redding Achieve	70.8% in 2023	42.9% in 2024	66.7% in 2025	60% suspension rate	-27.9%
5.7	(new 24-25) Chronic Absenteeism for Juniper School	15.2% in 2024	N/A Identified in 24/25 as Equity Multiplier School	15.1% in 2025	13.7% chronically absent	N/A
5.8	(new 24-25) CAASPP English Language Arts for Juniper School	39.29% in 2024	N/A Identified in 24/25 as Equity Multiplier School	39.72% in 2025	45% proficient	N/A
5.9	(new 24-25) CAASPP math for Juniper School	30% in 2024	N.A Identified in 24/25 as Equity Multiplier School	26.03% in 2025	40% proficient	N/A

Goal Analysis [2025-26]

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

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

All actions were implemented.

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

There were no substantive material differences in estimated and actual expenditures.

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

Cypress met 3 out of 4 metrics; Chronic absenteeism will continue to be a focus by the site's involvement in the regional attendance network called RAISE.
Redding Achieve did not meet metric 5.6. This will continue to be a focus for the site.

Juniper met 2 out of 3 metrics. Math will continue to be a focus through professional development, collaboration and coaching around research and evidence based math strategies.

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.

Actions 5.14, 5.15, 5.16, and 5.17 were added for Juniper.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	(N/A for 25-26 due to no funding) Technology (College Prep Academy, CPA)	Increasing technology in order to increase engagement and access for low income and highly mobile students.	$0.00	No
5.2	(N/A for 25-26 due to no funding) Art Supplies (CPA)	Art supplies to increase engagement of low income and highly mobile students.	$0.00	No
5.3	(N/A for 25-26 due to no funding) Instructional materials (CPA)	Supplemental instructional materials and services will be purchased to support low income and highly mobile students.	$0.00	No
5.4	(N/A for 25-26 due to no funding) Reading Support (CPA)	Staff to support the reading outcomes of low income and highly mobile students.	$0.00	No
5.5	(N/A for 25-26 due to no funding) 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.	$0.00	No
5.6	Teacher (Cypress)	An additional teacher to support the academic needs of low income and highly mobile students.	$85,268.00	No

Action #	Title	Description	Total Funds	Contributing
5.7	Staffing (Cypress)	Two additional instructional assistants and a Personnel Services Agreement to support the counselor and classrooms in addressing the social-emotional well-being and behavioral needs of highly mobile and low-income students.	$71,748.00	No
5.8	Instructional Coach (Cypress)	A instructional 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.	$123,752.00	No
5.9	Positive Behavior Support (Redding Achieve)	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 • Crisis Prevention Intervention (CPI) Principal training and on-going skill development in de-escalation strategies • Trauma Informed practice training (Help for Billy Book Study) • Restorative Practices training	$2,597.00	No

Action #	Title	Description	Total Funds	Contributing
		• PBIS & Positive behavior supports training School Plan for Student Achievement (SPSA) • Crisis Plan Review • Inclusive Practices & Positive School Culture • Teambuilding & 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.		
5.10	Student Engagement Support (Redding Achieve)	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) 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 Parent Square, 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	$8,419.00	No

Action #	Title	Description	Total Funds	Contributing
		sent out through A2A October, 2024 Student Appreciation Day - incentives for attendance (prizes, raffles, ice cream at the end of the day)		
5.11	Student Climate Support (Redding Achieve)	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. 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, a counseling Memorandum of Understanding (MOU), 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.	$44,100.00	No

Action #	Title	Description	Total Funds	Contributing
5.12	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.	$0.00	No
5.13	(new 24-25) Teacher (Juniper)	An additional teacher to support the academic needs of low income and highly mobile students.	$93,497.00	No
5.14	(new 26-27) Staffing (Juniper)	Three additional instructional assistants to support the counselor and classrooms in addressing the social-emotional well-being and behavioral needs of highly mobile and low-income students.	$97,200.00	No
5.15	(new 26-27) Professional Days (Juniper)	Two days will be offered to certificated staff, and one to classified staff, before the 2026-2027 school year in order to collaborate, review school-wide systems, and plan the upcoming school year.	$2,298.00	No
5.16	(new 24-25) Instructional Coach (Juniper)	Instructional Coach at Juniper School to support staff in research and evidenced based practices.	$129,844.00	No
5.17	Physical Education Support (new 26/27 using carryover funds) (Juniper)	Juniper will have additional academic intervention support through the use of a PE technician.	$20,352.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,084,891	$673,470

