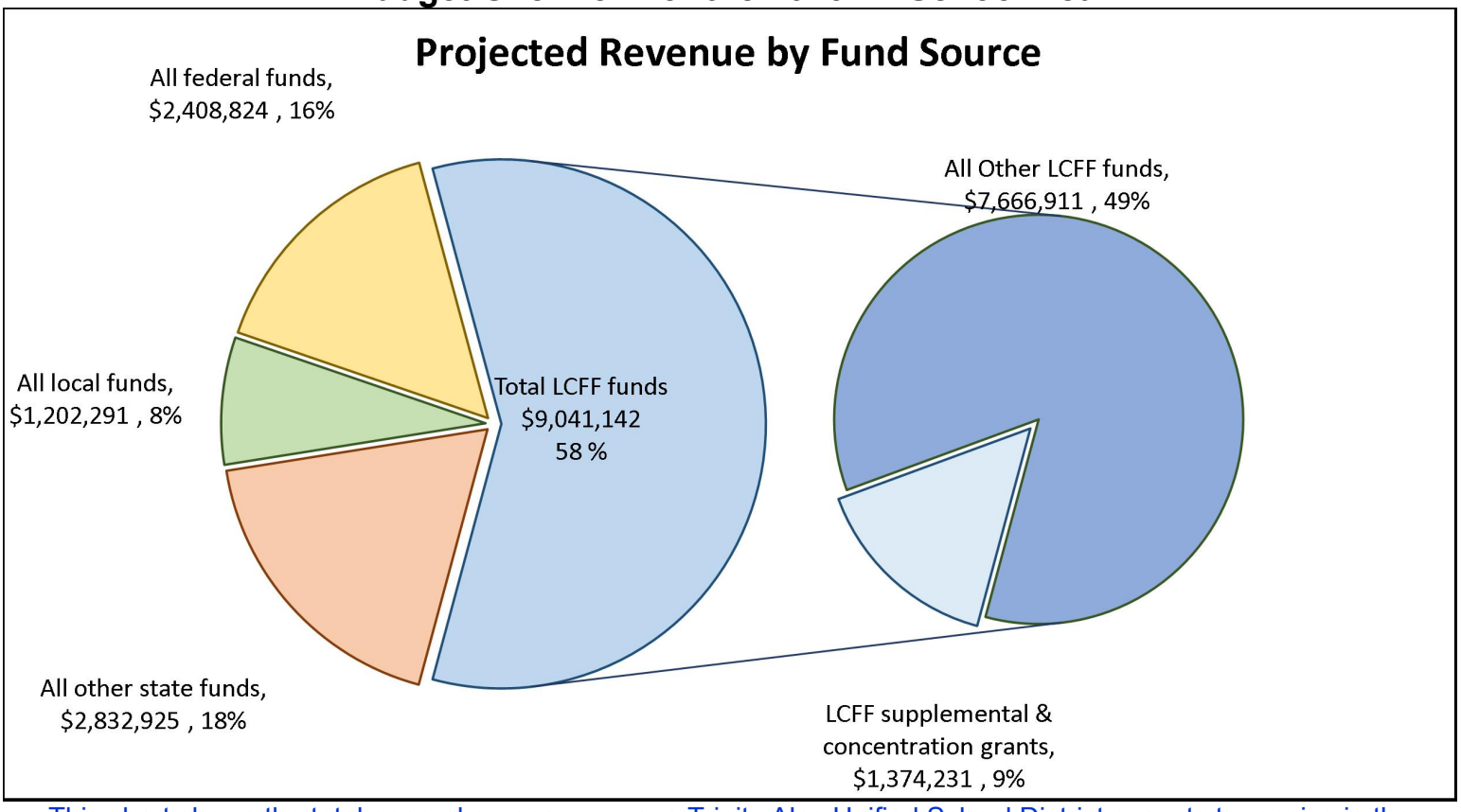
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trinity Alps Unified School District
CDS Code: 53-76513-0000000
School Year: 2026-27
LEA contact information:
Sheree Beans
Superintendent/CBO
sbeans@tausd.org
(530) 623-6104

