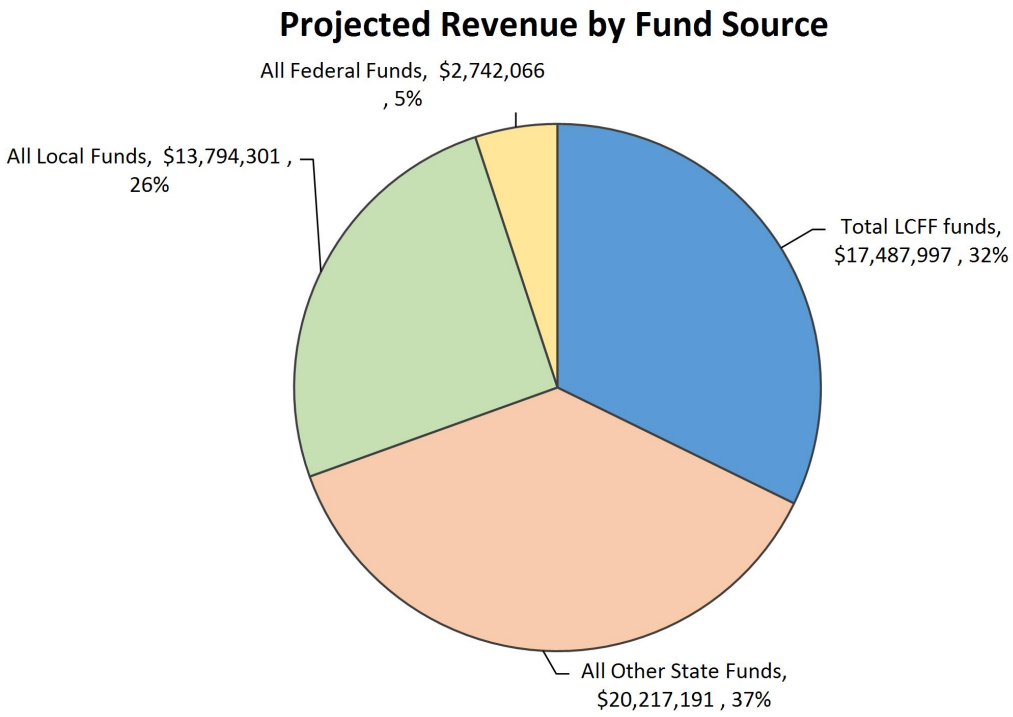
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Shasta County Office of Education
CDS Code: 45104540000000
School Year: 2025-26
COE contact information:
Carie Webb
Executive Director, Student Programs
cwebb@shastacoe.org
(530) 225-0377

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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

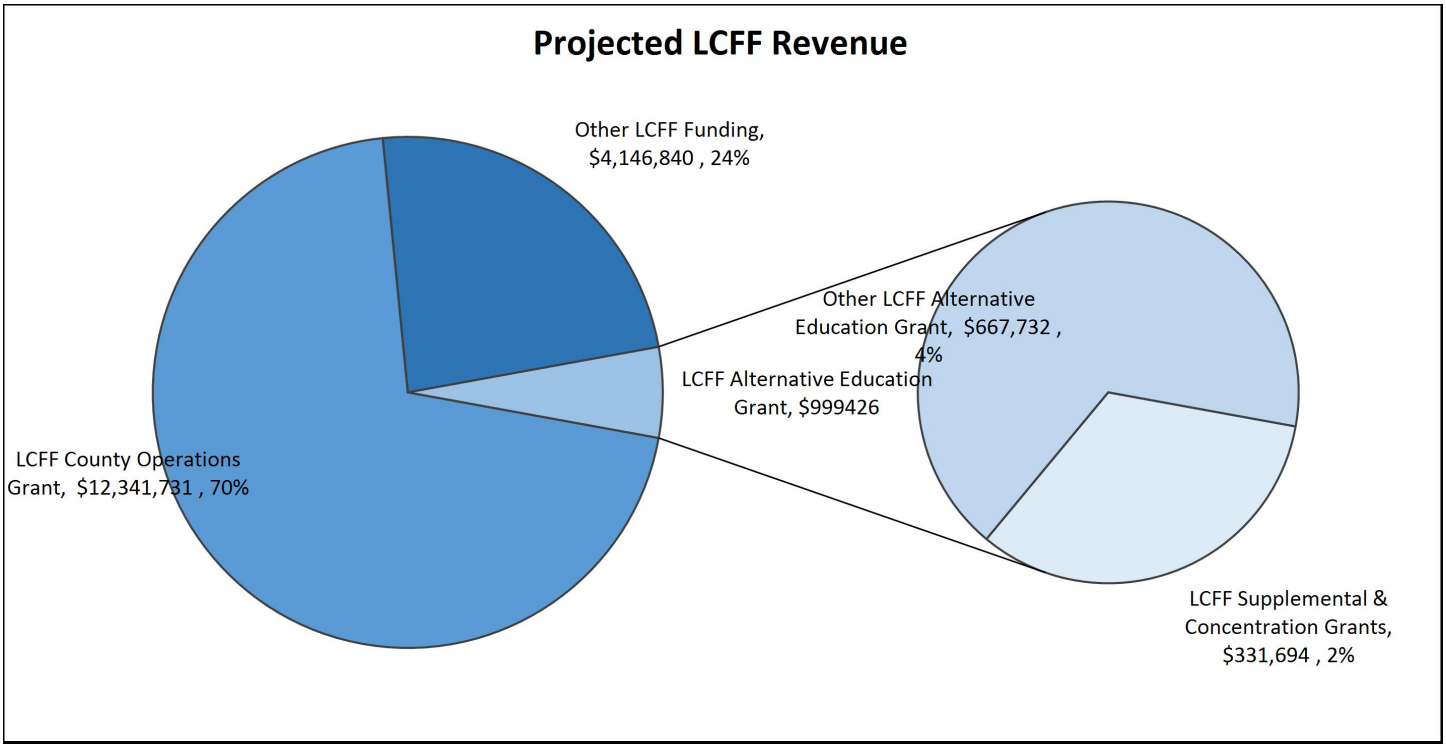


This chart shows the total general purpose revenue Shasta County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shasta County Office of Education is 54,241,555, of which 17,487,997 is Local Control Funding Formula (LCFF), 20,217,191 is other state funds, 13,794,301 is local funds, and 2,742,066 is federal funds.

Of the $20,217,191 attributed to All Other State Funds, $130,380 are attributed to the Student Support and Enrichment Block Grant.

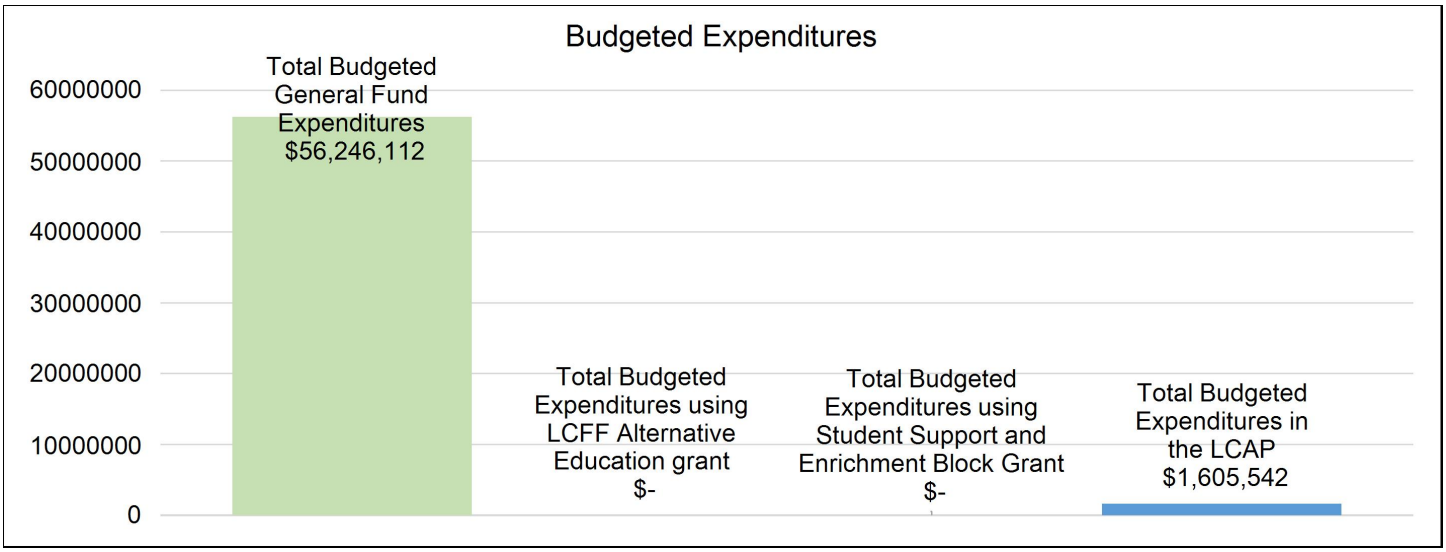
COE LCFF Budget Overview for Parents



This chart shows the LCFF revenue Shasta County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Shasta County Office of Education is $17,487,997, of which $12,341,731 is attributed to the LCFF County Operations Grant, $999,426 is the attributed to the LCFF Alternative Education Grant, and $4,146,840 is other LCFF funds. Of the $999,426 attributed to the LCFF Alternative Education Grant, $331,694 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

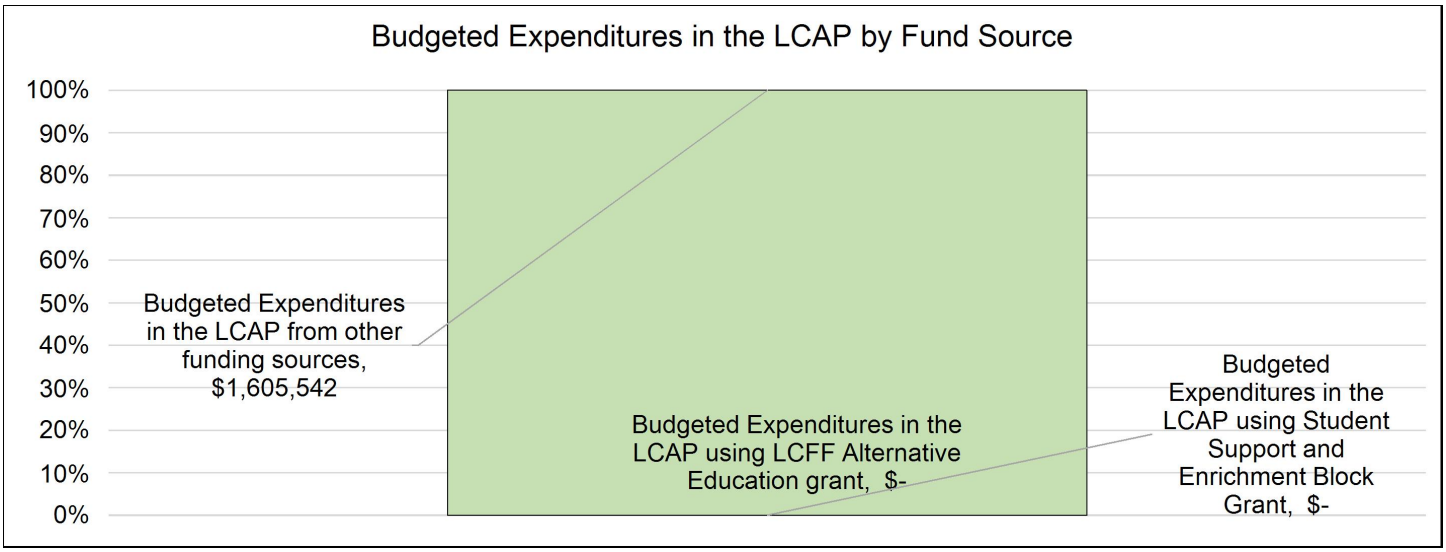


This chart provides a quick summary of how much Shasta County Office of Education plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shasta County Office of Education plans to spend

$56,246,112 for the 2025-26 school year. Of that amount, $0.00 is attributed to the Alternative Education Grant and $0.00 is attributed to the Student Support and Enrichment Block Grant. $54,640,570 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP describes services to students in county-operated programs, expelled pupils, and foster youth. The county office has many restricted grants to provide services to students and districts in the county such as after-school programs, geographic leads to provide differentiated assistance to districts, special education, and other professional development services. Grant funds and related expenditures are not included in the LCAP. Additionally, base services such as staffing for transportation, information technology, business, and human resources are not included as well as the related operating costs. Services and outcome data for students with special needs are described in school district LCAPs.
We recognize that our LEA has unspent Student Support and Enrichment Block Grant (SSEBG) funds. These funds are currently unspent because our LEA is a new recipient of the SSEBG grant, and we are in the process of root cause analysis to develop an appropriate and impactful spending plan. Our goal is to ensure these funds are allocated effectively to support our students' needs, particularly in areas of academic acceleration, social-emotional well-being, and family engagement.



This chart provides a quick summary of how much Shasta County Office of Education plans to spend for 2025-26 for planned actions and services in the LCAP.

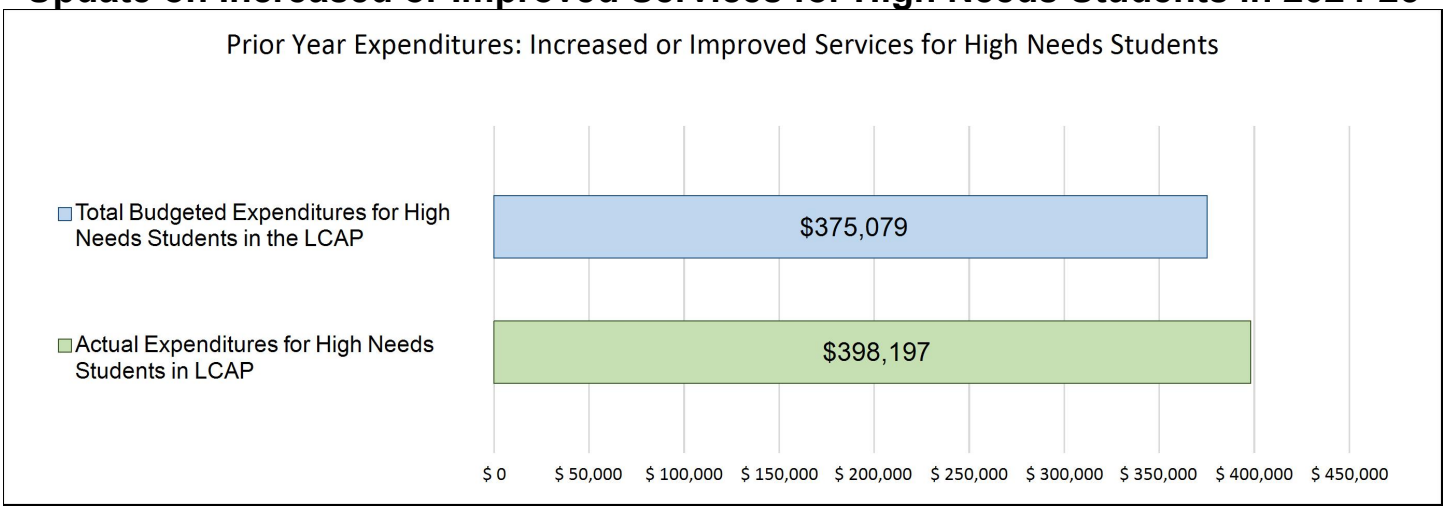
The text description of the above chart is as follows: Shasta County Office of Education plans to spend $1,605,542 on actions/services in the LCAP. Of those funds, $0.00 is attributed to the Alternative Education Grant and $0.00 is attributed to the Student Support and Enrichment Block Grant.