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
23.105%	0.000%	$0.00	23.105%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** English Language Arts and Students with Disabilities **Need:** Students with Disabilities (SWD) need additional support in the area of English Language Arts (ELA) to increase achievement.	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
	Scope: LEA-wide		
1.4	**Action:** Develop and implement Three Staff Development Days for Teachers. **Need:** Professional development to support the achievement, engagement, and climate for students, principally directed to Low Income, Foster Youth, and English Learners. **Scope:** LEA-wide	This supports increases access and achievement for students, principally Low Income, English Learners, and Foster Youth.	Three calendared and completed professional development days.
1.5	**Action:** Literacy Support and College & Career Exploration **Need:** In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard. 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	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
	Two student groups are in the "red" on the California Dashboard, Homeless and Students with Disabilities **Scope:** LEA-wide		
1.7	**Action:** Collaboration Wednesdays **Need:** In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard. 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 **Scope:** LEA-wide	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.	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
1.8	**Action:** Early Education Opportunities to Close Achievement Gap **Need:** In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard. 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 **Scope:** LEA-wide	By providing early learning opportunities, the achievement gap will close due to providing increased time for students to learn.	Students progress towards IEP goals
1.10	**Action:** Learning Software **Need:** In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard. Out of eleven student groups:	Supplemental instructional materials to support students in targeted academic instruction.	1.1 CAASPP ELA Achievement Growth

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
	-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 **Scope:** LEA-wide		
1.13	**Action:** Staff Development **Need:** In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard. 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	The above action provides additional professional development in regard to research and evidence based practices coupled with the implementation of Professional Learning Communities.	Suspension rate decreasing and CAASPP ELA scores increasing

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
	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 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. 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		

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
	students, 40.8% made progress towards English language proficiency. **Scope:** LEA-wide		
1.15	**Action:** Collaborative Communication System **Need:** In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard. 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. **Scope:** 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
1.18	**Action:** (new for 25-26) Literacy	This provides all new teachers the opportunity to co-plan and collaborate with an established grade	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
	Need: In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard. 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. **Scope:** LEA-wide	level teacher. The curriculum, instruction, and assessment support will support student learning.	
2.2	**Action:** Site Administrator Support of Portrait Competencies **Need:** 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	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
	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. 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. **Scope:** LEA-wide		
2.3	**Action:** Science Camp **Need:** CAASPP Science Achievement Growth is 30.18% of students meeting or exceeding proficiency.	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Dual Language Immersion Program **Need:** 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. **Scope:** Schoolwide	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
2.5	**Action:** Evaluate and Build a Supportive Infrastructure **Need:** In the area of English Language Arts, RESD maintained overall by decreasing 1.5 points, resulting in an "orange" on the California Dashboard. 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	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
	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. **Scope:** LEA-wide		
2.6	**Action:** Visual & Performance Arts Teachers **Need:** ~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,	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
	Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. **Scope:** LEA-wide		
2.7	**Action:** Site Community Engagement **Need:** 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	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
	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. **Scope:** LEA-wide		
2.10	**Action:** Attendance Education **Need:** Redding Elementary School District students Chronic Absenteeism rate is 22.4% **Scope:** LEA-wide	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
2.11	**Action:** Data Management **Need:** Redding Elementary School District students are 'orange' in achievement, 'yellow' in Chronic Absenteeism and Suspension. **Scope:** LEA-wide	This will assist the LEA in using data to drive decision-making.	Chronic Absenteeism rate, metric 2.6.
3.1	**Action:** Behavior Training and Students with Disabilities	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
	Need: 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. **Scope:**		
3.2	**Action:** Behavior Team **Need:** In the area of Conditions and Climate (Suspension), RESD increased by 0.9%,	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
	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. **Scope:** LEA-wide		
3.3	**Action:** Counselors and Support Team **Need:** 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	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
	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 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. **Scope:** LEA-wide		
3.4	**Action:** Pre-Expulsion and Expulsion Rehabilitation Services **Need:** In the area of Conditions and Climate (Suspension), RESD increased by 0.9%,	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
	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 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. **Scope:** LEA-wide		
3.5	**Action:** On-Site Preparation Day **Need:**	Providing additional time for teachers to prepare curriculum and the classroom environment to increase engagement will increase student learning and engagement.	Suspension Rate and 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
	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 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. In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard.		

