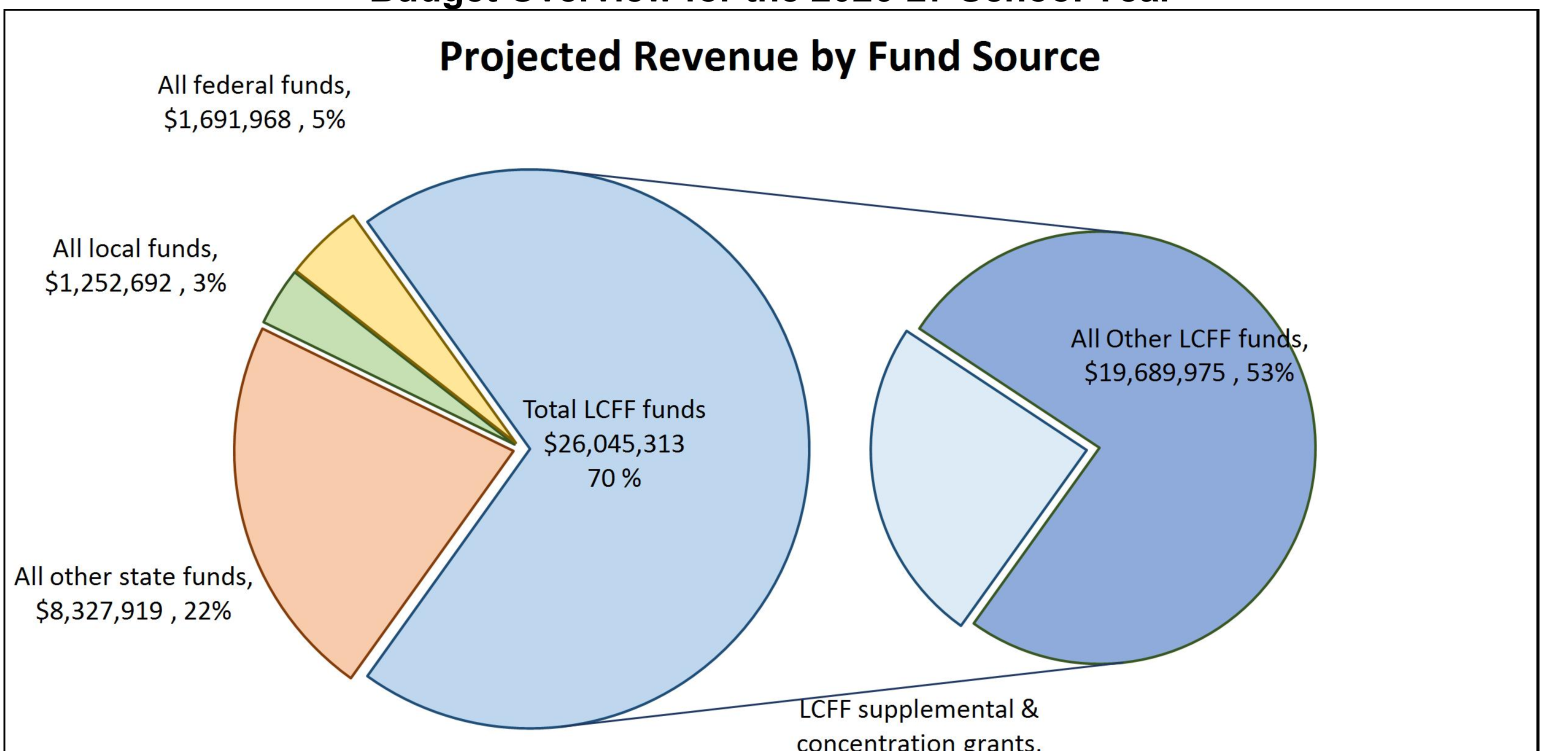
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Red Bluff Union Elementary School District
CDS Code: 52-71621-0000000
School Year: 2026-27
LEA contact information:
Cliff Curry
Superintendent
ccurry@rbuesd.org
(530) 527-7200

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

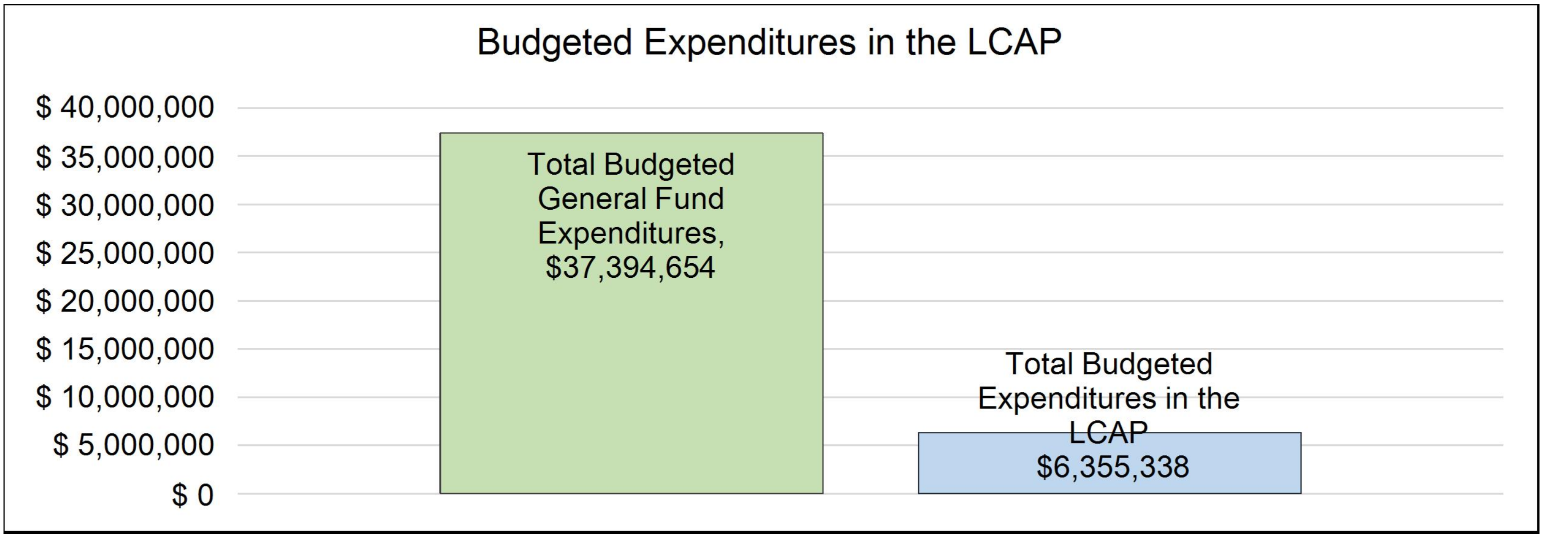


This chart shows the total general purpose revenue Red Bluff Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Red Bluff Union Elementary School District is $37,317,892, of which $26,045,313 is Local Control Funding Formula (LCFF), $8,327,919 is other state funds, $1,252,692 is local funds, and $1,691968 is federal funds. Of the $26,045,313 in LCFF Funds, $6,355,338 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Red Bluff Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Red Bluff Union Elementary School District plans to spend $37,394,654 for the 2026-27 school year. Of that amount, $6,355,338 is tied to actions/services in the LCAP and $31,039,316 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

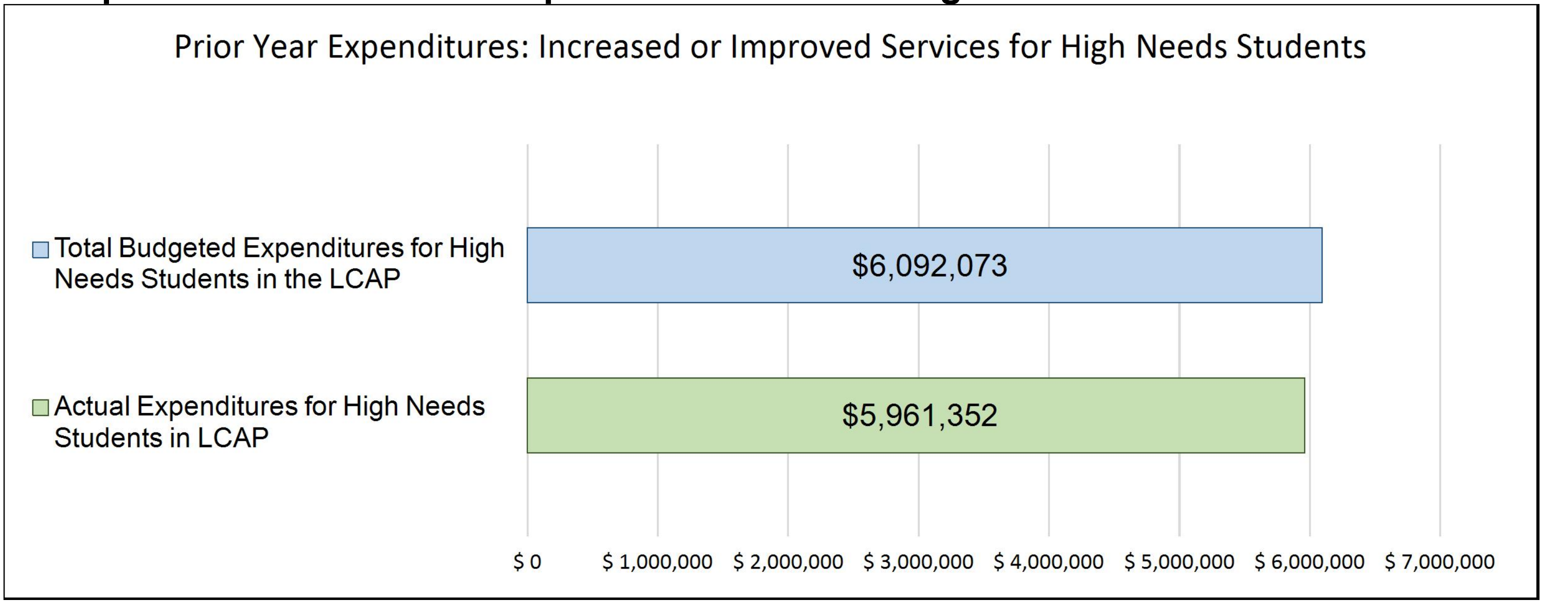
Expenditures other than LCAP are 80% staffing/benefits/ other operational activities

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

In 2026-27, Red Bluff Union Elementary School District is projecting it will receive $6,355,338 based on the enrollment of Foster Youth, English learner, and low-income students. Red Bluff Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Red Bluff Union Elementary School District plans to spend $6,355,338 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 Red Bluff Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Red Bluff Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Red Bluff Union Elementary School District's LCAP budgeted $6,092,073 for planned actions to increase or improve services for high needs students. Red Bluff Union Elementary School District actually spent $5,961,352 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $130,721 had the following impact on Red Bluff Union Elementary School District's ability to increase or improve services for high needs students:

The estimated actual expenditures were lower than budgeted, primarily due to salary savings resulting from vacancies in positions that provide direct services to students with specific and specialized needs, including special education staff, school counselors, mental health clinicians and intervention specialists. These positions have been difficult to recruit and retain due to ongoing statewide shortages in these specialized fields.