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

In 2025-26, Shasta County Office of Education is projecting it will receive 331,694 based on the enrollment of foster youth, English learner, and low-income students. Shasta County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Shasta County Office of Education plans to spend 446,302.00 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 Shasta County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Shasta County Office of Education 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, Shasta County Office of Education's LCAP budgeted 375,079 for planned actions to increase or improve services for high needs students. Shasta County Office of Education actually spent 398,197 for actions to increase or improve services for high needs students in 2024-25.

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
Shasta County Office of Education	Carie Webb Executive Director, Student Programs	cwebb@shastacoe.org (530) 225-0377

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.

Shasta County Office of Education serves students in grades K-12 within three different schools, including Shasta County Juvenile Court School (JCS). Shasta County Independent Study (SCIS), and Shasta County Special Education School (referred to as Excel Academy). All three schools primarily serve students in the greater suburban area of the city of Redding. A small percentage of students live in outlying rural communities such as Shingletown and Anderson. The socio-economic status of the area is approximately 80% of enrolled students qualify for free and reduced lunch. Due to the transient nature of student enrollments, traditional academic cohort data is not reflective of the current student body and is not always an appropriate indicator of student learning loss or progress. In addition, the highly variable student enrollment and low student numbers cause metrics to vary significantly from year to year. Therefore to provide additional indicators of growth or needs, local data and benchmarks are included along with California Assessment of Student Performance and Progress metrics, English Language Proficiency Indicator, A-G Course completion, Career Technical Education pathway completion, advanced placement examination passage, and middle school and high school dropout rates. Student progress is measured three times per year using a norm-referenced assessment (NWEA MAP) to determine if students have met specific reading, language, and math growth targets. The educational status of parents is typically high school graduates with a small. percentage with some level of higher education. The ethnicity is primarily white, with a small percentage of Native American and Hispanic students. Our programs have less than 15 English Language Learners, Long Term English Language Learners, or Foster Youth enrolled, which is consistent with the majority of other programs/districts in the Shasta County Area.

Identification:

Excel Academy, Juvenile Court School, and Independent Study receive Equity Multiplier funding to support socially economically disadvantaged student group.

Areas of CA Dashboard focus:

Differentiated Assistance Eligibility Dashboard 2024 to Dashboard 2026: Priorities 4, 5 & 8 Socio-Economically Disadvantaged (SED) / Priority 5 and 8 (White)

Juvenile Court School, and Independent Study also qualify as Dashboard Alternative Schools (DASS).

Description of schools:

Excel Academy is a small regional placement program serving approximately 36 students in grades K-8. This school currently is staffed with 3 teachers, 10 behavior management assistants, 1 office staff, and one administrator. Excel provides a safe and supportive environment where students develop effective academic and behavioral skills. Students are empowered to achieve their full potential through inter-agency partnerships and collaboration with families. This regional program provides a structured setting specifically designed to address the needs of students who require an intensive program to address emotional disabilities or serious behaviors that impede their learning, all students enrolled receive IEP services. These services offered include specialized academic instruction, behavior intervention, speech, occupational therapy, education-related counseling and guidance in both individual and group settings. Students also have the support of a school counselor, a mental health clinician, a psychologist, and a behavior intervention case manager. The small size allows for supervision and safety while allowing the least restrictive environment.

The Shasta County Independent Study (SCIS) serves students who seek an educational alternative to traditional seat-time-based education. The program serves students in grades 6-12, with instruction provided at two locations, 3711 Oasis Road, and at Shasta College for the purpose of facilitating concurrent enrollment for 11th and 12th-grade students. The school uses the instructional strategy of independent study with support to meet the educational needs, interests, aptitudes, and abilities of all students. Currently, there are four full-time teachers, one full time Educational Specialist teacher, and a paraprofessional working with approximately 110 students. Students meet with their teacher up to two times per week at either of the two locations in Shasta County. The school’s curricula are standards-based, and courses are considered equivalent to quality classroom instruction. The school’s mission statement is, “to develop educated and responsible citizens." The school's vision statement is, “to offer flexible options for personalized learning to prepare students for college and career,” with an emphasis on students' abilities, "to be independent learners who are effective time managers, goal-oriented, and critical thinkers; effective communicators who listen for understanding and advocate for self and others; and productive citizens who are collaborative and culturally literate lifetime learners.”

Juvenile Court School (JCS) is a small school located at the Shasta County Juvenile Detention Center. Students are provided instruction in the standards-based curriculum. The school consists of 3 teachers, 4 Behavior Management Assistants, a Education specialist teacher, and an administrator. This program serves students aged 10 and above. Dependent upon court determinations students are placed in general, secure track or camp programming. The River's Edge Academy (REA) was formed within the JCS facility to provide a safe, structured program alternative to out-of-county placement. This program is where youth can access individualized treatment services, cognitive-based interventions, and supports to move toward family reunification or independent living. This population has a high transiency and significant

rates of adverse childhood experiences. Students receive additional support from a school counselor and those with Individualized Education Programs (IEPs) have access to specialized academic instruction, individual counseling, speech, and occupational therapy. All juvenile court school programming is focused on rehabilitation, successful transition into adulthood, positive futures, and reductions in recidivism.

Reflections: Annual Performance

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

Reflection of LEA's Annual Performance on the 2024 Dashboard and includes 2023 dashboard results and Local Data Measures:

College and Career Readiness:
According to program data, we had a 55% increase in SCIS students earning certificates and a 4.54% increase in JCS students completing industry-recognized certificates/credentials in the areas of Fire Safety, CDC Occupational Safety Certificate, CPR, First Aid, and ServeSafe.Through the Oliview Program, students participated in paid internships and received dual enrollment credit. The Alternative Education program has historically had low percentages on the College and Career Indicator (CCI). The 2024 Dashboard indicates 4.8% of Shasta County Office of Education students and 6.5% of SCIS students are considered “prepared.” In order to be considered “prepared,” students must meet certain qualifications, which can include scoring “Standard Met” or higher in both the English Language Arts and mathematics CAASPP exams, achieving a specific score on Advanced Placement or International Baccalaureate exams, completing college courses for credit, or meeting UC and CSU entrance requirements. The Shasta County Office of Education 2023 Dashboard reflects English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White student groups as having a performance level of very low. Although not reflected on the Dashboard, the Alternative Education program offers a variety of ways for students to prepare for college and/or a career. During the 2024-25 school year, the alternative education program offered a variety of CTE pathways, CTE and A-G courses through Edgenuity, and a job readiness/career exploration class for students. Utilizing predominantly equity multiplier funding, the alternative education program has continued to expand and build quality CTE programs for students, including site-specific College and Career Fair, and Game of Life exploration.

Graduation Rate:
According to the 2024 California School Dashboard, Shasta County Office of Education's cohort graduation rate was 63.6% with Socio-Economically Disadvantaged (SED), receiving a performance color of red. A recent analysis of students in the Alternative Education program determined the average high school student enrolls deficient by a least 40 credits. Due to this, the majority of students in their fourth year of high school will not be eligible to graduate at the end of the year due to credit deficiencies. During the 2024-25 school year, 47 students completed their graduation requirements while enrolled within our programs. The number of students who graduate from the Alternative Education program each year is dependent upon the number of seniors enrolled throughout the school year. The program will continue to offer a broad course of study (Goal 1) and access to support services (Goal 1) to support seniors in completing the necessary credit requirements.

School Climate:
Since the spring of 2020, the Alternative Education program has included a daily component focused on helping students handle challenges,

communicate effectively, and strengthen peer relations. According to students, 87% agreed it is easy to talk to teachers at their school, while 75% agreed that students treat one another with respect. During the 2024-25 school year, all program staff received training on managing student behavior and resolving student conflict including de-escalation techniques. Staff also received follow-up on how to effectively respond to students facing personal or academic difficulties.

The School Attendance Review Team (SART) and PBIS (Positive Behavioral Interventions & Supports) teams works regularly meet with school site administrators to review data, identify trends, and strengthen student support ystems. Juvenile Court School, SCIS, and Excel Academy receive funding through community grants to support the continued development and implementation of these efforts. Key outcomes include: 1) Increased Attendance Rates: Excel Academy (91.54%), SCIS (88.93%); and 2) Targeted Student Support: over 300 students have received support including academic tutoring and prevention presentations. These services will continue to provide additional resources for students identified as English Learners, Foster Youth, Low Income, and academically challenged. SCOE provides a comprehensive and tiered approach that starts with whole-school support for academic recovery, behavior interventions, and positive messaging regarding the importance of attendance.

In addition, both Excel Academy and SCIS created outdoor and quiet learning spaces giving students a structured and safe learning environment to receive outside education and one-on-one support. Juvenile Court School has increased visual prompts for positive behavior expectations. .

SCOE plans to maintain and build upon this success in the following ways:

- Continue to analyze MAP pre and post-assessment information to differentiate instruction to increase student achievement.
- Continue to analyze data to plan instruction to support individual student outcomes.
- Infuse instructional coaching to provide teachers with content training, demonstration lessons, co-plan/co-teach opportunities, and observation/feedback to improve instruction and de-escalation practices.
- Commit to ongoing PLCs to support teachers in implementing, revising, and monitoring formative assessments
- Emphasize lesson design with student interest and choice.
- Continue to implement SART and PBIS practices that impact safety, positive school climate, and school engagement in a tiered intervention system.
- Career pathway development for non-traditional certifications and work experience

Identified Needs(Identification of lowest performance indicator groups):

The student groups performing at the lowest levels according to the 2023 CA Dashboard were all students, SED and white student groups in the CCI indicator. The schools within the LEA performing at the lowest level based on the CA School Dashboard were the SCIS on the CCI indicator for all students and SED student groups, and Shasta County Special Education School on the chronic absenteeism indicator for all students, SED, and SWD student groups. JCS did not have an students groups in red.

The Shasta County Independent Study lowest performance in the area of College and Career Indicator for all students and Socio-Economically Disadvantaged (SED) student groups.

Excel Academy, Juvenile Court School, and Independent Study have most recently qualified to receive Equity Multiplier funding to support

socially economically disadvantaged student group.

Areas of CA Dashboard focus:

Differentiated Assistance Eligibility Dashboard 2024 to Dashboard 2026: Priorities 4, 5 & 8, Socio-Economically Disadvantaged (SED)

Juvenile Court School, and Independent Study also qualify as Dashboard Alternative Schools (DASS).

Academic Performance: The California School Dashboard only captures valid CAASPP scores. For a test score to be valid, the student must have been continuously enrolled from Fall Census Day (the first Wednesday in October) to the date of testing without a gap of more than 30 consecutive calendar days. If a student tests with the Alternative Education program but does not meet these parameters, the test is excluded. The Shasta County Office of Education 2023 Dashboard reflects ALL student groups as having a performance far below standard on CAASPP ELA and MATH assessments. SCIS SED students are performing 65.5 points below standard in English Language Arts while White student groups are performing 88.7 points below standard. SCIS SED students are performing 154.7 points below standard in Mathematics while white student groups are performing 180.1 points below standard. Shasta County Special Education 2023 Dashboard reflects SED students (171.7 points below standard), Students with Disabilities(172.9 points below standard), and White (179.2 points below standard) student groups as having a performance far below standard on CAASPP ELA. SED students (195.9 points below standard), Students with Disabilities (202.3 points below standard), and White (211.9 points below standard) student groups as having a performance far below standard on the CAASPP Math. Action items included in the LCAP (G1 A1.1/1.5 G2 A)to support student academic success include utilizing paraprofessionals program-wide and providing a variety of professional learning to instructional staff.

Chronic Absenteeism: 2024 Dashboard reported that at Shasta County Special Education (Excel): All, SED, and SWD were in red for chronic absentee rate. student is considered chronically absent if they are absent at least 10% of their enrolled instructional days. The 2024 Dashboard indicates that 33.3% of Shasta County Special Education students with disabilities were chronically absent. The Socioeconomically Disadvantaged student group's chronic absenteeism rate was 30%. The Court School Dashboard does not provide a performance color in this area due to low numbers. In discussions with parents/guardians and referring school districts many have indicated that transportation is a barrier to regular school attendance. Action items included in the LCAP to reduce truancy rates include continuing to employ school counselors, targeted intervention for learning loss, and increasing student support services.

SCOE will continue to monitor Dashboard indicators, local data, and educational partner feedback to ensure the effectiveness of actions and services and analyze additional data as it becomes available. All three schools within the county qualify as Equity Multiplier Schools and all actions recorded are identified and will ocntinue as required actions for all three sites. SCOE did not have any unexpended LREBG funds.

Reflections: Technical Assistance

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

Areas of CA Dashboard focus:

Differentiated Assistance Eligibility Dashboard 2024 to Dashboard 2026: Priorities 4, 5 & 8 Socio-Economically Disadvantaged (SED) / Priority 5 and 8 (White)

Shasta COE has partnered with CDE to garner support for chronic absenteism of students with disabilities. We have had two meetings to look closer at data and analyze root cause. SCOE's school administrative team will complete two days of improvement science to engage with a problem of practice focused on analyzing district data and setting up systems for assessment to drive targeted interventions. Meetings with CDE will continue throughout 2025-26.