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
	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 **Scope:** LEA-wide		
3.7	**Action:** Behavior Alert System **Need:** 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,	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
	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 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. **Scope:** LEA-wide		
3.9	**Action:** Breaking Down the Walls (Action for 24-2025 & 25-2026) **Need:** 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	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.	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
	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 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. **Scope:** LEA-wide		
4.2	**Action:** Translation Services **Need:** 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. **Scope:** LEA-wide	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
4.4	**Action:** Implementing Meaningful Parent Engagement Nights **Need:** Scoring "orange" in both ELA and math. **Scope:** LEA-wide	The engagement nights will be centered around ELA, math, and science. Embedded in these fun evenings will be simple study trick tips, ELA, science, and math supports/games that can be used at home to reinforce the learning occurring at school.	Metric 4.3
4.5	**Action:** Access to Home-to-School Transportation **Need:** Redding Elementary School District students have a Chronic Absenteeism rate of 22.4%. **Scope:** LEA-wide	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
1.6	**Action:** District ESL Coordinator and Support Team **Need:**	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
	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. **Scope:** Limited to Unduplicated Student Group(s)		
1.11	**Action:** Support to Implement Core Instruction and Intervention Strategies **Need:** In the area of English Language Arts, RESD decreased overall by 5.4 points, resulting in an "orange" on the California Dashboard. 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 **Scope:**	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
2.8	**Action:** Foster Youth Transportation **Need:** Five student groups are in the "red" on the California Dashboard: African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities **Scope:** Limited to Unduplicated Student Group(s)	By providing transportation, when needed, it eliminates the barrier of accessing school.	Chronic Absenteeism for Foster Youth will decrease.
3.19	**Action:** (new for 26-27) Mentoring **Need:** **Scope:**		suspension rate

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); Behavorial Support (Goal 3 – Action 3.1).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	21 to 1
Staff-to-student ratio of certificated staff providing direct services to students	n/a	24 to 1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$30,663,349	7,084,891	23.105%	0.000%	23.105%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,927,831.19	$1,359,107.00	$1,000.00	$581,638.00	$9,869,576.19	$7,716,809.19	$2,152,767.00

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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$75,000.00	$75,000.00				$75,000.00	
1	1.2	Achievement, Suspension, Chronic Absenteeism, and Students with Disabilities	All	No			All Schools	1 year	$5,000.00	$0.00				$5,000.00	$5,000.00	
1	1.3	Achievement and Students with Disabilities	All	No			All Schools	1 year	$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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$303,385.00	$0.00	$303,385.00				$303,385.00	
1	1.5	Literacy Support and College & Career Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$736,793.00	$0.00	$736,793.00				$736,793.00	
1	1.6	District ESL Coordinator and Support Team	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1 year	$194,796.00	$3,000.00	$197,796.00				$197,796.00	
1	1.7	Collaboration Wednesdays	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$458,448.00	$0.00	$458,448.00				$458,448.00	
1	1.8	Early Education Opportunities to Close Achievement Gap	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	1 year	$343,635.00	$0.00	$343,635.00				$343,635.00	