This variance does not reflect a change in the scope, intensity, or intended outcomes of the associated action or service. The District remains committed to fully implementing this action as described and has continued efforts to recruit qualified staff, including ongoing recruitment, use of interim/contracted providers, partnerships with county office of education and caseload redistribution among current staff. Any unspent funds associated with this vacancy will continue to be directed toward meeting the identified student need, either through continued recruitment or alternative service delivery models until positions are filled.

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
Red Bluff Union Elementary School District	Cliff Curry Superintendent	ccurry@rbuesd.org (530) 527-7200

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.

Red Bluff Union Elementary School District (RBUESD) is a rural district located 117 miles north of Sacramento. Approximately 14,100 people reside in Red Bluff. Red Bluff Union Elementary School District is a Transitional Kindergarten (TK) through 8 Grade district that currently serves approximately 1,800 students. The district has three elementary schools (TK-5) and one middle school (6- 8). In addition, RBUESD offers an alternative learning program (SEAL) for TK-8 and an Independent Study option. The elementary sites average 440 students, and the middle school serves just over 550 students. Students in TK and Kindergarten attend full-day programs supported by instructional paraprofessionals. Approximately 80.48% of the district's students qualify for the National School Lunch Program and/or are identified as socioeconomically disadvantaged. Major ethnic groups reported and represented include White (45.89%) or Hispanic (43.09%), additional student groups include Multiple Ethnicities (4.5%), American Indian or Alaskan Native (2.8%), African American (1.6%), Asian (0.9%), Hawaiian/Pacific Islander (0.4%) or Filipino (0.2%). The student population includes Students with Disabilities (13.6%) and English Learners (14.5%). Our Homeless (5.1%) and Foster Youth (.8%) populations fluctuate throughout the year. The demographic distribution across schools reinforces the conclusion that services and actions must be distributed district-wide to support students. RBUESD is committed to systems of support and inclusivity to improve teaching and learning for all. This work is guided by a Multi-Tiered System of Support (MTSS): a comprehensive framework that aligns academic, behavioral, and social-emotional learning for the benefit of every student. This framework encompasses data-based decision-making centered on best-first instruction, social and emotional learning, positive behavioral supports, and intervention. We continue to improve and expand the implementation of MTSS to shift thinking and practices around instruction, student engagement, and social-emotional wellness for all. The LCAP is a plan for improving the educational experience for all students and creating schools where students fully engage and acquire skills to become productive citizens in our communities. The LCAP actions ensure resources align to provide a comprehensive educational system that is sustainable, inclusive, and increases the professional capacity of staff to enhance and expand programs to meet our students' diverse needs.

Reflections: Annual Performance

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

According to the most recent California School Dashboard data and local monitoring measures, several areas of progress and continued need were identified across Red Bluff Union Elementary School District.

Districtwide academic outcomes continue to reflect persistent performance challenges. On the 2024 California School Dashboard, Red Bluff Union Elementary School District received a Red performance level in both English Language Arts and Mathematics. In English Language Arts, the district declined from 63.3 points below standard in 2023–24 to 74.8 points below standard in 2024–25, maintaining a Red performance level and indicating continued academic need. In Mathematics, the district maintained a Red performance level and remained significantly below standard at 102.2 points below standard. Persistent achievement gaps continue among English Learners, Long-Term English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, particularly in English Language Arts and Mathematics performance.

English Learner outcomes also remain an area of concern. The English Learner Progress Indicator (ELPI) remained at the Red performance level on the California School Dashboard. The percentage of English Learners making progress toward English language proficiency increased slightly from 40.3% in 2023–24 to 41.3% in 2024–25, demonstrating modest improvement but remaining below the district target of 55%. In addition, Long-Term English Learners (LTELs) and At-Risk LTELs continue to represent an area where achievement and language acquisition gaps persist.

School climate and engagement indicators present mixed results. Chronic absenteeism improved significantly from 30.2% in 2023–24 to 20.5% in 2024–25, reflecting positive progress in attendance intervention and student engagement efforts. However, the district remained at the Orange performance level on the Dashboard and continues to perform above the district goal of 15%. Additionally, the suspension rate increased to approximately 12.4%, resulting in a Red performance level on the Dashboard and indicating a decline in school climate indicators. This increase highlights the continued need for stronger behavioral intervention systems, expanded social-emotional supports, and more consistent implementation of Positive Behavioral Interventions and Supports (PBIS) across school sites.

Areas demonstrating improvement include reductions in chronic absenteeism, increased student connectedness and safety perception survey results, modest gains in English Learner progress, and improved inclusion rates for Students with Disabilities in general education settings. Science performance also showed improvement at select grade levels, particularly grade 5. Despite these improvements, English Language Arts and Mathematics performance remained at the Red performance level, suspension rates increased, and achievement gaps for unduplicated student groups continue to persist. These ongoing gaps demonstrate the need for continued targeted intervention, strengthened Tier I instruction, and expanded student support systems.

Based on these Dashboard outcomes, Red Bluff Union Elementary School District entered Differentiated Assistance in the 2025–26 school year through the Geolead consortium. The district qualified for Differentiated Assistance due to persistent Red indicators in English Language Arts, Mathematics, Suspension Rate, and English Learner Progress. Through this process, the district is engaging in structured root cause analysis, data inquiry cycles, and continuous improvement planning focused on strengthening Tier I instruction, improving English Learner outcomes, increasing academic achievement, and reducing exclusionary discipline practices.

LREBG: A needs assessment was conducted using California School Dashboard data and local assessment measures. Analysis identified significant performance gaps in English Language Arts and Mathematics, with the district maintaining Red performance levels and performing below standard in both indicators. Chronic absenteeism also remained elevated at the Orange performance level and above the district goal. Students with the greatest identified needs included English Learners, Students with Disabilities, Long-Term English Learners, and Socioeconomically Disadvantaged students performing in the lowest performance bands on the Dashboard.

Based on this analysis, Red Bluff Union Elementary School District will utilize $147,000 in Learning Recovery Emergency Block Grant (LREBG) funds to support targeted academic intervention, expanded instructional support, progress monitoring, and attendance recovery strategies aligned to identified student needs. LREBG-funded actions are embedded within Goal 1 and Goal 3 and are specifically aligned to Metrics 1.1 (ELA CAASPP), 1.2 (Math CAASPP), 1.4 (Local Reading and Math Assessments), 1.5 (ELPI), and Goal 3 attendance and suspension metrics. These funds will support expanded intervention opportunities, instructional staffing, attendance recovery efforts, progress monitoring systems, and student engagement supports for students most impacted by unfinished learning and disrupted educational experiences.

For any future LREBG allocations, RBUESD will utilize these funds in alignment with the identified needs, Goals 1 and 3 actions, and ongoing educational partner feedback to ensure resources continue to address academic recovery, student engagement, and school climate needs. The district will annually evaluate the effectiveness of LREBG-funded actions using identified metrics and adjust strategies based on student outcome data to ensure continuous improvement through 2027–28.

Reflections: Technical Assistance

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

Red Bluff Union Elementary School District continues to receive technical assistance to strengthen instructional systems and student support structures. In collaboration with the Tehama County Department of Education, district and school site teams have participated in professional learning focused on strengthening the implementation of a Multi-Tiered System of Supports (MTSS) framework.

Technical assistance has included training and coaching for school site leadership teams to build capacity in analyzing student performance data, identifying instructional gaps, and implementing effective Tier I strategies that support students’ academic, behavioral, and social-emotional development. Leadership teams have utilized a cycle of inquiry process to evaluate school systems and identify areas where instructional practices and student supports can be strengthened.

This work has also included a focus on identifying equity gaps among student groups, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Through this process, site leaders have developed stronger systems for monitoring student progress and aligning interventions within the district’s MTSS framework.

In the 2025–26 school year, the district also entered Differentiated Assistance through the Geolead consortium, which provides structured support for districts identified through the California School Dashboard. Through this partnership, district leadership teams are engaging in root cause analysis, improvement science cycles, and targeted planning focused on improving outcomes in English Language Arts, Mathematics, English Learner progress, and student behavior supports.

The district will continue to work with county and consortium partners to strengthen instructional coherence, improve data-driven decision making, and expand the implementation of effective Tier I, Tier II, and Tier III supports for students.

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.

There are no schools identified for Comprehensive Support and Improvement (CSI) in our district.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Middle School Student Groups	During May 2026, meetings were held with representative groups of 6th–8th grade students at the middle school. Students participated in facilitated discussions regarding school safety, student engagement, behavioral supports, extracurricular opportunities, school connectedness, academic supports, and overall school climate. Students shared concerns related to bullying, behavior, communication, and student support systems, while also identifying programs and activities that helped them feel connected to school. Feedback from students influenced Goal 3 actions related to PBIS implementation, student engagement activities, attendance supports, school climate initiatives, and expanded social-emotional supports.
Collective Bargaining Groups	During April and May 2026, district leadership met independently with representatives from each bargaining unit to review the draft LCAP, district priorities, staffing needs, student performance data, intervention supports, school climate concerns, and professional learning needs. Meetings were held separately to provide opportunities for open dialogue and feedback. Input from bargaining units influenced actions related to instructional coaching, MTSS implementation, intervention staffing, professional development, student behavioral supports, and employee wellness initiatives included within Goals 1, 2, and 3.
School Site Councils & Parent Advisory	During spring 2026, district leadership attended School Site Council meetings at each school site to review district data, discuss the draft LCAP, and gather feedback regarding academic achievement, attendance, safety, communication, intervention supports, and

Educational Partner(s)	Process for Engagement
	student wellness. Due to limited participation at district Parent Advisory meetings, School Site Councils served as an additional opportunity to engage families representing English Learners, foster youth, homeless students, and students with disabilities. Feedback from these meetings influenced continued investments in intervention programs, attendance supports, MTSS implementation, school safety priorities, and expanded social-emotional services. Superintendent responses to feedback were provided in writing.
DELAC	During May 2026, the District English Learner Advisory Committee (DELAC) met to review the draft LCAP and discuss English Learner performance data, ELPAC outcomes, reclassification rates, Long-Term English Learner supports, and family communication needs. Parents provided feedback regarding the need for increased academic intervention, language development support, and improved communication with families. Feedback influenced Goal 1 actions related to English Learner instructional assistants, targeted intervention supports, progress monitoring, and language acquisition services. Superintendent responses to DELAC feedback were provided in writing.
Parent and Community	Throughout March and April 2026, the district utilized ThoughtExchange as an interactive engagement process to gather input from parents, students, staff, and community members regarding district priorities and budget development. Educational partners were asked to identify the most critical programs, services, and initiatives the district should prioritize in the upcoming school year. Topics included academic achievement, school safety, intervention programs, mental health supports, attendance, student behavior, extracurricular opportunities, and communication. Feedback from this process influenced the prioritization of academic intervention supports, attendance recovery strategies, MTSS implementation, social-emotional supports, and school climate initiatives included throughout Goals 1,2, and 3. Specific feedback was also filtered out for Equity Multiplier Goal 4.
3-8 Student Advisory Council	During October 2025 and follow-up meetings in spring 2026, surveys and in-person advisory meetings were conducted with students in grades 3–8 to gather input regarding school climate, student engagement, safety, academic support needs, and student