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

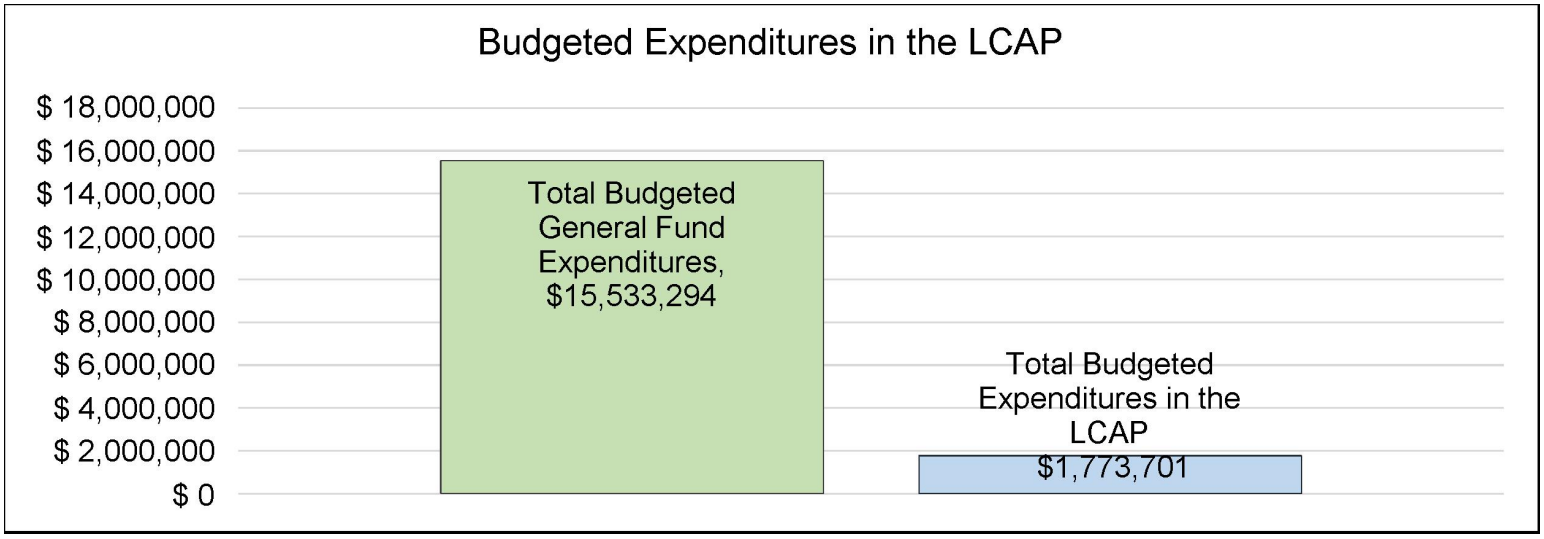


This chart shows the total general purpose revenue Trinity Alps Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trinity Alps Unified School District is $15,485,182, of which $9,041,142 is Local Control Funding Formula (LCFF), $2,832,925. is other state funds, $1,202,291. is local funds, and $2,408,824. is federal funds. Of the $9,041,142 in LCFF Funds, $1,374,231. is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Trinity Alps Unified School District plans to spend $15,533,294 for the 2026-27 school year. Of that amount, $1,773,701 is tied to actions/services in the LCAP and $13,759,593 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

