

# **Learning Recovery Emergency Block Grant Needs Assessment and Evidence-based Resources Training Webinar**

**2025–26 through 2027–28**

**Created September 2024**



# Webinar Topics

- Information about Geographic Lead Agencies
- Introduction to changes in Education Code for the Learning Recovery Emergency Block Grant and Needs Assessment
- Connection to the Local Control and Accountability Plan
- Definition of “evidence-based” actions
- Organization of a workbook of resources
- Demonstration of the workbook

# California's Geographic Lead Agencies



# Geographic Lead Agencies

- Assembly Bill 1808 of 2018 established the California Geographic Lead Agencies (Geo Leads) to build the capacity of county offices of education (COEs) to ensure that counties are equipped to build the capacity of their local educational agencies (LEAs) to support the continuous improvement of student performance.
- There are 9 Geo Leads across 7 geographic areas of the state that work together to provide the support for county offices, school districts, and charter schools. The Geo Leads also connect COEs and LEAs to the other initiatives within California's Statewide System of Support.

# To find your Geographic Lead Agency

- Go to the Geo Lead Agency webpage on the California Department of Education (CDE) website to review the list of Geo Lead Agencies and the counties they serve. This list is located at <https://www.cde.ca.gov/sp/sw/t1/crss.asp>.
- Or go to the new Directory located in the top right corner of the System of Support website located at <https://systemofsupport.org>.

# Geographic Lead Agencies



# Resource Development (1)

- One role of Geo Leads is to identify existing resources and, if requested by the CDE and the California Collaborative for Educational Excellence, develop new resources to improve student outcomes under state priorities, or other areas of need.
- Geo Leads were tasked with curating resources and developing training resources for county offices of education and school districts and charter schools to support new requirements related to the Learning Recovery Emergency Block Grant (LREBG).

## Resource Development (2)

- At a Statewide System of Support lead agency virtual meeting, lead agencies shared resources that could potentially support LREBG-related actions.
- Geo Leads formed a workgroup to streamline the creation of a needs assessment tool and a repository of resources aligned to the LREBG.
- The workgroup developed a collection and vetting process, and shared with other Geo Leads to seek input and recommendations.



# Student-Focused Support

- Geo Leads agreed that all resources contained in the repository must be student-focused and centered on accelerating progress.
- Geo Leads organized the resources according to the LREBG education code categories to take the “guesswork” out of how each resource aligns to LREBG allowable uses.
- Geo Leads included links to associated research for each resource to support LEAs with future connections to their Local Control and Accountability Plan (LCAP).

# **Introduction to Changes in the Learning Recovery Emergency Block Grant**



# Learning Recovery Emergency Block Grant

- California Budget Act of 2022 added *Education Code (EC)* 32526 to establish the LREBG.
- California Budget Act of 2023 amended *EC* 32526 to reduce the original LREBG allocation.
- California Budget Act of 2024 amended *EC* 32526 to add new requirements including that all funds to be expended in school years 2025–26, 2026–27, and 2027–28 be subject to a needs assessment and be included in the LCAP.

# LREBG Needs Assessment

- An LEA that has received or will receive apportioned funds pursuant to *EC 32526(d)(1)* shall develop a needs assessment to identify pupils in the greatest need of learning recovery supports and interventions.
- Needs assessment includes a review of specific metrics:
  - English language arts and mathematics outcomes
  - Chronic absenteeism

# LREBG Allowable Uses (1)

- (A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.

## LREBG Allowable Uses (2)

- (B) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. *EC 32526(c)(2)(B)* provides examples.
- (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

## **LREBG Allowable Uses (3)**

- (D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
- (E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.
- (F) Conducting the needs assessment.

# **Connection to the Local Control and Accountability Plan**





# Connection to the Local Control and Accountability Plan

- California Budget Act of 2024 added *EC* section 52064.4 to require revisions to the instructions to the LCAP beginning with the 2025–26 LCAP.
- On or before January 31, 2025, the instructions for the LCAP template must be revised to specify that actions related to all unexpended LREBG funds be included in the LCAP for the 2025–26, 2026–27, and 2027–28 LCAP years.

