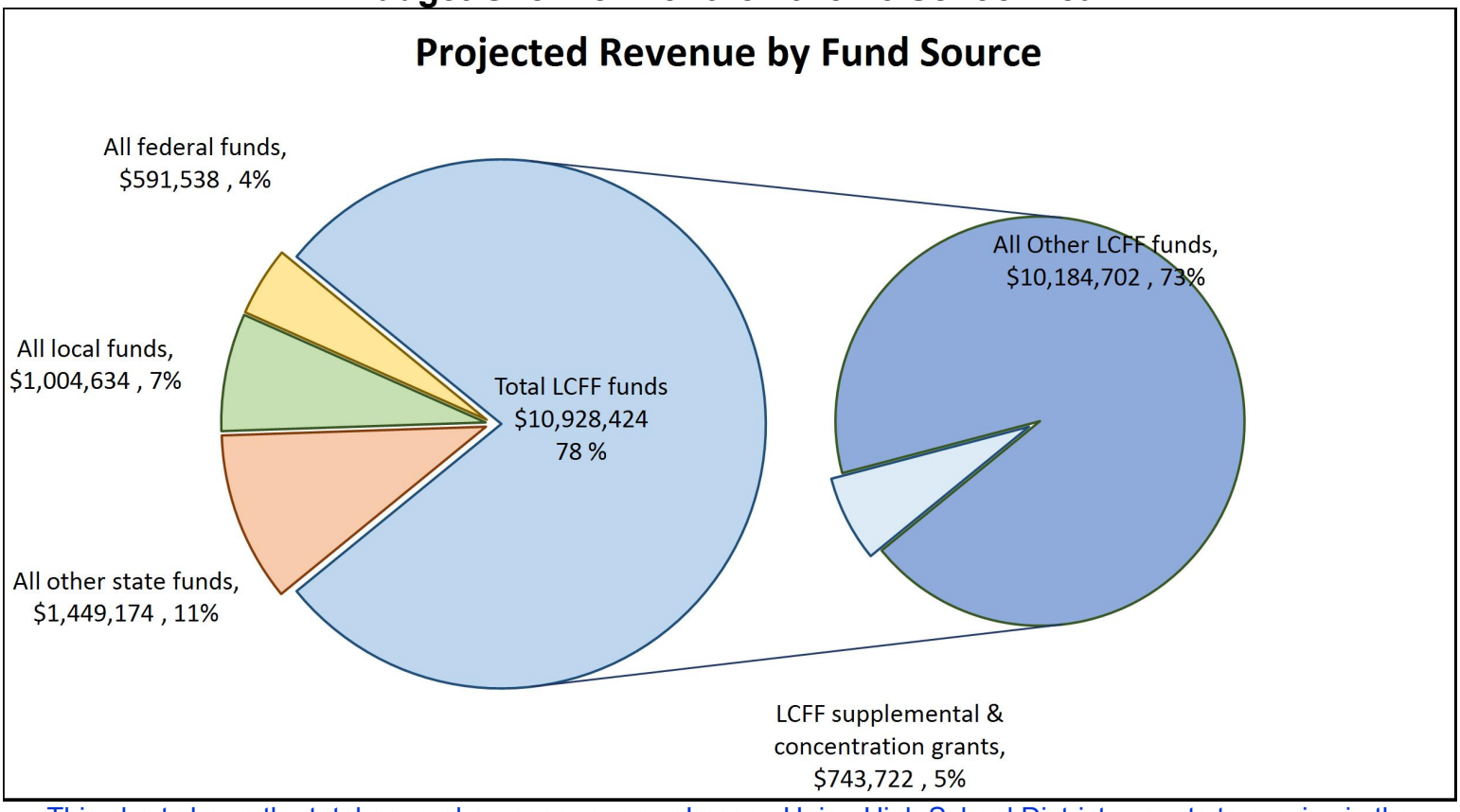


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lassen Union High School District
CDS Code: 18-64139-1833805
School Year: 2025-26
LEA contact information:
Mark Brewer
Superintendent
cori.shields@lassenhigh.org
530-251-1194

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 2025-26 School Year

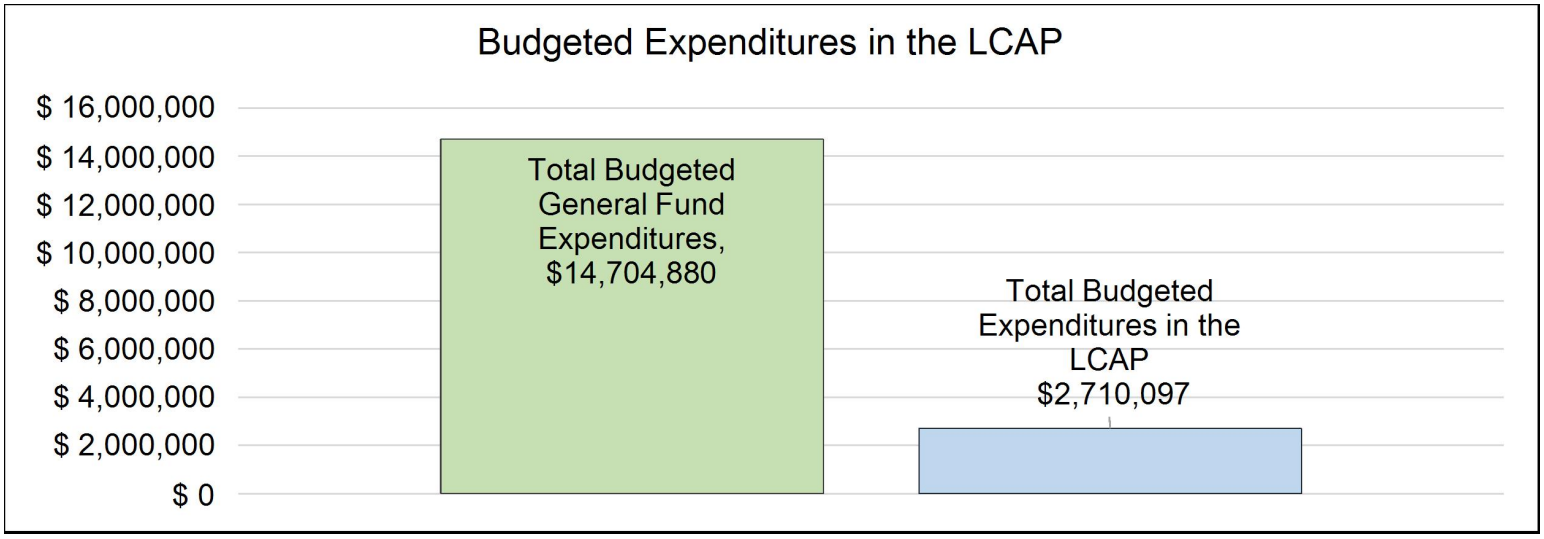


This chart shows the total general purpose revenue Lassen Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lassen Union High School District is $13973769, of which $10928424 is Local Control Funding Formula (LCFF), $1449174 is other state funds, $1004634 is local funds, and $591538 is federal funds. Of the $10928424 in LCFF Funds, $743722 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 Lassen Union High School District plans to spend for 2025-26. 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: Lassen Union High School District plans to spend $14704880 for the 2025-26 school year. Of that amount, $2710097 is tied to actions/services in the LCAP and $11994783 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

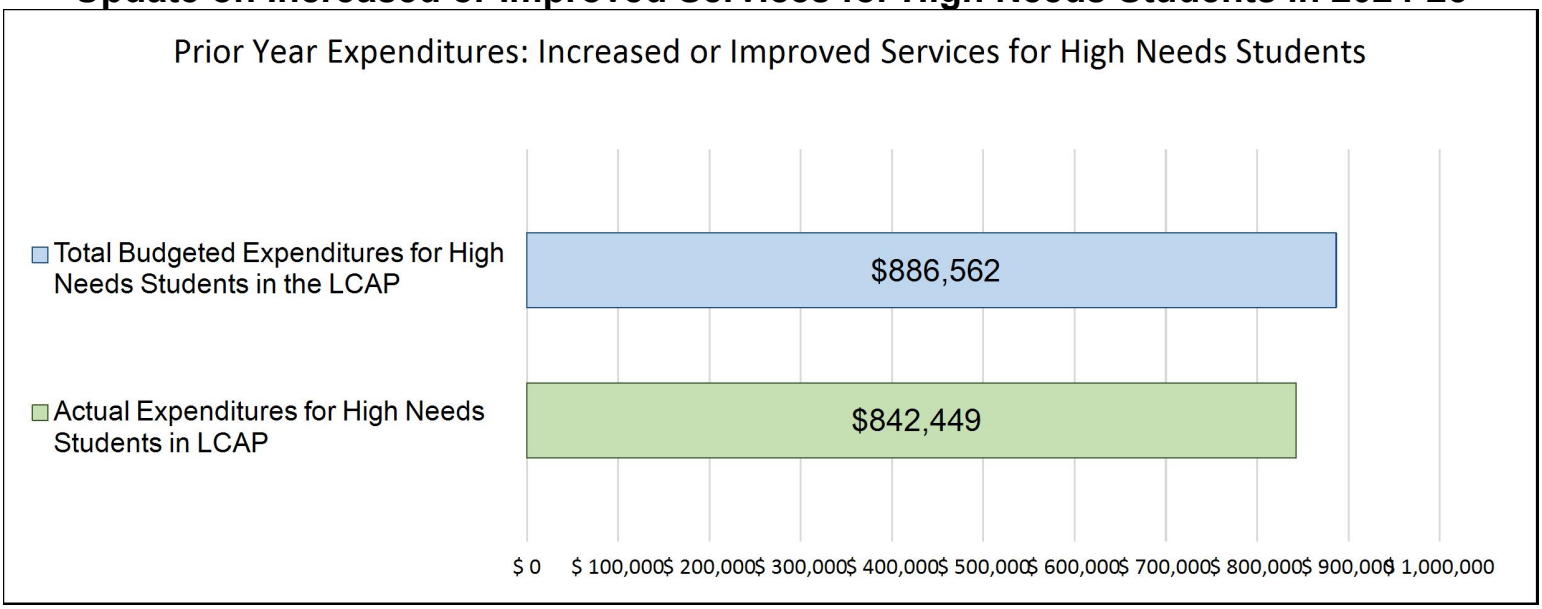
The costs to operate the basic education program are not included in the LCAP. This includes regular teacher salaries, special education services, sports and extra-curricular activities, home to school transportation, custodial, utilities, insurance, clerical, and non-classroom salaries, and school and district administration.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Lassen Union High School District is projecting it will receive $743722 based on the enrollment of foster youth, English learner, and low-income students. Lassen Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lassen Union High School District plans to spend $834969 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 2024-25



This chart compares what Lassen Union High 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 Lassen Union High 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 2024-25, Lassen Union High School District's LCAP budgeted $886562 for planned actions to increase or improve services for high needs students. Lassen Union High School District actually spent $842449 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $44113 had the following impact on Lassen Union High School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $44,113 did not have a measurable impact on the student population. All actions were implemented, though some were not carried out to the full scope originally outlined in the LCAP.