Educational Partner(s)	Process for Engagement
	connectedness. Students shared concerns related to peer behavior, school culture, and engagement opportunities while also identifying programs and supports they found beneficial. Student feedback directly influenced Goal 3 actions focused on school climate, PBIS implementation, student engagement opportunities, and social-emotional learning supports.
School Staff (Certificated, Classified, Administrators)	Throughout spring 2026, certificated staff, classified staff, and administrators participated in surveys, meetings, and collaborative discussions regarding district priorities, student needs, instructional programs, intervention effectiveness, MTSS implementation, professional development, and school climate supports. Staff feedback emphasized the need for stronger Tier I instructional practices, expanded intervention time, additional behavioral supports, and continued professional learning. Feedback influenced Goal 1 actions related to instructional coaching, intervention systems, progress monitoring, and professional development, as well as Goal 3 actions supporting MTSS and student wellness initiatives.
Equity Multiplier School Feedback	During spring 2026, educational partners connected to the district's Equity Multiplier school site, SEAL Academy, were engaged through staff meetings, parent discussions, student interviews, and review of student perception survey data. Discussions focused on academic intervention needs, attendance barriers, behavioral supports, student engagement, credit recovery, and social-emotional wellness for students enrolled in the alternative education program. Feedback consistently supported maintaining intensive student support services, intervention staffing, and individualized student engagement strategies due to the significant academic and behavioral needs of students served at the site. This feedback directly influenced Goal 4 actions and metrics related to alternative education supports, student engagement, intervention services, and school climate initiatives for SEAL Academy.

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

The feedback from educational partners significantly influenced the development of the goals, actions, services, and metrics included within the LCAP. Educational partners consistently identified student achievement, school safety, student belonging, behavioral supports, communication, attendance, and social-emotional wellness as top priorities for the district. Educational partners also emphasized the importance of maintaining strong academic intervention systems, improving consistency of Tier I instruction, and increasing support for English Learners, Students with Disabilities, and other unduplicated student groups.

Students, parents, staff, bargaining units, DELAC representatives, School Site Councils, and community members provided input regarding areas where the district had demonstrated progress as well as areas requiring continued improvement. Feedback from educational partners directly influenced the development and refinement of Goals 1 and 3, including expanded MTSS implementation, targeted intervention supports, attendance recovery efforts, instructional coaching, social-emotional learning supports, and Positive Behavioral Interventions and Supports (PBIS) initiatives.

For example, feedback from students and parents emphasized concerns related to school safety, bullying, student behavior, and school connectedness. As a result, the district prioritized suspension reduction strategies, expanded behavioral intervention systems, increased attendance intervention supports, and strengthened school climate initiatives within Goal 3. Feedback from teachers, administrators, and bargaining units identified the need for stronger intervention systems, instructional consistency, professional development, and improved progress monitoring practices, which influenced Goal 1 actions related to instructional coaching, intervention staffing, professional learning, and academic support systems.

Additionally, educational partners connected to the district’s Equity Multiplier school site, SEAL Academy, identified the continued need for intensive student engagement, intervention, behavioral, and social-emotional supports for students enrolled in the alternative education program. This feedback directly influenced Goal 4 actions and services focused on maintaining individualized supports, intervention staffing, student engagement strategies, and wellness supports for students attending SEAL Academy.

Educational partner feedback also informed the district’s use of Learning Recovery Emergency Block Grant (LREBG) funds. Based on educational partners' input and identified student needs, the district embedded LREBG-funded supports within Goals 1 and 3 to address unfinished learning, attendance barriers, intervention needs, and student engagement challenges. The district will continue to utilize educational partner feedback, student performance data, and local needs assessments to refine actions, services, and resource allocation to support continuous improvement and equitable student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By June 2028, Red Bluff Union Elementary School District will improve student achievement in English Language Arts and Mathematics for all students, with targeted improvement for student groups performing at the Red and Orange levels on the 2024 California School Dashboard, including English Learners, Long-Term English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and other identified groups.	Broad Goal

State Priorities addressed by this goal.

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.

The 2024 Dashboard indicates:
-ELA: 74.8 points below standard (Red)
-Math: 102.2 points below standard (Red)
Subgroup performance shows persistent achievement gaps among EL, LTEL, Hispanic, SWD, and SED students.

Educational partner feedback identified:
-Inconsistent Tier I instructional practices
-Limited intervention time within the school day
-Need for targeted support for LTEL students
-Need for stronger math instructional coherence
This goal was prioritized because academic achievement indicators are at the lowest performance level and require a focused, multi-year strategy.

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 State Assessment for Grades 3-8	READING 2023 Average Distance from Standard Data All Students: -63.3	READING CAASPP 2024 to 2025	READING CAASPP CERS 2026 DATA	25-26 Proficiency Rates: All Students (Grades 3-8):	.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Distance from "Standard Met" on ELA CAASPP (California Assessment of Student Performance and Progress) as measured by the CA Dashboard	American Indian: -83.2 English Learners (EL): -82.9 Foster Youth: -113.6 Hispanic: -66.4 Homeless: -88.7 Socioeconomically Disadvantaged: -70 Students with Disabilities: -149.3 Two or More Races: -58.6 White: -58.7 2022-23 Proficiency Rates: All Students (Grades 3-8): ELA Met/Exceeded Standards: 25.69%	3rd: 21% to 23.87% 4th: 33% to 27.18% 5th: 28% to 35.64% 6th: 15% to 18.71% 7th: 25% to 17.92% 8th: 14% to 14.29% 2024-25 Dashboard Average Distance from Standard Data All Students: -74.8 American Indian: - no data English Learners (EL): -102 Long Term EL: -159.9 Foster Youth: - no data Hispanic: -79.3 Homeless: -81 Socioeconomically Disadvantaged: -76.5 Students with Disabilities: -143.1 Two or More Races: -53.6 White: 67	CERS Scores as of 06/06/2026: 2024 to 2025 3rd: 30% 4th: 28.75 5th: 18% 6th: 32% 7th: 26% 8th: 25% 2024-25 Proficiency Rates: All Students (Grades 3-8): ELA Met/Exceeded Standards 26.1%	ELA Met/Exceeded Standards: 35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-2025 Proficiency Rates: All Students (Grades 3-8): ELA Met/Exceeded Standards: 23.27%			
1.2	CAASPP, Math State Assessment for Grades 3-8 Average Distance from "Standard Met" on Math CAASPP (California Assessment of Student Performance and Progress) as measured by the CA Dashboard	MATH 2024 Average Distance from Standard Data All Students: -93.8 American Indian: -96.6 English Learners (EL): -120.2 Foster Youth: -141.1 Hispanic: -100.7 Homeless: -121.4 Socioeconomically Disadvantaged: -100.3 Students with Disabilities: -163.8 Two or More Races: -97.9 White: -84.9 2022-23 Proficiency Rates: All Students (Grades 3-8): Math Met/Exceeded Standards: 16.93%	Math CAASPP 2025 3rd: 26% to 26.46% 4th: 24% to 26.22% 5th: 19% to 26.60% 6th: 7% to 6.46% 7th: 12% to 8.72% 8th: 8% to 5.00% 2024-25 Dashboard Average Distance from Standard Data All Students: -93.8 American Indian: -96.6 English Learners (EL): -120.2 LTEL: -200.2 Foster Youth: -141.1 Hispanic: -100.7 Homeless: -121.4	MATH CAASPP - CERS 2026 DATA CERS Scores as of 06/06/2026: 2024 to 2025 3rd: 17% 4th: 25.7% 5th: 26.3% 6th: 8% 7th: 14% 8th: 13% 2024-25 Proficiency Rates: All Students (Grades 3-8): Math Met/Exceeded Standards 20.93%	2025-26 Proficiency Rates: All Students (Grades 3-8): Math Met/Exceeded Standards: 25%	4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: -100.3 Students with Disabilities: -163.8 Two or More Races: -97.9 White: -84.9 2024-2025 Proficiency Rates: All Students (Grades 3-8): Math Met/Exceeded Standards: 17.53%			
1.3	CA Science Test (CAST) for Grades 5 and 8 Percentage of students Meeting or Exceeding Standards	2022-23 percent of students meeting or exceeding standards All Students: 15.20% American Indian* fewer than 11 students tested English Learners (EL): 3.51% Foster Youth* fewer than 11 students tested Hispanic: 10.06 % Homeless: 10.52% Socioeconomically Disadvantaged: 13.71% Students with Disabilities: 1.92% Two or More Races: 13.34% White: 20.69%	Science CAASPP 2024: Dashboard Average Distance from Standard Data All Students: 43.7 American Indian: no data English Learners (EL): 38.3 RFEP: 46.7 EO: 44.3 LTEL: 30.1 Foster Youth: no data Hispanic: 41.9 Homeless: no data Socioeconomically Disadvantaged: 43.2	SCIENCE CAASPP CERS 2026 DATA *Scores not available CERS Scores as of 06/06/2026: 2024 to 2025 5th: 28.3% 8th: 16% All Students (Grades 3-8): Science Met/Exceeded Standards: 22.15%	Grade 5: 25% Grade 8: 15%	6.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5: 19.53% Grade 8: 9.69%	Students with Disabilities: 31.6 Two or More Races: no data White: 46.0 2024 to 2025 5th: 24% to 26.59% 8th: 14% to 9.24% All Students (Grades 3-8): Science Met/Exceeded Standards: 18.01%			
1.4	District/Local Assessments in ELA/ Reading and Math for Grades TK-8 Percentage of students at/above benchmark as measured by Acadience & Renaissance Place	2023-2024 Spring Reading K: 42% 1st: 50% 2nd: 39% 3rd: 33% 4th: 34% 5th: 36% 6th: 22% 7th: 24% 8th: 25% District: 34% Math K: 33% 1st: 42% 2nd: 35% 3rd: 26% 4th: 23% 5th: 13% 6th: 8%	2024-2025 Spring Reading K: 58% 1st: 43% 2nd: 32% 3rd: 28% 4th: 35% 5th: 44% 6th: 22% 7th: 27% 8th: 23% District: 35% Spring Math K: 49% 1st: 50% 2nd: 27% 3rd: 25% 4th: 26% 5th: 24% 6th: 7%	2025-2026 Spring Reading K: 64% 1st: 55% 2nd: 53% 3rd: 26% 4th: 32% 5th: 38% 6th: 31% 7th: 24% 8th: 36% District: 39% Spring Math K: 45% 1st: 53% 2nd: 26% 3rd: 27% 4th: 27% 5th: 31% 6th: 17%	By Spring of 2026: Reading: 40% Math: 30%	Cohort Difference Spring Reading K: 22 1st: 5 2nd: 14 3rd: -7 4th: -2 5th: 2 6th: 9 7th: 0 8th: 11 District: 5% Spring Math K: 12 1st: 11 2nd: -9 3rd: 1 4th: 18 5th: 9 6th: 9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th: 12% 8th: 14% District: 23%	7th: 11% 8th: 14% District: 26%	7th: 11% 8th: 13% District: 28%		7th: -1 8th: -1 District: 5%
1.5	English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on ELPAC (English Language Proficiency Assessments for California) as measured by the CA Dashboard	2022-23 42% making progress towards English language proficiency; overall performance level of low as measured by ELPI. 41.7% of ELs progressed at least 1 ELPI level .5% maintained ELPI level 4 35.9% maintained ELPI levels 1, 2L, 2H, 3L, 3H 21.8% decreased at least one ELPI level	2023-24 40.3% making progress towards English language proficiency; overall performance level of low as measured by ELPI. 39.7% of ELs progressed at least 1 ELPI level 1 % maintained ELPI level 4 39.2% maintain ELPI levels 1, 2L, 2H, 3L, 3H 20.1% decreased at least one ELPI level	2024-25 41.3% making progress towards English language proficiency; overall performance level of low as measured by ELPI. 41.2% of ELs progressed at least 1 ELPI level .5 % maintained ELPI level 4 34.5% maintain ELPI levels 1, 2L, 2H, 3L, 3H 23.7% decreased at least one ELPI level	2022-23 55% making progress towards English language proficiency	-14.7%
1.6	Reclassified Student Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) as determined by district criteria and reported to CalPads	2023-2024 (as of 01/19/24): 8.3%	2024 (as of 06/04/25): 8.7%	2024 (as of 06/05/26): 6.07%	2026 Reclassification rate: 15%	-2.23%
1.7	Long Term English Learners (LTELs) & At-Risk Long Term English Learners (ARTELs)	2023-24 (as of 01/19/24) LTEL 6+ Years Grade 5: 6	2023-24 (as of 05/25) LTEL 6+ Years Grade 5: 4	2025-2026 as of 6/5/2026 LTEL 6+ Years Grade 5: 3	2026: LTEL: Grades 5-8 will be less than 30	LTEL: -12 ARTEL: -10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of English Learners that have been classified as EL for 6+ years (LTEL) and EL for 4-5 years (ARTEL), no longer progressing towards English proficiency or struggling academically and are not eligible for reclassification as reported in Dataquest/CalPads	Grade 6: 16 Grade 7: 18 Grade 8: 18 Total: 58 At-Risk ARTELs Grade 3: 3 Grade 4: 18 Grade 5: 13 Grade 6: 2 Grade 7: 1 Grade 8: 2 Total: 39	Grade 6: 18 Grade 7: 13 Grade 8: 16 Total: 51 At-Risk ARTELs Grade 3: 6 Grade 4: 23 Grade 5: 12 Grade 6: 2 Grade 7: 3 Total: 46	Grade 6: 12 Grade 7: 15 Grade 8: 16 Total: 46 At-Risk ARTELs Grade 3: 5 Grade 4: 24 Grade 5: 18 Grade 6: 1 Grade 7: 1 Grade 8: 1 Total: 49	ARTEL: Grades 3-8 will be less than 20 At Risk	
1.8	Least Restrictive Environment/Inclusion of Students with Disabilities Rate of students with disabilities in a regular class more than 80% of the time and less than 40% of the time	2022-2023 80% or more = 70.04% 40% or less = 18.57%	2024-2025 80% or more = 72.24% 40% or less = 19.73%	2025-2026 80% or more = 81.58% 40% or less = 18.42%	2025-2026 80% or more = 80% 40% or less = 20%	-7.76% -.27%