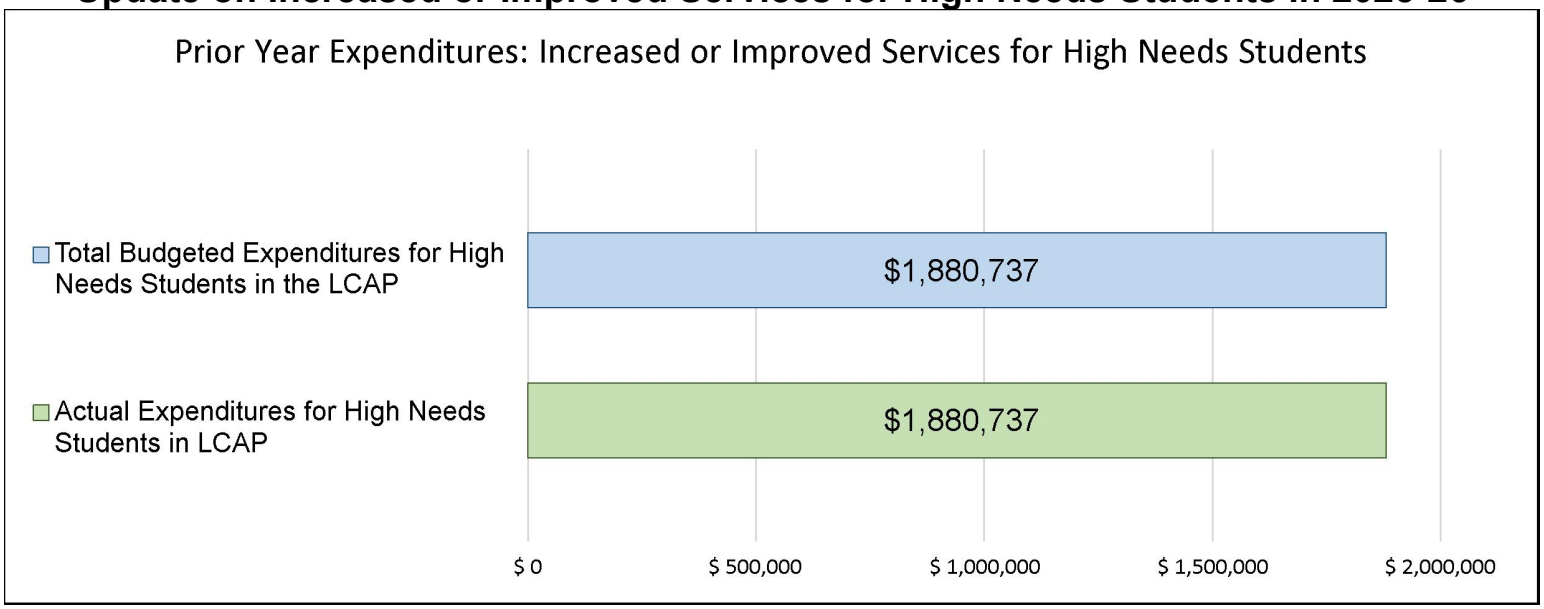
The majority of general fund expenditures are salaries and benefits. The remaining funds are used for materials, supplies, services, etc.

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

In 2026-27, Trinity Alps Unified School District is projecting it will receive $1,374,231. based on the enrollment of Foster Youth, English learner, and low-income students. Trinity Alps Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Trinity Alps Unified School District plans to spend $1,541,514 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Trinity Alps Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trinity Alps Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Trinity Alps Unified School District's LCAP budgeted $1,880,737 for planned actions to increase or improve services for high needs students. Trinity Alps Unified School District actually spent $1,880,737 for actions to increase or improve services for high needs students in 2025-26.

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
Trinity Alps Unified School District	Sheree Beans Superintendent/CBO	sbeans@tausd.org (530) 623-6104

Plan Summary [2026-27]

General Information

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

Trinity County is a beautiful mountainous region located in Northern California between Shasta and Humboldt counties. Trinity Alps Unified School District (TAUSD) is located in the historic town of Weaverville which sits at the base of the Trinity Alps and is surrounded by national forests, wild and scenic rivers, and Lewiston and Trinity lakes. Although opportunities for outdoor recreation abound, the county's population is in slow decline due to its rural location and lack of employment opportunities. Major local employers include the hospital, the Forest Service, and the mill. Although the mill is one of the largest employers in the area, the timber industry is not as vibrant as it once was.