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
Lassen Union High School District	Mark Brewer Superintendent	mark.brewer@lasenhigh.org 530-251-1194

Plan Summary [2025-26]

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.

Lassen Union High School District desires to see Every Student Succeed. Our goal is to become data driven where student performance and social/mental health is our highest priority. Our focus and goals are based on meeting our student and community needs, ensuring that our students are meeting the mastery level of content standards at the state and federal level. We utilize the CAASPP testing in the spring and PSAT in the fall to give us a benchmark of where our students are. The PSAT Summary of Answers and Skills provides our teachers with a framework that allows individualized assistance to be provided to ensure student success in the classroom and on the CAASSP in the spring. Our staff will receive further training on the utilization of data to drive instruction and time to work within their Professional Learning Communities to analyze data and create common formative assessment and activities to address learning gaps that have been identified by the PSAT and localized assessments. This will provide LUHSD the opportunity to address these gaps and provide the necessary resources to ensure our students academic success while more importantly meeting the social and emotional health of our students. Additionally, we look at our students attendance, academic performance, and disciplinary referrals to ensure that all of our students are having an equitable opportunity to achieve their fullest potential. Necessary resources are being put into place to ensure that all of our students have the available resources for academic success and social/mental health. Attendance, student engagement, and continuing to build upon a positive culture will be our focus for the next school year.

Each year, we administer a variety of surveys for school improvement planning. This year, our students completed the Healthy Kids survey and our participation rates decreased. During the 2023/2024 school year 63% of freshmen (down 21% from the previous year), 94% of sophomores(up 19% from the previous year), 82% of juniors(up 13% from the previous year), and 73% of seniors (up 3% from the previous year) completed the survey. The students gave answers in relationship to their academic confidence, engagement, teacher expectations, and

teacher support. 52% of the freshman (+2% increase from 2021), 53%(+1% increase from 2021)of the sophomores, 63%(+7% increase from 2021) of the juniors and 68% (+7% increase from 2021) of the seniors, gave optimal responses that the teachers communicated that they care about students. 66% of the freshman, 61% of the sophomores, 66% of the juniors and 69%of the seniors reported that the teachers have high expectations for them. Students also reported that their education was important, but not interesting and so they did not put in much effort. The second survey administered was given to the parents.

During the 2024-2025 school year the CHKS participation rates decreased a bit as well 24-25 shows lowest overall connectedness (34-43% range). Academic Motivation, Consistent downward trend across most grade levels.

One portion of the survey measured how much the school allows input and welcomes parents' contributions and 45%(-16% from the previous year) agreed that this was done well but only 36%(-32% from the previous year) of parents agreed that the school actively seeks the input of parents before making important decisions. 41% (-3% from the previous year)of parents agreed that the school staff takes parent concerns seriously and 68% (+3% from the previous year)agree that the school promptly responds to phone calls, messages or e-mails.

Five years ago, Credence High School opened up as an alternative school with the primary focus of supporting students completing their high school credits and preparing to be college and career ready. Job skill development and community college enrollment was an emphasis that was placed on the staff and students this year. Due to constant change of instructors and the after effects of the pandemic, Credence High School was identified by the equity multiplier funds. Credence HS students were identified as performing in the lowest level as well for suspension rates for socioeconomically disadvantaged students. Every student completed some form of work experience and resume skill development. Life skills were also taught to ensure that our graduates are prepared for life after high school.

Community Day School is an alternative school for students who have been expelled or are behind in credits.

Lassen High School is a comprehensive high school offering eleven Advanced Placement classes, twelve Career Technical Education pathways, and a large selection of A-G courses. The district offers fourteen competitive sports for students and its performing arts and band program is growing on a yearly basis. Lassen's Future Business Leaders of America (FBLA) and Future Farmers of America (FFA) programs are among the largest and well known programs in California and compete at national levels on a regular basis. Additional clubs and activities round out the high school experience for our students. Lassen Union High School District (LUHSD) is located in the Eastern Sierras in historic Susanville, California. LUHSD is composed of Lassen High School, Lassen Community Day School, Credence High School, and Adult Education.
During the 2023/24 school year, student enrollment increased to 845 at the start of the year and returned to same enrollment numbers at the end of the year at 814 students. LUHSD' students present a broad span of diversity. Our Ethnic Diversity:
Hispanic - 23.68% +1.91% from previous year)
American Indian - 3.2212% (+.78% from previous year)
Asian - .62% (-.53% from previous year)
Filipino - .62% (-.15% from previous year)
Black/African American - 1.25% (+.48% from previous year)
Hawaiian/Pacific Islander - 2.60% (+.72% from previous year)
White - 52.02% (-5.29% from previous year)
Multiple - 12.67% (-0.54% from previous year)

English Learners - 4.51% (+2.41% from the previous year)
Student with a disability 8.02%(-.38% from the previous year)
LUHSD 2024 census data, socio-economically disadvantaged students constituted 39.35%(+7.82% from the previous year) of the district's population, with a school breakdown as follows:

- 73.91% (-4.27% from the previous year) of Credence High School students were socio-economically disadvantaged
- 55.56% (+5.56 from the previous year) of Lassen Community Day School students were socio-economically disadvantaged
- 38.12% (+9.02% from the previous year) of Lassen High School students were socio-economically disadvantaged

The LEA uses local data systems and tools to monitor student access and enrollment in a broad course of study across grade spans, student groups, and students with exceptional needs. While most students have access to core and elective courses, disparities exist for English learners, students with exceptional needs, and across some school sites due to limited staffing, funding, scheduling challenges, and transportation barriers. To address these gaps, the LEA is expanding staffing and counselor support, improving scheduling flexibility, enhancing staff training on equity, increasing communication about course options, and allocating resources to expand advanced and specialized courses at under-resourced sites. These efforts aim to ensure all students have equitable access to a broad, well-rounded curriculum.

Reflections: Annual Performance

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

The district again has seen some positive areas of growth in the area of AP courses and pass rates.

However, the performance gaps for our specific groups of students has led our district to be identified for Differentiated Assistance according to the state dashboard.

The district continues to face substantial challenges in English Language Arts among socioeconomically disadvantaged (SED) students. These students performed 84.7 points below the state standard, while our ALL student group was at 39 points below standard, highlighting a persistent and significant academic achievement gap. This score suggests systemic barriers that may include limited access to academic support services, family economic hardship, and other areas we are beginning to explore.

In the areas of math, Hispanic students were 140.5 points below the state standard, indicating an urgent need to tailor instruction and support to better serve this demographic.
Socioeconomically disadvantaged students were 157.1 points below the standard in math, the largest gap reported signaling the greatest need for targeted intervention., signaling the greatest need for targeted intervention, while the ALL student group scored in the red at 122.4 points below standard. highlighting that the ALL group, Hispanic and Socioeconomically Disadvantaged Students all scored in the RED.

These scores are indicative of deep-rooted inequities and call for a comprehensive approach to curriculum refinement, culturally responsive teaching, and additional academic support structures.

The suspension data point to an escalating concern regarding school climate, especially for vulnerable student populations:
The ALL student group scored in the red with 10.5% while Foster Youth had a suspension rate of 36.4%, representing a significant increase of 9.1%. This rate is alarmingly high and may suggest gaps in trauma-informed practices or behavioral support systems.
Homeless Students saw a suspension rate of 29.4%, a slight increase but still concerning given the inherent instability and vulnerability of this group.
Students with Disabilities (SWD) had a suspension rate of 25%, which is a 10.1% increase. This spike suggests that inclusive behavior management practices and special education supports need urgent review and reinforcement.
Socioeconomically Disadvantaged Students experienced a 16.9% suspension rate, reinforcing the intersectional disadvantage experienced by students from low-income backgrounds. It is important to note that ALL subgroups identified on the Califonria Dashboard are in the Red for Suspension.

These trends underscore the importance of equity-driven policies, robust mental health supports, and restorative justice practices to ensure disciplinary measures do not disproportionately harm historically underserved populations.
The data highlight achievement and discipline disparities, particularly affecting socioeconomically disadvantaged, Hispanic, foster youth, homeless, and students with disabilities.

We are working to implement a more data driven intensive academic interventions in ELA and Math.

Also we are continuing with our efforts to strengthen family and community engagement, especially with underrepresented populations, to ensure culturally relevant support structures are in place, adopt restorative and trauma-informed practices to address behavioral challenges without resorting to exclusionary discipline.

We will Invest in professional development focused on equity, implicit bias, and culturally responsive pedagogy, while Increasing access to counseling and wraparound services for at-risk student groups to create a more supportive and inclusive school climate.

Reflections: Technical Assistance

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

LUHSD Qualified for Differentiated Assistance in Math and Suspension for SED & SWD Students.