Goal Analysis [2025-26]

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

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

During the previous school year, the district implemented actions aligned to improving academic achievement in English Language Arts, mathematics, and science through targeted instructional supports and professional development. Key strategies included continued implementation of the Response to Intervention (RTI) framework, instructional coaching for teachers, professional learning communities (PLCs), and a focus on strengthening foundational literacy skills in the early grades.

Instructional coaches worked with teachers to improve Tier I instruction, particularly in reading development and mathematics conceptual understanding. Professional development focused on evidence-based literacy practices, including explicit and systematic phonics instruction, progress monitoring, and differentiated intervention strategies. The district also continued implementation of district benchmark assessments using Renaissance and Acadience to monitor student progress throughout the year.

Overall implementation occurred largely as planned; however, the district experienced challenges related to some staffing shortages, which affected the consistency of instructional support and intervention delivery at sites.

Despite these challenges, the district continued to emphasize foundational literacy instruction in grades K–2 and targeted interventions for students performing below grade level.

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

Overall, the majority of planned expenditures aligned with the implementation of actions under this goal. However, some adjustments occurred during the year.

Employment-related costs increased due to district negotiations resulting in a salary increase and expanded health and wellness benefits for staff. These adjustments increased expenditures associated with instructional personnel.

Additionally, some expenditures related to supplemental instructional services and contracted supports were reduced due to a decrease in available Supplemental and Concentration funding between Budget Adoption and Estimated Actuals. As a result, certain planned services were scaled back to remain within the available funding allocation.

Despite these adjustments, the district prioritized maintaining core instructional supports and professional development activities tied to improving student academic outcomes.

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

Implementation of RTI, instructional coaching, and foundational literacy supports contributed to modest improvements in several local and state indicators.

CAASPP ELA (Metric 1.1)
ELA proficiency rates remained relatively stable, but with an increase in the middle school. While overall proficiency remains below the district's long-term target, subgroup data indicate small improvements in some grade levels. Continued focus on foundational reading instruction and targeted interventions remains necessary to accelerate progress.

CAASPP Mathematics (Metric 1.2):
Math proficiency decreased overall. Mathematics performance remains an area of need across multiple student groups. The district will continue strengthening Tier I math instruction and intervention supports.

CA Science Test (CAST) (Metric 1.3):
Science assessment results showed improvement at several grade levels, particularly grade 5, indicating progress in implementing science standards and instructional supports.

Local Assessments (Metric 1.4):
District benchmark assessments showed positive growth in early literacy and mathematics performance across several grade levels. These results suggest that the district's focus on foundational literacy instruction and regular progress monitoring is helping identify and support students earlier in their academic development.

English Learner Progress Indicator (Metric 1.5):
The percentage of English Learners making progress toward English language proficiency increased to 41.3%. This reflects improvement compared to prior years but remains below the district's target of 55%.

Reclassification Rate (Metric 1.6):
The district's reclassification rate increased slightly to 8.7%. Continued attention to designated and integrated English Language Development instruction is necessary to increase reclassification rates.

Long-Term English Learners and At-Risk LTELs (Metric 1.7):
The number of Long-Term English Learners and At-Risk LTELs remains a concern. While monitoring systems are in place, the district continues to refine intervention strategies to support English Learners progressing toward reclassification.

Least Restrictive Environment (Metric 1.8):
Data indicate a slight increase in the percentage of students with disabilities served in general education settings for 80% or more of the day, reflecting continued progress toward inclusive instructional practices.

Overall, while some indicators show gradual improvement, the district recognizes that progress toward academic proficiency targets remains limited. Continued focus on high-quality Tier I instruction, early literacy development, and targeted intervention will be critical to accelerating student achievement.

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.

Based on implementation data and reflection on prior practice, the district will continue prioritizing foundational literacy and mathematics instruction while strengthening intervention systems across grade levels.

For the coming year, the district will:
-Expand targeted early literacy supports in grades K–2.
-Strengthen Tier II and Tier III intervention systems to support students performing below grade level.
-Increase professional development in evidence-based reading instruction and mathematics practices.
-Improve monitoring of English Learner progress and reclassification supports.
-Continue refining data systems to support progress monitoring through local assessments.
The district will maintain the existing metrics to allow for consistent monitoring of student progress over time while continuing to refine instructional practices that support improved academic outcomes for all students.

Additionally, based on the Learning Recovery Emergency Block Grant (LREBG) Needs Assessment and review of California School Dashboard and local assessment data, the district added targeted intervention and support strategies funded through LREBG resources within Goal 1. LREBG funds will support additional intervention time, instructional staffing, assistant principal support and coordination, and progress monitoring systems focused on improving outcomes for students performing below standard, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. These supports are aligned to Metrics 1.1, 1.2, 1.4, and 1.5 and are intended to address unfinished learning, strengthen Tier II and Tier III intervention systems, and improve student academic outcomes through increased access to evidence-based support and intervention services.

As the district entered Differentiated Assistance in 2025-26 due to persistent Red indicators in English Language Arts, Mathematics, Suspension Rate, and English Learner Progress Indicator on the California School Dashboard. The district will use the structured improvement process to strengthen instructional systems and intervention supports aligned with this goal. Through this process, district leadership teams will engage in data analysis, root cause identification, and continuous improvement planning focused on improving outcomes in English Language Arts, mathematics, and English Learner progress.

The Differentiated Assistance process will provide additional coaching and technical assistance to support implementation of stronger Tier I instruction, improved progress monitoring systems, and more consistent intervention practices across sites. Findings from the Differentiated Assistance needs assessment will guide refinement of instructional strategies and inform adjustments to district supports moving forward.

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	Comprehensive Student Support and Engagement Program	Develop and implement a Comprehensive Student Support and Engagement Program that creates structured collaboration time for teachers to analyze data, enhances instructional support, targets assistance for low-performing students, specifically in affected subgroups, and embeds "in the moment" professional development through instructional coaching using a student-centered teaching model. This program aims to provide a holistic educational experience that supports academic achievement, language acquisition, social-emotional learning, and enrichment through Arts and Music for all students, with a focus on addressing the needs of unduplicated student groups including foster youth, English learners, and low-income students. For Math: This action will focus on meeting the needs of the following student groups with the Red Indicator on the Dashboard: EL, Hispanic, American Indian, all students at Vista, Low Income, White	$1,176,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
		For ELA: This action will focus on meeting the needs of the following student groups with the Red Indicator on the Dashboard: Students with Disabilities, EL, Low Income, and Hispanic Learning Recovery Emergency Block Grant (LREBG) funds in the amount of $100,000 will be used to expand targeted intervention and support aligned to identified student needs. Funds will support additional intervention time, instructional staffing, assistant principal support and coordination, and progress monitoring systems focused on improving outcomes for students performing below standard, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Any additional funds received will support the staffing necessary to meet the demands of this support. This action will focus on metrics 1.1, 1.2, and 1.4 This action will focus on metrics 1.1, 1.2, and 1.4		
1.2	Enhanced MTSS Implementation and Operational Support	This action consolidates the efforts to strengthen the Multi-Tiered System of Supports (MTSS) framework, ensuring operational excellence and comprehensive staff training. It focuses on the integration of resources to support the district's operational needs while enhancing the effectiveness of MTSS through targeted professional development and implementation strategies. This combined approach aims to address the diverse needs of all students, including EL, Foster, Homeless, and SPED students particularly focusing on improving academic outcomes, behavioral supports, and social-emotional learning.	$373,299.00	Yes
1.3	EL Instructional Assistants	Assistants support language acquisition and instruction of limited English speaking students and serve as a liaison between school, families, and community resources, in addition to providing translation services.	$282,358.00	Yes
1.4	Least Restrictive Environment	Increase opportunities for students with disabilities to interact and engage with peers in the general education setting during instructional, enrichment, and non-academic settings.	$224,503.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By June 2028, Red Bluff Union Elementary School District will enhance the learning environment for all students by ensuring access to appropriately assigned and fully credentialed educators, maintaining and improving school facilities and infrastructure, and providing up-to-date, standards-aligned instructional materials and technology resources. This goal ensures that access to credentialed teachers, instructional materials, and safe facilities is foundational to improving academic outcomes, particularly for English Learners and other student groups experiencing inequities. curriculum, and instructional technology necessary to support language acquisition and academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This is a broad goal concentrating on equitable conditions. Many of our facilities are in high need of repair/replacement. In 2022, a local bond passed that allowed us to make some much-needed repairs and extend some new buildings to replace dilapidated portables. The district continues to apply for grant funding and seek ways to provide adequate buildings and repair existing infrastructure. All sites need fencing, multipurpose rooms, and/or gymnasiums.