The following metrics & actions in the LCAP indicating work underway as part of TA include: Metrics: 1.6, 1.7, 1.8, 1.9, 2.4, 2.5, 2.8, 5.1 and 5.4; Actions: 1.1, 1.4, 1.6, 1.9, 1.10, 1.11, 2.2, 2.3, 2.7, 5.1-5.5, and 5.7.

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.

Shasta County Special Education (Excel Academy)

Support for Identified Schools

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

Shasta County Office of Education, as the LEA, will support its eligible schools in developing CSI plans in the following ways. The Shasta County Office of Education 2024 Dashboard reflects English learner, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, and White student groups as having a performance level of very low.

Shasta County Special Education (Excel Academy) gathered educational partner input throughout the school year through meetings and surveys from staff, families, students, and community members. Excel hosted events before school started and ongoing throughout the year which were designed to gather information regarding goal assessment and needs. The needs assessment and survey compiled data and information on the strengths and weaknesses of current practices in academic instruction and student support. It also led to the identification of evidence-based interventions and ensured all state indicators were addressed. These interventions included the need to build capacity through professional development, the need to address behavioral and academic needs at the Tier 2 and Tier 3 levels, the need to continue full implementation of MTSS, including PBIS, the need to focus on the social-emotional development of our students, the need to support students during transitions and the need to focus on parent engagement.

Supporting the development of the School Plan for Student Achievement (SPSA): Excel Academy has access to the support SCOE provides for all districts through its professional development department where administrators can get support in analyzing assessments and developing reports to meet requirements. The school site council was shown academic data from benchmark assessments in math and reading. Low scores showed that continued support in literacy is a priority. The CSI identifiers of low test scores were discussed as well as

student benchmark data related to these deficiencies. Options for evidence-based intervention strategies were identified and school site council members participated in developing a plan for improvement based on the context (funding, staffing, student needs, etc.) for the identified school and their specific area of improvement.

Identify and address Resource Inequities: The district engaged with partner groups to analyze resource allocation and identify resource inequities. This process included a review of budgets, staffing, instructional materials, and resources. In the process of this partner engagement to assess and determine the needs for improvement, it became evident that there were deficits in access to transportation, connectivity, and student support services. Many students did not have transportation available when suspended from the bus. A survey was given to all families to describe the status of their internet connectivity, which demonstrated needs in the way of equipment and training. Parents, administrators, and faculty are increasingly aware of the lack of community resources for youth.

Provide budgeting support through Business Services: Administrators meet regularly with Business Services to monitor purchases and meet expenditure reporting deadlines.

Monitoring and Evaluating Effectiveness

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

Shasta County Office of Education will regularly monitor and evaluate the implementation and effectiveness of the plan through collaboration and meetings of the administrative team. School Site Council meetings: A combined SSC (consisting of staff, parents, and community members) meets a minimum of three times per year to give input for, develop and monitor the implementation and effectiveness of the schools' CSI/SPSA plans

Regular monitoring of the budget; meetings between Administrators and budgeters. Administrators and budgeters meet regularly about the budget, and updates or significant changes are discussed at the school site council and administrative council. Administrators and teachers meet frequently to discuss needs and initiatives related to funding. Business Services monitors the budget, expenditures, and reporting deadlines.

Attendance and suspension records, along with report cards and transcripts, will be reviewed quarterly to monitor progress toward student achievement, engagement, and College and Career Readiness. Benchmark assessment scores are available to monitor learning loss and recovery. CAASPP/Benchmark scores will be one measure to monitor summative achievement. Data analyst monitors enrollment processes to monitor who is unassigned, foster or homeless youth, so support measures can be offered. Students who are absent or tardy repeatedly will be consulted, and advised of the importance of regular attendance, plans for removing any roadblocks will be documented and followed up on through class advisors and behavioral specialists. The SART process has been developed and implemented. Students will meet with guidance counselors regularly to ensure they are enrolled in computer-based classes, dual enrollment, career pathway programs, and other requirements for College and Career Readiness. Administrators and faculty will monitor individual progress and make recommendations for changes in schedules and for placement in upcoming semesters. The SART team will collect DATA and frequently monitor attendance rates.

The district and school are continuing professional development in new areas such as Getting Ready Right and PLC+ activators. Administrators, teachers, and support staff regularly attend trainings offered by the Shasta County Office of Education, CASBO, County

Operated Student Programs, to master concepts, increase abilities, and stay abreast of all new requirements. Professional development support is also being provided in the areas of academic instruction, personal learning, and trauma-informed practices. Supplemental intervention materials have been purchased and will be implemented to support academic achievement. Effectiveness of professional development (Getting Reading Right) will be monitored through development and implementation of the literacy plan.

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/Guardians	To increase meeting participation, school sites hosted meetings at various times, including before school and in the afternoons. A total of 8 parent/guardian meetings were held at school sites from September through June of the 24-25 school year. At these meetings, parents/guardians were provided an update on the progress made so far on action items in the 2024-25 LCAP. Parents feedback supported continuance of actions. A total of 50 parents/guardians completed the 2025 LCAP survey.
Teachers/Principal/Administrators/Other school personnel	During collaboration meetings in October 2024 and April 2025, certificated staff, including principals and other administrators, and classified staff were asked to provide input on LCAP goals, actions, and metrics. A total of 26 staff members participated. 100% of teachers believe our sites are focused on the correct improvements.
Students	In an effort to capture as many students as possible, town hall meetings were held frequently throughout the school year at all sites to gather feedback. Quarterly, students were invited to participate in LCAP discussions and input sessions to inform goal development.
Community Partners	School Administrators attended several community members and partner agencies meetings. These include Shasta County Probation Department (weekly with facility / monthly leadership), Health and Human Services Agency(HHSA)(quarterly steering committee), Reach HIgher Shasta (monthly), Shasta County Foster Youth, River's Edge Steering Committee, Juvenile Justice steering committee, The goal of attending these meetings was to discuss progress made

Educational Partner(s)	Process for Engagement
	toward the 2024-25 LCAP goals and identify existing needs. All partners participated and many provided LCAP input.
Advisory Committees	The joint School Site Council serves as the program's District Advisory Committee for the purposes of the LCAP. The advisory committees met on the following dates below at which time members reviewed various pieces of data, including state and local student academic assessment data, and progress made toward the 2024-25 LCAP goals and action items. These committees also served as the program's Parent Advisory Committee. The School Site Councils were consulted at the April 28, 2025 meeting to gather input related to the Equity Multiplier goal, metrics, and action items. • School Site Council: September 30, December 2, April 28, June 6 On April 28, 2025, the Advisory Committees were provided information that reviewed the LCAP, learned about the trends in data and educational partner feedback, and discussed the need to continue to provide increased and/or improved services to the program's students. Participants were given the opportunity to ask any questions or provide comments related to the LCAP.
Educational partners at Equity Multiplier Schools	During their meeting in April of 2025, the joint School Site Council was presented with information related to Equity Multiplier funding, including how funding amounts are generated and results from the 2024 California School Dashboard. Discussions were held to determine the appropriate use of funds to support necessary student groups and input on goal development in the area of career technical education and vocational skill development.
SELPA	The Alternative Education program collaborated with representatives from the Special Education Local Plan Area (SELPA) during director meetings held on April 10, 2025. Discussions were held related to how the program's LCAP intentionally provides for students with disabilities as a student group. The Alternative Education program will continue to engage students with disabilities and their families in the LCAP process, ensure LCAP action items support students with

Educational Partner(s)	Process for Engagement
	disabilities, and connect the LCAP to the Special Education Plan (SEP).
Bargaining Units	Employer Employee Relations committee met in September, October, November, February, April, and May to discuss actions in the LCAP that directly support professional development needs and continuous improvement for both classified and certificated staff.

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

The alternative education program will continue to invite parents/guardians to school events and to participate in advisory committee meetings to help support the academic needs of their children. Metrics and action items in the LCAP that speak to parent/guardian engagement include encouraging the use of Parent Portal by all parents/guardians and utilizing ParentSquare as a way to quickly distribute information to families. Comments from LCAP meetings indicate that some parents/guardians would like their child to be more academically engaged. Their feedback helped us to develop the following actions 1.3, 1.4, 1.9. Instructional staff continued to receive training related to Edgenuity. During the 24-25 school year, all instructional staff were trained in Getting Reading Right in order to teach foundational literacy skills and support the diverse literacy needs of students, improve accessibility to learning opportunities, and increase student success. We will continue this work into next year by continued training on literacy supports and using assessment to drive intervention. Positive Behavior Intervention System (PBIS) imleentation will take place during the 2024-27 school years. PBIS is a systematic behavioral approach in which students explore real-world problems and challenges and acquire transferable knowledge.

Administrators, teachers, and paraprofessionals received additional training in 2024-25 related to supports for English learners and use of Interim assessments in CAASPP. Certified and classified staff responses continue to show an increase in the percentage of staff who indicate instruction at their school is rigorous, grade-level appropriate, aligned to the Common Core State Standards, and differentiated for the individual needs of students. In 2025-26 we will support ULD (Universal Lesson Design) and alignment of elective credit to core academic subject standards to offer more diverse credit recovery options. We will continue throughout the three-year cycle to utilize the services of an intervention teacher, building on the successes of increased access in 24-25.and more resources for parents/guardians. Action items in the LCAP that speak to supporting instructional practices include 1.7 professional learning for instructional staff and 1.5 providing intervention by a certificated Teacher–Resource Specialist. In order to strengthen academic support for all learners, the program will continue to employ an intervention teacher to provide support to staff and students. The program has contracted with the Educational Support Services (ESS) Department of SCOE for three years of Getting Reading Right professional learning. Year one, which was the 2023-24 school year, started with a Getting Reading Right conference in which all staff attended. From this came a focus on a common literacy plan and training for site administrators. Year two, which will be the 2024-25 school year, engaged teachers and behavior management assistants, and para-educators in order to build educator capacity in delivering an engaging curriculum that addresses literacy needs. Year three, 2025-26, will continue to support and coach the implementation of literacy evidence-based practices. Through the California Community Schools Partnership Program, the program will continue to offer outreach to parents/guardians as well as community events.

Students

While 89% of students who participated in the survey indicate their teachers connect learning to life outside the classroom, just 68% of students say their teachers make them excited about learning. Almost 90% of students surveyed indicate that their teacher cares about them. Students continue to see the benefits of a daily social emotional lesson, with 91% of students surveyed indicating, "I have been taught strategies for coping when things get hard. Coping means to deal with and attempt to overcome problems and difficulties." Metrics and action items in the LCAP related to instructional engagement include Actions 2.3. 2.5, 2.8, 5.1, 5.4, Edgenuity licensing, Positive Behavior Intervention training, offering a variety of CTE pathways, and analyzing LCAP survey data. Although a large percentage of students believe the program is supporting their social-emotional needs, the program will continue to build upon this success through LCAP action items such as utilizing a life skills curriculum and PBIS implementation.

Community Partner Agencies
Community Partner Agency responses to the LCAP survey indicate a positive working relationship between community partners and the alternative education program. The program will continue to collaborate with partner agencies to provide for students' academic and personal needs. LCAP action items related to coordinating support with community partners include contracting with the Shasta County Probation Department and maintaining a Project coordinator of College and Career Readiness.

Advisory Committees
Members of the Advisory Committee who were in attendance at the LCAP Advisory Committee meeting did not provide additional input related to the goals, metrics, and action items in the LCAP.

Equity Multiplier Funds
Discussions with educational partners at all EM schools(Independent Study, Juvenile Court, and Special Education)revealed that College and Career Readiness skills continue to be critical for Alternative Education students and actions supporting this work directly connect to many of the low performance levels on the Dashboard including our new low performance indicators of low academic performance in Graduation rate (SED), ELA and Math (ALL), and CCI (ALL and SED) these are identified as red for SCIS. SCIS and Excel Academy (SWD and SED) staff targeted chronic absenteeism as an area of high importance, indicating that if students attend school on a regular basis, there may be fewer low-performing areas on the Dashboard. This correlates with the work of the Comprehensive Support and Improvement (CSI) team. Action items in the LCAP that support the low performing areas on the Dashboard include providing professional development, expanding CTE opportunities for students, low academic performance and actions to target chronic absenteeism. JCS did have any indicators or student groups in red.

SELPA
The Alternative Education program will continue to highlight students with disabilities as a student group, where appropriate, throughout the LCAP. The program will continue to partner with the SELPA to ensure actions that benefit students with disabilities are included in the LCAP.

Bargaining Units
Representatives from the bargaining units were supportive of the goals, metrics, and action items included in the LCAP. No specific feedback was provided.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Facilitate the achievement of 'College and Career Readiness' for all students by fully implementing a comprehensive, culturally relevant curriculum emphasizing the Common Core State Standards (CCSS), complemented by targeted interventions delivered by highly-qualified educators	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on College and Career indicator on the CA Dashboard, 93.5% of students are not college and career ready, in an effort to increase readiness we will continue teacher professional development and support for analyzing formative assessment scores, delivering high quality literacy instruction (Getting Reading Right), and start an introduction to Universal Lesson Design. According to counselor data, 37% of seniors did not complete the FAFSA. Parents indicated that they needed more information about financial aid and steps for applying to college. The actions and metrics, when grouped together, will help achieve Goal 1 by supporting teachers in growing their practice. The metrics will show an increase in formative assessment scores for those students who participate in the program over time. In addition, the actions of parent communication will increase the percentage of parents who respond that they had enough information for applying to college.

To support all students in achieving their projected growth targets, site administrators identified a need to enhance school-wide instructional supports. This includes robust weekly professional learning to design effective, and engaging instruction for all students. Collaboration time has focused on infusing formative assessments into lesson planning, analyzing MAP data to inform instruction, and individualized coaching for all teachers. Often our students enrolled in grades 9-12 do not have access to more traditional means of achieving college and career readiness as measured on the CA Dashboard, such as multiple options for CTE Career Pathway completion, A-G course completion, college credit courses, leadership/military science, AP exams, IB exams, or the State Seal of biliteracy.

Additionally, all partners desired more options for career exploration, work skill certificates, and career pathways that fit within the structure of the juvenile court school and independent study model. The current focus of career technical education and career exploration is the incorporation of elementary and middle school students in order to support the transition into pathways upon entry into high school. While CAASPP scores are an indicator to support College and Career Readiness, due to the transitory nature of our student population Local measures of academic progress (NWEA MAP) have been implemented for baselines. SCOE will promote parental participation for students

in all groups by communicating in advance through weekly newsletters, ParentSquare, campus events, website announcements and teacher communication.