The Lassen County Office of Education (LCOE) has provided structured and comprehensive support to Lassen Union High School District, through the Levers Tool for System Change needs assessment. This partnership has been key to identifying strengths and improvement areas across multiple systemic levers within the district.
A team from LUHSD staff and LCOE staff completed a comprehensive improvement plan incorporating data from the recent WASC visit, LCAP and SPSA goals.
This will be used a guiding document in addressing LUHSD Differentiated Assistance concerns.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Community Members	Freshman Orientation, Freshman Gala, We Are Lassen Dinner (8/12/24, 2/20/25, 5/19/25)
Parents, Community, Staff, and administrators	Board Meetings (2/11/25, 3/11,25, 4/8/25, 5/13/25, 6/3/25)
Parents, Students, Staff, administrators	Site Council (11/13/24, 01/08/2025, 02/12/2025, 03/12/2025, 05/14/2025, 05/28/2025)
Native American Community	Title VI meetings (02/24/25, 4/21/2025)
Native American Community	Bi-Monthly Admin/Education Center meetings (5/22/2025)
Teachers, unions(LTA, CSEA), staff, administrators	monthly Leadership Team meetings, planning meetings, Levers Needs Assessment Meetings with LCOE, PLC's
District staff and administration	weekly leadership team meetings (every Monday morning at 9:00)

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

Our LCAP was driven by the Needs and Asset Assessment conducted with staff and LCOE. During this and the LCAP process, teachers, school personnel, LTA, and CSEA were involved in discussion about strengths and weaknesses of the school and district. Input was sought throughout the school year during late starts that occurred at least twice a month. School Site Council met throughout the year. Surveys and interviews of parents and students occurred leading up to the WASC visit. Scheduled monthly meetings occur between the educational office of the Susanville Indian Rancheria and Title VI meetings at the school library. Coffee and doughnuts with the Superintendent was poorly attended with minimal participation except for staff who had students at LHS.
Input from the WASC team was directly reflective of the voice of the community, staff, students, and parents. The recommendations from the WASC team were put directly into our LCAP since all parties were directly involved in the WASC process and it was important to recognize the voice of those who were involved in the accreditation process and the results of the visit. Likewise the results of these visits were also put to use in addressing the equity multiplier funds that have been allocated to Credence. The funds from this were put directly back into the goals from the WASC visit for Credence. The importance of developing a positive culture and retaining educators will be a top priority with

the equity multiplier funds for next school year. The additional social worker and programs at Credence will hopefully improve graduation rates and attendance at that school.
Assistance from the COE was requested to provide additional surveys of school personnel and community members to see if another outside source would have better luck gathering input to drive the LCAP. Thankfully, the WASC process provided additional information that was used in creating the LCAP. Areas of growth and recommendations from the WASC team were used in developing the SPSA goals that will be aligned with the LCAP goals.
As a result of all of the meetings with educational partners, the district then used that data to plan the goals, metrics, actions and budgeted expenditures in LCAP. Goals 1, 2, 3 and 4 were developed specifically as a result of the conversations had with our educational partners and then needs expressed during those meetings.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the number of students who are college and career ready as measured by the California Dashboard	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Lassen Union High School District is currently 2.9% below the state average in college and career readiness, according to the California Dashboard. This gap indicates that a significant number of our students are not leaving high school fully prepared for post-secondary education or the workforce. All students deserve the opportunity to graduate with the skills and knowledge needed to succeed in college, careers, or both. By setting this goal, we are working to close that gap and ensure every student is equipped for a successful future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Dashboard - Percentage of pupils who successfully completed: UC/CSU requirements (SP 4B)	2023 22%	2024 19.1%		California Dashboard - Percentage of pupils who successfully completed: 30%	Decreased by 2.9%
1.2	CA Dashboard Graduation Rate (SP 5E,) Lassen High	2023 89.3%	2024 89.78%		98%	Increased by .48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CALPADS Dropout Rate (SP 5D,)	2023 4.65%	2024 7.84%		2%	Increased 3.19%
1.4	AP Tests - Equity Report (SP 4G)	2023 23%	2024 23%		35%	Maintained
1.5	Percentage of AP students with a score of 3 or higher (SP 4G)	2023 69.81%	2024 68%		77%	Decreased by 1.8%
1.6	Number of students who took a dual enrollment course at Lassen Community College (SP 8)	2023 68 students	2024 65		90 students	Decreased by 3 students
1.7	California Dashboard ELPAC rate (SP 4F)	35% making progress	44.6% making progress		50%	Increased by 11.4
1.8	PSAT scores used for AP potential of students who should score a 3 or higher. (SP 8)	Mean score for: 10th graders: All Groups - 827 White - 861 Latino - 831 2 or more - 790 11th graders: All Groups - 859 White - 886 Latino - 847 2 or more - 892	Mean score for: 10th graders: All Groups - N/A White - N/A Latino - N/A 2 or more - N/A 11th graders: All Groups - N/A White - N/A Latino - N/A 2 or more - N/A		Mean score for: 10th graders: All Groups - 847 White - 861 Latino - 851 2 or more - 820 11th graders: All Groups - 879 White - 890 Latino - 877 2 or more - 900	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	California Dashboard Points from standard in ELA and Math (SP 4A)	2023 ELA 57.2 Points Below Standard - ALL Student Group 64.4 Points below Standard - Hispanic 94.2 Points below Standard - Socioeconomically Disadvantaged 48.8 Points below Standard - White MATH 122.4 Points Below Standard - ALL Student Group 143.2 Points below Standard - Socioeconomically Disadvantaged 121.4 Points below Standard - White	2024 ELA 39 Points Below Standard - ALL Student Group 84.7 Points below Standard - Socioeconomically Disadvantaged MATH 122.4 Points Below Standard - ALL Student Group 140.5 Points below Standard - Hispanic 157.1 Points below Standard - Socioeconomically Disadvantaged 121.4 Points below Standard - White		At standard	ELA ALL- Increased 18.2 points SED - Increased 9.6 points MATH - ALL-No Change Hispanic - Declined 28.4 points SED- Declined 13.9 points White - Increased
1.10	Percentage of 12th grade students who completed all UC/CSU Requirements (SP 4B)	2023 20%	2024 14.7%		35%	Decreased 5.3%
1.11	Dashboard Percentage of students who are College and Career Prepared (SP 4H)	2023 ALL - 41%	2024 ALL - 60.5%		ALL -60%	Increased 19.5%
1.12	Percentage of 12th grade students who completed CTE Sequences (SP 4C)	41%	2024- 41%		60%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Percentage of 12th grade students who completed both UC/CSU Requirements and CTE Sequences (SP 4D)	19%	2024 - 17%		55%	Decreased 2%
1.14	California Dashboard - English Learners making progress towards proficiency (SP 4E)	2023 - 30%	2024 -46.4		50%	Increased 18.1%
1.15	Credence High School Suspension Rate (SP 6A)	2023 19.3% of students suspended one of more days	2024 - 8.6%		10% suspended one or more days	Decreased 10.7%
1.16	Master Schedule Percentage of students who have access to a broad course of study (SP 7A)	2023 100%	2024 100%		100%	Maintained
1.17	Master Schedule Percentage of students who are low-income, EL and Foster youth and have services and programs developed and provided for them (SP 7B)	2023 100%	2024 100%		100%	Maintained
1.18	Master Schedule Percentage of students with disabilities and have services and programs developed and provided for them. (SP 7C)	2023 100%	2024 100%		100%	Maintained

Goal Analysis [2024-25]

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.

The overall implementation of Goal 1 shows moderate progress, with several strong supports in place and clear areas for improvement. Strengths include effective student support roles, such as the full-time Social Worker and Student Support Specialist, which provide essential emotional and academic assistance. Flexible learning options like independent study, alternative education, and credit recovery help students stay on track while participating in extracurriculars. The PSAT is being used to inform AP placement, and the CTE Pathways program is highly successful. On-site technology support has improved staff access and use. Importantly, staff agree on the need for a more formalized PLC and MTSS structure, indicating a shared vision for improvement.

However, weaknesses persist in the inconsistent implementation of MAP testing and intervention strategies, particularly for English Learners, SPED, and underperforming students. A lack of formal systems and data use limits the effectiveness of interventions and academic planning. EL instruction requires more district support and training, and communication gaps—especially around credit recovery and scheduling—hinder coordination. A more structured, data-driven approach is needed to ensure all students receive the support necessary to succeed and access advanced coursework.

Action 1.1 Map testing was not implemented with fidelity for the freshman, EL & SPED students and especially data was not review as planned. The PSAT was given and data was used in scheduling for potential success in AP classes.
Challenges: A more organized system is needed for intervention for all low performing students to enable these students who often are underrepresented into AP classes. A robust MTSS system needs to be introduced and implemented school wide led by departments during PLC's to achieve this goal.
Successes: The staff are in agreement that a more formal PLC process is needed. This should then ensure student equity to higher level courses and increase the number of students who are college and career ready.

Action 1.2 Student support specialist will assist students struggling
Challenges There is no formal process to ensure that students are receiving the "right amount" of assistance that leads to their own learning.
Successes: The students do have a place where they feel they can go and receive support especially social emotionally.

Action 1.3 The Social Worker position has proven effective and increased support from the district will help Credence & CDS students thrive and become successful graduates.
Challenges: There were no significant barriers in implementation.
Successes: having a fulltime Social Worker has helped students work through many issues and overcome barriers to attendance and achievement.

Action 1.4 Is somewhat effective, giving students an alternative learning environment.
Challenges: More accountability processes need to be created to ensure a quality and rigorous experience can be available for all students.
Successes: Students have been able to make up credits and still participate in the LHS extra-curricular program.

Action 1.5 Has shown to be effective for a specific group of students. Full-time and part-time independent study programs provide students with the flexibility to choose their instructional platform while still allowing them to participate in extracurricular activities.
Challenges: Making sure that students receive quality engaging instructional experience at the main campus so that there is not a decrease in enrollment.
Successes: This does provide a LUHSD option to keep students in the district that might otherwise move to a charter school.

Action 1.6 Providing one period of English Learner class with both a certificated teacher and bilingual paraprofessional offering crucial support for students who are learning English as a second language has been somewhat effective.
Challenges: More training and support provided by the district to the EL teacher while ensuring good teaching strategies that help EL students as well as all students in all classes to ensure EL students needs are met.
Successes: Consistency in staff delivering the services to the EL students has proved to improve the program

Action 1.7 is somewhat effective
Challenges: Data should be used more from PLC and MTSS teams to ensure targeted support is used where it is most needed
Successes: Having a full time Para is beneficial, especial when covering different classes to support absences and knowing the students and staff ahead of time.

Action 1.8 Instructional and Campus Technology Support Is mostly effective
Challenges: ensuring all staff get the tech support the need and ensure their technology is up to date and used as intended
Success: Having the support on site has proven successful

Action 1.9 Credit Recovery A certified teacher offers credit recovery after school, fostering a flexible learning environment that accommodates students with full schedule.
Challenges: Ensuring there is communication with counselors so students are not receiving too many credits and not fully being prepared.
Successes: This is somewhat successful as students have been able to make up credits while keeping a full schedule.