The 2024 Dashboard indicates:
-EL Progress: 41.3% making progress (Orange)
-LTEL: Red
Educational partner input indicated:
-Need for consistent designated ELD implementation
-Need for targeted LTEL language acceleration
-Need for stronger writing instruction aligned to ELPAC demands
This goal was developed to address persistent underperformance among English Learners and LTELs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Credentialing Status Percentage of teachers fully credentialed as reported on the School Accountability Report Card (SARC)	2023-24: 86%	2024-25: 74.59% *All credentialed staff 91/122	2025-26: 84.6%	100%	-1.4 percentage points
2.2	Implementation of State Academic Standards, including ELL Standards. Completion of self-reflection tool indicating progress in the implementation of state academic standards as part of the LCFF Local Indicators	2023-24: 100%	2024-25: 100%	2025-26: 100%	100%	0%
2.3	Instructional Materials Sufficiency Percentage of students with access to board-adopted instructional materials as reported on the Board Education Resolution Certifying Sufficiency	2023-24: 100%	2024-25: 100%	2025-26: 100%	100%	0%
2.4	William Uniform Complain Process - Facilities Office of Public School Construction's Facility Assessment Tool (FIT)	All schools are ranked "POOR" based on the Office of Public School Construction's Facility Assessment Tool (FIT); 0/4 schools ranked "GOOD".	All schools are ranked "POOR" based on the Office of Public School Construction's Facility	Four schools are ranked "POOR" based on the Office of Public School Construction's Facility Assessment Tool	2/4 schools are ranked "GOOD" based on the Office of Public School Construction's Facility	-2/4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of areas where facilities do not meet "good repair" standards as measured by data.	2023-24: There were a total of 7 areas rated in good repair.	Assessment Tool (FIT) 2024-25: There were a total of 7 areas rated in good repair	(FIT), One school is rated FAIR. 2025-26: There were a total of 12 areas rated in good repair *A new building (SEAL) was added in 2025/2026*	Assessment Tool (FIT)	

Goal Analysis [2025-26]

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

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

During the previous school year, the district continued implementing actions designed to ensure students have access to appropriately credentialed teachers, standards-aligned instructional materials, and safe, well-maintained facilities.

Recruitment and retention efforts were implemented to address statewide educator shortages. The district provided mentoring and instructional coaching for new and provisional teachers and partnered with the county office and credentialing programs to support staff pursuing full certification. Despite these efforts, the district experienced continued challenges in filling vacancies with fully credentialed staff due to regional workforce shortages and credential processing delays.

All schools continued implementation of state academic standards, including English Language Development standards, and completed the required Local Indicator self-reflection tool. Professional development and instructional coaching supported staff in maintaining alignment with state standards and instructional frameworks.

Students continued to receive access to standards-aligned instructional materials across grade levels, and the district maintained procedures to ensure timely procurement and distribution of adopted curriculum.

Facility conditions remained an area of challenge. While the district maintained regular maintenance and monitoring processes, several facilities did not yet meet the “Good Repair” standard on the Facilities Inspection Tool (FIT). Efforts to improve facilities were impacted by limited funding availability and challenges securing contractors for needed repairs.

Successes included full implementation of academic standards, continued access to instructional materials for all students, and progress in facility maintenance planning. Challenges included teacher shortages and the pace of facility repairs.

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 significant structural differences between budgeted and estimated actual expenditures for this goal; however, some adjustments occurred during implementation.

Expenditures related to staffing were slightly lower than anticipated due to ongoing challenges in recruiting highly qualified teachers. Some positions remained vacant or were filled later in the school year than originally projected, resulting in reduced expenditures.

Additionally, a decrease in available Supplemental and Concentration funding between Budget Adoption and Estimated Actuals required the district to reduce or delay certain planned expenditures to remain within available funding levels. The district prioritized maintaining core instructional services and staffing supports for students.

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

Metric 2.1 – Teacher Credentialing Status (Limited Effectiveness):
The percentage of fully credentialed teachers remains below the district's goal of 100%. Ongoing staffing shortages and credential processing delays continue to affect the district's ability to fully meet this target. Although recruitment and mentoring supports are in place, these efforts have not yet resulted in sufficient increases in fully credentialed staff. Continued focus on recruitment, retention, and credentialing support is needed.

Metric 2.2 – Implementation of State Academic Standards (Effective):
All schools completed the Local Indicator self-reflection process and reported full implementation of state academic standards, including English Language Development standards. Professional development and instructional coaching supported staff in maintaining instructional alignment and improving classroom implementation.

Metric 2.3 – Instructional Materials Sufficiency (Effective):
All students had access to board-adopted instructional materials aligned to state standards. Systems for monitoring and distributing materials ensured that classrooms maintained sufficient instructional resources throughout the school year.

Metric 2.4 – Facilities in Good Repair (Not Yet Effective):
Progress toward the goal of having all schools rated "Good" on the Facilities Inspection Tool (FIT) has been limited. While ongoing maintenance occurred, four schools remain rated "Poor" and one school is rated "Fair." Budget constraints and contractor availability slowed progress on facility repairs. Continued investment and phased repair planning will be necessary to improve facility conditions.

Overall, actions under this goal were effective in maintaining access to instructional materials and standards implementation but have been less effective in addressing staffing shortages and facility repair needs.

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.

Based on implementation data and reflection on prior practice, the district will continue the existing goal structure while refining strategies to address identified challenges.

To address teacher credentialing shortages, the district will strengthen recruitment partnerships, expand mentoring and induction support, and increase efforts to recruit fully credentialed educators.

To improve facility conditions, the district will implement a phased facility repair plan prioritizing the most critical maintenance needs and will streamline contracting timelines to accelerate repair work when funding becomes available.

The district will maintain the existing metrics for credentialing status, instructional materials sufficiency, implementation of academic standards, and facility conditions to ensure consistent monitoring of progress toward maintaining safe, supportive learning environments for all 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
2.1	Enhancing the Educational Environment	To enhance the educational environment for all students, Red Bluff Union Elementary School District focuses on attracting, hiring, and retaining highly qualified educators, complemented by offering up-to-date, standards-aligned instructional materials. This action is further supported through mentoring for new teachers and ongoing professional development opportunities, ensuring educators are well-equipped to deliver high-quality instruction. By prioritizing access to the latest instructional resources, the district aims to foster an equitable and engaging educational experience that promotes student achievement and well-being.	$1,070,384.00	Yes
2.2	Technology Information & Data Services	Enhance digital literacy and modern teaching by broadening technology access for students and teachers, and ensuring accurate state data reporting, including student demographics, through dedicated IT support.	$1,201,442.42	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Facilities Maintenance and Upgrades	Prioritize the maintenance, repair, and upgrading of school facilities to create safe, welcoming, and conducive learning environments.	$250,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2028, Red Bluff Union Elementary School District will foster a nurturing and inclusive learning community by creating a welcoming, supportive environment that promotes regular attendance, addresses student health and wellness needs, and ensures a safe, positive school climate. In response to the 2024 California School Dashboard results indicating a Red performance level in Suspension Rate (12.4%), this goal prioritizes reducing suspensions and improving engagement for student groups disproportionately impacted, including English Learners, Long-Term English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and other identified groups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The 2024 Dashboard shows:
-Suspension Rate: 12.4% (Red)
-Increased 3.7 percentage points
Subgroup analysis indicates systemic disproportionality.

Educational partners identified:
-Need for restorative practices
-Inconsistent Tier I behavior expectations
-Need for staff training in trauma-informed practices
-Need for earlier intervention systems
This goal prioritizes suspension reduction because suspension is linked to academic loss, chronic absenteeism, and inequitable outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate as measured by our student information system.	2022-23 Preliminary data: 92.10% (excluding Home and Hospital)	2024-2025 90.81% (excluding Home and Hospital)	2025-2026 93.92% (excluding Home and Hospital) as of 05/06/2026	Goal: 95%	1.82%
3.2	Chronic Absenteeism Rate Percentage of students who were chronically absent or absent 10% or more of the total instructional days enrolled as measured by the CA Dashboard	2022-23 Percentage of students who were chronically absent or absent 10% or more of the total instructional days enrolled as measured by the CA Dashboard: 30.2%	2023-24 Percentage of students who were chronically absent or absent 10% or more of the total instructional days enrolled as measured by the CA Dashboard: 24.7%	2024-25 Percentage of students who were chronically absent or absent 10% or more of the total instructional days enrolled as measured by the CA Dashboard: 20.5%	Goal: 15%	-9.7%
3.3	Suspension Rate Percentage of students suspended at least once during the school year, as measured by the CA Dashboard.	2022-23: 8.0% suspension rate according to CA Dashboard: All Students: 8.0% African American: 6.5% American Indian: 10.7% English Learners (EL): 4.4% Foster Youth: 24.4% Hispanic: 7.1% Homeless: 8.2% Socioeconomically Disadvantaged:8.6% Students with Disabilities: 11.1%	2023-24: 8.7% suspension rate according to CA Dashboard: All Students: 8.7% African American: 16.7% American Indian:17% English Learners (EL): 4% Foster Youth: 15.6% Hispanic:7.1% Homeless: 10.2%	2024-25: 12.4% suspension rate according to CA Dashboard: All Students: 12.4% African American: 23.5% American Indian:6.1% English Learners (EL): 8% Long Term EL: 26.8% Foster Youth: 21.2% Hispanic:10.3%	Goal: 5%	-3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 5.5% White:9.2%	Socioeconomically Disadvantaged: 9.4% Students with Disabilities: 10.8% Two or More Races: 9% White:9.2%	Homeless: 14.3% Socioeconomically Disadvantaged: 13.4% Students with Disabilities: 17.3% Two or More Races: 15.4% White:13.8%		
3.4	Expulsion Rate Percentage of students expelled during the school year as reported in CalPads	2022-23: .054%	2024-25: .01%	2025-26: 0%	Goal: .01%	-.01%
3.5	Tiered Fidelity Inventory (TFI) for Tier 1-2 Percentage indicating the extent to which school personnel are applying the core PBIS features (Positive Behavior Intervention Supports) at each Tier 1-3 as measured by the inventory completed annually.	2023-24: Tier I: 67.5% Tier II: 62.25%	2024-25: Tier I: 72% Tier II: 70%	2024-25: Tier I: 68.25% Tier II: 76%	Goal: Tier I: 80% Tier II: 75%	Tier I: .75% Tier II: 13.75%
3.6	Raising a Reader Percentage of classrooms in TK-2 implementing Raising a Reader	2023-24: 92%	2024-25: 98%	2025-26: 98%	Goal: 100%	6%
3.7	Ed Partner Sense of Safety & Connectedness	Student: Safety: 45%	Student: Safety: 63%	Student: Safety: 71%	Student: Safety: 55%	Student: Safety: 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as measured by Healthy Kids surveys	Connectedness: 40% Parent Safety: 77% school is a safe place Connectedness: 75% feel welcome to participate *strongly agree/agree	Connectedness: 67% Parent: Safety: 68% school is a safe place Connectedness: 79% feel welcome to participate	Connectedness: 70% Parent: Safety: 78% school is a safe place Connectedness: 89% feel welcome to participate	Connectedness: 55% Parent: Safety: 85% Connectedness: 85%	Connectedness: 15% Parent: Safety: 7% Connectedness: 10%
3.8	Middle School Dropout as measured by CALPADS reporting.	2023-24:0%	2024-25:0%	2025-26: 0%	Maintain less than 1%	Goal Met - less than 1%