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										
1	**1.9**	School Leadership Teams	All	No			All Schools	1 year	$15,000.00	$0.00				$15,000.00	$15,000.00	
1	**1.10**	Learning Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$179,982.00	$179,982.00				$179,982.00	
1	**1.11**	Support to Implement Core Instruction and Intervention Strategies	All	No			Specific Schools: Juniper	1 year	$106,843.00	$0.00				$106,843.00	$106,843.00	
1	**1.12**	Math Adoption Cycle	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
1	**1.13**	Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$41,479.00	$58,521.00	$100,000.00				$100,000.00	
1	**1.14**	Mentoring	All	No			All Schools	1 year	$28,247.00	$0.00				$28,247.00	$28,247.00	
1	**1.15**	Collaborative Communication System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	**1.16**	(Revised for 25-26) Site Planning	All	No			Specific Schools: Manzanita, Bonny View, Cypress	1 year	$0.00	$0.00	$0.00				$0.00	
1	**1.17**	(new for 25-26) MTSS	Students with Disabilities Students with Disabilities, African American and Homeless	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
1	**1.18**	(new for 25-26) Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	**1.19**	(new for 26-27) Classified Professional Development	All	No			All Schools	1 year	$50,000.00	$0.00				$50,000.00	$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.20	(new for 26-27) Academic Support for Middle School	All	No			Specific Schools: Sequoia Middle School	1 year	$29,868.00	$0.00	$29,868.00				$29,868.00	
1	1.21	(new for 26-27) Math Professional Development	All	No				1 year	$0.00	$367,000.00		$197,000.00		$170,000.00	$367,000.00	
1	1.22	(new for 26-27) District Wide Literacy Coordinator	All	No			All Schools	1 year	$136,888.00	$0.00		$136,888.00			$136,888.00	
2	2.1	Maintaining a Broad Course of Study	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
2	2.2	Site Administrator Support of Portrait Competencies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$354,044.00	$0.00	$354,044.00				$354,044.00	
2	2.3	Science Camp	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$32,544.00	$176,755.00	$209,299.00				$209,299.00	
2	2.4	Dual Language Immersion Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sycamore	1 year	$514,285.00	$0.00	$514,285.00				$514,285.00	
2	2.5	Evaluate and Build a Supportive Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$217,956.00	$0.00	$217,956.00				$217,956.00	
2	2.6	Visual & Performance Arts Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$464,236.00	$42,000.00	$506,236.00				$506,236.00	
2	2.7	Site Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$43,597.00	$156,403.00	$200,000.00				$200,000.00	
2	2.8	Foster Youth Transportation	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	1 year	$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
2	2.9	Career Technical Education (CTE) Lab and Kits	All	No			Specific Schools: Sequoia Mdle, Turtle Bay, and Juniper 6-8	1 year	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.10	Attendance Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$51,700.00	$51,700.00				$51,700.00	
2	2.11	Data Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$205,794.00	$0.00	$205,794.00				$205,794.00	
2	2.12	Attendance Communication	All	No			All Schools	1 year	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.13	Dual Language Training and Coaching	All	No			Specific Schools: Sycamore	1 year	$1,843.00	$8,157.00				$10,000.00	$10,000.00	
2	2.14	(new for 26-27) Chronic Absenteeism Tier II Campaign	Students with Disabilities Students with Disabilities, African American, and Homeless youth	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
3	3.1	Behavior Training and Students with Disabilities	All	No			All Schools	1 year	$109,048.00	$0.00				$109,048.00	$109,048.00	
3	3.2	Behavior Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$77,866.00	$0.00	$77,866.00				$77,866.00	
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 year	$1,283,382.00	$0.00	$1,283,382.00				$1,283,382.00	
3	3.4	Pre-Expulsion and Expulsion Rehabilitation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	1 year	$962,564.00	$188,486.00	$1,151,050.00				$1,151,050.00	

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										
3	**3.5**	On-Site Preparation Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$101,128.19	$0.00	$101,128.19				$101,128.19	
3	**3.6**	Capturing Kids Hearts	All Students with Disabilities	No			All Schools	1 year	$5,900.00	$44,100.00				$50,000.00	$50,000.00	
3	**3.7**	Behavior Alert System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$4,900.00	$4,900.00				$4,900.00	
3	**3.8**	Where Everyone Belongs (WEB) Training	All	No			All Schools	1 year	$0.00	$4,000.00				$4,000.00	$4,000.00	
3	**3.9**	Breaking Down the Walls (Action for 24-2025 & 25-2026)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Juniper, Sequoia Middle, and Turtle Bay 6th- 8th	1 year	$0.00	$0.00	$0.00				$0.00	
3	**3.10**	Monthly Site Inspections	All	No			All Schools	1 year	$12,500.00	$0.00	$12,500.00				$12,500.00	
3	**3.11**	Maintain Annual Maintenance Account	All	No			All Schools	1 year	$0.00	$25,000.00	$25,000.00				$25,000.00	
3	**3.12**	(new 25-26) CAASPP Participation Rate Campaign	Students with Disabilities Participation rate of the CAASPP principally directed to English Learners, Students with Disabilities, and African American students.	No				1 year	$0.00	$0.00	$0.00				$0.00	
3	**3.13**	(new for 25-26) Restorative Practices/PBIS	All	No			All Schools Specific Schools: Bonny	1 year	$6,000.00	$6,000.00				$12,000.00	$12,000.00	