Action 1.10 CTE Pathways this is very successful
Challenges: Providing more space and opportunity for more students
Successes: The whole program led by the CTE lead teacher

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 three Goal 1 actions that a material difference of greater than 10% between the budgeted and estimated actual expenditures:
Action 1.4 Online Curriculum
Expenditures where 46% higher than budgeted because of a renewal contract year that was adjusted for increased student usage and licenses.
Action 1.5 Alternative Learning Environments

Expenditures where 11% lower than budgeted because the second Credence teacher was hired after the start of school and was later reassigned to the Community Day School.
Action 1.10 CTE Pathways
Expenditures where 14% higher than budgeted because not all CTE extra-curricular stipends were included in the budget figures and an additional prep period buyout was filled for Agriculture Leadership.

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

The actions for Goal 1 have been partially effective . A more organized system is needed for intervention for all low performing students to enable these students who often are underrepresented into AP classes. A robust MTSS system needs to be introduced and implemented school wide led by departments during PLC's to achieve this goal. This should then ensure student equity to higher level courses and increase the number of students who are college and career ready.
student support specialist will keep assisting students but will lead a tiered level of support team to impact more students through the year.
The Social Worker position has proven effective and increased support from the district will help Credence & CDS students thrive and become successful graduates.
More accountability processes need to be created to ensure a quality and rigorous experience can be available for all students.
Full-time and part-time independent study programs provide students with the flexibility to choose their instructional platform while still allowing them to participate in extracurricular activities.
More training and support provided by the district to the EL teacher while ensuring good teaching strategies that help EL students as well as all students in all classes.
Should be used more from data and MTSS teams throughout

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.

Following a comprehensive review of last year's implementation outcomes and instructional practices, the actions will remain the same with the addition on one . Each goal will also include progress monitoring and oversight moving forward.
Action 1.11 Additional Math & English Teacher, full time onsite substitute teacher using LREBG funds:
Funded by the Learning Recovery Emergency Block Grant, will support academic recovery and student wellness. The district will hire two credentialed teachers (one for math, one for English Language Arts) and a full-time substitute to provide targeted interventions and integrate social-emotional learning into instruction. This will also help reduce class sizes, increase instructional time, and address learning gaps for students needing additional support.

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	Testing	Freshman, EL, and Special Education students will take the MAP test at least 2 times annually to assess class placement and progress. All students will take the PSAT test during their 9th-11th grade school year. This will provide the district, school, students, and their parents with information on which students should take an AP class. This will also provide the school the information necessary through Collegeboard AP potential to encourage these students who often are underrepresented into AP classes. This will ensure student equity to higher level courses and increase the number of students who are college and career ready.	$13,600.00	Yes
1.2	Student Support Specialist	1.5 FTE Student Support Specialists will assist students struggling in the school environment educationally, emotionally, and physically. This includes providing additional support for students in need, including those who are homeless or suspended, ensuring they receive the necessary resources and guidance to stay on track and succeed despite their challenges.(2.4)	$85,874.00	Yes
1.3	Social Worker	Provide additional funding for a full -time social worker to specifically support students at Credence and Community Day School. The social worker will assist students identified with chronic absences, as well as foster youth, homeless students, and those who are Native American, Latino, or Pacific Islander. Their goal is to help these students attend school regularly and enroll in community college or tech school courses to prepare them for the workforce. (2.1, 3.5)	$27,334.00	Yes
1.4	Online curriculum	Enhancing educational opportunities by providing an online curriculum for Credence High School, Community Day School (CDS), Lassen Virtual Academy (LVA), and credit recovery programs as an alternative to traditional classroom instruction. Offer flexible learning options tailored to meet diverse student needs. Explore new online curriculum options for the 2025-26 school year to ensure our students have access to the latest and most effective educational resources.	$24,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Alternative Learning Environments	Offer alternative learning environments for students unable to meet the rigorous requirements of traditional classroom learning. Full-time and part-time independent study programs provide students with the flexibility to choose their instructional platform while still allowing them to participate in extracurricular activities. This approach not only accommodates diverse learning needs but also ensures students can engage in activities that enhance their overall high school experience. Support the continuation high school that is flexible in required time to meet the needs of working students, students with families, and students low on credits.	$326,174.00	Yes
1.6	EL Program	Provide one period of English Learner class with both a certificated teacher and bilingual paraprofessional offering crucial support for students who are learning English as a second language. This setup ensures that students receive specialized instruction from a qualified teacher who understands language acquisition principles and can provide targeted academic support. The bilingual paraprofessional further enhances the learning experience by offering language assistance and cultural understanding, helping students bridge any communication gaps and fostering a more inclusive and supportive classroom environment. Together, this team can effectively address the diverse needs of English learners, promote language proficiency, and facilitate academic success. The Student Support Specialist included in 1.2 assists with EL as well.	$80,387.00	Yes
1.7	Paraprofessional	A paraprofessional provides essential support to non-special education students by offering additional instructional assistance, personalized attention, behavioral guidance, and facilitating smooth transitions. Their presence ensures a supportive learning environment where all students can thrive academically and socially.	$41,499.00	Yes
1.8	Instructional and Campus Technology Support	Two positions dedicated 50% to increase services available to students and teachers to increase access to technology, digital literacy, educational software and tools, assistive technologies, and online learning supports.	$96,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Credit Recovery	A certified teacher offers credit recovery after school, fostering a flexible learning environment that accommodates students with full schedules. This initiative provides extra time, tutoring, and ongoing progress monitoring.	$8,630.00	Yes
1.10	CTE Pathways	We will continue to implement comprehensive Career and Technical Education (CTE) pathways and classes to enhance workforce readiness among students. By partnering with local businesses and industry experts, we will provide hands-on learning experiences and up-to-date curriculum that align with current job market demands. This initiative will equip students with practical skills and knowledge, preparing them for successful careers in various fields (agriculture, business, music and performing arts, woodshop and construction)	$1,119,973.00	No
1.11	Additional Math & English Teacher, full time onsite substitute teacher using LREBG funds	The Learning Recovery Emergency Block Grant (LREBG) is designed to support academic learning recovery and the mental health and wellness of students. We will hire two credentialed teachers (one in math, one in English Language Arts & a full time substitute) to implement targeted academic interventions and integrate SEL (Social-Emotional Learning) strategies during instruction. This will action will also aide in decreasing class size throughout the school and Increase instructional time and reduce learning gaps for those students who need more targeted instruction & supports.	$204,100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Decrease the number of students who are experiencing chronic sadness and depression or thoughts of suicide by 15% as measured by the California Healthy Kids survey.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The California Healthy Kids Survey shows that Lassen Union High School District has a high rate of students expressing signs of suicide and are dealing with chronic sadness and depression. This concern has also been brought up at board meetings, school site council meetings and discussions with staff and bargaining units(CSEA, LTA) during WASC data walks and planning meetings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Healthy Kids Survey Percent of 9th -12th grade students responded "Yes" to the following question, "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities." It would appear that students did not feel connected which lead to suspensions and expulsions.(SP 6C)	2024 42%	34%		15%	decreased 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	California Healthy Kids Survey Percent of 9th -12th grade students responded "yes" to the following question, "During the past 12 months, did you ever seriously consider attempting suicide?"(SP 6C)	2024 23.25%	21%		5%	decreased 2.25%

Goal Analysis [2024-25]

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.

.Goal 2 was implemented with moderate success. The full-time social worker and behavioral health counselor provided strong support for high-need students, improving attendance, school culture, and mental health outcomes. The Clayful App was only partially implemented due to training and time challenges but helped identify at-risk students for timely intervention. The Student Support Specialist role lacked data to assess impact. Overall, while individual supports were effective, broader implementation was limited by lack of systems (PBIS/MTSS), inconsistent communication, and insufficient data tracking.
Action 2.1 The full time social worker to specifically support students at Credence and Community Day School. This was implemented very well.
Challenges: Communication with District Office to help support staff at both sites.
Successes: Increased attendance, culture & achievement
Action 2.2 The action for Clayful, which is an app that provides students with mental health coaching, offering numerous benefits. This was only partially Implemented throughout the school
Challenges: Getting all staff trained and time to implement the APP. and a continuous follow up with data for those teachers not having success in their advocacy classes.
Successes: This App has brought to the forefront of the counselors monitoring it potential self harm or student stress and were able to give timely help to those students
Action 2.3 The behavioral health counselor, which provide essential mental health support, helping manage stress, anxiety, and depression, was implemented for one on one students very well.
Challenges: Getting a team PBIS & or MTSS together with admin support & develop systems to reach more students

Successes: Being able to help the Tier 3 students who have high level mental health issues. Also, the behavior health counselor is very experienced with the Clayful App.
Action 2.4 Student Support Specialist assist students struggling in the school environment educationally, emotionally, and physically.
Challenges: The data doesn't show how this was implemented or the amount of students being served and their improvement
Successes: This action doers show students have a caring adult & environment to go to for tutoring or other help they may need.

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 was one Goal 2 action that a material difference of greater than 10% between the budgeted and estimated actual expenditures:
Action 2.3 Behavior Health Counselor
The district had planned to hire a second Behavior Counselor in 2024-25. However, the position could not be filled, and a portion of the anticipated funding did not materialize. As a result, the second Behavior Counselor position will be removed from both the budget and the LCAP

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

Action 2.1 (Full-Time Social Worker):
Highly effective at targeted sites. Improved attendance and school culture.

Action 2.2 (Clayful App):
Moderately effective. Helpful in identifying at-risk students, but limited by inconsistent training and use across classrooms.

Action 2.3 (Behavioral Health Counselor):
Very effective for Tier 3 students needing one-on-one support. Limited reach without broader systems in place.

Action 2.4 (Student Support Specialist):
Effectiveness unclear due to lack of data. Anecdotally provided support, but impact not measurable.

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.