# Connection to the Local Control and Accountability Plan

- The LCAP must identify all planned expenditures using LREBG funds within the description of the actions and analysis of the implementation of those actions in the annual update;
- The LCAP must include at least one metric to monitor the impact of each action supported with LREBG funds.

# Connection to the Local Control and Accountability Plan

- With the LCAP, the LEA must articulate the rationale for selecting actions that implement one or more of the purposes identified in *EC* Section 32526(c)(2) based on the needs assessment required by *EC* Section 32526(d), including identification of how the selected actions are expected to address the identified areas of need for students or schools identified by the needs assessment.

# Connection to the Local Control and Accountability Plan

- With the LCAP, the action description explains how research supports each selected action based on the identified area or areas of need identified in the required needs assessment.

# Definition of “Evidence-based”



# Evidence-based

*EC 32526* specifies that “Evidence-based” has the same meaning as that term in Section 7801(21)(A) of Title 20 of the United States Code.

Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in the Every Student Succeeds Act (ESSA) has generally been produced through formal studies and research.

Resources included in the LREBG workbook demonstrated in this video are aligned to definition of evidence-based outlined in ESSA.

# Evidence-based

Under ESSA there are four tiers of evidence:

1. **Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
2. **Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
3. **Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies.
4. **Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a state education agency, LEA, or outside research organization to determine their effectiveness.

**“Knowing and building on what has worked in the past,  
and specifically for whom and in what circumstances,  
offers a better chance of success in the future.”**

WestEd’s Evidence-based Improvement Guide (2017)



# Organization of the Workbook



# Organization of the Workbook

1. Instructions
2. Data Collection: English Language Arts/Math
3. Data Collection: Chronic Absenteeism
4. Needs Assessment by School, LEA, and Student Groups
5. Evidence-Based Resources Organized by Allowable Uses of Funds in LREBG
6. Additional Resources
7. *EC 32526* - LREBG
8. *EC 52064.4* - LCAP

# Workbook - Tab 1, Instructions

	A	B	C	D
1	Learning Recovery Emergency Block Grant Needs Assessment and Evidence-Based Resources			
2				
3	Contents	Provides a resource to assist Local Educational Agencies (LEAs) with the required <b>needs assessment</b> per Education Code (EC) 32526.		
4		Provides a resource to assist LEAs with the identification of <b>evidence-based practices</b> to support students in greatest need of learning recovery services.		
5		Provides additional resources to support a comprehensive system analysis at the LEA- or school-level along with information defining evidence-based practices.		
6		Provides Education Code related to the <b>Learning Recovery Emergency Fund</b> and implications for <b>Local Control and Accountability Plan (LCAP)</b> development.		
7				
8	Instructions	An LEA receiving Learning Recovery Emergency Block Grant (LREBG) apportionments shall develop a needs assessment regarding the use and expenditure of funds received for the 2025-26, 2026-27, and 2027-28 school years.		
9		1. Make a copy of this workbook so it is editable (update sharing permissions as appropriate) or download a copy as an Excel workbook.		
10		2. Use the step-by-step guides on the Data-Collection tabs to collect required metrics identified in EC 32526.		
11		3. Use the Needs Assessment tabs to analyze metrics and determine possible needs based on required metrics.		
12		4. Use additional needs assessment resources included on the Additional Resources tab to further investigate needs and determine additional areas in which to invest LREBG funds.		
13		5. After completing the needs assessment, refer to the "Evidence-Based Resources" tab to identify evidence-based resources to address areas of need.		
14		6. Include evidence-based actions in the 2025-2026, 2026-2027, and 2027-2028 LCAP to address areas of need using any remaining LREBG funds.		
15	<b>NOTE:</b> This process should be completed as part of the LCAP development process including engagement with educational partners for the 2025-2026, 2026-2027, and 2027-2028 LCAPs.			
16				
17	Acknowledgements	CA Geographic Lead Agencies		In partnership with their Geographic Areas
18		Shasta County Office of Education		Far North Partnership
19		Sonoma County Office of Education		North Bay / North Coast Collaborative
20		Placer and Sacramento County Offices of Education		Capital Central Foothill Area Consortium (CCFAC)
21		Santa Clara County Office of Education		Bay Area Geographic Leads Consortium
22		Tulare County Office of Education		Mid-State Collaborative
23		Kern County Office of Education		Valley to Coast Collaborative (VALCO)
24	Riverside and San Diego County Offices of Education		Southern California System of Support (SoCal SOS)	
25				
26				
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# Workbook - Education Code