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
							View, Juniper, Manzanita, Sequoia Middle TK-8th grades									
3	**3.14**	(new for 25-26) Meal Survey	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
3	**3.15**	(new for 25-26) Green Space	All	No			All Schools	1 year	$0.00	$1,000.00			$1,000.00		$1,000.00	
3	**3.16**	(new for 25-26) Educational Related Mental Health Services (ERMHS) counselor	All	No			All Schools	1 year	$306,144.00	$0.00		$306,144.00			$306,144.00	
3	**3.17**	(new for 25-26) Neurosequential Model for Education Trainer of Trainers	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	
3	**3.18**	(new for 26-27) Day of Understanding	All Students with Disabilities	No				1 year	$0.00	$16,500.00				$16,500.00	$16,500.00	
3	**3.19**	(new for 26-27) Mentoring	All	No			All Schools Specific Schools: Juniper, Turtle Bay, and Sequoia Middle School	1 year	$0.00	$15,000.00		$15,000.00			$15,000.00	
4	**4.1**	Family Engagement	All	No			All Schools	1 year	$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	1 year	$0.00	$6,000.00	$6,000.00				$6,000.00	
4	**4.3**	Implementing Effective School and District-Level Committees	All	No			All Schools	1 year	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	**4.4**	Implementing Meaningful Parent Engagement Nights	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$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
4	4.5	Access to Home-to-School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$525,000.00	$525,000.00				$525,000.00	
4	4.6	(new for 25-26) District Events Supplies and Coordinator	All	No				1 year	$10,385.00	$14,615.00		$25,000.00			$25,000.00	
5	5.1	(N/A for 25-26 due to no funding) Technology (College Prep Academy, CPA)	All	No			Specific Schools: College Prep Academy, CPA	June, 2024	$0.00	$0.00		$0.00			$0.00	
5	5.2	(N/A for 25-26 due to no funding) Art Supplies (CPA)	All	No			Specific Schools: College Prep Academy, CPA	June, 2024	$0.00	$0.00		$0.00			$0.00	
5	5.3	(N/A for 25-26 due to no funding) Instructional materials (CPA)	All	No			Specific Schools: College Prep Academy, CPA	June, 2024	$0.00	$0.00		$0.00			$0.00	
5	5.4	(N/A for 25-26 due to no funding) Reading Support (CPA)	All	No			Specific Schools: College Prep Academy, CPA	June, 2024	$0.00	$0.00		$0.00			$0.00	
5	5.5	(N/A for 25-26 due to no funding) Experiential Learning Field Trips (CPA)	All	No			Specific Schools: College Prep Academy, CPA	June, 2024	$0.00	$0.00		$0.00			$0.00	
5	5.6	Teacher (Cypress)	All	No			Specific Schools: Cypress	1 Year	$85,268.00	$0.00		$85,268.00			$85,268.00	
5	5.7	Staffing (Cypress)	All	No			Specific Schools: Cypress	1 Year	$0.00	$71,748.00		$71,748.00			$71,748.00	
5	5.8	Instructional Coach (Cypress)	All	No			Specific Schools:	1 Year	$123,752.00	$0.00		$123,752.00			$123,752.00	