Following a comprehensive review of last year's implementation outcomes and instructional practices, the actions will remain the same, but the scope of one action will be modified. Each goal will also include progress monitoring and oversight moving forward.
Action 2.3 Behavior Counselor
For 2025-26, the district will have only one Behavior Counselor. The second position has been removed due to hiring challenges and a shortfall in expected funding

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	Social Worker	Provide additional funding for a full-time social worker to specifically support students at Credence and Community Day School. The social worker will assist students identified with chronic absences, as well as foster youth, homeless students, and those who are Native American, Latino, or Pacific Islander. A social worker will provide a safe and confidential place for students to express their feelings, connect low-income families with community resources, offer culturally sensitive counseling and emotional support. (1.5, 3.5)	$27,334.00	Yes
2.2	On-demand Mental Health Coaching	Clayful is an app that provides students with mental health coaching, offering numerous benefits. It gives students easy access to personalized support, helping them manage stress, anxiety, and other mental health challenges. Through confidential, one-on-one coaching sessions, students can develop coping strategies, build resilience, and improve their overall well-being. This proactive approach to mental health empowers students to thrive academically and personally, creating a healthier school environment. (3.4)	$15,000.00	No
2.3	Behavior Health Counselor	Provide essential mental health support, helping manage stress, anxiety, and depression. Counselors address disruptive behaviors, offer crisis intervention, and improve academic performance by enhancing focus and motivation. They aid in developing social skills and provide personalized, one-on-one counseling for specific challenges. Additionally, counselors support parents, educate on mental health and wellness, and connect families with community resources, fostering a healthier, more productive school environment. (3.3, 3.4)	$57,900.00	Yes
2.4	Student Support Service Specialist	1.5 FTE Student Support Specialists will assist students struggling in the school environment educationally, emotionally, and physically. This	$28,625.00	Yes

Action #	Title	Description	Total Funds	Contributing
		includes providing additional support for students in need, including those who are homeless. (1.2)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Decrease the number of students who are chronically absent	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In order to improve the academic performance of our students we must have them in attendance. School is critical in addressing the long-term economical stability for the individual and our community. Groups of students who see over 40% of their students being chronically absent are in the foster care, identified as homeless, or who are pacific islanders. The school has been working closely with our Native American community to address the chronic absenteeism rates that have historically been higher that other subgroups but the school will also need to reach out to our other subgroups to reduce the rates for them as well. This was identified as a reason for Credence to be placed on CSI and also for receiving the additional funds from the equity multiplier. Across the district in 2023, 24.6% of all students were identified as being chronically absent. The loss of instruction time only increases the lifetime gap in education and financial well being for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Ed-Data.org - Percentage of students identified as chronically absent (SP 5B)	2023 - 24.6%	2024 19.8%		10.1% of students will be identified as chronically absent	increased by 3.5%
3.2	Ed-Data.org - Percentage of students identified as chronically absent (SP 5B)	2023 - Foster Youth - 51.6%	2024 51.7%		20%	increased .1%
3.3	Ed-Data.org - Percentage of students identified as chronically absent (SP 5B)	2023 - Homeless - 52.6%	2024 67.4%		20%	Increased 14.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Ed-Data.org - Percentage of students identified as chronically absent (SP 5B)	2023 - Pacific Islander - 43.8%	2024 30.4%		20%	Decreased by 13.4%
3.6						

Goal Analysis [2024-25]

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.

The implementation of Goal 3 was inconsistent, with strong support for high-need (Tier 3) students but limited effectiveness at the schoolwide level. The full-time social worker and behavioral counselor were well-implemented and showed clear success in improving attendance and engagement for targeted student groups. However, other actions—such as the School Resource Officer, additional safety officer, and the Clayful app—were either only partially implemented or lacked systems and clear guidance, reducing their impact.

While some individual interventions worked well, the overall goal lacked the fidelity, coordination, and systemic structure needed to fully address chronic absenteeism and campus safety across all student groups.

Action 3.1 A School Resource Officer is to build positive relationships between students and law enforcement, provide immediate response to emergencies. They help prevent and address issues such as bullying, drug use, and violence, creating a safer and more secure learning environment, and assist in reducing truancies by making home visits.
Challenges: This action was not very effective according to the actions it was designed for.
Successes: During the times the SRO was on campus it was helpful in giving information and also served as a deterrent to any escalating situations

Action 3.2 An additional safety officer was not as effective as it could be or in the description of the goal
Challenges: Did not help with the chronic absent problem due to no system or guidance.
Successes: Did help monitor campus

Action 3.3 Behavior Counselor
This action was effective for tier 3 students who need one on one counseling which increased their attendance
Challenges: building a Tier 1 & 2 level program for all students
Successes: Those students receiving 1 on 1 counseling were able to feel better and improve attendance

Action 3.4 Clayful On-demand Mental Health Coaching
This action was only partly successful due to it not being rolled out with fidelity.

Challenges: Getting total school buy in to support all students due to it not being rolled out with fidelity.
Successes: It has help some students overcome challenges and improve their attendance.

Action 3.5 A full-time social worker to specifically support students at Credence and Community Day School, has been very effective
Challenges: not many, mostly helping and supporting those sites to make them more engaging and inviting for students to want to attend more.
Successes: The social worker has been able to support students at Credence and Community Day School. The social worker will assist students identified with chronic absences, as well as foster youth, homeless students, and those who are Native American, Latino, or Pacific Islander. By providing counseling, assistance, and resources students will be more comfortable in the school setting as planned.

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 was one Goal 3 action that a material difference of greater than 10% between the budgeted and estimated actual expenditures:
Action 3.3 Behavior Counselor
For 2025-26, the district will have only one Behavior Counselor. The second position has been removed due to hiring challenges and a shortfall in expected funding.

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

Action 3.1 A School Resource Officer on a high school campus is important for ensuring safety, building positive relationships between students and law enforcement, and providing immediate response to emergencies. This was not implemented to it's full potential due to a variety of things.
Action 3.2 An additional safety officer will help high school students who are absent and tardy by monitoring attendance, identifying patterns of absenteeism, and intervening early. They can conduct home visits, provide support and resources to address underlying issues, and work with students, parents, and school staff to develop strategies for improving attendance and punctuality. Help address behavior and discipline issues that affect attendance. This goal was only partially implemented.
Action 3.3 Behavior Counselor will Provide essential mental health support, helping manage stress, anxiety, and depression. Counselors address disruptive behaviors, offer crisis intervention, and improve academic performance by enhancing focus and motivation. This goal was implemented very well for tier 3 students who need one on one support but not Implemented well as a whole for the school.
Action 3.4 Clayful is an app that provides students with mental health coaching, offering numerous benefits. It gives students easy access to personalized support, helping them manage stress, anxiety, and other mental health challenges. This was not implemented school wide with fidelity.

Action 3.5 Provide additional funding for a full-time social worker to specifically support students at Credence and Community Day School. The social worker will assist students identified with chronic absences, as well as foster youth, homeless students, and those who are Native American, Latino, or Pacific Islander. By providing counseling, assistance, and resources students will be more comfortable in the school setting. This action was very effective and implemented well.

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.

Following a comprehensive review of last year's implementation outcomes and instructional practices, one action will be modified and the scope of one actions will be modified. Each goal will also include progress monitoring and oversight moving forward.
Action 3.1School Resource Officer will be changed to a YSO, Prevention & Education Program. The Primary goals of the diversion program are to use Life Skills Training to encourage at-risk youth to engage in more positive and constructive behaviors. They help prevent and address issues such as bullying, drug use, and violence, creating a safer and more secure learning environment, and assist in reducing truancies by making home visits.
Originally designated for the School Resource Officer, this new action will be modified to a Lassen County Prevention & Education Program, with a decrease in cost to $30,000.
Action 3.3 Behavior Counselor
For 2025-26, the district will have only one Behavior Counselor. The second position has been removed due to hiring challenges and a shortfall in expected funding.

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	Lassen County Prevention & Education Program (YSO)	The Primary goals of the diversion program are to use Life Skills Training to encourage at-risk youth to engage in more positive and constructive behaviors. They help prevent and address issues such as bullying, drug use, and violence, creating a safer and more secure learning environment, and assist in reducing truancies by making home visits.	$30,000.00	No
3.2	Additional Security Guard	An additional safety officer will help high school students who are absent and tardy by monitoring attendance, identifying patterns of absenteeism, and intervening early. They can conduct home visits, provide support and resources to address underlying issues, and work with students, parents, and school staff to develop strategies for improving attendance and	$83,538.00	Yes

Action #	Title	Description	Total Funds	Contributing
		punctuality. Help address behavior and discipline issues that affect attendance and tardies.		
3.3	Behavior Counselor	Provide essential mental health support, helping manage stress, anxiety, and depression. Counselors address disruptive behaviors, offer crisis intervention, and improve academic performance by enhancing focus and motivation. They aid in developing social skills and provide personalized, one-on-one counseling for specific challenges. Additionally, counselors support parents, educate on mental health and wellness, and connect families with community resources, fostering a healthier, more productive school environment.(2.3, 4.3)	$57,900.00	Yes
3.4	On-demand Mental Health Coaching	Clayful is an app that provides students with mental health coaching, offering numerous benefits. It gives students easy access to personalized support, helping them manage stress, anxiety, and other mental health challenges. Through confidential, one-on-one coaching sessions, students can develop coping strategies, build resilience, and improve their overall well-being. This proactive approach to mental health empowers students to thrive academically and personally, creating a healthier school environment. (see 2.2)	$15,000.00	No
3.5	Social Worker	Provide additional funding for a full-time social worker to specifically support students at Credence and Community Day School. The social worker will assist students identified with chronic absences, as well as foster youth, homeless students, and those who are Native American, Latino, or Pacific Islander. By providing counseling, assistance, and resources students will be more comfortable in the school setting. (1.3, 2.1, 5.1)	$27,334.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Lassen Union High School District will develop a culture where students feel welcomed and a part of Lassen High community. Lassen will see an annual increase of 5% as measured by the California Healthy Kids Survey in the following areas: School connectedness of its students	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

A school that does not have a positive culture tends to see students who have chronic absences that impacts their ability to be successful in their classes. Students who do not feel a connection with their school or feel unsafe due to bullying or a lack of respect of their culture tend to not perform as well as their counterparts. A focus on improving the culture of the school will help address the academic, attendance and safety concerns that have been expressed by parents, students, and community members.
Additionally increasing the percentage of parents who feel that they are able to communicate and find information on the services that are provided by the school to the student and family will also increase the positive attitude that parents and community members have of their child's school.
The school also realizes the importance of having a stable workforce that is fully credentialed in the subject area that they are teaching. Teaching the state standards and having students be successful on state helps to improve self worth and seeing themselves able to be successful in high school. Having teachers who are also CLAD certified is important to ensure that students who are ELL in their classes are able to modify their curriculum to ensure students are able to continue to grow and grasp the content standards that are necessary for their high school education and to be able to communicate effectively with their other classmates.
Having facilities that are maintained and are in cleaned in an appropriate fashion is also critical in establishing a positive learning environment.
Increasing parental involvement into the school will also improve our school connectedness with our students. Parents who are aware of activities or who are involved in the decision making process will be able to encourage their children to become active participants and more connected with their school. By improving our communication we are able to meet the needs of all of our students but more importantly those that are often underserved such as students with disabilities or our unduplicated students such as low-income, foster youth, English learners, etc....