Trinity Alps Unified School District is the largest of 9 small school districts within the county, with an enrollment of approximately 680 students. The district has three school sites including Weaverville Elementary School, Trinity High School, and Alps View Continuation School. There are six independent TK-8 elementary schools from nearby rural communities, which feed into Trinity High School. Not all TAUSD teachers hold clear credentials; however, all are appropriately assigned in the subject area and for the pupils they are teaching. Pupils in the district have sufficient access to standards-aligned instructional materials, and school facilities are maintained and in good repair.

The student population is predominantly White, with approximately 65% of its students considered socioeconomically disadvantaged. Fewer than 1% of students are English Learners or Foster Youth. The ratio of students with disabilities is above the state average. Effects from the COVID-19 pandemic have disproportionately impacted the district's ability to address the needs of these vulnerable student groups. In addition, state and federal economic downturns, a depressed local economy, and the unforeseen cost of black mold eradication within its facilities caused the district to operate with a fiscal deficit during the 2020–2021 school year. The district has worked hard to right itself and is

currently not in a fiscal deficit. In response to these ever-increasing challenges, TAUSD has had to rethink, rebuild, and redesign the educational experiences it provides to ensure equity, access, and opportunity for EVERY student to succeed.

TAUSD does not have any Long Term English Learners nor a significant subgroup of English Language Learners; therefore, State Priorities 2b, 4d, 4e, and 4f do not apply. Trinity Preparatory Academy, grades 6–8, is part of Weaverville Elementary School, TK–8; therefore, State Priority 5c does not apply.

Special Education Program Profile

Trinity Alps Unified School District provides a comprehensive special education program. Education specialists tailor their programs to meet the specific needs of students within grade spans. Weaverville Elementary School has a resource teacher for students in grades K–5 and a resource teacher for students in grades 6–8. Trinity High School has two resource teachers who serve the needs of students in grades 9–12, as well as students enrolled in Alps View. The recent increase in students with ASD has prompted the district to expand its moderate/severe program to provide a Special Day Class. Trinity County Office of Education's SELPA provides guidance and oversight as a support to our district's special education program. The collaborative model includes the following support services when needed: school psychologists, speech and language pathologists and para-educators, a school counselor, an adaptive physical education teacher, as well as contracted physical and occupational therapy services. For students with social-emotional needs, services available to students include educationally relevant mental health services provided by either a school psychologist or a mental health clinician. Mental health clinicians are provided through partnerships with Trinity County Behavioral Health Services.

Foster Youth

The Trinity County Office of Education coordinates all county services for Foster Youth through the positions of Foster Youth Education Coordinator and Foster Youth Services Liaison. They provide support to our Foster Youth, placed both in and outside our county, by helping with transfers, making sure records are moved quickly, and tracking attendance, suspension, expulsion rates, and graduation rates to be sure that they are equal to those of their non-foster peers. They also intervene to refer or provide direct services, including transportation, as needed. The district has its own Foster Youth liaison that works collaboratively with the county liaisons.

Equity Multiplier

Alps View High School is receiving equity multiplier funding to support students that are socioeconomically disadvantaged. This funding is addressed in Goal 3.

Schools qualify to receive this funding if the population during the 2023–24 school year was greater than 70% socioeconomically disadvantaged. Alps View High School qualifies for this funding to support that population of students. Goals and actions are outlined in Goal 3 of this plan.

Reflections: Annual Performance

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

In the California School Dashboard, performance is categorized into color-coded levels (such as Blue, Green, Yellow, Orange, and Red) that show how well a school is performing on various indicators. These indicators measure things like:

Academic performance (e.g., test scores)
Chronic absenteeism
Graduation rates
Suspension rates

After reviewing the CA School Dashboard Data, we have increased in English Language Arts (10.9 points) and mathematics (4.1 points). We will continue to concentrate our efforts in best first instruction and supplement instruction through targeted interventions as it is our goal to have all of our students at or above standard in math and English language arts. Moreover, we will identify and provide additional support to students using data to drive instruction and believe this will result in overall growth for our students.