Shasta COE English Learner population is below 20% and often at 0%, therefore, there is no data to address this portion. However, the progress of enrolled ELs will continue to be monitored and assessed through data analysis related to the provision of essential services, effective implementation of Common Core State Standards, sustained parent/guardian involvement, improved academic achievement, increased student engagement, and expanded access to a diverse curriculum. Implementing targeted action items to support the academic success of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1(A) -- # of teachers that are fully credentialed in the subject area and appropriately assigned for the students they are teaching Source: California Commission on Teacher Credentialing	2023-24 12/14 fully credentialed 0% misassignments	2024-25 12/14 fully credentialed 0% misassignments		100% of teachers will be fully credentialed & appropriately assigned.	No Difference
1.2	Priority 1(B) -- % of students with access to Standards-based Instructional Materials Source: SARC	2023-24 100% of students have access to standards-aligned instructional materials.	2024-25 100%of students have access to standards-aligned instructional materials.		Maintain 100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Priority 1(C)- % of school sites that are deemed in "good repair" meaning that the facility is maintained in a manner that ensures that it is clean, safe, and functional. Source: Annual FIT rating	2023-24 100%	2024-25 100%		Maintain 100% of facilities in "Good repair"	No Difference
1.4	Priority 2(A) -- % of teachers who are observed (via administrator, coach, or peer) implementing CA State Standards Source: STEP Data	2023-24 100%	2024-25 100%		Maintain 100% of teachers observed implementing standards	No Difference
1.5	Priority 2(B-LM)-- % of teachers who participate in professional development focused on English Language Development (ELD) strategies and/or state board adopted content and performance standards Source: PD Logs	23-24 100%	24-25 100%		Maintain 100% of teachers who participate in professional development focused on English Language Development (ELD) strategies and/or state board adopted content and performance standards	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Priority 4(A) – Distance from Standard in Math CAASPP and ELA CAASPP Source: TOMS	2023 Results JCS ELA: No Results JCS Math: No Results SCIS ELA: (-)68.3 SCIS Math: (-)164.4 Excel ELA: (-)172.9 Excel Math: (-)202.3	2024 Results JCS ELA: No Results JCS Math: No Results SCIS ELA: (-)84 SCIS Math: (-)167.4 Excel ELA: (-)162.6 Excel Math: (-)166.9 Baseline Established: District ELA: -87.2 District Math: -167.5 District Science: -26.1 SCIS SED ELA (-) 87.6 Math (-)176.7		5 point increase in Distance from Standard in Math CAASPP and ELA CAASPP	JCS ELA: No Results JCS Math: No Results SCIS ELA: (-) 15.7 SCIS Math: (-)3 Excel ELA: (+) 10.3 Excel Math: (+) 35.4
1.7	Priority 4(B) % of students meeting A-G requirements Source: CA Dashboard	2022-23 0%	2023-24 0%		Increase annually by 2% of students meeting A-G requirements	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Priority 4(B)-- % of students earning academic credit in an A-G course Source: Aeries SIS	2022-23 57.7%	2024-25 72%		Increase to 60% of students earning academic credit in an A-G course	Percentage of increase (+) 24.78%
1.9	Priority 4(C)-- % of students who graduate and complete a CTE pathway Source: Calpads EOY	2022-23 0%	2023-24 2/108 1.8%		Increase by 1%, annually, the % of students who graduate and complete a CTE pathway	Percentage of increase (+) 1700%
1.10	Priority 4(C-LM) -- # of students earning certifications (Vocational/Social Emotional) Source: Aeries	2023-24 SCIS - 40 students JCS - 22 students Excel - 2 students	2024-25 SCIS - 62 students JCS - 23 students Excel - 17 students SED SCIS - 50 JCS - 23 Excel - 12		Increase the number of students earning certifications at each school SCIS - 45 students JCS - 27 students Excel - 7 students Increase the number of SED student group earning certifications at each site annually	SCIS - (+) 12 students JCS - (+) 1 student Excel - (+) 15 students
1.11	Priority 4(D) -- Percent of students who have successfully	2022-23 A-G & CTE Completion	2023-24 A-G & CTE Completion		Increase the % of students who complete both UC	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed both UC /CSU courses and CTE pathways Source:Aeries SIS/Dashboard	0% students	0% students		/CSU courses and CTE pathways	
1.12	Priority 4(E) -- % of English learner pupils who make progress toward English proficiency as measured by the ELPAC Source: TOMS	2023-24 Being measured locally but not reported for confidentiality, group size is too small to report	2024-25 Being measured locally but not reported for confidentiality group size is too small to report		Being measured locally but not reported for confidentiality, group size is too small to report	No Difference
1.13	Priority 4 (E) % of English Learner students tested - ELPAC Summative (State requirement = 100%) Source: TOMS	2023-24 100%	2024-25 100%		Maintain 100% of English Learner students tested - ELPAC Summative (State requirement = 100%)	No Difference
1.14	Priority 4(F) -- English learner reclassification rate Source: Aeries SIS	2023-24 Being measured locally but not reported for confidentiality, group size is too small to report	2024-25 Being measured locally but not reported for confidentiality, group size is too small to report		Being measured locally but not reported for confidentiality, group size is too small to report	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Priority 4(G) -- Number of pupils who have passed an advanced placement examination with a score of 3 or higher Source: AP DATA	2023-24 0 students	2024-25 0 students		Two students who have passed an advanced placement examination with a score of 3 or higher	No Difference
1.16	Priority 4(H-LM) A. Number of students completing one semester of a college course B. Number of students completing two semesters of a college course Source: AeriesSIS/Dashboard	2022-23 A. 6 B. 5	2023-24 A. 22 B. 13		A. Number of students completing one semester of a college course B. Number of students completing two semesters of a college course A. 8 B. 7	A. (+) 16 B. (+) 8
1.17	Priority 7(A)-- % of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable Source: Course catalog	2023-24 100%	2024-25 100%		Maintain 100% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	No Difference
1.18	Priority 7(B)--	2023-24	2024-25		Maintain 100% of teachers who	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of teachers who participate in professional development focused on intervention strategies for SED, English Learner, or Foster Youth students Source: PD Logs	100%	100%		participate in professional development focused on intervention strategies for SED, English Learner, or Foster Youth students	
1.19	Priority 7(C)-- % of Students with Disabilities (SWD) that are provided services delivered in the least restrictive environment on individualized need which is assessed and reviewed at least annually by an IEP team Source: SEIS	2023-24 100%	2024-25 100%		Maintain 100% of Students with Disabilities that are provided services delivered in the least restrictive environment on individualized need which is assessed and reviewed at least annually by an IEP team	No Difference
1.20	Priority 8(LM) -- % of students with FAFSA/CDAA completion Source: FAFSA	2023-24 SCIS - 77.14% JCS - 100%	2024-25 SCIS - 77.9% JCS - 100%		SCIS - 80% JCS - 100% of students with FAFSA/CDAA completion	SCIS (+) 0.985 JCS No Difference
1.21	Priority 8 (LM) – Percentile growth of ALL students based on	2023-24 Excel: All Grades Math Pre:	2024-25 Excel:		Decrease the percentage of students in the 1st–20th (red)	Excel Math: (-) 23% Read: (-) 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	pre/post assessment data for students who are enrolled for 90 days or more Source: NWEA MAP Pre/Post **Five percentile levels based on NWEA normative data: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (blue)	100% (red) 0% (orange) 0% (yellow) 0% (green) 0% (blue) All Grades Math Post: 83% (red) 17% (orange) 0% (yellow) 0% (green) 0% (blue) All Grades Reading Pre: 100% (red) 0% (orange) 0% (yellow) 0% (green) 0% (blue) All Grade Reading Post: 78% (red) 22% (orange) 0% (yellow) 0% (green) 0% (blue) JCS: All Grades Math Pre: 59% (red) 18% (orange) 17% (yellow) 6% (green) 0% (blue) All Grades Math Post:	All Grades Math Pre: 100% (red) 0% (orange) 0% (yellow) 0% (green) 0% (blue) All Grades Math Post: 77% (red) 12% (orange) 11% (yellow) 0% (green) 0% (blue) All Grades Reading Pre: 100% (red) 0% (orange) 0% (yellow) 0% (green) 0% (blue) All Grade Reading Post: 83% (red) 9% (orange) 4% (yellow) 4% (green) 0% (blue) JCS: All Grades Math Pre: 66% (red) 17% (orange)		band by at least 2% annually.	JCS Math: (-)3.39% Read: (-)5.66% SCIS Math: (-)38.8% Read: (-)25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% (red) 8% (orange) 25% (yellow) 17% (green) 0% (blue) All Grades Reading Pre: 48% (red) 24% (orange) 12% (yellow) 8% (green) 8% (blue) All Grade Reading Post: 47% (red) 20% (orange) 0% (yellow) 26% (green) 7% (blue) SCIS All Grades Math Pre: 28% (red) 32% (orange) 24% (yellow) 10% (green) 6% (blue) All Grades Math Post: 29% (red) 27% (orange) 24% (yellow) 10% (green) 10% (blue)	12% (yellow) 5% (green) 0% (blue) All Grades Math Post: 57% (red) 19% (orange) 19% (yellow) 5% (green) 0% (blue) All Grades Reading Pre: 53% (red) 23% (orange) 6% (yellow) 12% (green) 6% (blue) All Grade Reading Post: 50% (red) 23% (orange) 14% (yellow) 13% (green) 0% (blue) SCIS All Grades Math Pre: 36% (red) 29% (orange) 19% (yellow) 10% (green) 6% (blue)			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Grades Reading Pre: 24% (red) 30% (orange) 25% (yellow) 16% (green) 5% (blue) All Grades Reading Post: 26% (red) 23% (orange) 23% (yellow) 27% (green) 1% (blue) **Five percentile levels based on NWEA normative data: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (blue)	All Grades Math Post: 22% (red) 34% (orange) 33% (yellow) 0% (green) 11% (blue) All Grades Reading Pre: 24% (red) 30% (orange) 25% (yellow) 19% (green) 8% (blue) All Grades Reading Post: 18% (red) 0% (orange) 27% (yellow) 46% (green) 9% (blue) **Five percentile levels based on NWEA normative data: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (blue)			

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.

During the 2024–25 school year, the Shasta County Office of Education (SCOE) successfully implemented Goal 1 actions to support the academic achievement of all students, with a specific focus on foster youth, English Learners, low-income students, students with disabilities, and other at-risk populations. Actions were carried out as planned and included foster youth support services, professional development for teachers of English Learners, specialized school staff to assist students with academic and social-emotional needs, and targeted academic intervention in Math and English. The School Attendance Review Teams were combined with Positive Behavior Intervention supports to consistently address graduation rates and college and career readiness metrics.

Overall, the implementation of Goal 1 was consistent with the planned actions outlined in the LCAP. There were no substantive differences between the planned actions and their actual implementation. The primary challenge continues to be addressing persistent academic gaps among subgroups with high mobility and a history of school failure, particularly in Math and ELA performance. However, notable successes included increased student progress toward English Language Proficiency in NWEA Map progress and improved ELA performance for socioeconomically disadvantaged students and students in Special Education. , demonstrating the effectiveness of targeted supports.

1.1 Assessment
SCOE implemented the planned action by providing targeted support services, including dedicated case management and academic counseling. Implementation focused on supporting the academic achievement and social-emotional needs of students, ensuring more stable school placement and improved graduation outcomes.

1.2/1.8 Enrichment
SCOE implemented the articulated goal by access to enriching experiences like arts programs, STEM workshops, sports, and educational outings can be limited. Providing these vital opportunities helps bridge the equity gap, fostering critical thinking, creativity, and self-confidence. Students participated in Community College visits, University, Game of life, and career fairs on campus.

1.3/ 1.12 Technology
The universal adoption of Chromebooks has empowered all students with consistent access to grade-level appropriate instructional software and curriculum aligned with the Common Core. The establishment of a technology checkout system ensures that all students have the necessary tools to develop, edit, and publish high-quality, Common Core-aligned assignments, fostering digital literacy and equitable access to technology. The implementation of student body cards and IDs has enhanced campus safety and security.

1.4 / 1.5 / 1.10 Intervention teacher(s), behavior management assistant for specialized academic interventions and low teacher-to-student ratio. Academic intervention teachers were maintained, focusing on students needing additional support in Math and ELA. Overall, the Implementation demonstrated improved ELA performance among socioeconomically disadvantaged students and English Learners in Special Education.

1.6 / 1.11 Curriculum and Professional Development

The weekly collaborations and Professional Development for teachers and paraprofessionals, focused on California Standards instruction, curriculum alignment, student outcome data (engagement, attendance, NWEA MAP), and course access (including A-G expansion, career pathway development, and ROP partnership), have enhanced instructional capacity and ensured a cohesive and aligned educational experience for all students.

1.7 / 1.9 Data support
Academic plans(CGI), behavior intervention(504), and attendance(SART), entered into the collective system for access to all educators. ParentSquare has significantly improved communication with parents/guardians, fostering stronger home-school connections. Our intensified efforts in collecting and analyzing attendance and chronic absenteeism data have enabled us to identify early indicators of potential disengagement, allowing for timely and targeted interventions. The consistent monitoring of data displays, metrics, assessment reports, and transcripts provides a comprehensive understanding of student progress and areas needing support.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

In general the actions implemented under Goal 1 were effective in supporting student achievement and progress toward key outcomes. Evidence of effectiveness includes the increased percentage of SWD students making progress towards English Language Proficiency, improving ELA CAASPP performance by reducing the distance from standard by 5.9%, and in math by 17.4%. We also saw a 24.8% increase in the number of students who completed an A-G course. While the overall cohort graduation rate for all students declined (17%), the supports in place have provided a solid foundation for ongoing growth and improvement. SCOE used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – In Progress; 3 – Met.

The actions outlined in Goal One helped make progress towards the LEA’s goal:
Action(s): 1.1 Assessment
Effectiveness of Action(s): 3
Metric(s): 1.21
Analysis Statement: This action supported the academic achievement and support of all students in the analysis of course placement, targeted academic interventions, and improving instructional delivery. NWEA Map results from all three sites saw a decline in students who performed in the lowest bands in both Math and English.

Excel
Math: 23% decline in students who tested in the lowest performance band

Read: 17% decline in students who tested in the lowest performance band
JCS
Math: 3.39% decline in students who tested in the lowest performance band
Read: 5.66% decline in students who tested in the lowest performance band
SCIS
Math: 38.8% decline in students who tested in the lowest performance band
Read: 25% decline in students who tested in the lowest performance band

Action(s): 1.2 / 1.8 Enrichment
Effectiveness of Action(s): 3
Metric(s): 1.10 /1.16
Analysis Statement: This action targets access to enriching experiences like arts programs, STEM workshops, sports, and educational outings. Providing these vital opportunities helps bridge the equity gap, fostering critical thinking, creativity, and self-confidence, leading to a 266.667% increase in students taking one semester of a college class. and a 160% increase in students taking two semesters of college.