The district has set the WE aRe LASSSN program as a priority for our district. Additional resources and staffing have been allocated to ensure the success of this program for the indefinite future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Healthy Kids Survey - School Connectedness - Agree or Strongly Agree (SP 6C)	9th - 42% in 2023 10th - 43%in 2023 11th - 47%in 2023 12th - 44%in 2023	2024 9th - 43% 10th - 34% 11th - 41% 12th - 41%		9th - 65% 10th - 65% 11th - 65% 12th - 65%	Increased 1% Decreased 10% Decreased 6% Decrease 3%
4.2	California Healthy Kids Survey - Perceived Safety at School- Responses of Unsafe or very unsafe (SP 6C)	9th - 12% in 2023 10th - 18% in 2023 11th - 13% in 2023 12th - 18%in 2023	2024 9th - 12% 10th - 18% 11th - 13% 12th - 18%		9th - 5% 10th - 5% 11th - 5% 12th - 5%	no change
4.3	California Healthy Kids Survey - School Safety and Cyberbullying (Experienced any harassments or bullying) (SP 6C)	9th - 38% in 2023 10th - 40%in 2023 11th - 33%in 2023 12th - 34%in 2023	2024 9th - 44% 10th - 39% 11th - 39% 12th - 44%		9th - 5% 10th - 5% 11th - 5% 12th - 5%	Increase 6% Decrease 1% Increase 6% Increase 10%
4.4	California Dashboard - Suspension Rates (SP 6A)	Suspension rates 2023 - ALL - 10.9 Hispanic - 10% Homeless - 21.6% SED - 12.1% SWD - 12.3% Credence - 19.6%	Suspension rates 2024 ALL - 10.5 Hispanics 10% Homeless 29.4% SED 16.9% SWD 25% Foster 36.4% Credence 10.9%		4.5% students suspended at least 1 day	Decrease .4 same Increase 7.8% Increase 4.8% Increase 12.7% decrease 8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Increase the number of people accessing school website and school app. (SP8)	baseline unavailable	Data still not available		70% of parents and students utilize the school webpage or app	N/A
4.6	CalPADS Attendance Rates (SP5A)	District ADA 2023-24 90.7%	81.9% district wide		96%	Decrease 8.8%
4.7	Percentage of students who have sufficient access to standards-aligned instructional materials.(SP 1B)	2023 - 100%	2024 - 100%		100%	no change
4.8	California Healthy Kids Survey - My school is usually clean and tidy. Strongly agree and Agree (SP6C)	2023 9th - 22% 10th - 19% 11th - 22% 12th - 19%	2024 9th - 20% 10th 17% 11th 20% 12th 15%		9th - 55% 10th - 55% 11th - 55% 12th - 55%	decrease 2% decrease 2% Decrease 2% Decrease 4%
4.9	Dataquest - Appropriately Assigned and Fully Credentialed (SP 1A)	2023 - 74%	2024 - 74%		90%	No change
4.10	Dataquest - Expulsion rates (SP 6B)	2023 - 2.4%	2024 2.6%		0%	Increase .2%
4.11	Site Council Participation sign-in sheets # of community members and parent participation (SP 3A)	baseline data will be collected during SY 2024	2..2 Parents per meeting		20 additional parents or community members in attendance	N/A
4.12	California Healthy Kids Survey - parent involvement (SP 3B)	45% in 2023	45% in 2024		65%	No change
4.13	According to the FIT report schools are maintained in good repair. (SP 1C)					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.14	Implementation of State Standards Implementation of State Academic Standards – Summary Measures Used: SBAC, ELPAC, CAST, NWEA MAP, writing benchmarks, unit assessments, performance tasks. Why Chosen: Provide statewide accountability data plus timely, local feedback to guide instruction and intervention. Progress: ELA/ELD/Math: Aligned with Common Core; instruction guided by assessment data. Science: NGSS expanding through inquiry-based instruction. History-Social Science & Health: Early stages of adoption.	Implementation of State Academic Standards – 2024 LEA is making consistent progress in implementing all adopted standards while working to strengthen professional learning, curriculum alignment, and equity of access.	Implementation of State Academic Standards – Spring 2024-2025 Additional data collection will be completed to enhance the metric.		Implementation of State Academic Standards- The data will show that 100% of classes are implementing all adopted standards.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CTE: Enrollment and completion rates increasing. PE, Arts, World Language: Standards-based instruction implemented; evidence of growth though access varies.(SP 2A)					
4.15	Local Performance Indicator Self-Reflection Tool: Rating on EL access to CCSS and ELD standards Rubric: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability (SP 2B)	2024 Local Performance Indicator Self-Reflection Tool: Rating on EL access to CCSS and ELD standards The LEA is advancing toward full implementation of EL access to CCSS and ELD standards. Instruction and assessments reflect integration of language and content, though consistency across sites and grade levels requires ongoing support and monitoring.	Spring 2025 Local Performance Indicator Self-Reflection Tool: Rating on EL access to CCSS and ELD standards The LEA is advancing toward full implementation of EL access to CCSS and ELD standards. Instruction and assessments reflect integration of language and content, though consistency across sites and grade levels requires		Local Performance Indicator Self-Reflection Tool: Rating on EL access to CCSS and ELD standards Full Implementation with sustainability	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ongoing support and monitoring.			

Goal Analysis [2024-25]

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.

The overall implementation of Goal 4 was inconsistent, with a mix of strong isolated successes and broader implementation challenges. While some actions—like student leadership support—were clearly effective, most others lacked full execution or consistent follow-through, limiting schoolwide impact.
Action 4.1 The "We Are Lassen" program was not effective overall due to lack of implementation schoolwide.
Challenges: The PBIS portion and day to day implementation has not been implemented with fidelity due to lack of an assigned staff to lead it
Successes: The over structure is there with the "We Are Lassen" celebrations in place.

Action 4.2 Website redesign and usage was not finished so it was not effective
Challenges: Assigning a staff member to be in charge of adding data to it.

Action 4.3 The behavior counselor was implemented with fidelity for those tier 3 students who were struggling, but not effective schoolwide
Challenges: building a schoolwide system
Successes: One on One counseling is very effective
Action 4.4 Student Senate, ASB Advisors, Having two student council advisors was very effective
Challenges: funding for two staff members in the position.
Successes: this was effective for ensuring effective guidance and support for student leaders.
Action 4.5 Facility Maintenance, encourages students to attend regularly and engage more fully in their education. This action was not as effective as it should be due to accountability and follow-through were not addressed.
Challenges: Hiring & monitoring the staff and their progress on maintenance and especially custodial duties.
Successes: An emphasis on ensuring the cleanliness of the sites and a system when staff do not show for work.

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 was four Goal 4 actions that a material difference of greater than 10% between the budgeted and estimated actual expenditures:
Action 4.1 We Are Lassen program

Expenditures were 36% lower than budgeted because budget projections included the We Are Lassen scholarship, it was decided that should not be included as an expenditure.
Action 4.2 Website Redesign and App Creation
Expenditures came in 11% under budget due to the final contract cost being lower than anticipated.
Action 4.3 Behavior Health Counselor
Expenditures were 46% lower. The district had planned to hire a second Behavior Counselor in 2024-25. However, the position could not be filled, and a portion of the anticipated funding did not materialize. As a result, the second Behavior Counselor position will be removed from both the budget and the LCAP.
4.5 Facility Maintenance
The expenditures were 18% lower. An additional .5 FTE maintenance/utility position was hired mid-year.

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

The overall effectiveness of Goal 4 was limited, with only one action—student leadership support—showing strong, consistent results. Most other actions were either partially effective or not effective, due to lack of implementation, leadership, or accountability.
The "We Are Lassen" program The "We are Lassen" program promotes good character traits and recognizes students for their positive actions, not just their academic achievements, was not implemented with fidelity in the classroom and other learning spaces.
Website redesign and usage was not finished so we will continue to look to assign it to a current staff member
The behavior counselor was implemented with fidelity for those tier 3 students who were struggling.
Student Senate, ASB Advisors, Having two student council advisors is important for ensuring effective guidance and support for student leaders. With two advisors, there is a greater capacity to provide individualized attention, diverse perspectives, and comprehensive oversight of student activities was implemented well.
Facility Maintenance, It is important for students that the campus is in good repair, clean, and welcoming because it creates a positive and conducive learning environment. A well-maintained campus enhances student safety, reduces distractions, and promotes pride and respect for the school. It also supports mental well-being and encourages students to attend regularly and engage more fully in their education. This action was not implemented with fidelity as personnel issues, accountability and follow-through were not addressed.

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.

Following a comprehensive review of last year's implementation outcomes and instructional practices, actions will not be changed, but the scope of three actions will be modified. Each goal will also include progress monitoring and oversight moving forward.
Action 4.2 Website redesign and App Creation
This action will be modified to focus solely on website redesign. It was determined that the app was a redundant service, as our current communication system already provides similar functionality. Streamlining to a single platform will make it easier for parents to access information in one place.
Action 4.4 Student Senate/ASB Advisor

Due to conflicts with the master schedule, it was not possible to support two Student Senate/ASB Advisors. The program will be modified to have only one advisor while continuing to maintain a strong student leadership experience.
Action 4.5 Facility Maintenance
A strong need for additional maintenance staff was identified. A half-time Maintenance/Half-time Bus Driver position was hired in 2024-25 and will continue into 2025-26

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	We Are Lassen program	The "We are Lassen" program promotes good character traits and recognizes students for their positive actions, not just their academic achievements. This initiative fosters a supportive and inclusive school environment, encouraging students to exhibit kindness, responsibility, and integrity. By celebrating good deeds, the program helps build a strong sense of community and reinforces the importance of character in personal and social development.	$8,000.00	Yes
4.2	Website redesign	Having a well-designed website and mobile app for parents and students is essential for effective communication and engagement. These tools provide easy access to important information such as schedules, grades, announcements, and resources. They facilitate real-time updates and support, enabling parents to stay informed and involved in their child's education. Additionally, a user-friendly digital platform enhances the overall school experience by ensuring that students and parents can quickly find and use the resources they need, fostering a connected and informed school community.	$8,500.00	Yes
4.3	Behavior Counselor	Provide essential mental health support, helping manage stress, anxiety, and depression. Counselors address disruptive behaviors, offer crisis intervention, and improve academic performance by enhancing focus and motivation. They aid in developing social skills and provide personalized, one-on-one counseling for specific challenges. Additionally, counselors support parents, educate on mental health and wellness, and connect	$28,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families with community resources, fostering a healthier, more productive school environment.		
4.4	Student Senate/ASB advisor	Having a student council advisors is important for ensuring effective guidance and support for student leaders. There is a need toto provide individualized attention, diverse perspectives, and comprehensive oversight of student activities. This collaborative approach enhances the planning and execution of events, promotes leadership development, and ensures continuity.	$73,352.00	No
4.5	Facility Maintenance	It is important for students that the campus is in good repair, clean, and welcoming because it creates a positive and conducive learning environment. A well-maintained campus enhances student safety, reduces distractions, and promotes pride and respect for the school. It also supports mental well-being and encourages students to attend regularly and engage more fully in their education. District hired an additional maintenance .5 fte staff to maintain our aging facilities. Classroom furniture will be updated,3 to 5 classrooms annually.	$47,050.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$743722	$0