Chronic Absenteeism remains a concern for the district. While attendance improved following the pandemic, the California School Dashboard shows an increase of 4.1 percentage points during the 2024-25 school year. Student groups performing in the Red performance level include Hispanic students (32.3%), Two or More Races (44.1%), Low-Income students (33.9%), White students (25.2%), and Homeless students (58.3%).The district continues to prioritize attendance by working closely with students and families to identify and address barriers to regular school attendance. Attendance Clerks, Principals, and support staff utilize attendance monitoring, family outreach, and the School Attendance Review Board (SARB) process to establish attendance goals and provide individualized support. Through ongoing communication, relationship-building, and education about the connection between attendance and academic success, the district aims to reduce chronic absenteeism to below 20%, returning to pre-pandemic levels. Attendance improvement will remain a key focus of the district's LCAP and student support efforts.

Suspension data indicates red performance indicator on the CA School Dashboard with 12.4% of all students suspended at least one day. This is an increase of 5.5%. The following student groups in the red performance level are: Hispanic (11.5%), Two or More Races (16.7%), Low Income (15%), Students with Disabilities (16.7%) and White (12%). This data suggests the need to see an alternative suspension as we continue to be in the area of red. This data highlights the need to strengthen proactive supports and reduce reliance on suspension as a primary response to student behavior. During the 2025–26 school year, the district focused on improving implementation of Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, and behavior data collection through SWIS. Staff worked to provide earlier interventions, increase consistency in behavior expectations, and strengthen Tier 1 and Tier 2 supports before behaviors escalate. The district will continue refining these systems, expanding preventative supports, and exploring alternatives to suspension that promote student accountability while keeping students safe and engaged in learning.

Attendance, academic achievement, and student behavior are closely connected. District data and staff observations continue to show that students with poor attendance are more likely to fall behind academically, struggle to build positive relationships with peers and staff, and become disengaged from school. As students miss instruction, gaps in learning grow, making it more difficult for them to experience success in the classroom. This often leads to frustration, avoidance of school, and an increased likelihood of behavioral concerns.

The district recognizes that improving attendance is a shared responsibility among schools, families, and the community. Through MTSS, PBIS, family outreach, attendance monitoring, and early intervention efforts, the district is working to build positive attendance habits, strengthen student connections to school, and ensure students receive the support they need to be successful both academically and behaviorally.

2023 Trinity Alps Unified School District Red Performance Level (We are required to keep these metrics in our plan for the three year cycle although many of our student groups are no longer in the red performance level on the California Dashboard.)

Chronic Absenteeism
All students 30.5%
Homeless students 50%
Students with disabilities 44.9%
Low income students 35.1%
White students 30.5%

Suspensions
Homeless 15.1%

School in the red performance level:

Trinity High School:

English Language Arts
All students: 73.3 points below standard
Low income students: 78.9 points below standard
White students: 82.6 points below standard

Mathematics:
All students: 153.3 points below standard
Low income students: 154.2 points below standard
White students: 156.5 points below standard

Weaverville Elementary School

Chronic Absenteeism
All students 30.5%
Students with disabilities 44.9%
Low income students 35.1%

White students 30.5%

English Language Arts:
Students with disabilities: 110.4 points below standard

Mathematics:
Students with disabilities: 141.9 points below standard

Suspension:
Hispanic students: 7.3%

Learning Recovery Emergency Block Grant (LREBG): TAUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026–27 LCAP year. TAUSD completed an LREBG needs assessment to identify students with the greatest learning recovery needs and the instructional supports needed to address identified learning gaps. Based on the needs assessment, Goal 1, Action 1.12 is funded with LREBG funds and supports professional learning, data-informed differentiated instruction, targeted intervention, and increased instructional capacity through teacher induction, mentoring, internship, and credentialing supports. These strategies are intended to strengthen the district's capacity to provide targeted and small-group instruction for students experiencing learning gaps. The impact of this action will be monitored through Metric 1.1, state ELA and mathematics assessment outcomes, and Metric 1.3, local i-Ready assessment data.