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
							Cypress									
5	**5.9**	Positive Behavior Support (Redding Achieve)	Students with Disabilities	No			Specific Schools: Redding Achieve (Community Day School)	1 Year	$0.00	$2,597.00		$2,597.00			$2,597.00	
5	**5.10**	Student Engagement Support (Redding Achieve)	All	No			Specific Schools: Redding Achieve (Community Day School)	1 Year	$0.00	$8,419.00		$8,419.00			$8,419.00	
5	**5.11**	Student Climate Support (Redding Achieve)	All	No			Specific Schools: Redding Achieve (Community Day School)	1 Year	$0.00	$44,100.00		$44,100.00			$44,100.00	
5	**5.12**	Monitoring and Evaluating Systems (Redding Achieve)	All	No			Specific Schools: Redding Achieve (Community Day School)	1 Year	$0.00	$0.00	$0.00				$0.00	
5	**5.13**	(new 24-25) Teacher (Juniper)	All	No			Specific Schools: Juniper	1 Year	$93,497.00	$0.00		$93,497.00			$93,497.00	
5	**5.14**	(new 26-27) Staffing (Juniper)	All	No			Specific Schools: Juniper School	1 Year	$97,200.00	$0.00		$97,200.00			$97,200.00	
5	**5.15**	(new 26-27) Professional Days (Juniper)	All	No			Specific Schools: Juniper	1 Year	$2,298.00	$0.00		$2,298.00			$2,298.00	
5	**5.16**	(new 24-25) Instructional Coach (Juniper)	All	No			Specific Schools: Juniper	1 Year	$129,844.00	$0.00		$129,844.00			$129,844.00	
5	**5.17**	Physical Education Support (new 26/27	All	No			Specific Schools:	1 Year	$20,352.00	$0.00		$20,352.00			$20,352.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		using carryover funds) (Juniper)					Juniper									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$30,663,349	7,084,891	23.105%	0.000%	23.105%	$7,834,679.19	0.000%	25.551 %	**Total:**	$7,834,679.19
								LEA-wide Total:	$7,112,598.19
								Limited Total:	$207,796.00
								Schoolwide Total:	$514,285.00

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 Foster Youth Low Income	All Schools	$75,000.00	
1	**1.4**	Develop and implement Three Staff Development Days for Teachers.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$303,385.00	
1	**1.5**	Literacy Support and College & Career Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$736,793.00	
1	**1.6**	District ESL Coordinator and Support Team	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$197,796.00	
1	**1.7**	Collaboration Wednesdays	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$458,448.00	
1	**1.8**	Early Education Opportunities to Close Achievement Gap	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,635.00	

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	1.10	Learning Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,982.00	
1	1.13	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.15	Collaborative Communication System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	1.18	(new for 25-26) Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.2	Site Administrator Support of Portrait Competencies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$354,044.00	
2	2.3	Science Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$209,299.00	
2	2.4	Dual Language Immersion Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sycamore	$514,285.00	
2	2.5	Evaluate and Build a Supportive Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$217,956.00	
2	2.6	Visual & Performance Arts Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$506,236.00	
2	2.7	Site Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
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 Foster Youth Low Income	All Schools	$51,700.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.11	Data Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,794.00	
3	3.2	Behavior Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,866.00	
3	3.3	Counselors and Support Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,283,382.00	
3	3.4	Pre-Expulsion and Expulsion Rehabilitation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,151,050.00	
3	3.5	On-Site Preparation Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,128.19	
3	3.7	Behavior Alert System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,900.00	
3	3.9	Breaking Down the Walls (Action for 24-2025 & 25-2026)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Juniper, Sequoia Middle, and Turtle Bay 6th- 8th	$0.00	
4	4.2	Translation Services	Yes	LEA-wide	English Learners	All Schools	$6,000.00	
4	4.4	Implementing Meaningful Parent Engagement Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.5	Access to Home-to-School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$525,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,192,428.00	$9,213,309.00

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**	English Language Arts and Students with Disabilities	Yes	$75,000.00	$75,000
1	**1.2**	Achievement, Suspension, Chronic Absenteeism, and Students with Disabilities	Yes	$15,000.00	$1,206
1	**1.3**	Achievement and Students with Disabilities	Yes	$5,000.00	$0
1	**1.4**	Develop and implement Three Staff Development Days for Teachers.	Yes	$295,958.00	$295,958
1	**1.5**	Literacy and Tech Coaches	Yes	$928,703.00	$737,597
1	**1.6**	District ESL Coordinator and Support Team	Yes	$185,454.00	$187,805
1	**1.7**	Collaboration Wednesdays	Yes	$473,532.00	$473,532
1	**1.8**	Early Education Opportunities to Close Achievement Gap	Yes	$477,608.00	$330,652
1	**1.9**	School Leadership Teams	No	$30,000.00	$30,000
1	**1.10**	Learning Software	No	$141,766.00	$209,394