Goal Analysis [2025-26]

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

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

During the previous school year, the district implemented districtwide Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS), restorative practices, and attendance recovery efforts to improve student engagement and school climate.

Implementation fidelity varied across sites. Staff turnover and inconsistent application of behavior expectations limited the overall impact of Tier I behavioral supports. As a result, suspension rates increased from 8.7% to 12.4%, and disproportionality across student groups persisted.

While Tier I PBIS structures were established districtwide, several sites were not consistently prepared to implement Tier II interventions due to staffing constraints and limited coaching capacity. This limited the district’s ability to prevent escalation before exclusionary discipline occurred.

Attendance recovery efforts were implemented through Assistant Principals and attendance teams, resulting in moderate improvements at select sites; however, chronic absenteeism remains above target.

Successes during implementation included:
-Improved SEL integration across schools
-Increased student connectedness survey scores (Safety increased from 45% to 63%; Connectedness increased from 40% to 67%)
-Increased parent perception of safety and engagement

-No expulsions during the school year
Despite these successes, suspension data indicate that current behavioral systems require stronger consistency, deeper staff training, and more structured alternatives to suspension.

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

The district shifted from contracting outside wellness services to utilizing in-house staffing to provide behavioral and attendance supports. This transition required updates to contractual agreements and reallocation of funds.

Additionally, reductions between Budget Adoption and Estimated Actual Supplemental/Concentration funding required scaling back some planned expenditures to remain within available resources.

Despite these adjustments, core behavioral and attendance interventions were maintained. Reallocating funds toward staffing allowed for more direct support to unduplicated students and increased alignment between expenditures and student needs.

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

Attendance Supports (Moderately Effective):
Chronic absenteeism declined from 24.7% to 20.5%, demonstrating continued positive movement. However, the rate remains significantly above the 15% target. This suggests that universal attendance messaging and recovery efforts are contributing to improvement, but additional Tier II and Tier III interventions are necessary to sustain growth.

Behavioral Supports (Partially Effective):
Suspension rates increased from 8.7% to 12.4%, indicating that restorative practices and PBIS implementation have not yet produced consistent reductions in exclusionary discipline. The increase suggests that behavioral expectations and staff response protocols require greater consistency and fidelity.

Climate and Connectedness (Effective):
Student survey results improved significantly, with safety increasing from 45% to 63% and connectedness from 40% to 67%. These improvements suggest that SEL and school climate initiatives are positively influencing student perception. However, perception improvements have not yet translated into measurable reductions in suspension rates.

Overall, actions under Goal 3 show progress in engagement and climate perception but have not yet achieved measurable reductions in exclusionary discipline. The district determined that stronger accountability structures, consistent Tier II supports, and disaggregated data monitoring are necessary to produce sustained suspension reductions.

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.

Based on reflection and data analysis, the district will implement the following changes:
-Intensify Tier I behavioral consistency through site-based coaching and clear discipline matrices.
-Increase Tier II early intervention supports for students with 3+ behavior incidents.
-Conduct monthly disaggregated discipline data reviews at leadership meetings to address disproportionality.
-Provide additional staff training in de-escalation and trauma-informed practices.
-Expand structured alternatives to suspension, including restorative conferencing and behavior contracts.
-Increase targeted attendance interventions for students with 5–9 absences early in the school year.

These changes are intended to reduce suspension rates because consistent adult responses and early intervention reduce behavioral escalation before exclusionary discipline is required. Progress will be measured through:
-Suspension Rate (All Students and identified subgroups)
-Chronic Absenteeism Rate
-Student climate survey data

Additionally, based on the Learning Recovery Emergency Block Grant (LREBG) Needs Assessment and review of California School Dashboard and local student engagement data, the district added targeted attendance, behavioral, and student wellness support strategies funded through LREBG resources within Goal 3. LREBG funds will be utilized to expand student engagement supports, attendance intervention systems, behavioral intervention services, social-emotional learning opportunities, and targeted student support services for students experiencing chronic absenteeism, disengagement, and behavioral challenges, particularly English Learners, Students with Disabilities, Long-Term English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. These supports are aligned to Goal 3 Metrics 3.1 (Chronic Absenteeism Rate), 3.2 (Suspension Rate), 3.7 (Educational Partner Sense of Safety and Connectedness), and related attendance and student engagement measures.

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	(Increase/Maintain) Staffing of Alternative Education Program	Alternative Education services to elementary & middle school. Funding will continue to support the staff hired to address lower adult-to-student ratios that allow us to meet the needs of our unduplicated students to a greater extent.	$961,117.44	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Attendance & Health Support	The Red Bluff Union Elementary School District is dedicated to cultivating an inclusive and supportive educational environment that promotes the well-being and academic success of every student. To this end, our goal is to implement comprehensive strategies aimed at improving student attendance and health. These strategies will include establishing school-based attendance review teams to monitor and support students at risk of chronic absenteeism and enhancing health services across campuses to address physical and mental health needs. A district nurse and health/attendance assistants at each site will assist in promoting health in our school and support regular school attendance, manage chronic conditions, and provide mandatory school and emergency care services. This action will focus on meeting the needs of the following student groups with the Red Indicator on the Dashboard: African- American LREBG funds in the amount of $47,000 will be used to expand attendance intervention systems, including early identification of at-risk students, increased outreach to families, and targeted supports for students experiencing chronic absenteeism. Funds will support staffing time, communication systems, and intervention strategies aligned to reducing chronic absenteeism. These strategies are supported by research demonstrating that early attendance intervention systems significantly improve academic outcomes and student engagement. This action will focus on metrics 3.1 and 3.2	$416,035.00	Yes
3.3	Safety & Belonging	The Red Bluff Union Elementary School District aims to enhance student engagement, well-being, and sense of belonging by implementing comprehensive strategies to reduce suspension rates, apply Positive Behavioral Interventions and Supports (PBIS) across all tiers, and actively promote positive school climates. This goal will be achieved through consistent and focused efforts to improve behavioral outcomes, create inclusive and supportive learning environments, and foster meaningful connections among students, staff, and the broader school community. Additionally, the district will engage in annual surveying of students, staff, and parents to gauge the effectiveness of these initiatives, gather	$489,217.06	Yes

Action #	Title	Description	Total Funds	Contributing
		feedback, and adapt strategies to meet the evolving needs of our school communities. This action will focus on meeting the needs of the following student groups with the Red Indicator on the Dashboard: All students, Homeless, Students with Disability, White, Low Income, Hispanic.		
3.4	Parent & Community Engagement	The Red Bluff Union Elementary School District aims to build engagement and input through after-school activities, Back to School Nights, Open House, Raising a Reader program, School Site Council/Parent Advisory Committee (representatives of EL, SPED, Foster, Low Income), Parent Conferences, communication through Parent Square, and Social Media.	$86,299.17	Yes
3.5	Foster Youth Liaison	Foster Youth Liaison at each site assist to connect families to community resources, conduct monthly data reviews to accurately identify families and provide outreach. Liaisons will continue to participate in county-wide Foster Youth Advisory sessions and meet annually, as a group, with our county representative.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2028, Red Bluff Union Elementary School District will strengthen academic engagement, social-emotional support, and instructional continuity for students enrolled in the SEAL alternative education program. Through the implementation of Edmentum's digital curriculum and live instructional services, SEAL students will have increased access to standards-aligned instruction, individualized academic support, and structured social-emotional learning opportunities throughout the school day. These supports are intended to improve student engagement and attendance, reduce suspensions and repeat disciplinary incidents, and increase successful transitions back to comprehensive school settings, specifically by: -Reduce repeat disciplinary incidents, -Improve student engagement and attendance, -Increase the successful transition of students back to general education settings. This goal specifically addresses students served within SEAL who contribute to disproportionate suspension outcomes reflected in the 2024 California School Dashboard and is funded through Equity Multiplier resources to address persistent disparities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed because SEAL qualifies for Equity Multiplier funding and serves students experiencing significant academic, attendance, behavioral, and social-emotional challenges. Students may enter the program with interrupted learning, course gaps, inconsistent attendance, and a need for more individualized instructional and behavioral support than is available within the traditional school setting.

Equity Multiplier funds will support implementation of Edmentum curriculum and live instructional services to expand access to standards-aligned instruction, provide individualized academic assistance, and embed structured social-emotional support within the school day. The program will supplement the work of SEAL teachers and allow students to receive consistent instruction and support based on their individual academic and social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Reduction (SEAL Students)	Suspension Rate of students enrolled in the SEAL alternative program. Baseline (2023 Dashboard Year): 36.4%	Suspension Rate of students enrolled in the SEAL alternative program. 2024 Dashboard Year: 40.7%	Suspension Rate of students enrolled in the SEAL alternative program. 2025 Dashboard Year: 38.2%	Decrease suspension rate by 10% to 26.4%	-1.8
4.2	Attendance / Engagement (SEAL Students)	Chronic Absenteeism Rate of SEAL students. Baseline: 68%	Chronic Absenteeism Rate of SEAL students. 2024 Dashboard Year: 64 %	Chronic Absenteeism Rate of SEAL students. 2025 Dashboard Year: 62.1%	Decrease rate by 10% to 58%	5.9

Goal Analysis [2025-26]

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

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

During the 2024–25 school year, the district continued implementation of Social Emotional Learning (SEL) and trauma-informed instructional practices within the SEAL alternative program. Although the Protective Factors Index (PFI) was initially identified as the primary metric, the tool was not implemented consistently due to shifts in assessment scales and challenges with longitudinal comparability. Instead, staff utilized daily point sheets and behavior tracking systems aligned to core expectations (respectful, responsible, safe, kind) to monitor student progress.