7. EC32526 (LREBG) ▼

8. EC52064.4 (LCAP) ▼

# Workbook - Tab 7, *EC 32526*

24	(d) (1) A local educational agency that has received or will receive apportioned funds pursuant to this section shall develop a <b>needs assessment</b> regarding the use and expenditure of funds for the <b>2025–26, 2026–27, and 2027–28</b> school years.	Needs Assessment Details		
25	(2) The local educational agency shall ensure that the needs assessment:			
26	(A) Identifies pupils in the greatest need of learning recovery supports and the interventions that the local educational agency has selected to address those pupils' needs pursuant to paragraph (2) of subdivision (c).			
27	(B) Includes a review of each of the following metrics:			
28	(i) Assessment of academic performance in English language arts and mathematics, including, at least:			
29	(I) Across schoolsites, as applicable, and at the local educational agency level based on the performance of pupil groups identified in the "Very Low" or "Low" status levels on the California School Dashboard.			
30	(II) All pupils within the local educational agency whose scale score places them in the lowest achievement level or on the low end of the second lowest achievement level.			
31	(ii) Assessment of chronic absenteeism, including at least:			
32	(I) Across schoolsites, as applicable, and at the local educational agency level based on the performance of pupil groups identified in the "Very High" or "High" status levels on the California School Dashboard or, for high schools, at comparatively low levels of performance based on reports on the department's internet website.			
33	(II) All pupils reported as chronically absent. Local educational agencies are encouraged to conduct further analysis focused on pupils who have high rates of unexcused absences.			
34	(3) A local educational agency may include local metrics as part of the needs assessment that identify pupils who have experienced learning loss or low academic performance, such as formative or interim assessments or similar tools, or evidence of disengagement from school, such as current-year absenteeism data or any metrics the local educational agency uses to identify pupils in need of reengagement services.			
35	(4) The department shall provide written technical assistance for schools and local educational agencies that describes how to use local metrics in conjunction with the metrics required pursuant to paragraph (2).			
36	(5) A local educational agency may contract with a third party to develop or otherwise support the development of the needs assessment.			
37	(6) A local educational agency is encouraged to contract, or otherwise partner with, community-based organizations with a track record of success in serving high-needs pupils to deliver the services or programs authorized by this section.			
38	(7) It is the intent of the Legislature that the department provide assistance to local educational agencies by providing information, including data reports, necessary to facilitate and assist the local educational agency's development of the needs assessment pursuant to this subdivision.			
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Needs Assessment Requirements per Education Code 32526