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	1.11	Support to Implement Core Instruction and Intervention Strategies	Yes	$98,611.00	$100,736
1	1.12	Math Adoption Cycle	No	$0.00	$0
1	1.13	Staff Development	Yes	$100,000.00	$91,509
1	1.14	Mentoring	Yes	$26,431.00	$24,460
1	1.15	Collaborative Communication System	Yes	$1,000.00	$0
1	1.16	(Revised for 25-26) Site Planning	No	$18,000.00	$10,511
1	1.17	(new) MTSS	No	$0.00	$0
1	1.18	(new) Literacy	No	$30,000.00	$0
2	2.1	Maintaining a Broad Course of Study	No	$0.00	$0
2	2.2	Site Administrator Support of Portrait Competencies	Yes	$338,576.00	$347,095
2	2.3	Science Camp	Yes	$175,000.00	$204,603
2	2.4	Dual Language Immersion Program	Yes	$578,057.00	$556,383

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	Evaluate and Build a Supportive Infrastructure	Yes	$202,188.00	$214,379
2	2.6	Music Teachers	Yes	$589,880.00	$601,582
2	2.7	Site Community Engagement	Yes	$325,000.00	$287,013
2	2.8	Foster Youth Transportation	Yes	$10,000.00	$0
2	2.9	Career Technical Education (CTE) Lab and Kits	No	$2,000.00	$1,786
2	2.10	Attendance Education	Yes	$29,800.00	$51,700
2	2.11	Data Management	Yes	$177,762.00	$184,769
2	2.12	Attendance Communication	No	$2,000.00	$2,000
2	2.13	Dual Language Training and Coaching	No	$10,000.00	$0
2	2.14	(new) Chronic Absenteeism Tier II Campaign	No	$0.00	$0
3	3.1	Behavior Training and Students with Disabilities	Yes	$95,664.00	$1,457
3	3.2	Behavior Team	Yes	$69,021.00	$72,046

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	3.3	Counselors and Support Team	Yes	$1,309,158.00	$1,171,062
3	3.4	Pre-Expulsion and Expulsion Rehabilitation Services	Yes	$1,926,849.00	$1,347,347
3	3.5	On-Site Preparation Day	Yes	$98,653.00	$98,653
3	3.6	Capturing Kids Hearts	Yes	$51,172.00	$56,844
3	3.7	Behavior Alert System	Yes	$4,900.00	$4,900
3	3.8	Where Everyone Belongs (WEB) Training	Yes	$8,000.00	$9,103
3	3.9	Breaking Down the Walls	Yes	$20,000.00	$16,066
3	3.10	Monthly Site Inspections	No	$12,500.00	$12,500
3	3.11	Maintain Annual Maintenance Account	No	$25,000.00	$18,496
3	3.12	(new) CAASPP Participation Rate Campaign	No	$0.00	$0
3	3.13	(new) Restorative Practices/PBIS	No	$0.00	$0

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	3.14	(new) Meal Survey	No	$0.00	$0
3	3.15	(new) Green Space	No	$1,000.00	$1,000
3	3.16	(new) Educational Related Mental Health Services (ERMHS) counselor	No	$0.00	$219,589
3	3.17	(new) Neurosequential Model for Education Trainer of Trainers	No	$4,000.00	$4,000
4	4.1	Family Engagement	No	$20,784.00	$19,032
4	4.2	Translation Services	Yes	$10,000.00	$4,870
4	4.3	Implementing Effective School and District-Level Committees	No	$1,000.00	$0
4	4.4	Implementing Meaningful Parent Engagement Nights	No	$10,000.00	$11,348
4	4.5	Access to Home-to-School Transportation	Yes	$525,000.00	$525,000
4	4.6	(new) Event Coordinator	No	$28,689.00	$1,000
5	5.1	(N/A for 25-26 due to no funding) Technology (College Prep Academy, CPA)	No	$0.00	$0
5	5.2	(N/A for 25-26 due to no funding) Art Supplies (CPA)	No	$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	(N/A for 25-26 due to no funding) Instructional materials (CPA)	No	$0.00	$0
5	5.4	(N/A for 25-26 due to no funding) Reading Support (CPA)	No	$0.00	$0
5	5.5	(N/A for 25-26 due to no funding) Experiential Learning Field Trips (CPA)	No	$0.00	$0
5	5.6	Teacher (Cypress)	No	$96,292.00	$81,824
5	5.7	Staffing (Cypress)	No	$97,200.00	$100,617
5	5.8	Instructional Coach (Cypress)	No	$120,441.00	$125,818
5	5.9	Positive Behavior Support (Redding Achieve)	No	$7,650.00	$2,200
5	5.10	Student Engagement Support (Redding Achieve)	No	$2,685.00	$2,300
5	5.11	Student Climate Support (Redding Achieve)	No	$38,450.00	$43,000
5	5.12	Monitoring and Evaluating Systems (Redding Achieve)	No	$1,750.00	$1,265
5	5.13	(new) Teacher (Juniper)	No	$96,292.00	$90,820
5	5.14	(new) Trauma Informed Groups (Juniper)	No	$27,838.00	$0
5	5.15	(new) Trauma Informed Groups (Juniper)	No	$23,470.00	$23,772