Action(s): 1.3 / 1.12 Technology
Effectiveness of Action(s): 3
Metric(s): 1.2, 1.3
Analysis Statement: 100% of students have access to standards-aligned instructional materials. This access has increased A-G course options and expanded vocational course access, resulting in more students receiving certifications.

Action(s): 1.4 / 1.5 / 1.10 Staffing for specialized academic interventions.
Effectiveness of Action(s): 3
Metric(s): 1.2, 1.3
Analysis Statement: Maintaining intervention teachers was effective. Students demonstrated growth in academic achievement metrics. Evidence of effectiveness includes a reduction of students who were testing in the lowest bands of the NWEA map across all three sites. Improvement in CAASPP Math scores and CAASPP ELA for students with disabilities, despite the challenges of a high-need student population.

Action(s): 1.4 / 1.5 /1.6 / 1.11 Curriculum and Professional Development
Effectiveness of Action(s): 3
Metric(s): 1.1 / 1.4
Analysis Statement: Curriculum alignment and professional Development for teachers and paraprofessionals, focused on California Standards instruction, curriculum alignment, student outcome data (engagement, attendance, NWEA MAP), and course access (including A-G expansion, career pathway development, and ROP partnership), have enhanced instructional capacity and ensured a cohesive and aligned educational experience for all students. 100 percent of teachers participated in professional development, as seen in metric 1.5, as well as 100% of observations, including standards-based instruction.

Action(s): 1.7 / 1.9 DATA Support
Effectiveness of Action(s): 3

Metric(s): 1.5
Analysis Statement: Our focused efforts in collecting and analyzing attendance and chronic absenteeism data have enabled us to identify early indicators of potential disengagement, allowing for timely and targeted interventions. The consistent monitoring of data displays, metrics, assessment reports, and transcripts provides a consistent understanding of student progress and areas needing support. Allowing school counselors and case managers access to assertive discipline data, absenteeism, and student perception data.

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.

As a result of reflections on the 2024-2025 implementation year, no changes have been made to the planned goal. Baseline District data and student group data added to metric 1.6, to catch additional growth targets.

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	Assessment	Use common assessments (NWEA) for the purpose of determining student need, and designing intervention and credit acceleration with the assistance of a para-educator to monitor learning and success at teacher, site and COE levels.	$3,777.00	No
1.2	Enrichment Activities	Provide enrichment activities (college visits, art exhibits, VAPA performances. on-site electives) in an effort to increase student engagement so historically underserved groups have equitable access	$4,000.00	Yes
1.3	Technology	All students will utilize chrome books to access instructional software and curriculum appropriate to grade level to develop edit and publish common core aligned assignments. Students will have access to tools and technology via a checkout system. Student body cards and IDs printed to increase student safety on campus.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Intervention Teacher	Analyze data to inform instructional decisions and provide English and Math recovery courses to students with identified skills deficits to increase credit attainment.	$103,161.27	No
1.5	Paraprofessionals/Behavior Management Assistants (BMAs)	Paraprofessionals/Behavior Management Assistants will be utilized program-wide in order to provide individual and small-group instructional support to assist students in achieving academic success and to ensure student attendance and participation.	$32,259.00	Yes
1.6	Professional Development	Teachers and paraprofessionals will participate in weekly collaborations and Professional Development that focus on: California Standards instruction (Math, ELA, NGSS, ELD) Curriculum alignment (Math, ELA, NGSS, ELD) Student outcome data (engagement, attendance, NWEA Map) Course Access including expanding A-G courses, development of career pathway curriculum, and ROP partnership	$20,500.00	Yes
1.7	Data- Aeries SIS	Aeries will be utilized as the program's student information system to provide access for school staff and parents/guardians to view student information such as attendance records, grades, and assignments. ParentSquare will be utilized to increase and improve communication with parents/guardians.	$3,653.00	Yes
1.8	Enrichment	Provide students from historically underserved groups equitable access to enrichment activities by providing college visits, art exhibits, VAPA performances. on-site electives.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Data Support	Increase collection of attendance and chronic absenteeism data to support analysis of early indicators of drop out (data displays/metric monitoring/assessment reports/transcript)	$106,119.00	Yes
1.10	Low student to teacher staffing	A low student-to-teacher ratio will be maintained in order to continue to provide a safe and effective learning environment, allowing for specialized instruction, intervention, and Tier 3 support.	$62,793.00	Yes
1.11	Standards based Curriculum	Edgenuity licenses will be renewed to provide students with engaging, grade-level appropriate, and standards-aligned curriculum and intervention to assist students with mastering academic content.	$12,875.00	Yes
1.12	Hardware Updates	Hardware that is more than five years old will be updated to support teaching and learning practices.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe, healthy, and culturally responsive learning environment to enhance students' development, as evidenced by improved parent/guardian support and enhanced school climate and connectedness to increase engagement	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students who enroll in alternative education programs typically have a history of behavioral issues, substance abuse issues, and/or trauma. Due to this, the program has elected to continue to include a school climate goal in the LCAP. According to 2024 LCAP survey results, students indicated the skills they have been learning in school through life skills instruction have been helpful. Providing students with support can increase prosocial behaviors, improve academic achievement, and improve student attitudes toward school. Greater social competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive work and family relationships, better health, and engaged citizenship. A positive school climate provides a foundation for a positive learning environment and can enhance students' abilities to succeed in school. The metrics and action items included in this goal will continue to build upon the progress the alternative education program has made by utilizing a tiered approach to help students become more connected to their individual development. This goal has been identified to support students and adults in building strong, respectful, and lasting relationships and to develop collaborative solutions that lead to personal and community success. The actions and metrics, when grouped together, will help achieve Goal 2 by meeting the indicated need for parent connectedness and engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3(A): Percentage of Parent/Guardian respondents who strongly agree or agree that "families receive	23-24 Number of respondents (41) Strongly Agree: 39% Agree: 51.2%	2024-25 Number of respondents (50) Strongly Agree: 42% Agree: 51.5%		Increase Number of respondents Strongly Agree: 50% Agree: 50%	Percentage point increases: Strongly agree: 7.69% Agree: 0.58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ongoing communication to participate in their students education and engage in school activities." Source: Parent LCAP Survey					
2.2	Priority 3(B): # of professional development sessions offered to staff focused specifically on engaging families of SED, English Learner, or Foster Youth students Source: PD Logs	2023-24 10 Sessions	2024-25 16 Sessions		Maintain a minimum of 10 offerings of professional development sessions offered to staff focused specifically on engaging families of SED, English Learner, or Foster Youth students	Percentage point increase 60%
2.3	Priority 3(C): % of parents/guardians of Students with Disabilities who agree that they are involved in their student's education Source: SEIS	2023-24 100%	2024-25 100%		Maintain 100% of parents/guardians of Students with Disabilities who agree that they are involved in their student's education	No difference
2.4	Priority 5(A)-- Student Engagement Attendance Rates	2022-2023 SCIS: 73% JCS: 99.9% Excel: 90%	2023-24 SCIS: 85.61% JCS: 96.69% Excel: 91.78%		SCIS - 80 % JRF - Maintain Excel: 95%	Percentage point differences: SCIS: (+) 17.2% JCS: (-) 3.21% Excel: (+) 1.97%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS EOY Report					
2.5	Priority 5(B): % of students who are chronically absent (i.e., have missed 10% or more school days throughout the school year) Source: Dashboard	2022 - 2023 ALL 21.1% SED 17.6%	2023 - 2024 ALL 44.8% SED 46.4%		Decrease by 2% annually for ALL student groups ALL 20.6% SED 17.2%	Percentage point differences: ALL (+)23.7 SED (+)28.8
2.6	Priority 5(C) --Student Engagement Middle School Dropout Rate Source: Aeries SIS Source: Dataquest	2022-23 0%	2023-24 0%		Maintain 0% drop out rate	No difference
2.7	Priority 5(D)-- Student Engagement High School Dropout Rate Source: Dataquest	2023-2024 ALL 23.5%	2024-25 ALL 37%		Decrease by 2% annually	(+) 13.5 percentage points
2.8	Priority 5(E) -- Student Engagement Graduation Rate as determined by DASS	2023 Dashboard All Students 1-Year Graduation Rate 87.5%	2024 Dashboard All Students 1-Year Graduation Rate 63.6%		All Students 1-Year Graduation Rate 89.5%	Percentage point differences: All Students 1-Year Graduation Rate -23.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	one year graduation rate and Cohort Rate Source: CA Dashboard/DASS Alt. Rpt	Socio-Economically Disadvantaged 1-Year Graduation Rate 88.6% White 1-Year Graduation Rate 89.3% Cohort Graduation Rate 76.6%	Socioeconomically Disadvantaged 1-Year Graduation Rate 61.3% White 1-Year Graduation Rate 63.6% Cohort Graduation Rate 63.6% SED 65.9%		Socioeconomically Disadvantaged 1-Year Graduation Rate 90.6% White 1-Year Graduation Rate 91.3% Cohort Graduation Rate 78.6%	Socioeconomically Disadvantaged 1-Year Graduation Rate -27.3 White 1-Year Graduation Rate -25.7 Cohort Graduation Rate -13
2.9	Priority 6(A)-- School Climate Suspension Rate Source: Dataquest	2023 SCOE(All schools) .4%	2024 SCOE(All schools) 5.8%		Decrease Suspension Rate by .1%	Percentage point difference +5.4
2.10	Priority 6(B): Student expulsion rate Source: Dataquest	2022-23 0%	2023-24 0%		Maintain zero percent student expulsion rate	No difference
2.11	Priority 6(C): % of students who strongly agree/agree with the statement "I have been taught strategies for coping when things get hard. Coping means to deal	2023-24 Agree 35% Strongly agree 56%	2024-25 Agree 62% Strongly agree 36%		2023-2024 Agree 40% Strongly agree 60%	Percentage point differences: Agree + 27 Strongly agree -20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with and attempt to overcome problems and difficulties. Source: Student survey					
2.12	Priority 6(C): % of students with favorable response (Domain Relationships) "My teachers care about me" Source: Student survey	2023-24 SCIS Agree: 22% Strongly agree: 75% JCS Agree: 33% Strongly agree: 57% Excel Agree: 20% Strongly agree: 50%	2024-25 SCIS Agree: 31% Strongly agree: 66% JCS Agree: 11% Strongly agree: 44% Excel Agree: 20% Strongly agree: 47%		SCIS Agree: 24% Strongly agree: 77% JCS Agree: 35% Strongly agree: 59% Excel Agree: 22% Strongly agree: 52%	Percentage point differences: SCIS Agree +11 Strongly agree -9 JCS Agree -22 Strongly agree -13 Excel Agree - no change Strongly agree -3
2.13	Priority 6(C): % of students with favorable response (Domain Relationships) "I feel safe on my school campus" Source: Student survey	2023-24 Agree: 17% Strongly agree: 73%	2024-25 Agree: 40% Strongly agree: 52%		Agree: 20% Strongly agree: 75%	Percentage of change: Agree (+) 135% Strongly agree (-) 28.7%

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.

During the 2024–25 school year, the Shasta County Office of Education (SCOE) successfully implemented Goal 2 actions to support the academic achievement of all students, with a specific focus on foster youth, English Learners, low-income students, students with disabilities, and other at-risk populations. Actions were carried out as planned and included foster youth support services, professional development for teachers of English Learners, specialized school staff to assist students with academic and social-emotional needs, and targeted academic intervention in Math and English. The School Attendance Review Teams were combined with Positive Behavior Intervention supports to consistently address graduation rates and college and career readiness metrics.

Overall, the implementation of Goal 2 was consistent with the planned actions outlined in the LCAP. There were no substantive differences between the planned actions and their actual implementation. The primary challenge continues to be addressing persistent academic gaps among subgroups with high mobility and a history of school failure, particularly in Math and ELA performance. However, notable successes included increased student progress toward English Language Proficiency in NWEA Map progress and improved ELA performance for socioeconomically disadvantaged students and students in Special Education. , demonstrating the effectiveness of targeted supports.

2.1 / 2.2 /2.7 /2.9 Guidance and Counseling and Mental health and wellness
SCOE implemented the planned action by providing targeted support services, including dedicated case management and academic counseling. Implementation focused on supporting the academic achievement and social-emotional needs of students, ensuring more stable school placement and improved graduation outcomes. SCOE implemented the articulated goal by access to enriching experiences like arts programs, STEM workshops, sports, and educational outings can be limited. Providing these vital opportunities helps bridge the equity gap, fostering critical thinking, creativity, and self-confidence. Students participated in Community College visits, University, Game of life, and career fairs on campus.

2.3 Professional Learning and Coaching
Teachers have the necessary tools to develop, edit, and publish high-quality, Common Core-aligned assignments, fostering digital literacy and equitable access to technology. The implementation of learning platforms for delivery of instruction has increased our engagement, Access to lessons and differentiation for students needing additional support in Math and ELA supported the acceleration of academic deficiencies.

2.4 Safety Software
Intervention teacher(s), behavior management assistant for specialized academic interventions and low teacher-to-student ratio. Overall, the Implementation demonstrated improved ELA performance among socioeconomically disadvantaged students and English Learners in Special Education.

2.5 / 2.6 / 2.8 Attendance Oversight & Monitoring
Academic plans(CGI), behavior intervention(504), and attendance(SART), entered into the collective system for access to all educators. ParentSquare has significantly improved communication with parents/guardians, fostering stronger home-school connections. Our

intensified efforts in collecting and analyzing attendance and chronic absenteeism data have enabled us to identify early indicators of potential disengagement, allowing for timely and targeted interventions. The consistent monitoring of data displays, metrics, assessment reports, and transcripts provides a comprehensive understanding of student progress and areas needing support.

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 very minor material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services as seeen in action 2.4 regarding safety software. This denotation of expenditure was a total amount for all student programs, when in actuality should have been only noting the planned spending amounts for JCS due to other funding sources being allocated for SCIS and Excel.

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

In general the actions implemented under Goal 2 were effective in supporting student achievement and progress toward key outcomes. Evidence of effectiveness includes the increased percentage of SWD students making progress towards English Language Proficiency, improving ELA CAASPP performance by reducing the distance from standard by 5.9%, and in math by 17.4%. We also saw a 24.8% increase in the number of students who completed an A-G course. While the overall cohort graduation rate for all students declined (17%), the supports in place have provided a solid foundation for ongoing growth and improvement. SCOE used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – In Progress; 3 – Met.