# Workbook - Tab 2, Data Collection



Data Collection for Academic Performance in English Language Arts and Mathematics											
Needs assessment must include an assessment of academic performance in English language arts and mathematics, including, at least:											
Part 1(A) <b>Schoolsites</b> across the LEA identified in the "Very Low" or "Low" status levels on the California School Dashboard in ELA and Mathematics per EC32526(d)(2)(B)(i)(I)											
Across schoolsites in the LEA (n/a for single school districts and charter schools)	OPTION 1 (Tableau)	Step 1	Open <a href="#">CA School Dashboard in Tableau</a> . *Will be updated with 2024 Dashboard data in December 2024.				CA School Dashboard Cut-Scores for Low and Very Low				
		Step 2	Select tab labeled "District Schools" and search for District name in drop-down menu.				English Language Arts				
		Step 3	Under "Indicator" select "English Language Arts."				Gr. 3-8	Low	-5.1 to -70.0	Very Low	-70.1 points or fewer
		Step 4	Under the filter for "Status Level," select "Low" and "Very Low." List all "low" and "very low" schools in table below.				Gr. 11	Low	-0.1 to -45.0	Very Low	-45.1 points or fewer
		Step 5	Repeat steps 3 and 4 selecting "Mathematics" under the "Indicator."				Mathematics				
	OPTION 2 (CA School Dashboard)	Step 1	Open <a href="#">CA School Dashboard</a> and search for LEA (district or charter school).				Gr. 3-8	Low	-25.1 to -95.0	Very Low	-95.1 points or fewer
		Step 2	Click "View Additional Reports" button at the top right.				Gr. 11	Low	-60.1 to -115.0	Very Low	-70.1 points or fewer
		Step 3	Click radio button for 5x5 English Language Arts Placement Report and click "Submit."				*NOTE: Status scores are based on Distance From Standard (see more details <a href="#">here</a> .)				
		Step 4	Click "View Detailed Data" (top right of screen above 5x5 chart)				5x5 English Language Arts Placement Report				
		Step 5	All schools in the LEA-level will be listed with "Status Level" in the third column. Complete table below for ELA.				View Detailed Data				
Step 6	Repeat steps 3-5 using the "Mathematics" report. Complete table below for math.				5x5 Mathematics Placement Report						
English Language Arts and Mathematics Status Across School Sites											
Prompt		School Name		Status Level		Change Level		Additional Details about this school			
Which schools have a status level of <b>Low</b> or <b>Very Low</b> in <b>English Language Arts</b> . For each school, also note the "change" details in "Change Level" column *Add rows as necessary		SAMPLE SCHOOL		Very low		Declined		TK-6 school, T1 SWP, New principal, other			
Which schools have a status level of <b>Low</b> or <b>Very Low</b> in <b>Mathematics</b> . For each school, also note the "change" details in "Change Level" column *Add rows as necessary											

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1. Instructions ▾
2. Data Collection - ELA/Math ▾
3. Data Collection - Chronic Abs ▾
4. Needs Assessment ▾
5. Evidence-Based Resources ▾
6. Additional Resources ▾
7. EC32526 (LREBG) ▾
8. EC52 ▾



Data collection instructions for English Language Arts (ELA) and Mathematics

# Workbook - Tab 3, Data Collection

	A	B	C	D	E	F	G	H		
1	<b>Data-Collection for Chronic Absenteeism</b>									
2	Needs assessment must include an assessment of Chronic Absenteeism, including, at least:									
3	<b>Part 1(A) Schools identified in the "Very High" or "High" status levels on the California School Dashboard or, for high schools, at comparatively low levels of performance based on reports on the CDE's website per EC32526(d)(2)(B)(ii)(I)</b>									
4	ites in the LEA (n/a for single school districts and charter schools)	OPTION 1 (Tableau)	Step 1	Open <a href="#">CA School Dashboard in Tableau</a> . <i>"Will be updated with 2024 Dashboard data in December 2024."</i>				<b>CA School Dashboard Cut-Scores for Chronic Absenteeism</b>		
5			Step 2	Select tab labeled "District Schools" and search for District name in drop-down menu.				<b>Very Low</b>	2.5% or less in current year	
6			Step 3	Under "Indicator" select "Chronic Absenteeism"				<b>Low</b>	2.6% to 5.0% in current year	
7			Step 4	Under the filter for "Status Level," select "High" and "Very High" List all "high" and "very high" schools in table below.				<b>Medium</b>	5.1% to 10.0% in current year	
8		OPTION 2 (CA School Dashboard)	Step 1	Open <a href="#">CA School Dashboard</a> and search for LEA (district or charter school).				<b>High</b>	10.1% to 20.0% in current year	
9				Step 2	Click "View Additional Reports" button at the top right.				<b>Very High</b>	20.1% or greater in current year
10				Step 3	Click radio button for 5x5 Chronic Absenteeism Placement Report and click "Submit."					
11				Step 4	Click "View Detailed Data" (top right of screen above 5x5 chart)					
12				Step 5	All schools in the LEA-level will be listed with "Status Level" in the third column. <b>Complete table below.</b>					
13										
14	<b>Chronic Absenteeism K-8 Schools in the District</b>									
15	Prompt		School Name	Status Level	Change Level	Additional Details about this school				
16	Which Elementary, Middle, Intermediate, or K-8 schools have a status level of <b>High</b> or <b>Very High</b> in Chronic Absenteeism.  For each school, also note the "change" details in "Change Level" column <i>"Add rows as necessary"</i>		SAMPLE SCHOOL	Very High ▾	Maintained ▾	TK-6 school, T1 SWP, New principal, other				
17				▾	▾					
18				▾	▾					
19				▾	▾					
20				▾	▾					
21				▾	▾					
22				▾	▾					
23				▾	▾					
24				▾	▾					
25				▾	▾					
26	hools Quest	Step 1	Open <a href="#">DataQuest</a> on the CA Department of Education website							
27		Step 2	Select "District" under "Level" and select "Absenteeism Data" under "Subject"				Absenteeism Data ▾			
28										
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Data collection instructions for Chronic Absenteeism