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
7.564%	0.000%	$0.00	7.564%

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:** Testing **Need:** Racial and low income gaps in educational achievement have long been evident on both standardized measures like the National Assessment for Educational Progress (NAEP) and non-standardized measures like grades in high school and college (Wayne & Schmidt, 1999). The most recent data from NAEP	By providing the PSAT to all students we are able to identify the under identified students who should be taking a more rigorous course that will assist them in being college and career ready. Since the school started doing this during school year, Lassen High School has seen a dramatic increase in the number of minority and low income students taking an AP class and also passing it with a 3 or higher. School demographics now mirror the demographics of the students taking an AP class.	AP Equity report (1.4) AP student demographic report (1.9) PSAAT/AP Potential report (1.8) Summative Assessment MAPS testing

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
	reveals that the average mathematics score for White fourth-grade students in 2022 was 29 points higher than their Black peers and 22 points higher than their Hispanic peers (U.S. Department of Education, 2022). These observed gaps persist through high school. Average NAEP mathematics scores for White twelfth-grade students in 2019 were 31 points higher than their Black peers and 21 points higher than their Hispanic peers (U.S. Department of Education, 2019a). Similar achievement gaps by race/ethnicity appear on the NAEP Reading assessments (U.S. Department of Education, 2019). Recent data on grades in college also reveal White students earn higher average first-year grades (3.12) than their Black (2.68) and Hispanic (2.84) peers attending one of 171 four-year colleges and universities included in the study(Marini et al., 2019). While Lassen Union High School has not taken the NAEP recently, the district relies on MAPS data from NWEA. On the most recent assessment with MAPS in the Spring of 2024, 87% of Credence students were below average in Reading and Math. **Scope:** Schoolwide		
1.2	**Action:** Student Support Specialist **Need:**	Resources available, additional tutoring, tracking of grades, attendance, behavior.	Graduation Rate - 1.2 Dropout Rate - 1.3 College and Career Readiness 1.1 ELPAC - 1.7

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
	Students struggling in the school environment educationally. **Scope:** Schoolwide		
1.3	**Action:** Social Worker **Need:** Address absenteeism, drop out rates, failing grades, discipline/suspension rate **Scope:** Schoolwide	Counseling and close monitoring of the above. Students who fail to attend school will not perform well on the state testing and have higher risk of behavior issues and drop out rates tend to be higher.	College and Career Readiness 1.1 Graduation Rate - 1.2 Dropout Rate - 1.3
1.4	**Action:** Online curriculum **Need:** Alternative to traditional classroom instruction, language support options, personalized learning, levels and pacing **Scope:** LEA-wide	Provides alternatives to a traditional school setting to meet individual students learning goals. This also assists students who have varying family needs or emotional needs that may be better met in an alternative setting. With software that adjusts to student learnign level and pacing.	College and Career Readiness 1.1 Graduation Rate - 1.2 Dropout Rate - 1.3
1.5	**Action:** Alternative Learning Environments **Need:** Alternatives to traditional classroom learning, modified education platforms, shortened day to allow for job needs. These students face	Allows an alternative to enroll in a full or part time Independent Study program that allows students to participate in sports and other extra curriculars. Alternative settings also allow a student to learn additional career skills that meet the students lifetime goals and needs. Alternative learning	College and Career Readiness 1.1 Graduation Rate - 1.2 Dropout Rate - 1.3

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
	instability at home, economic hardships, language barriers, and frequent relocations. **Scope:** Schoolwide	provides more flexibility, smaller settings, and one on one learning.	
1.6	**Action:** EL Program **Need:** Additional assistance from certificated teacher and paraprofessional, language support, bilingual resources, assessment accommodations **Scope:** LEA-wide	Students who are learning English need the additional services to assist them in learning English and the content material for their regular classes with their peers.	ELPAC scores - 1.7
1.7	**Action:** Paraprofessional **Need:** extra help, assessment support, one-on-one learning, and other accommodations. **Scope:** Schoolwide	A paraprofessional in the classroom to provide more targeted support for struggling students, one on one instruction, reinforce concepts, additional practice and clarification of instructions, and bridge communication between students and teachers.	College and Career Readiness 1.1 Graduation Rate - 1.2 Dropout Rate - 1.3
1.8	**Action:** Instructional and Campus Technology Support **Need:**	Able to assist with needs. Maintain devices such as laptops and tablets ensuring all students have equal access to learning tools, offer training and assistant in using technologies. Bridge the digital divide, as well as checking out of technology	College and Career Readiness 1.1

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
	Access to technology, digital literacy, educational software and tools, assistive technologies, and online learning supports. **Scope:** LEA-wide	equipment including laptops and hotspots for access to digital resources.	
1.9	**Action:** Credit Recovery **Need:** Many of these students face disruption in education due to economic instability, language barriers, and relocations. Need for additional time and support to master content while still able to take classes during the school day to maintain on graduation track **Scope:** Schoolwide	Students have access to a certificated teacher and the opportunity to retake classes outside of the regular school day. Necessary resources are available, tailored instruction that students can take while not having to retake a course during the school day, putting them further behind in credits.	Graduation Rate - 1.2 Dropout Rate - 1.3
2.1	**Action:** Social Worker **Need:** lower graduation rates on average more identified traumas lack of resources **Scope:** Schoolwide	The social worker will be working closely with about 40 students throughout the year. The social worker will be meeting with the students individually on a regular basis to ensure basic needs are being met and that mental health needs are also being addressed. Assist families with community resources, culturally responsive counseling, and coping mechanisms.	2.1 - Chronic Sadness and Depression 2.2 - Thoughts of suicide

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
2.3	**Action:** Behavior Health Counselor **Need:** lower graduation rates on average more identified traumas lack of resources **Scope:** LEA-wide	The behavioral health specialist will be working closely with about 40 students throughout the year. The behavioral specialist will be meeting with the students individually on a regular basis to ensure basic needs are being met and that mental health needs are also being addressed. Address external stressors and barriers and cultural adjustments. Help process traumas and advocate for them in the school setting.	2.1 - Chronic Sadness and Depression 2.2 - Thoughts of Suicide
2.4	**Action:** Student Support Service Specialist **Need:** lower graduation rates on average more identified traumas lack of resources **Scope:** Schoolwide	The student support services specialist is an additional resource for our unduplicated students. They are a part of our four-tier services that work to meet the individual students needs. This helps to keep the students out of the counseling office and spend more time receiving academic resources when it is possible. If they see an identified area that requires referring to the counseling office or to a behavioral specialist they are able to quickly access these services for our students.	2.1 - Chronic Sadness and Depression 2.2 - Thoughts of suicide
3.2	**Action:** Additional Security Guard **Need:** Unduplicated students have a higher absence rate than those students who are not unduplicated. Identification of patterns of absenteeism and tardiness. Address absences caused by disruptive behavior or discipline issues.	Additional oversight and communication with the student and parents will help ensure that the student attends school on a regular basis. Extra security officer also helps to minimize bullying or other issues that may cause a student to not want to come to school.	3.1 - identified as chronic absence 3.5 - absence for CDS 3.6 - ADA aeries

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.3	**Action:** Behavior Counselor **Need:** Unduplicated students have a higher absence rate than those students who are not unduplicated. Identification of patterns of absenteeism and tardiness. Address absences caused by disruptive behavior or discipline issues. **Scope:** LEA-wide	The behavioral counselor is able to address the issues that may be keeping a student from coming to school. Issues relating to anxiety, depression, or other mental health related issues. When the behavioral health specialist is able to provide assistance to other students, this will have a positive impact on the school culture and possibly decrease the concerns of our unduplicated students.	3.1 - identified as chronic absence 3.6 - ADA aeries
3.5	**Action:** Social Worker **Need:** extra assistance with at risk behaviors, study skills, help the student find community based resources, counseling, TBI **Scope:** Schoolwide	Students at Credence and Community Day are predominantly students who are foster youth, homeless, socio-economically disadvantaged, Latino, Native American, or Pacific Islander. A social worker will provide a safe place for students to express their feelings, connect low-income families with community resources, offer culturally responsive counseling, and emotion support.	3.1 - identified as chronic absence 3.5 - absence for CDS 3.6 - ADA aeries
4.1	**Action:** We Are Lassen program **Need:** Need a sense of belonging and inclusion	Embracing the needs of all our students helps to create a safe school setting where everyone's beliefs and needs are respected and being met. Support a culture focused on inclusivity, support,	4.1 - School Connectedness 4.2 - Perceived Safety at School

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
	Physical and psychological support Engaging families in a broader educational process **Scope:** Schoolwide	and empowerments with advocacy and partnerships.	
4.2	**Action:** Website redesign **Need:** Webpage must be user friendly and accessible to students and their families in their host language and meet ADA requirements, need to access resources and information, address communication barriers **Scope:** LEA-wide	The new format will meet the ADA requirements and also be able to be translated in multiple languages. Up to date on information about events, resources, and programs. Ensure families are well-informed regardless of their background or communication challenges. Reduces barriers, improves connectiveness to the school and teachers, accessibility and inclusivity.	4.5 - Increase the number of people accessing the school website
4.3	**Action:** Behavior Counselor **Need:** lack of resources need for additional counseling services to address mental or behavioral concerns **Scope:** LEA-wide	Creating a positive culture where students feel welcome is critical for a students academic success and social emotional health. Students of all races and students who are experiencing homelessness or who are placed in foster care need to have the additional support to address any mental or behavioral health issues.	4.1 School Connectedness

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
5.1	**Action:** **Need:** **Scope:** Schoolwide		