The actions outlined in Goal 2 helped make progress towards the LEA's goal:
Action(s): 2.1 / 2.2 / 2.9
Effectiveness of Action(s): 2
Metric(s): 2.4 /2.8 / 2.10
Analysis Statement: This action supported access to counseling support and transcript analysis of all students. All students received grade-level lessons on highschool 101, FAFSA, and CGI.

Action(s): 2.3 / 2.7
Effectiveness of Action(s): 3
Metric(s): 2.2 / 2.3 / 2.11 / 2.13
Analysis Statement: Staff have participated in de-escalation trainings to support and assist in creating engaging learning environments and assist in students with behaviors or interventions so they may acccess first best instruction.

Action(s): 2.4
Effectiveness of Action(s): 2
Metric(s): 2.13

Analysis Statement: Technology continues to be a focus to provide engaging instruction and delivery of A-G classes, CTE offerings, and personalized instruction. Although budgeted for additional screens and tablets for juvenile court school students, alternative funding sources were utilized and tablets were not purchased do to concerns with outside student access.

Action(s): 2.5/ 2.6 / 2.8
Effectiveness of Action(s): 3
Metric(s): 2.1 / 2.3 / 2.5 / 2.8
Analysis Statement: Streamlining support services and enhancing communication, by use of a dedicated data analyst and data team. This team ensures efficient enrollment, data management, assessment, analysis, and direct parent contact, ultimately increasing transition supports and reducing credit deficiency.
Every school counselor and teahcer has access to transcript for academic guidance and behavior data to align supports through a multi-tiered system. This ensures that both students and parents/guardians are well-informed about graduation requirements, transition opportunities, community resources, and student progress towards their academic and career goals.

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.

As a result of reflections on the 2024-2025 implementation year, no changes have been made to the planned goal, target outcomes, or actions for the coming year from reflections on prior practice.. however, some metrics have been updated to include SED student groups.

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	Mental health and wellness	Mental health clinician will consult and collaborate with school personnel and paernts to promote a school environment that is responsive to the needs of students, and provide counseling and other related services to support the needs of students and their families.	$257,445.00	No
2.2	Guidance and Counseling	Provide students access to mental health awareness and social emotional learning curriculum delivered through a multi-tiered system of support to increase student engagement. Develop sensory spaces to support de-escalation and promote student and staff wellness.	$147,768.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Professional Learning and Coaching	Provision of a content area expert in the area of Trauma Informed Practices, de-escalation and social emotional learning to provide training and support in development and implementation of restorative practices. Content area expert will provide strategies for multi tiered supports to support our Special Education, Alternative Education, Foster Youth and English Language Learners.	$10,000.00	Yes
2.4	Safety Software	Increase online safety software and monitoring to promote a safe learning environment and academic integrity	$2,290.00	Yes
2.5	Attendance Oversight & Monitoring	Provide oversight of School Attendance Review Teams (SART) and Postive Behavior Intervention System(PBIS). Implement and monitor systems to ensure that students with attendance problems are identified as early as possible to provide appropriate support and intervention services to both students and parents, especially those parents of Foster Youth, English Language Learners, Socio-Economically Disadvantaged students, and students with exceptional needs.	$44,045.00	Yes
2.6	Data Support	A data analyst and an administrative team will be assigned to the programs for provision of streamlined enrollment, data entry, assessment, analysis and data monitoring, and ease of direct parent contact to increase transition supports and decrease credit deficiency.	$24,581.00	No
2.7	Guidance and Counseling	Provide all students access to a school counselor for academic guidance and social-emotional learning delivered through a multi-tiered system of support. This will help us to increase both student and parents/guardians awareness of graduation requirements, transition opportunities, community resources, as well as monitoring student progress towards established academic and career goals.	$126,149.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	School Connectedness	Students will be provided academic planners and learning materials specific to each school site and its mascot to foster a sense of community among students.	$1,500.00	No
2.9	Parent Engagement	Outreach opportunities and parenting classes will be offered to parents/guardians in order to increase parent/guardian engagement.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Countywide, SCOE will implement the coordination of services to ensure that services for expelled youth are provided in cooperation with local districts with the goal of decreasing expulsion and suspension and ensuring expelled students have access to appropriate programs.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Every three years, each county superintendent of schools, in conjunction with superintendents of the school districts within the county, are required to develop a plan for providing educational services to all expelled pupils in that county and to submit the plan to the State Superintendent of Public Instruction, per California Education Code Section 48926. The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board. The actions for Goal 3 will sustain the progress exemplified by the related metrics by continuing to collaborate with districts to develop effective systems for placing expelled youth and by being a point of contact for districts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students expelled in Shasta County	SY 2022-23 0.05%	2023-24 0.05%		Maintain expulsion rate less than 2%	No difference
3.2	Number of students county-wide being referred to SARB	SY 2023-24 230 SARB referrals processed countywide	2024-25 183 SARB referrals processed to date		88 students or less referrals processed countywide	Decrease of 47 referrals
3.3	Number of coordination meetings with expelled youth work group	SY 2024-25 4 meetings	SY 2024-25 4 meetings		Meet quarterly or at least 4 times each year	No difference

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 and monitoring of the current countywide expulsion plan (2024-2027) is an ongoing action. Evidence of effectiveness includes the number of coordinated meetings that took place during the school year. Ratings were based on the analysis of the action occurring. Rating scale (lowest to highest): 1- Not Effective; 2- In Progress; 3- Met.

Action: 3.1
Effectiveness of Action: 3
Metric: 3.3
Analysis Statement:
The Superintendent formed a work group this year, inviting interested district superintendents and SCOE staff involved in alternative education programs. The group's primary objective was to identify and better understand the needs and services for expelled youth in grades 7-12. Currently, our COE doesn't offer this service and has coordinated the plan based on programs available across the county. This workgroup met four times and has been instrumenting in directly informing the strategic direction for services and the plan. A success was participation from district superintendents. A significant challenge in launching a program in the absence of physical space to house it.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The coordinated meetings with SCOE and LEAs were effective in facilitating the exchange of ideas and resources, and in exploring county and statewide programs and options. These initial discussions were a crucial step and mark the beginning of a larger effort with further work needed in this area.

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.

As a result of reflections on the 2024-2025 implementation year, an additional metric has been added to this goal to more appropriately reflect and align with the COE's role in the coordination of expelled youth services.

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	Developing, implementing and monitoring of Countywide Expulsion Plan	The executive director will coordinate with district leads and participate in county-wide meetings to update the three-year Countywide Expulsion Plan. This plan will be implemented and monitored annually.	$3,335.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	SCOE will coordinate services for all foster youth residing in Shasta County in accordance with Education Code and review the plan annually for changes.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal aims to maintain the level of coordination of services for Foster Youth (FY), a highly vulnerable and academically underperforming group in Shasta County and throughout California. Foster youth consistently rank as one of lowest performing student groups across nearly all educational outcome indicators and Dashboard metrics.

The SCOE Foster Youth Services Coordinating Program is dedicated to improving these through enhanced coordination and collaboration of services. This includes increasing communication between Child Welfare agencies and Local Education Agencies (LEAs), identifying needs, and working collectively to support foster students.

The actions outlined in Goal 4 will sustain the progress by supporting LEA liaisons. This involves developing efficient systems for information reporting and serving as a central point of contact for districts, which is especially crucial given that foster youth often attend multiple schools during their academic careers. Coordinated efforts from service and support teams will help to ensure a more seamless transition to a new school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 10(a): Working with the county Child Welfare Agency to minimize changes in school placement. Percentage of foster youth district liaisons	23/24 100% of foster youth district liaisons had access to professional development opportunities and training materials.	24/25 100% of foster youth district liaisons had access to professional development opportunities and training materials.		Maintain 100% of Foster Youth district liaisons with access to professional development opportunities and technical	Maintained at 100%. No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that will have access to professional development opportunities to receive legislative updates, develop awareness of inter-agency systems, policy and procedure development and supports for foster youth as measured by attendance at quarterly/annual trainings.				assistance in each year.	
4.2	Percentage EAC (Executive Advisory Council) members engaging in strategies to improve the educational outcomes of foster youth as monitored by participation in focus groups and needs assessments.	23/24 100% of EAC members participated in focus groups and 100% participated in the annual needs assessment.	24/25 100% of EAC members participated in focus groups and 100% participated in the annual needs assessment.		100% of EAC members participate in focus groups and 100% participate in the annual needs assessment.	Maintained at 100%. No difference from baseline
4.3	Priority 10(b): Providing education-related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports Priority 10(c): Responding to requests from the juvenile court for information and	23/24 SCOE participated in 100% of IPC meetings, 95% of ILT meetings, & 100% of CSEC MDTs.	24/25 SCOE participated in 100% of IPC meetings, 100% of ILT meetings, & 95% of CSEC MDTs.		SCOE participate in 100% of IPC meetings, 100% of ILT meetings, & 100% of CSEC MDTs.	IPC -maintained at 100%) ILT -increase of 5 percentage points CSEC- decrease 5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	working with the juvenile court to ensure the delivery and coordination of necessary educational services, Percentage of annual interagency case planning meetings attended by SCOE representatives. Case planning meetings include the Interagency Placement Committee (IPC), AB 2083 Interagency Leadership Team (ILT), & CSEC Multi-Disciplinary Team (MDTs), as measured by the quarterly report to Shasta County HHSA.					
4.4	Countywide foster youth chronic absenteeism rate as reported by DataQuest.	22/23 29.1% countywide foster youth chronic absenteeism rate as reported by DataQuest.	23/24 26.2% countywide foster youth chronic absenteeism rate as reported by DataQuest.		Decrease by 3% the countywide foster youth chronic absenteeism rate to 28.2%	Decrease of 2.9 percentage points.
4.5	Priority 10(d): Establishing a mechanism for the efficient expeditious transfer of health and education records and health and education passport.	23/24 88.2% completion rate for graduating seniors.	24/25 80% completion rate for graduating seniors.		90% completion rate for graduating seniors.	Decrease by 8.2 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	countywide foster youth FAFSA/CDAA completion as reported by the annual FYSCP FAFSA challenge.					

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.

In general, the actions under Goal 4 were effective in coordinating services for all foster youth in Shasta County. These actions focused on strengthening partnerships between our districts and agencies to better serve foster youth through coordinated services and resource. Ratings were based on analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1- Not Effective; 2- In Progress; 3- Met

The actions outlined in Goal 4 helped to coordinate services and resources for foster youth county-wide:
Action(s): 4.1 / 4.2 / 4.3 / 4.5 / 4.6
Effectiveness of Action(s): 3
Metric(s): 4.1 / 4.2 /4.3
Analysis Statement: While our engagement with districts has increased, we continue to face the challenge of securing consistent district liaisons dedicated to foster youth support. Despite this, improved coordination across SCOE departments has enhanced district connections, leading to greater engagement and better integrated services for foster youth. Participation rates at various coordination and interagency meetings were 95-100%, including EAC meetings with a 100% participation rate.

Action(s): 4.4
Effectiveness of Action(s): 3
Metric(s): 4..4 / 4.5
Analysis Statement: This year, the FAFSA completion rate was impacted by two graduating seniors who did not complete it because they were not interested in post-secondary education. However, each senior attended a meeting three times during the year on their post-secondary goals. A significant highlight is the decrease in the chronic absenteeism rate across our county.
The action, 4.4 of educational case management, has been effective in helping to identify students who need additional support or services.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Each of the actions have been effective in making progress toward the goal. The annual survey and needs assessments provided to the district liaisons and EAC members provided positive feedback about the supports and meetings and are instrumental in planning next year's meetings to continually address updates and emerging needs or requests.

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.

There is consideration to revise metric 4.5 to include that 100% of seniors participate in post-secondary goal meetings three times a year.

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	Information sharing	Monitor local policy/procedures and data infrastructure necessary to support and monitor educational success, including efficient transfer of health and education records and the health and education passport. 1. Work with CDE, districts and county child welfare and probation agencies to obtain, share and analyze data to accurately identify foster youth and track progress on all required metrics. 2. Maintain and monitor MOUs with probation, HHSA and district agencies to increase graduation rates and reduce school transfer rates.	$119,794.87	No
4.2	District liaison professional learning	Ensure foster youth liaisons (Ed Code 48853.5) and district level oversight staff have access to knowledge, and resources to meet the needs of foster youth. 1. Train and support district liaisons and district level oversight staff to	$123,847.50	No

Action #	Title	Description	Total Funds	Contributing
		ensure district and school site staff are informed about and implement all laws and district policies affecting foster youth. 2. Monitor services provided to foster youth at the district level to ensure: • All foster youth have access to necessary education services. • To reduce school transfers and ensure foster youth are transported to their school of origin when in their best interest, including facilitating transportation. • Ensure priority access for foster youth to receive district level tutoring and other academic and social/emotional supports, afterschool and summer enrichment programs, and extracurricular activities.		
4.3	Interagency partnerships/leveraging funds	Maintain and annually update the established Contract between SCOE and Health and Human Service Agency for information sharing and coordination of educational services and transportation services for school of origin.	$0.00	No
4.4	Educational case management	Assure students have access to social-emotional and academic support. Request academic and behavioral reports from schools quarterly for all foster youth. Work with social workers, counselors, and other stakeholders to identify foster youth in need of additional supports. Identify available supports provided by the district and or other community-based agencies/organizations. Help youth and stakeholders navigate the referral process, follow up with service providers to ensure access, and obtain progress reports.	$164,722.42	No
4.5	Coordination of Executive Advisory Council.	SCOE will coordinate and facilitate a foster youth Executive Advisory Council to ensure coordination and collaboration between county districts and inter-agency collaborative partners.	$31,224.57	No

Action #	Title	Description	Total Funds	Contributing
4.6	Coordination of preschool services.	SCOE will coordinate preschool services for Shasta County jurisdiction foster youth, including attendance at Child and Family Team (CFT) meetings for 3-5 year olds and through expediting the At Risk Youth Preschool Referral to ensure timely and appropriate placement in eligible state preschool programs.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Over the course of the 3-year LCAP cycle, by expanding opportunities for College and Career Readiness through Career Technical Education and career exploration lessons, Socio-Economically Disadvantaged (SED) student groups in alternative education programs, including SCIS, will demonstrate an annual increase in College and Career Readiness, graduation rates, and an annual decrease in chronic absenteeism as measured by an analysis of data relating to pupil achievement, pupil engagement, and school climate through action items that enhance instructional supports for teachers and staff, provide individualized strategies for improving student behavior and attendance, and increase opportunities for College and Career Readiness through Career Technical Education. Recruitment of appropriately credentialed teachers in specific content areas, including special education and CCI, continues to be a challenge.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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.