Reflections: Technical Assistance

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

Differentiated Assistance. Based on the California School Dashboard, Trinity Alps Unified School District qualified for Differentiated Assistance due to the performance of multiple student groups in the areas of Chronic Absenteeism and Suspension Rate.

During the 2025-26 school year, Trinity Alps Unified School District received support through consultation and coordination with the Trinity County Office of Education, including meetings with SELPA leadership, program coordination staff, access to professional development opportunities, and recommendations regarding available programs and resources. In addition, the district benefited from the support of Wellness Liaisons and a Social Worker who provided valuable services to students through the Wellness Center, including social-emotional support, small group activities, social skills development, and referrals to outside agencies and community resources.
In collaboration with the Trinity County Office of Education, district and site leadership teams engaged in data analysis to identify root causes contributing to chronic absenteeism and suspension outcomes.

The district has implemented and refined several improvement efforts including:

Expansion of PBIS systems and positive student recognition.
Increased use of SWIS behavior tracking to monitor trends and guide interventions.
Strengthening MTSS processes to ensure earlier intervention and progress monitoring.

Attendance monitoring through SARB processes, family outreach, and attendance recovery opportunities.
Increased collaboration with county partners, SELPA staff, and school administrators through monthly support meetings.
Professional learning focused on Tier 1 instruction, student engagement, behavior supports, and attendance improvement.
Ongoing review of student subgroup data to monitor effectiveness of interventions and adjust services as needed.

While these services have been beneficial, the district continues to experience significant challenges as identified on the California School Dashboard, particularly in the areas of Chronic Absenteeism and Suspension Rate among multiple student groups. Much of the implementation, monitoring, and direct intervention work associated with addressing these indicators has been carried out by site and district staff. As student needs become increasingly complex, particularly among younger students, additional direct technical assistance and specialized support are needed to effectively address the root causes contributing to attendance and behavioral concerns.

The district believes that more intensive, on-site collaboration would strengthen improvement efforts. Specifically, support from professionals with expertise in student behavior, attendance intervention, and multi-tiered systems of support would assist staff in developing sustainable practices and early intervention strategies. Access to on-site behavioral specialists, coaching in evidence-based behavior supports, and research-based attendance interventions would provide greater capacity to address student needs before patterns of chronic absenteeism and behavioral challenges become entrenched.

The district will continue collaborating with county and regional partners while advocating for increased direct services and technical assistance that move beyond program coordination and support implementation at the site level. Given the size of the district and the complexity of student needs, addressing these challenges will require continued partnership and specialized expertise to ensure that all students are provided with the supports necessary for success.

Targeted Support and Improvement (TSI) is a federal accountability designation that identifies schools where one or more student groups are performing significantly below expectations on California Dashboard indicators. A TSI designation does not mean the entire school is underperforming. Rather, it identifies specific student groups that need additional support to improve outcomes.

Trinity High School has been identified for Targeted Support and Improvement (TSI) due to suspension rates for students with disabilities. This designation indicates that the suspension rate for this student group is higher than desired and requires focused attention and improvement efforts.

The purpose of TSI is to ensure that schools closely examine data, identify root causes, engage educational partners, and implement targeted actions to improve outcomes for the identified student group. Through the LCAP process, the district reviews data related to discipline, attendance, academic performance, school climate, and student support systems to determine how best to address identified needs.

To support students with disabilities, the district continues to strengthen Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS), social-emotional learning opportunities, counseling and wellness services, SST processes, behavior

intervention planning, and staff training focused on meeting the needs of diverse learners. The district is committed to reducing suspensions while maintaining safe and supportive learning environments for all students.