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

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

Additional Concentration Grant Funding

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 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	9832392	743722	7.564%	0.000%	7.564%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,110,185.00	$240,100.00	$0.00	$218,042.00	$2,568,327.00	$2,454,227.00	$114,100.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Testing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Lassen High School 9-11	July 2024-June 2027	$0.00	$13,600.00	$6,100.00	$0.00	$0.00	$7,500.00	$13,600.00	
1	1.2	Student Support Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lassen Union High School 9-12	July 2024-June 2027	$85,874.00	$0.00	$13,000.00	$0.00	$0.00	$72,874.00	$85,874.00	
1	1.3	Social Worker	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community Day School and Credence Continuation	July 1, 2024 to June 30, 2027	$27,334.00	$0.00	$13,667.00	$0.00	$0.00	$13,667.00	$27,334.00	
1	1.4	Online curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 to June 30, 2027	$0.00	$24,000.00	$18,000.00	$6,000.00	$0.00	$0.00	$24,000.00	
1	1.5	Alternative Learning Environments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lassen Union High School and Credence Continuat	July 1, 2024 to June 30, 2027	$326,174.00	$0.00	$326,174.00	$0.00	$0.00	$0.00	$326,174.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ion 9-12									
1	1.6	EL Program	English Learners	Yes	LEA-wide	English Learners	All Schools	July 1, 2024 to June 30, 2027	$80,387.00	$0.00	$80,387.00	$0.00	$0.00	$0.00	$80,387.00	
1	1.7	Paraprofessional	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lassen High School 9-12	July 1, 2024 to June 30, 2027	$41,499.00	$0.00	$41,499.00	$0.00	$0.00	$0.00	$41,499.00	
1	1.8	Instructional and Campus Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 to June 30, 2027	$96,097.00	$0.00	$96,097.00	$0.00	$0.00	$0.00	$96,097.00	
1	1.9	Credit Recovery	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lassen High School	July 1, 2024 to June 30, 2027	$8,630.00	$0.00	$8,630.00	$0.00	$0.00	$0.00	$8,630.00	
1	1.10	CTE Pathways	All	No			Specific Schools: Lassen High School 9-12	July 1, 2024 to June 30, 2027	$1,119,973.00	$0.00	$1,119,973.00	$0.00	$0.00	$0.00	$1,119,973.00	
1	1.11	Additional Math & English Teacher, full time onsite substitute teacher using LREBG funds	All	No			All Schools	07/01/2025 - 06/30/2027	$204,100.00	$0.00		$204,100.00			$204,100.00	
2	2.1	Social Worker	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Community Day School, Credence ContinuationCredence/Community Day School 9-129-12	July 1, 2024 to June 30, 2027	$27,334.00	$0.00	$13,667.00	$0.00	$0.00	$13,667.00	$27,334.00	
2	2.2	On-demand Mental Health Coaching	All	No			All Schools	July 1, 2024 to	$0.00	$15,000.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12	June 30, 2027								
2	2.3	Behavior Health Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 to June 30, 2027	$57,900.00	$0.00	$28,950.00	$0.00	$0.00	$28,950.00	$57,900.00	
2	2.4	Student Support Service Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lassen High School 9-12	July 1, 2024 to June 30, 2027	$28,625.00	$0.00	$4,333.00	$0.00	$0.00	$24,292.00	$28,625.00	
3	3.1	Lassen County Prevention & Education Program (YSO)	All	No			All Schools	July 1, 2024 to June 30, 2027	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	
3	3.2	Additional Security Guard	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Lassen High School 9-12	July 1, 2024 to June 30, 2027	$83,538.00	$0.00	$83,538.00	$0.00	$0.00	$0.00	$83,538.00	
3	3.3	Behavior Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 to June 30, 2027	$57,900.00	$0.00	$28,950.00	$0.00	$0.00	$28,950.00	$57,900.00	
3	3.4	On-demand Mental Health Coaching	All	No			All Schools	July 1, 2024 to June 30, 2027	$0.00	$15,000.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	
3	3.5	Social Worker	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community Day School, Credence High School 9-12	July 1, 2024 to June 30, 2027	$27,334.00	$0.00	$13,667.00	$0.00	$0.00	$13,667.00	$27,334.00	
4	4.1	We Are Lassen program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Lassen High School 9-12	July 1, 2024 to June 30, 2027	$0.00	$8,000.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.2**	Website redesign	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 to June 30, 2027	$0.00	$8,500.00	$8,500.00	$0.00	$0.00	$0.00	$8,500.00	
4	**4.3**	Behavior Counselor	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2024 to June 30, 2027	$28,950.00	$0.00	$14,475.00	$0.00	$0.00	$14,475.00	$28,950.00	
4	**4.4**	Student Senate/ASB advisor	All	No			Specific Schools: Lassen High School 9-12	July 1, 2024 to June 30, 2027	$73,352.00	$0.00	$73,352.00	$0.00	$0.00	$0.00	$73,352.00	
4	**4.5**	Facility Maintenance	All	No			All Schools	July 1, 2024 to June 30, 2027	$47,050.00	$0.00	$47,050.00	$0.00	$0.00	$0.00	$47,050.00	
5	**5.1**		Low Income	Yes	School wide	Low Income			$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.2**		All	No			Specific Schools: Credence High School		$32,176.00	$0.00	$32,176.00	$0.00	$0.00	$0.00	$32,176.00	
5	**5.3**								$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 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
9832392	743722	7.564%	0.000%	7.564%	$807,634.00	0.000%	8.214 %	**Total:**	$807,634.00
								LEA-wide Total:	$275,359.00
								Limited Total:	$0.00
								Schoolwide Total:	$532,275.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Testing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Lassen High School 9-11	$6,100.00	
1	**1.2**	Student Support Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lassen Union High School 9-12	$13,000.00	
1	**1.3**	Social Worker	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School and Credence Continuation	$13,667.00	
1	**1.4**	Online curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
1	**1.5**	Alternative Learning Environments	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lassen Union High School and Credence	$326,174.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Continuation 9-12		
1	1.6	EL Program	Yes	LEA-wide	English Learners	All Schools	$80,387.00	
1	1.7	Paraprofessional	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lassen High School 9-12	$41,499.00	
1	1.8	Instructional and Campus Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,097.00	
1	1.9	Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lassen High School	$8,630.00	
2	2.1	Social Worker	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Community Day School, Credence Continuation 9-12	$13,667.00	
2	2.3	Behavior Health Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,950.00	
2	2.4	Student Support Service Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lassen High School 9-12	$4,333.00	
3	3.2	Additional Security Guard	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Lassen High School 9-12	$83,538.00	
3	3.3	Behavior Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,950.00	
3	3.5	Social Worker	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School, Credence High School 9-12	$13,667.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	We Are Lassen program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Lassen High School 9-12	$8,000.00	
4	4.2	Website redesign	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,500.00	
4	4.3	Behavior Counselor	Yes	LEA-wide	English Learners Foster Youth	All Schools	$14,475.00	
5	5.1		Yes	Schoolwide	Low Income		$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,625,501.00	$2,443,732.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Testing	Yes	$13,300.00	12357
1	**1.2**	Student Support Specialist	Yes	$83,860.00	84280
1	**1.3**	Social Worker	Yes	$25,940.00	26072
1	**1.4**	Online curriculum	Yes	$16,400.00	23875
1	**1.5**	Alternative Learning Environments	Yes	$394,536.00	352599
1	**1.6**	EL Program	Yes	$79,262.00	79775
1	**1.7**	Paraprofessional	Yes	$30,451.00	28934
1	**1.8**	Instructional and Campus Technology Support	Yes	$101,248.00	101248
1	**1.9**	Credit Recovery	Yes	$8,517.00	8717
1	**1.10**	CTE Pathways	No	$1,029,471.00	1044061
2	**2.1**	Social Worker	Yes	$25,940.00	26072

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	On-demand Mental Health Coaching	No	$28,000.00	27997
2	2.3	Behavior Health Counselor	Yes	$107,060.00	57632
2	2.4	Student Support Service Specialist	Yes	$27,954.00	28093
3	3.1	School Resource Officer	No	$80,000.00	81500
3	3.2	Additional Security Guard	Yes	$79,650.00	80020
3	3.3	Behavior Counselor	Yes	$107,060.00	57632
3	3.4	On-demand Mental Health Coaching	No	$28,000.00	27997
3	3.5	Social Worker	Yes	$25,940.00	26072
4	4.1	We Are Lassen program	Yes	$11,000.00	7000
4	4.2	Website redesign and App creation	Yes	$17,000.00	15200
4	4.3	Behavior Counselor	Yes	$53,530.00	28816
4	4.4	Student Senate/ASB advisors	No	$103,243.00	99876
4	4.5	Facility Maintenance	No	$35,480.00	28962

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.1**	Social Worker	Yes	$51,878.00	53143
5	**5.2**	Paraprofessional	No	$40,781.00	32758
5	**5.3**	Improve classroom environment	No	$20,000.00	3044

2024-25 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)
745118	$886,562.00	$842,449.00	$44,113.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Testing	Yes	$5,800.00	5075		
1	1.2	Student Support Specialist	Yes	$12,884.00	12946		
1	1.3	Social Worker	Yes	$12,970.00	13036		
1	1.4	Online curriculum	Yes	$16,400.00	16400		
1	1.5	Alternative Learning Environments	Yes	$394,536.00	352599		
1	1.6	EL Program	Yes	$79,262.00	79775		
1	1.7	Paraprofessional	Yes	$30,451.00	28934		
1	1.8	Instructional and Campus Technology Support	Yes	$101,248.00	101248		
1	1.9	Credit Recovery	Yes	$8,517.00	8717		
2	2.1	Social Worker	Yes	$12,970.00	13036		
2	2.3	Behavior Health Counselor	Yes	$28,668.00	28816		
2	2.4	Student Support Service Specialist	Yes	$4,295.00	4315		
3	3.2	Additional Security Guard	Yes	$79,650.00	80020		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Behavior Counselor	Yes	$28,668.00	28816		
3	3.5	Social Worker	Yes	$12,970.00	13036		
4	4.1	We Are Lassen program	Yes	$8,500.00	7000		
4	4.2	Website redesign and App creation	Yes	$8,500.00	8200		
4	4.3	Behavior Counselor	Yes	$14,334.00	14408		
5	5.1	Social Worker	Yes	$25,939.00	26072		

2024-25 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)
9770758	745118	0	7.626%	$842,449.00	0.000%	8.622%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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