All three SCOE programs are eligible for Equity Multiplier funding. Based on the results of the 2023 California School Dashboard, the following student groups and schools received the lowest performance level on the applicable state indicators:

Shasta County Special Education
- Chronic Absenteeism: ALL, Socio-Economically Disadvantaged (SED) and Students with Disabilitiesm (SWD)

-- 33.3% ALL
-- 30% SED
-- 33.3% SWD

Juvenile Court School
-- No performance indicators

Shasta County Independent Study:
- College and Career Indicator: ALL and Socio-Economically Disadvantaged

-- All students 6.5 % prepared
--SED students 6.8% prepared

Based on the results of the 2024 California School Dashboard, the following student groups and schools received the lowest performance level on the applicable state indicators:
Independent Study Student Groups Report 2024 DB: Grad (SED), ELA and Math (All), CCI (All and SED)
Juvenile Court Student Groups Report 2024 DB: No reds
Special Education Student Groups Report 2024 DB: Chronic (All, SED and SWD).

Progress on graduation rates for JCS and SCIS are being measured in Goal 2, metric 2.8.

Discussions were held to determine the appropriate use of funds based on dashboard data to support the student groups listed above. Input focused on goal development in the area of career technical education and vocational skills. Partners felt that this focus would increase student motivation and interest to support a reduction in chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 4(D) -- The number of CTE or Career Exploration courses successfully completed for credit Source: Aeries SIS (JCS)	2022-23 ALL: 39 SED: 34 SWD: 5	2024-25 ALL: 44 SED: 34 SWD: 10		Increase number of CTE and/or Career Exploration completed courses for credit annually by 5 courses for each reported student group ALL: 44 SED: 39 SWD: 10	All: Increase of 5 SED: No change SWD: Increase of 5
5.2	Priority 5(B) – All/Socio-Economically Disadvantaged/SWD chronic absenteeism rates for Shasta County Special Education	2022-23 ALL: 21.1% SED: 17.6% SWD: 33.3%	2023-24 ALL: 41.3% SED: 41.0% SWD: 34.3%		5% decline in chronic absenteeism over 3 year cycle for each reported student group ALL: 20%	Percentage point increase for all groups: All : 20.2% SED: 23.4% SWD: 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard				SED: 16.8% SWD: 31.6%	
5.3	Priority 6(B) -- Suspension rates for all schools Source: California School Dashboard	2022-23 ALL: 0.4% SWD: 1.7%	2023-24 ALL: 2.5% SWD: 10.3%		Maintain All student suspension rate. Decrease SWD suspension rates by 1% ALL: 0.4% SWD: 1.67%	Percentage point increase for all groups All: 2.1% SWD: 8.6%
5.4	Priority 8 – Pupil Outcomes SCIS Socio-Economically Disadvantaged group College and Career Readiness rates for JCS and SCIS. Source: California School Dashboard	2022-23 ALL: 6.5% SED: 6.8%	2023-24 ALL: 6.5% SED: 7.1%		Increase College and Career Readiness rates by 5% for each reported group ALL: 6.8% SED: 7.1%	All: No change SED: 0.3% percentage point increase

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.

During the 2024–25 school year, the Shasta County Office of Education (SCOE) successfully implemented Goal 5 actions to support the academic achievement of all students, with a specific focus on foster youth, English Learners, low-income students, students with disabilities, and other at-risk populations. Actions were carried out as planned and included CTE support services, professional development for teams in instructional leadership, and targeted outreach in college and career exploration.

There were no substantive differences between the planned actions and their actual implementation. The primary challenge continues to be addressing persistent academic gaps among subgroups with high mobility and a history of school failure, particularly in Math and ELA performance. However, notable successes included increased percentage of socio-economically disadvantaged students' College and Career Readiness rates.

5.1 CTE Paxton Patterson
SCOE implemented the planned action by providing targeted support services, including dedicated case management and academic counseling. Implementation focused on supporting the academic achievement and social-emotional needs of students, ensuring more stable school placement and improved graduation outcomes.

5.2 Professional Learning Communities of Practice
Site-Based Instructional Leadership Team Meetings implemented continuous improvement processes to address local problems of practice. This expanded Learning Communities (PLCs) has fostered a collaborative environment where educators regularly share best practices and innovative teaching strategies, directly enhancing the quality of instruction across all classrooms.

5.3 Alternative Education Program Director
This strategic move has allowed us to expand individualized college and career guidance and coaching, encompassing dual and concurrent enrollment, college and career readiness indicators, and robust engagement opportunities for students and their families. Notably, we have prioritized outreach and support for our English Language Learners, Foster Youth, Socio-Economically Disadvantaged students, and Students with Disabilities, ensuring equitable access to these vital resources.

5.4 / 5.5 Expanded Career Exploration / CTE Support
Our students have benefited from expanded exposure to diverse college and career pathways through educational fairs, informational resources brought directly to school sites, and valuable partnerships with industry professionals. We have also successfully expanded Regional Occupation Program (ROP) enrollment and developed dedicated spaces and materials to support high-quality CTE course instruction, enabling students from all our schools to participate in these enriching activities

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.

SCOE experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. These differences were a result of reallocation of other funding for technology purchases. Also transition services were called out as a specific action, but those personnel salaries are accounted for in other funding.

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

The actions implemented under Goal 5 were effective in supporting student achievement and progress toward key outcomes. Evidence of effectiveness includes the increased percentage Socio-Economically Disadvantaged group College and Career Readiness rates. We also

saw a 24.8% increase in the number of students who completed an A-G course. While the overall cohort graduation rate for all students declined (17%), the supports in place have provided a solid foundation for ongoing growth and improvement.

SCOE used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – In Progress; 3 – Met.

The actions outlined in Goal One helped make progress towards the LEA's goal:
Action(s): 5.1
Effectiveness of Action(s): 3
Metric(s): 5.1
Analysis Statement: This action supported the increase in completion of career technical courses successfully completed for credit.

Action(s): 5.2
Effectiveness of Action(s): 3
Metric(s): 5.1 / 5.3 / 5.4
Analysis Statement: This action targets professional development of college and career curriculum and Paxton Patterson kits.

Action(s): 5.3
Effectiveness of Action(s): 3
Metric(s): 5.1 / 5.3 / 5.4
Analysis Statement: Professional development time working with teaching teams on alignment of career units with ELA and Math standards. Development of college and career fair and Game of Life were two new events which increased student access to career exploration.

Action(s): 5.4 / 5.5
Effectiveness of Action(s): 3
Metric(s): 5.1
Analysis Statement: Increase opportunities for enrollment inthe Regional Occupation program, course offering expansion and hands-on lab development

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.

As a result of reflections on the 2024-2025 implementation year, no changes have been made to the planned goal, target outcomes, or actions for the coming year from reflections on prior practice. The metric graduation rates is part of Goal 2 and has been included in the Goal 5 Goal Analysis and monitoring.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	CTE Paxton Patterson	Engage students in authentic problem-based learning experiences using career awareness/exploration/experience kits to discover their interests and aptitudes	$24,118.00	No
5.2	Professional Learning Communities of practice	Professional Learning Community (PLC) training will be provided to instructional staff. PLCs will allow instructional staff to share ideas to enhance their teaching practices and create a learning environment where all students can reach their fullest potential.	$2,000.00	No
5.3	Alternative Education Program Director	Continue to offer and expand Career Technical Education (CTE) opportunities through the provision of Alternative Education Program Director to support individualized college and career guidance and coaching on dual enrollment, concurrent enrollment, college and career readiness indicators, and implementation of career and college engagement opportunities for students and families, with an emphasis on parents of English Language Learners, Foster Youth, Socio-Economically Disadvantaged students, and Students with Disabilities.	$130,433.00	No
5.4	Career Exploration	Students will have opportunities to learn about various college and career options through attending educational fairs and bringing information, resources, and industry partners to all school sites.	$5,000.00	No
5.5	CTE Support	Provide Regional Occupation Program enrollment, develop spaces and provide materials to support CTE course instruction and allow students from all schools to participate in CTE activities.	$21,651.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	SART (School Attendance Reivew Team)	SART will continue to meet every 2 weeks to review student input data, attendance rates, and parent engagement related to improving chronic absenteeism.	$1,000.00	No
5.7	Transition Services	Facilitate career exploration, dual enrollment and concurrent enrollment of Juvenile Court School students to increase credit recovery and college and career readiness rates. Provide additional transition supports for adjudicated students' success in returning to district.	$45,763.00	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
$$331,694	$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
2.688%	0.000%	$0.00	2.688%

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
1.2	**Action:** Enrichment Activities **Need:** Analysis of our data and partner feedback to increase student engagement in an effort to reduce chronic absenteeism rates. **Scope:**	Provide enrichment activities to increase engagement of low income students, foster youth, and English learners. This action will ensure equitable access to enrichment activities (college visits, art exhibits, visual and performing arts (VAPA) performances, and on-site electives). Based on the needs determined by the analysis of our student data and input from our educational partners, our students will benefit from expanded learning opportunities throughout the year.	(1.10)(1.16)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	These actions are being provided on an LEA-wide basis with the expectation that any student with chronic absenteeism or truancy issues will benefit. Due to the higher chronic absenteeism rate of the socioeconomically disadvantaged students, the chronic absenteeism rate for this student group should decrease at a higher rate than the chronic absenteeism rate for all other students.	
1.5	**Action:** Paraprofessionals/Behavior Management Assistants (BMAs) **Need:** Based on behavior data collected and suspension rates, there is a need to increase academic achievement. **Scope:** LEA-wide	Provide individualized instruction, intervention, and acceleration services to students daily. These services will be embedded in regular classroom instruction and supported by behavior management assistants or paraeducators to ensure access and increase overall student achievement. All support staff collect behavior data, provide small group instruction, and individualized instructional support. The intent of these actions is to support the academic needs of unduplicated students with the expectation that all students will benefit. The program expects to see a greater decrease in the percentage of unduplicated students who are not meeting standards when compared to other student groups.	(1.1) (1.4)
1.6	**Action:** Professional Development **Need:** The need to increase academic achievement and social emotional building capacity is based on student data, beginning with our dashboard results and progressing to more	Intentionally designed professional development will be provided to all staff to build capacity in the delivery of standards-based core academic content and to develop trauma-informed teaching practices and classroom environments specifically designed to support our students' social-emotional needs as it relates to learning. As we looked at our student data, beginning with our dashboard results	(1.1) (1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	recent assessment results, there is an identified need for an abundance of attention directed at improving our ELA and mathematics performances. While all of our students are in need of great assistance, we noticed that our Foster Youth and our English Learners (ELA and math below standard) had a significant need for improvement. In addition, in mathematics, our students who are low income had the most significant need for improvement. **Scope:** LEA-wide	and progressing to more recent assessment results, there is an identified need for an abundance of attention directed at improving our ELA and mathematics performances. While all of our students are in need of great assistance, we noticed that our Foster Youth and our English Learners (ELA and math below standard) had a significant need for improvement. In addition, in mathematics, our students who are Socio-Economically Disadvantaged had the most significant need for improvement. The intent of these actions is to support the academic needs of Foster Youth, Socio-Economically Disadvantaged , and our English Learners with the expectation that all students will benefit. The program expects to see a greater decrease in the percentage of unduplicated students who are not meeting standards when compared to other student groups.	
1.7	**Action:** Data- Aeries SIS **Need:** Due to inaccurate data collection impacting monitoring systems essential to addressing the needs of our students, especially our Socio-Economically Disadvantaged , Foster Youth, and English Language Learners. in tracking achievement/College and Career Readiness. **Scope:**	To address these needs we are honing the process of collecting and reporting student data, attendance (more specifically chronic absenteeism data), and academic outcomes for our unduplicated students demonstrated the need for increased data analysis and support. Specifically, will help us develop early warning systems to be able to intervene when a student shows signs of disengagement and possibly dropping out of school. To work upstream and prevent high school dropouts, we will be providing an extensive instruction program that concentrates credit recovery specifically designed with the unique needs of our students in mind.	(1.5)

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
	Schoolwide	These actions are being provided on a school-wide basis with the expectation that any student with chronic absenteeism or truancy issues will benefit. Due to the higher chronic absenteeism rate of the program's unduplicated students, the chronic absenteeism rate for these student groups should decrease at a higher rate than the chronic absenteeism rate for all other students.	
1.8	**Action:** Enrichment **Need:** Based on analysis of our data and partner feedback to increase student engagement in an effort to reduce chronic absenteeism rates. **Scope:** LEA-wide	Provide enrichment activities to increase engagement of low income students, foster youth, and English learners. This action will ensure equitable access to enrichment activities (college visits, art exhibits, VAPA performances, and on-site electives). Based on the needs determined by the analysis of our student data and input from our educational partners, our students will benefit from expanded learning opportunities throughout the year. These actions are being provided on an LEA-wide basis with the expectation that any student with chronic absenteeism or truancy issues will benefit. Due to the higher chronic absenteeism rate of the Socio-Economically Disadvantaged , the chronic absenteeism rate for this student group should decrease at a higher rate than the chronic absenteeism rate for all other students.	(1.10)(1.16)
1.9	**Action:** Data Support **Need:**	To address these needs we are honing the process of collecting and reporting student data, attendance (more specifically chronic absenteeism data), and academic outcomes for our unduplicated students demonstrated the need for	(1.5)