# Workbook - Tab 4, Needs Assessment

	A	B	C	D	E
1	<b>Needs Assessment</b>				
2	<b>The LEA must identify pupils in the greatest need of learning recovery supports per EC32526(d)(2)(A)</b>				
3	<b>English Language Arts (ELA)</b>				
4	<b>Schools In Greatest Need of Learning Recovery Supports</b>		<b>Student Groups In Greatest Need of Learning Recovery Supports</b>		
5	Based on the schools with status levels of "low" and "very low" in ELA (see schools list on the "Data Collection ELA/Math" tab), which schools are demonstrating the greatest need for learning recovery supports in ELA?	List of schools:	Based on the student groups with status levels of "low" and "very low" in ELA (see "student groups" list on the "Data Collection ELA/Math" tab), which student groups are demonstrating the greatest need for learning recovery supports in ELA?	List of student groups:	
6					
7					
8					
9					
10					
11	Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level in ELA, are there any schools with a high number of students with low achievement levels in ELA?		Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level, are there any student groups with a high number in the lowest achievement levels in ELA?		
12					
13					
14					
15					
16					
17	Based on local metrics for ELA/Literacy that are being administered in the current school year (screeners, diagnostics, interim assessments), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?		Based on local metrics for ELA/Literacy that are being administered in the current school year (screeners, diagnostics, interim assessments), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?		
18					
19					
20					
21					
22					
23					
24	Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, interviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."		Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, interviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports."		
25					
26					
27					
28					
29					
30					
31	<b>Mathematics</b>				
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Needs Assessment





# Workbook - Tab 4, Needs Assessment continued

	A	B	C	D	E
88	<b>Pupils in Greatest Need of Learning Recovery Supports</b>				
89		<b>List of Schools and Student Groups</b>	<b>Based on quantitative and qualitative data, what is the greatest need at each school or for each student group?</b>	<b>Using the Evidence-Based Resources tab, which resource aligns to the identified need(s)?</b>	
90		Sample School A	Students academic data and discussions with site staff indicates students need additional learning time in Mathematics.	Sample evidence-based resource(s)	
91	Based on the schools listed above in "Greatest Need" in ELA, Math, and Chronic Absenteeism, are there any schools appearing in all three lists (ELA, Math, Chronic Absenteeism)? If yes, list in column b. If no, are there are any schools appearing in two of the three areas? If so, list in column b. <b>(NOTE: LEA should also identify specific students for learning recovery supports based on data collected. Student names should NOT be included in LCAP actions.)</b>				
92					
93					
94					
95					
96					
97					
98					
99					
100					
101					
102					
103	"Greatest Need" in ELA, Math, and Chronic Absenteeism, are there any student groups appearing in all three lists (ELA, Math, Chronic Absenteeism)? If yes, list in column b. If no, are there are any student groups appearing in two of the three areas? If so, list in column b. Are there any schools with high percentages of student groups in greatest need that are NOT reflected in the "list of schools" above? If so, add to the "list of schools." <b>(NOTE: LEA should also identify specific students for learning recovery supports based on data collected. Student names should NOT be included in LCAP</b>	Sample Student Group	Student focus groups indicate a need for counseling support to address connectedness and perceptions of bullying to reduce chronic absenteeism and improve academic outcomes.	Sample evidence-based resource(s)	
104					
105					
106					
107					
108					
109					
110					
111					
112					
113					
114					