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.16**	(new) Instructional Coach (Juniper)	No	$96,292.00	$127,710
5	**5.17**	(new) Student Climate Support (Juniper)	No	$20,352.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,119,517	$7,980,989.00	$8,011,678.70	($30,689.70)	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	English Language Arts and Students with Disabilities	Yes	$75,000.00	$75,000		
1	1.2	Achievement, Suspension, Chronic Absenteeism, and Students with Disabilities	Yes	$15,000.00	$1,206		
1	1.3	Achievement and Students with Disabilities	Yes	$5,000.00	$0		
1	1.4	Develop and implement Three Staff Development Days for Teachers.	Yes	$295,958.00	$295,958		
1	1.5	Literacy and Tech Coaches	Yes	$928,703.00	$737,597		
1	1.6	District ESL Coordinator and Support Team	Yes	$185,454.00	$187,805		
1	1.7	Collaboration Wednesdays	Yes	$473,532.00	$473,532		
1	1.8	Early Education Opportunities to Close Achievement Gap	Yes	$477,608.00	$330,652		
1	1.11	Support to Implement Core Instruction and Intervention Strategies	Yes	$98,611.00	$100,736		
1	1.13	Staff Development	Yes	$100,000.00	$81,509		
1	1.14	Mentoring	Yes	$26,431.00	$24,460		

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	1.15	Collaborative Communication System	Yes	$1,000.00	$0		
2	2.2	Site Administrator Support of Portrait Competencies	Yes	$338,576.00	$347,095		
2	2.3	Science Camp	Yes	$175,000.00	$204,603		
2	2.4	Dual Language Immersion Program	Yes	$578,057.00	$556,383		
2	2.5	Evaluate and Build a Supportive Infrastructure	Yes	$202,188.00	$214,379		
2	2.6	Music Teachers	Yes	$589,880.00	$601,582		
2	2.7	Site Community Engagement	Yes	$325,000.00	$287,013		
2	2.8	Foster Youth Transportation	Yes	$10,000.00	$0		
2	2.10	Attendance Education	Yes	$29,800.00	$51.700		
2	2.11	Data Management	Yes	$177,762.00	$184,769		
3	3.1	Behavior Training and Students with Disabilities	Yes	$95,664.00	$1,457		
3	3.2	Behavior Team	Yes	$69,021.00	$72,046		
3	3.3	Counselors and Support Team	Yes	$1,153,490.00	$1,171,062		
3	3.4	Pre-Expulsion and Expulsion Rehabilitation Services	Yes	$836,529.00	$1,347,347		
3	3.5	On-Site Preparation Day	Yes	$98,653.00	$98,653		
3	3.6	Capturing Kids Hearts	Yes	$51,172.00	$56,844		
3	3.7	Behavior Alert System	Yes	$4,900.00	$4,900		

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	3.8	Where Everyone Belongs (WEB) Training	Yes	$8,000.00	$9,103		
3	3.9	Breaking Down the Walls	Yes	$20,000.00	$16,066		
4	4.2	Translation Services	Yes	$10,000.00	$4,870		
4	4.5	Access to Home-to-School Transportation	Yes	$525,000.00	$525,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$29,265,520	$7,119,517	0.00%	24.327%	$8,011,678.70	0.000%	27.376%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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