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
	Due to inaccurate data collection impacting monitoring systems essential to addressing the needs of our students, especially our Socio-Economically Disadvantaged, Foster Youth, and English Learners in tracking achievement/College and Career Readiness. **Scope:** Schoolwide	increased data analysis and support. Specifically, will help us develop early warning systems to be able to intervene when a student shows signs of disengagement and possibly dropping out of school. To work upstream and prevent high school dropouts, we will be providing an extensive instruction program specifically designed with the unique needs of our students in mind. These actions are being provided on an school-wide basis with the expectation that any student with chronic absenteeism or truancy issues will benefit. Due to the higher chronic absenteeism rate of the program's unduplicated students, the chronic absenteeism rate for these student groups should decrease at a higher rate than the chronic absenteeism rate for all other students.	
1.10	**Action:** Low student to teacher staffing **Need:** When reviewing data for all students there are a low number of students who are meeting grade-level standards in ELA and mathematics. **Scope:** LEA-wide	To increase academic achievement of unduplicated student groups, maintain a low student-to-teacher ratio to support specialized instruction and intervention, utilize paraprofessionals or BMAs program-wide to provide individual and small group support, utilizing school counselors to create individualized education plans, and providing CTE and career-readiness instructional options for students. As a result, we expect to see increased academic achievement for all students as measured by CAASPP Math and ELA as well as increased percentages of ELs making annual growth in the ELPAC. The intent of these actions is to support the academic needs of unduplicated students with the expectation that all students will benefit.	(1.2,)(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
1.11	**Action:** Standards based Curriculum **Need:** Based on College and Career Readiness indicator on the CA Dashboard, 93.5% of students are not college and career ready **Scope:** Schoolwide	Curriculum supports include implementing a standards-based curriculum with built-in English and mathematics intervention, maintaining Edgenuity liscensing to increase student elective and A-G course options. The intent of these actions is to support the academic needs of Socio-Economically Disadvantaged, foster youth, and English learners with the expectation that all students will benefit. The program expects to see the percent of students earning academic credit in an A-G course increase.	(1.8)
2.2	**Action:** Guidance and Counseling **Need:** Based on analysis of our data and partner feedback to increase student engagement in an effort to reduce credit deficiency. **Scope:** Schoolwide	To support this essential work, we will continue to provide students access to a school counselor for academic guidance and social-emotional learning delivered through a multi-tiered system of support. To help students respond resiliently and achieve the goals that they set for themselves, we will continue to build staff capacity through participation in the county-wide school counselor collaborative and alternative network of practice. The intent of these actions is to support the academic needs of unduplicated students with the expectation that all students will benefit. The program expects to see an increase in the number of unduplicated students who are college and career ready, when compared to other student groups.	(2.4)(2.8)(2.10)
2.3	**Action:** Professional Learning and Coaching **Need:**	Intentionally designed professional development will be provided to all staff to build capacity in the delivery of standards-based core academic content and to develop trauma-informed teaching	(2.2)(2.3)(2.11) (2.13)

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
	As we looked at our student data, beginning with our dashboard results and progressing to more recent assessment results, there is an identified need for an abundance of attention directed at improving our ELA and mathematics performances. While all of our students are in need of great assistance, we noticed that our Foster Youth and our English learners (ELA and math below standard) had a significant need for improvement. In addition, in mathematics, our students who are Socio-Economically Disadvantaged had the most significant need for improvement. In order to address these needs for low-income students, and English Learners, we have increased our support for professional learning, curriculum development, and materials to target efforts at improving our outcomes. **Scope:** LEA-wide	practices and classroom environments specifically designed to support our students' social-emotional needs as it relates to learning. The intent of these actions is to support the academic needs of Foster Youth, Socio-Economically Disadvantaged, and our English Learners with the expectation that all students will benefit. The program expects to see a greater decrease in the percentage of unduplicated students who are not meeting standards when compared to other student groups.	
2.4	**Action:** Safety Software **Need:** Given the safety concerns expressed by all of our educational partners and in consideration of the traumatic backgrounds of many of our students we have increased technology safety support. This will help to support students in their efforts to access the latest in educational technology safely and increase the likelihood of academic success.	To address these needs we will continue training of online safety software and monitoring to promote a safe learning environment and academic integrity. The intent of these actions is to support the academic needs of unduplicated student groups with the expectation that all students will benefit. The program expects to see a greater increase in the percentage of unduplicated students who are not meeting academic standards when compared to other student groups and who respond positively to feeling safe on campus.	(2.13)

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		
2.5	**Action:** Attendance Oversight & Monitoring **Need:** Based on the analysis of state and local data for chronic absenteeism/graduation rates especially those parents of Foster Youth, English Learners, Socio-Economically Disadvantaged students, there is a need to increase attendance supports and oversight. **Scope:** LEA-wide	Due to a wide range of factors, our students often come to our programs with a history of academic and/or social struggles in school environments, often resulting in poor school attendance. This truth creates a unique set of needs that we aim to address through the diligent oversight of our School Attendance Review Team (SART). Our SART will continue to participate in the county-wide trainings to ensure that students with attendance problems are identified as early as possible to provide appropriate support and intervention services to both students and parents, especially those parents of Foster Youth, English Learners, Socio-Economically Disadvantaged students, and Students with Disabilities. These actions are being provided on a LEA-wide basis with the expectation that any student with chronic absenteeism or truancy issues will benefit. Due to the higher chronic absenteeism rate of the program's unduplicated students, the chronic absenteeism rate for these student groups should decrease at a higher rate than the chronic absenteeism rate for all other students. Program's also expect to see an increase in graduation rates for unduplicated student groups.	(2.3), (2.5), 5 (2.3)(2.8)

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.

Shasta County Office of Education has no limited actions

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	$12,341,731	$331,694	2.688%	0.000%	2.688%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$648,037.27	$882,571.36	$21,500.00	$110,696.00	$1,662,804.63	$1,552,791.63	$110,013.00

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	Assessment	All	No			All Schools	SYs 24-27	$0.00	$3,777.00				$3,777.00	$3,777.00	
1	1.2	Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SYs 24-27	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.3	Technology	All	No			All Schools	SYs 24-27	$0.00	$5,000.00				$5,000.00	$5,000.00	
1	1.4	Intervention Teacher	All	No			All Schools	SYs 24-27	$103,161.27	$0.00	$103,161.27				$103,161.27	
1	1.5	Paraprofessionals/Behavior Management Assistants (BMAs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SYs 24-27	$32,259.00	$0.00	$32,259.00				$32,259.00	
1	1.6	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SYs 24-27	$0.00	$20,500.00	$20,500.00				$20,500.00	
1	1.7	Data- Aeries SIS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Juvenile Court School	SYs 24-27	$0.00	$3,653.00	$3,653.00				$3,653.00	
1	1.8	Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SYs 24-27	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.9	Data Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	SYs 24-27	$106,119.00	$0.00	$106,119.00				$106,119.00	

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	1.10	Low student to teacher staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Juvenile Court School	SYs 24-27	$62,793.00	$0.00	$62,793.00				$62,793.00	
1	1.11	Standards based Curriculum	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Juvenile Court School	SYs 24-27	$0.00	$12,875.00	$12,875.00				$12,875.00	
1	1.12	Hardware Updates	All Students with Disabilities	No			All Schools	SYs 24-27	$0.00	$20,000.00			$20,000.00		$20,000.00	
2	2.1	Mental health and wellness	All	No			All Schools	SYs 24-27	$257,445.00	$0.00		$257,445.00			$257,445.00	
2	2.2	Guidance and Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	SYs 24-27	$147,768.00	$0.00	$147,768.00				$147,768.00	
2	2.3	Professional Learning and Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SYs 24-27	$10,000.00	$0.00	$10,000.00				$10,000.00	
2	2.4	Safety Software	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: JCS	SYs 24-27	$0.00	$2,290.00	$2,290.00				$2,290.00	
2	2.5	Attendance Oversight & Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	SYs 24-27	$44,045.00	$0.00	$44,045.00				$44,045.00	
2	2.6	Data Support	All	No			All Schools	SYs 24-27	$24,581.00	$0.00	$24,581.00				$24,581.00	
2	2.7	Guidance and Counseling	All Students with Disabilities	No			All Schools	SYs 24-27	$126,149.00	$0.00	$25,230.00			$100,919.00	$126,149.00	
2	2.8	School Connectedness	All Students with Disabilities	No			All Schools	SYs 24-27	$0.00	$1,500.00			$1,500.00		$1,500.00	
2	2.9	Parent Engagement	All Students with Disabilities	No			All Schools	SYs 24-27	$0.00	$1,000.00		$1,000.00			$1,000.00	

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
3	**3.1**	Developing, implementing and monitoring of Countywide Expulsion Plan	All	No			All Schools	SYs 24-27	$3,335.00	$0.00		$3,335.00			$3,335.00	
4	**4.1**	Information sharing	Foster Youth	No			All Schools	SYs 2024-2027	$119,794.87	$0.00		$119,794.87			$119,794.87	
4	**4.2**	District liaison professional learning	Foster Youth	No			All Schools	SYs 24-27	$123,847.50	$0.00		$123,847.50			$123,847.50	
4	**4.3**	Interagency partnerships/leveraging funds	Foster Youth	No			All Schools	SYs 24-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.4**	Educational case management	Foster Youth	No			All Schools	SYs 24-27	$164,722.42	$0.00		$164,722.42			$164,722.42	
4	**4.5**	Coordination of Executive Advisory Council.	Foster Youth	No			All Schools	SYs 24-27	$31,224.57	$0.00		$31,224.57			$31,224.57	
4	**4.6**	Coordination of preschool services.	Foster Youth	No				SYs 24-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.1**	CTE Paxton Patterson	All Students with Disabilities	No			All Schools	SYs 24-27	$0.00	$24,118.00		$24,118.00			$24,118.00	
5	**5.2**	Professional Learning Communities of practice	All Students with Disabilities	No			All Schools	SYs 24-27	$0.00	$2,000.00	$2,000.00				$2,000.00	
5	**5.3**	Alternative Education Program Director	All Students with Disabilities	No			All Schools Specific Schools: SCIS/JCS/Excel	SYs 24-27	$130,433.00	$0.00		$130,433.00			$130,433.00	
5	**5.4**	Career Exploration	All Students with Disabilities	No			All Schools	SYs 24-27	$0.00	$5,000.00		$5,000.00			$5,000.00	
5	**5.5**	CTE Support	All Students with Disabilities	No			All Schools	SYs 24-27	$18,351.00	$3,300.00		$21,651.00			$21,651.00	
5	**5.6**	SART (School Attendance Reivew Team)	All Students with Disabilities	No			All Schools	SY 24-27	$1,000.00	$0.00				$1,000.00	$1,000.00	
5	**5.7**	Transition Services	All Students with Disabilities	No			Specific Schools: JCS	SYs 24-27	$45,763.00	$0.00	$45,763.00				$45,763.00	

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
$12,341,731	$331,694	2.688%	0.000%	2.688%	$447,302.00	0.000%	3.624 %	**Total:**	$447,302.00
								LEA-wide Total:	$174,597.00
								Limited Total:	$0.00
								Schoolwide Total:	$272,705.00

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	**1.2**	Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
1	**1.5**	Paraprofessionals/Behavior Management Assistants (BMAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,259.00	
1	**1.6**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,500.00	
1	**1.7**	Data- Aeries SIS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Juvenile Court School	$3,653.00	
1	**1.8**	Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.9**	Data Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$106,119.00	
1	**1.10**	Low student to teacher staffing	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Juvenile Court	$62,793.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	School		
1	1.11	Standards based Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Juvenile Court School	$12,875.00	
2	2.2	Guidance and Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$147,768.00	
2	2.3	Professional Learning and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.4	Safety Software	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: JCS	$2,290.00	
2	2.5	Attendance Oversight & Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,045.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,505,190.65	$1,483,892.40

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**	Assessment	No	$3,733.00	3777.00
1	**1.3**	Enrichment Activities	Yes	$5,450.00	6681.00
1	**1.4**	Technology	No	$5,000.00	10350.09
1	**1.5**	Intervention Teacher	No	$82,023.00	127,642.07
1	**1.6**	Paraprofessionals/BMAs	Yes	$21,436.00	26194.84
1	**1.7**	Professional Development	Yes	$4,696.00	24492.00
1	**1.8**	DATA- Aeries SIS	Yes	$3,287.00	2973.00
1	**1.9**	Enrichment	Yes	$5,000.00	0.00
1	**1.10**	Data Support	Yes	$54,694.00	92187.72
1	**1.11**	Teacher Staffing	Yes	$71,975.00	62853.92
1	**1.12**	Edgenuity	Yes	$15,418.00	12875.00

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	1.13	Hardware Updates	No	$20,000.00	0.00
2	2.1	Mental health and wellness	No	$130,243.00	185230.12
2	2.2	Guidance and Counseling	Yes	$116,752.00	115463.98
2	2.3	Professional Learning and Coaching	Yes	$19,888.00	10000.00
2	2.4	Safety software	Yes	$17,000.00	2970.00
2	2.5	Attendance Oversight & Monitoring	Yes	$51,314.00	41505.54
2	2.6	Data Support	No	$22,894.00	22862.77
2	2.7	Guidance and Counseling	No	$257,216.00	104052.94
2	2.8	School Connectedness	No	$5,000.00	0.00
2	2.9	Parent Engagement	No	$15,836.00	0.00
3	3.1	Developing, implementing and monitoring of Countywide Expulsion Plan	No	$2,500.00	3082.98
4	4.1	Information sharing	No	$100,031.21	110989.93
4	4.2	District Liaison professional development	No	$88,279.31	130373.80

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)
4	4.3	Interagency Partnerships/Leveraging Funds	No	$0.00	0.00
4	4.4	Educational Case Management	No	$119,834.71	159423.8
4	4.5	Coordination of Executive Advisory Council.	No	$25,336.42	24860.58
4	4.6	Coordination of Preschool Services.	No	$0.00	0.00
5	5.1	CTE Paxton Patterson	No	$15,000.00	15021.00
5	5.2	Professional Learning Communities of practice	No	$15,000.00	0.00
5	5.3	Alternative Education Program Director	No	$113,575.00	120327.32
5	5.4	Career Exploration	No	$10,000.00	18351.00
5	5.5	CTE Support	No	$30,000.00	49350.00
5	5.6	SART Team	No	$7,500.00	0.00
5	5.7	Transition Services	No	$49,279.00	0.00

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)
370,519.00	$375,079.00	$398,197.00	($23,118.00)	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	1.3	Enrichment Activities	Yes	$5,450.00	6,681.00		
1	1.6	Paraprofessionals/BMAs	Yes	$21,436.00	26,194.84		
1	1.7	Professional Development	Yes	$4,696.00	24,492.00		
1	1.8	DATA- Aeries SIS	Yes	$1,400.00	2,973.00		
1	1.9	Enrichment	Yes	$5,000.00	0.00		
1	1.10	Data Support	Yes	$54,694.00	92,187.72		
1	1.11	Teacher Staffing	Yes	$71,975.00	62,853.92		
1	1.12	Edgenuity	Yes	$15,418.00	12,875.00		
2	2.2	Guidance and Counseling	Yes	$116,752.00	115,463.98		
2	2.3	Professional Learning and Coaching	Yes	$9,944.00	10,000.00		
2	2.4	Safety software	Yes	$17,000.00	2,970.00		
2	2.5	Attendance Oversight & Monitoring	Yes	$51,314.00	41,505.54		

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)
12,793,018	370,519.00	0.000%	2.896%	$398,197.00	0.000%	3.113%	$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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