+    ≡    1. Instructions    2. Data Collection - ELA/Math    3. Data Collection - Chronic Abs    **4. Needs Assessment**    5. Evidence-Based Resources    6. Additional Resources

Pupils in Greatest Need of Learning Recovery



# Workbook - Tab 5, Evidence-Based Resources

	A	B	C	D	E	F	G	H
1								
2	*This resource is not exhaustive or limiting. It provides a list of resources aligned to the allowable use of funds but should not be considered the only allowable resources. If resources on this document do not address needs identified by the LEA, then LEAs are encouraged to identify evidence-based resources aligned to student needs.							
3	Allowable Uses of Funds	Resource Name	Resource link(s)	Areas addressed	Evidence Tier	Research Base		
4	(A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other <b>evidence-based</b> action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.	Summer School/ Intersession Intervention and Enrichment	<a href="#">Summer Learning Program Toolkit</a>	<input checked="" type="checkbox"/> English Language Arts	Tier 1	<a href="#">Harvard- Summer Programs Can Help Kids Catch Up after COVID</a>		
5			<a href="#">Getting to Work on Summer Learning</a>	<input checked="" type="checkbox"/> Mathematics		<a href="#">Wallace- Every Summer Counts</a>		
6			<a href="#">Covid Relief Playbook</a>	<input checked="" type="checkbox"/> Chronic Absenteeism		<a href="#">USDE- Achieving Dramatic School Improvement</a>		
7		Expanded Learning Opportunity Program: ASES, 21st Century	<a href="#">CDE Expanded Learning Resources</a> <a href="#">Quality Standards Expanded Learning</a> <a href="#">Integrated Care Field Guide</a> <a href="https://www.cde.ca.gov/ls/ex/documents/elopoverview.pptx">https://www.cde.ca.gov/ls/ex/documents/elopoverview.pptx</a>	<input checked="" type="checkbox"/> English Language Arts	Tier 1	<a href="#">Key Principles for Expanding Learning to Support Student Re-Engagement: Afterschool Programs Close Achievement Gaps</a>		
8				<input checked="" type="checkbox"/> Mathematics		<a href="#">NOIST- Afterschool Matters-Reports</a>		
9				<input checked="" type="checkbox"/> Chronic Absenteeism		<a href="#">Research Update-Afterschool Programs Close Achievement Gaps</a>		
10								
11		Staff-to-Pupil Ratio	Reduce the staff to pupil ration/class size reduction	<input checked="" type="checkbox"/> English Language Arts	Tier 1	<a href="#">Everything You Need to Know About Student-Teacher Ratios</a>		
12				<input checked="" type="checkbox"/> Mathematics				
				<input checked="" type="checkbox"/> Chronic Absenteeism				
+ ≡ 1. Instructions ▾ 2. Data Collection - ELA/Math ▾ 3. Data Collection - Chronic Abs ▾ 4. Needs Assessment ▾ 5. Evidence-Based Resources ▾ 6. Additional Resources ▾								



# Additional Notes

- The list of evidence-based resources is not exhaustive, nor is it intended to be limiting.
- It provides a list of resources aligned to the allowable use of funds but should not be considered the ONLY allowable resources.
- If resources in the workbook do not address needs identified by the LEA, then LEAs are encouraged to identify evidence-based resources aligned to student needs.
- If an LEA has questions about any of the evidence-based resources linked within the workbook, it is recommended that the LEA contact the author of resource.

# Demonstration of the Workbook



# Workbook Demonstration

# Contact Information for Questions

## **Needs Assessment Resources:**

System of Support Office

[SystemofSupport@cde.ca.gov](mailto:SystemofSupport@cde.ca.gov)

## **Interim Expenditure Reports:**

School Improvement and Support  
Office

[LREBG@cde.ca.gov](mailto:LREBG@cde.ca.gov)

## **LCAP Template and Instructions:**

Local Agency Systems Support Office

[LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov)

Thank you for  
listening!