The district implemented a tiered behavioral banding system (Red, Yellow, Green, Blue) to track student entry, exit, and maintenance levels within the program. Staffing supports, including assistant principals and behavior paraprofessionals, were maintained to provide proactive and responsive behavioral interventions.

A substantive difference between planned and actual implementation was the decision to delay formal PFI administration and shift toward refining measurable indicators more closely aligned to Dashboard suspension outcomes. This adjustment occurred because the district identified the need for metrics directly connected to reducing exclusionary discipline and improving stabilization outcomes for SEAL students.

The district revised the planned Equity Multiplier action in response to implementation data and identified student needs. Prior Action 4.2, Maintain SEL Staffing, has been discontinued as a separate action. Rather than continuing the previous staffing model, the district will use Equity Multiplier funds to purchase Edmentum curriculum and live instructional services.

This change will provide students with increased access to standards-aligned coursework, live instructional assistance, individualized academic support, and structured social-emotional learning during the school day. The district determined that this model would more directly support SEAL teachers while addressing instructional continuity, student engagement, attendance, and behavioral needs. The revised action remains aligned with the intent of the Equity Multiplier Focus Goal and will be monitored through student participation, academic progress, chronic absenteeism, suspension, and transition data.

Challenges included:
-High student mobility into and out of the SEAL program
-Inconsistent attendance patterns
-Behavioral escalation tied to trauma and instability

Successes included:
-Increased staff consistency in behavioral monitoring
-Establishment of baseline engagement data
-Improved coordination of student transition planning back to general education

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 significant structural changes to the intended Equity Multiplier actions; however, actual expenditures were adjusted downward due to a decrease in available Supplemental and Concentration funding between budget adoption and estimated actuals.

To remain within allocated funding, the district prioritized maintaining staffing and direct student support services within the SEAL program while delaying expansion of additional SEL curriculum materials. Despite these adjustments, the core actions funded by Equity Multiplier resources were implemented as intended.

These funding adjustments did not materially alter the program design but required reallocation to ensure sustainability within available resources.

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

The actions under Goal 4 were partially effective in stabilizing student behavior and strengthening program structure; however, the district determined that previously used metrics did not sufficiently measure impact on exclusionary discipline or engagement outcomes.

Implementation of daily SEL structures and trauma-informed practices contributed to:
-Improved consistency in adult responses to student behavior
-Increased documentation and tracking of behavioral incidents
-Clearer transition criteria for student movement between intervention levels
However, suspension patterns among SEAL students continued to contribute to the districtwide Red Suspension Rate, indicating the need for more precise monitoring and intensified supports.

Beginning in 2025–26, effectiveness will be measured using:
-Suspension Rate of SEAL students
-Percentage of SEAL students with repeat disciplinary incidents
-Attendance rate of SEAL students
These metrics more directly measure whether SEL and trauma-informed practices reduce behavioral escalation because reductions in repeat suspension and improvements in attendance reflect increased student regulation and engagement.

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.

4.1 During implementation of Goal 4, the district determined that the Protective Factors Index (PFI) metric did not provide a consistent or comparable measure of program impact due to changes in the assessment scale and limited ability to calculate year-over-year growth. Additionally, the PFI did not directly measure the behavioral stabilization and engagement outcomes contributing to the district's Red Suspension Rate on the 2024 California School Dashboard.

To more accurately monitor the effectiveness of Equity Multiplier-funded actions within the SEAL program, the district replaced the PFI metric with the following measurable indicators:

Suspension Rate of SEAL students

Attendance (or Chronic Absenteeism) Rate of SEAL students

These revised metrics more directly measure reductions in exclusionary discipline and improvements in engagement, which are intended outcomes of the SEL and trauma-informed instructional practices implemented within SEAL. The updated metrics provide clearer alignment to state accountability indicators and allow for consistent calculation of progress from baseline to target.

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	Edmentum Instructional and SEL Support	The district will purchase and implement Edmentum curriculum and live instructional services for students enrolled in the SEAL alternative education program. Edmentum will provide standards-aligned digital curriculum, live instruction, individualized academic support, progress monitoring, and opportunities for structured social-emotional learning during the school day. This action will supplement the instruction and support provided by SEAL teachers by increasing students' access to appropriately paced coursework and additional live instructional assistance. SEAL staff will use Edmentum participation, course progress, academic performance, attendance, and behavioral data to identify student needs, adjust supports, and monitor readiness to transition successfully back to a comprehensive school setting. Equity Multiplier funds will be used to purchase the program and instructional services because SEAL serves students experiencing persistent disparities in attendance, suspension, academic engagement, and access to consistent instruction.	$50,535.00	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
$$6,355,338	$747,375

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
32.440%	0.000%	$0.00	32.440%

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:** Comprehensive Student Support and Engagement Program **Need:** Dashboard indicator red/orange in math and reading. Red in students with disabilities, EL, Hispanic, and American Indian. Students are coming into the school system with missing skills due to attendance challenges, trauma induced from community challenges. Data	This time is dedicated to looking at data to bridge performance gaps between student groups and supporting staff in creating focused interventions and plan instructional cycles with coaches that address the gap between the desired skills and current level of skills within these students. Research shows that individualizing the supports to address specific needs allow students to make greater progress in closing the gap. While this is being offered LEA wide that will benefit all students, we believe that unduplicated students	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,1.8

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
	meetings to guide RTi, instructional coaching, and smaller class sizes are essential practices to foster improvement. **Scope:** LEA-wide	will benefit in a way that allows them to make more progress than their peers, especially when providing smaller class sizes.	
1.2	**Action:** Enhanced MTSS Implementation and Operational Support **Need:** Dashboard indicator red/orange for suspension in all but one subgroup for district; EL group red in math/ELA - LTEL in ELA only; Foster not enough data but over -113; Vista and Metter in the red for low-income sus/math and Vista also ELA indicating a need for instructional supports, professional development, and MTSS. As identified by an equity review of student groups in meeting CAASP standards and a review of student behavior records that lead to discipline referrals and suspension, we have identified the need to align all programs and services around Tiers where all students receive, with fidelity, the core program and the supporting services needed to reach standards. **Scope:** LEA-wide	All schools need significant support and improvement when looking at the dashboard in the areas of students with disabilities and EL students. This action allows us to work district-wide while also focusing on targeted tasks per subgroup. MTSS is a proven and research-based structure that will ensure effective alignment and create sustaining structures for the long-term success of all students. Offered on an LEA-wide and Schoolwide level, we anticipate all students will benefit from these structures as well as professional development. However, our unduplicated students will receive more benefits and will make greater sustained progress as measured by the CAASPP metric and other local measures.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Enhancing the Educational Environment **Need:** When reviewing data for all students at Red Bluff Elementary School District there is a low number of students who are meeting grade-level standards in ELA and Mathematics and high numbers of suspension due to increased student behavior. To increase academic achievement and decrease suspension rates, highly qualified staff must be hired and retained. **Scope:** LEA-wide	As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. We also expect to see lower suspension rates, especially for foster youth and low income.	1.1-1.7,2.1,2.2,2.4,3.3
2.2	**Action:** Technology Information & Data Services **Need:** By providing 1:1 devices, foster, low-income students, English Learners, and students with disabilities can access a wide range of educational materials, including digital textbooks, educational apps, and online learning platforms, which can help bridge the gap between them and their peers in more affluent areas. As a district, all students are performing far below the average. Without these devices, most of our students would not be able to afford one. **Scope:**	The data for all students at Red Bluff Elementary School District show a low number of students who are meeting grade-level standards in ELA and Mathematics, the subgroups are disproportionately low and therefore this need is great. This resource will provide core and intervention avenues to support students' success. The use of CALPADS & Tech personnel allows the district to ensure that resources are allocated effectively and reach the intended recipients and that state requirements/reporting are met. The unduplicated population is at greater risk of not meeting standards without the support and tools provided than their peers.	2.2,2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Facilities Maintenance and Upgrades **Need:** For several years, the facilities have been in poor condition, affecting the learning environment and climate. Displaced classrooms, consistent construction, and constant issues with furnaces and AC units have created less-than-ideal conditions for learning. **Scope:** LEA-wide	Prioritizing facilities will allow for necessary routine and deferred maintenance projects to be addressed timely ensuring learning conditions are in good standing. In addition, appropriate facilities increase student engagement, desire to attend school, and pride of belonging that is clean, professional, and appropriate. This is essential to unduplicated populations that will increase their desire to attend and engage in school greater than that of their peers.	2.13,2.14
3.1	**Action:** (Increase/Maintain) Staffing of Alternative Education Program **Need:** Students who are struggling in the general education classroom often have trauma, social-emotional, academic, and attendance issues requiring high levels of support and smaller adult-to-student ratios. The students in the alternative education program receive wrap-around services to help them reenter general education. **Scope:** Schoolwide	This additional action gives unduplicated students the ongoing support necessary for intensive social emotional, behavioral, academic, and attendance instruction for student and family in a small class setting with highly trained staff.	3.3, 3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Attendance & Health Support **Need:** After reviewing attendance rates along with parent, student, and staff surveys, we have identified a need to collaborate with families to increase their awareness of the significance of good attendance. We aim to proactively engage with families to help them overcome any personal barriers that prevent their children from attending school regularly. **Scope:** LEA-wide	We have decided to implement tiered supports that will help us to develop more effective strategies for engaging with our families and students. Studies have shown that improving the home-school relationship leads to increased parent and student connectedness with the school, resulting in better attendance and engagement. By providing this on a schoolwide level, we hope to benefit all students, but we are particularly optimistic about the impact it will have on our unduplicated students who may face more barriers to attendance. As a result, we expect that the attendance rates of unduplicated students will increase more than those of their peers, and they will feel more positively connected to the school.	3.1-3.4
3.3	**Action:** Safety & Belonging **Need:** Numerous research studies have linked poverty to negative life outcomes such as poor physical health (Jason & Jarvis, 1987; Pollitt, 1994), low academic achievement (Dubow & Ippolito, 1994; Guo, 1998), and an increased likelihood of social, emotional, and behavioral problems (Duncan, Brooks-Gunn, & Klebanov, 1994). Schools that serve a high concentration of low-income students often report higher incidents of poor self-regulation, even as early as preschool. Children from poverty are more than twice as likely as their higher socioeconomic peers to experience three or more adverse experiences during childhood (Murphey et al., 2013). Adverse Childhood Experiences (ACEs) increase the risk of	The first line of defense against physical, emotional, and cognitive issues experienced by students from poverty is created by safe and nurturing relationships and predictable environments. Schools that train their staff to promote protective factors will see an improvement in the academic and behavioral performance of students, regardless of any issues they may be facing. To maintain an effective learning environment, schools should teach specific behaviors that are expected from students while at school. The use of PBIS, and support of onsite support staff such as counselors, behavior support staff, psychologists, and SROs with their resources will greatly impact the line of defense with unduplicated student populations.	3.1-3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	emotional disorders, chronic health conditions, academic failure, low life potential, and premature death (Centers for Disease Control and Prevention, 2016). Poverty produces less self-control due to overwhelming problems and stress. Studies have found that a punitive response to the expression of negative emotion results in increased anger management problems. RBUESD is a Title 1 district serving a high population of students with low income. These resources provide support, education, wrap-around services, and outreach which will help prevent the outcomes listed above, especially for students in foster and homeless situations. **Scope:** LEA-wide		
3.4	**Action:** Parent & Community Engagement **Need:** Studies have found that providing parents with books and encouraging them to read to their infant and child positively influences language acquisition (Son & Morrison, 2010) **Scope:** LEA-wide	Early exposure to stimulating environments has the most significant impact on language development. Even small number of reading materials in the home is still better for improving language development than sparse literary environments (Sarsour et al., 2011).	3.8-3.10
3.5	**Action:** Foster Youth Liaison **Need:**	Ensuring school stability can reduce trauma, mitigate COVID-19 learning loss, and support education gains. This will allow unduplicated	3.1-3.4, 3.7, 3.8-3.10

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
	On average, young people in foster care change schools 8 times while in care, and each time they lose between 4 to 6 months of learning. During the 2021-22 school year, 35% of students in foster care changed schools one or more times, which is significantly higher than the 10% of students who changed schools overall. **Scope:** LEA-wide	students the stability needed to make greater gains than their peers.	

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
1.3	**Action:** EL Instructional Assistants **Need:** Students with English as their second language need targeted support in language acquisition and academics. Dashboard indicators shows our EL population perform significantly below their peers in math and ELA. **Scope:** Limited to Unduplicated Student Group(s)	The focused attention to EL students with designated paraprofessionals who are trained and scheduled to work specifically with newcomer populations, EL students at increased risk of not making academic growth, and identified as a liaison between home and school will bridge the opportunity gap. This action will allow EL students a greater opportunity to make progress than their peers.	1.1-1.7

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.

This action was not funded through a specific expenditure of LCFF Supplemental or Concentration Grant dollars but contributes to meeting the proportional percentage of increased or improved services for unduplicated students, as reflected in the Planned Percentage of Improved Services table. The methodology used to determine this contribution is grounded in the principle of targeted instructional support as a service enhancement for English Learners (ELs), one of the unduplicated student groups.

Dashboard indicators consistently show that our English Learners perform significantly below their peers: English Language Arts: 72.6 points below standard – Red indicator; Mathematics: 100.9 points below standard – Red indicator; EL Progress: Only 40.3% of ELs making progress, Orange indicator, with performance stagnant from the previous year; High Chronic Absenteeism: 24.7% overall, Yellow indicator, disproportionately affecting EL and other unduplicated groups.

These data points confirm that English Learners are both underperforming and not gaining ground relative to their peers.

To address these challenges, the district has strategically deployed EL Instructional Paraprofessionals trained to support language acquisition and academic development. These assistants are scheduled to work directly with EL students during integrated and designated ELD time, and are especially focused on high-need subgroups such as newcomers and ELs at risk of long-term language stagnation. They also serve a liaison function between home and school, helping families navigate educational systems and reinforcing learning strategies in the home language when possible.

While not funded as a direct LCFF expenditure, this targeted staffing model represents a substantial and unique service improvement. It exceeds the base program through:
-Specialized training in ELD and cultural competency
-Targeted deployment based on EL performance data
-Home-school outreach built into job responsibilities

This action improves service levels above what is provided to all students and directly benefits English Learners. It addresses both academic and socio-emotional barriers to achievement and leverages limited staffing funds to increase instructional time and engagement for a high-priority group. Thus, it qualifies under the MPP formula as contributing to the increased or improved services proportionality requirement.

Effectiveness Monitoring Metrics:
-EL performance growth on the ELPAC (Indicator 4E – Priority 4)
-Growth in EL subgroup proficiency rates on CAASPP ELA and Math (Priority 4A)
-Reclassification rates (Priority 4F)
-Qualitative feedback from ELAC and site SSCs (via Local Indicator Priority 3)

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.

Funding continued to support the additional staff hired to address lower adult to student ratios (ie. TK 1:10, K-2 1:24, 3-8 1:30) that allow us to meet the needs of our unduplicated students as listed in action 3.1 ($689,863)

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	All schools are over 55% - TK 1:10, K-2 1:24, 3-8 1:30	All schools are over 55% - TK 1:10, K-2 1:24, 3-8 1:30
Staff-to-student ratio of certificated staff providing direct services to students	All schools are over 55% - TK 1:10, K-2 1:24, 3-8 1:30	All schools are over 55% - TK 1:10, K-2 1:24, 3-8 1:30

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	19,591,006	$6,355,338	32.440%	0.000%	32.440%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,389,581.09	$125,873.00	$0.00	$66,496.00	$6,581,950.09	$5,156,141.28	$1,425,808.81

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	Comprehensive Student Support and Engagement Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,176,760.00	$0.00	$1,176,760.00				$1,176,760.00	
1	1.2	Enhanced MTSS Implementation and Operational Support		Yes	LEA-wide		All Schools		$65,300.00	$307,999.00	$373,299.00				$373,299.00	
1	1.3	EL Instructional Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$282,358.00	$0.00	$282,358.00				$282,358.00	
1	1.4	Least Restrictive Environment	Students with Disabilities	No			All Schools		$224,503.00	$0.00	$224,503.00				$224,503.00	
2	2.1	Enhancing the Educational Environment		Yes	LEA-wide				$941,550.00	$128,834.00	$928,550.00	$75,338.00		$66,496.00	$1,070,384.00	
2	2.2	Technology Information & Data Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$631,782.87	$569,659.55	$1,201,442.42				$1,201,442.42	
2	2.3	Facilities Maintenance and Upgrades	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$0.00	$250,000.00	$250,000.00				$250,000.00	
3	3.1	(Increase/Maintain) Staffing of Alternative Education Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$961,117.44	$0.00	$961,117.44				$961,117.44	
3	3.2	Attendance & Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$416,035.00	$0.00	$416,035.00				$416,035.00	
3	3.3	Safety & Belonging		Yes	LEA-wide				$335,500.80	$153,716.26	$489,217.06				$489,217.06	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.4**	Parent & Community Engagement		Yes	LEA-wide				$70,699.17	$15,600.00	$86,299.17				$86,299.17	
3	**3.5**	Foster Youth Liaison	Foster Youth	Yes	LEA-wide	Foster Youth										1
4	**4.1**	Edmentum Instructional and SEL Support	All	No			Specific Schools: SEAL		$50,535.00	$0.00		$50,535.00			$50,535.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
19,591,006	$6,355,338	32.440%	0.000%	32.440%	$6,165,078.09	1.000%	32.469 %	**Total:**	$6,165,078.09
								LEA-wide Total:	$4,921,602.65
								Limited Total:	$282,358.00
								Schoolwide Total:	$961,117.44

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**	Comprehensive Student Support and Engagement Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,176,760.00	
1	**1.2**	Enhanced MTSS Implementation and Operational Support	Yes	LEA-wide		All Schools	$373,299.00	
1	**1.3**	EL Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners		$282,358.00	
2	**2.1**	Enhancing the Educational Environment	Yes	LEA-wide			$928,550.00	
2	**2.2**	Technology Information & Data Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,201,442.42	
2	**2.3**	Facilities Maintenance and Upgrades	Yes	LEA-wide	Foster Youth Low Income		$250,000.00	
3	**3.1**	(Increase/Maintain) Staffing of Alternative Education Program	Yes	Schoolwide	English Learners Foster Youth Low Income		$961,117.44	

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 (%)
3	**3.2**	Attendance & Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$416,035.00	
3	**3.3**	Safety & Belonging	Yes	LEA-wide			$489,217.06	
3	**3.4**	Parent & Community Engagement	Yes	LEA-wide			$86,299.17	
3	**3.5**	Foster Youth Liaison	Yes	LEA-wide	Foster Youth			1

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,502,827.00	$6,323,327.71

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**	Comprehensive Student Support and Engagement Program	Yes	$1,356,211.00	$1,106,690.56
1	**1.2**	Enhanced MTSS Implementation and Operational Support	Yes	$234,050.00	$150,196.16
1	**1.3**	EL Instructional Assistants	Yes	$282,358.00	$264,458.90
1	**1.4**	Least Restrictive Environment	No	$218,920.00	$219,774.53
2	**2.1**	Enhancing the Educational Environment	Yes	$1,082,419.00	$1,038,537.00
2	**2.2**	Technology Information & Data Services	Yes	$1,165,762.00	$1,372,862.42
2	**2.3**	Facilities Maintenance and Upgrades	Yes	$250,000.00	$250,000
3	**3.1**	(Increase/Maintain) Staffing of Alternative Education Program	Yes	$942,272.00	$939,882.42
3	**3.2**	Attendance & Health Support	Yes	$390,733.00	$405,105.85
3	**3.3**	Safety & Belonging	Yes	$136,900.00	$139,580.08
3	**3.4**	Parent & Community Engagement	Yes	$91,668.00	$89,917.81

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	**3.5**	Foster Youth Liaison	Yes		
4	**4.1**	Additional FTE	No	$50,000.00	$44,787.98
4	**4.3**	Maintain SEL staffing	Yes	$301,534.00	$301,534

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)
$5,960,582	$6,092,073.00	$6,092,073.00	$0.00	101.000%	101.000%	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	Comprehensive Student Support and Engagement Program	Yes	$1,356,211.00	$1,106,690.56		
1	1.2	Enhanced MTSS Implementation and Operational Support	Yes	$234,050.00	$150,196.16		
1	1.3	EL Instructional Assistants	Yes	$282,358.00	$264,458.90		
2	2.1	Enhancing the Educational Environment	Yes	$940,585.00	$1,038,537		
2	2.2	Technology Information & Data Services	Yes	$1,165,762.00	$1,372,862.42		
2	2.3	Facilities Maintenance and Upgrades	Yes	$250,000.00	$250,000		
3	3.1	(Increase/Maintain) Staffing of Alternative Education Program	Yes	$942,272.00	$973,190.22		
3	3.2	Attendance & Health Support	Yes	$390,733.00	$405,105.85		
3	3.3	Safety & Belonging	Yes	$136,900.00	$139,580.08		
3	3.4	Parent & Community Engagement	Yes	$91,668.00	$89,917.81		
3	3.5	Foster Youth Liaison	Yes			1	1
4	4.3	Maintain SEL staffing	Yes	$301,534	$301,534	100	100

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)
$19,017,700	$5,960,582	01.663%	33.005%	$6,092,073.00	101.000%	133.034%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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