While the TSI designation highlights an area requiring improvement, it also provides an opportunity for the district to focus resources, improve systems, and strengthen supports for students with disabilities. The district will continue to monitor progress and work collaboratively with families, staff, students, and community partners to improve outcomes for this student group.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A There were no schools 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	We received feedback through staff surveys during the fall and brainstorm sessions. Staff reviewed local and state data throughout the year, and reviewed past actions and goals in order to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Weekly meetings were held with the staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements to our plan. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Principals and Administrators	We received feedback through staff surveys, School Site Council, and weekly brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results to staff and community. We eliminated ineffective actions and consolidated effective actions. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.

Educational Partner(s)	Process for Engagement
	The administration team meets weekly providing updates and a summary of academic actions taking place on all campuses.
Local School Board	The Governing Board meets monthly and reviews data from surveys, local and state data, feedback from educational partners, and the draft LCAP, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months. Annual presentation of the CA School Dashboard results and the CAASPP results. Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results. Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process. Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 15, 2026 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 17, 2026.
District Bargaining Units	We received feedback through staff, student and parent/community surveys. We also received feedback from School Site Council and staff meetings. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities.

Educational Partner(s)	Process for Engagement
	Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Students	Using student surveys taking place in the fall and spring, School Site Council, and brainstorming sessions during Student Advisory quarterly, we were provided, student feedback to refine and add actions to the plan. Students attend local school board meetings as well as participate on School Site Council meetings and student leadership, ASB, at Trinity High School and Weaverville Elementary School.
Parents	The district participated in a series of Local Control and Accountability Plan (LCAP) engagement meetings facilitated by the Trinity County Office of Education. These meetings provided opportunities for educational partners, including administrators, teachers, classified staff, parents, community members, and county support staff, to review district data, discuss progress toward LCAP goals, and provide feedback on actions and services. We also received feedback from School Site Council held quarterly where the LCAP was a standing agenda item. Throughout the meetings, participants reviewed the eight state priority areas, examined student outcome data, identified areas of strength and need, and discussed strategies to improve student achievement, attendance, school climate, and student engagement. Feedback gathered during these sessions helped inform the development of district goals, actions, and expenditures and ensured that the LCAP reflects the needs and priorities of the students, families, staff, and community served by the district.
Other School Personnel	We received feedback through staff surveys taking place in the fall, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results.

Educational Partner(s)	Process for Engagement
	Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Equity Multiplier Funding Alps View Continuation School staff	Administration met with the staff from Alps View Continuation School to identify actions and metrics for our Equity Multiplier Goal. Student and family surveys were used to provide feedback.
SELPA and County Office Education	The SELPA Director hosts monthly meetings with school administrators to review special education programs, services, compliance requirements, and student support needs. In addition, the County Superintendent of Schools facilitates monthly administrator meetings that provide opportunities for district and site leaders to collaborate, discuss educational priorities, review student outcome data, and share best practices. Feedback is gathered through agendized discussions and collaborative planning sessions. Input from educational partners helps inform district decision-making, strengthen support systems for students, and guide the development and refinement of LCAP goals, actions, and services.

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

Trinity Alps Unified School District engaged a broad range of educational partners, including parents, students, staff, community members, bargaining unit representatives, advisory groups, and district leadership through surveys, public meetings, School Site Council meetings, and a community LCAP stakeholder session. Educational partner feedback played an important role in evaluating the effectiveness of the current Local Control and Accountability Plan and identifying priorities for future planning.

As this represents the final year of the current three-year LCAP cycle, educational partner input was primarily used to evaluate the effectiveness of existing goals, actions, services, and metrics and to help inform the development of the district's next three-year LCAP. The district intentionally increased opportunities for stakeholder involvement earlier in the planning process, including informational meetings designed to improve understanding of the LCAP, its purpose, and how funding and services are aligned to student needs.

Feedback from educational partners consistently reinforced the importance of academic achievement, early intervention, literacy development, student wellness, school safety, attendance improvement, family engagement, and college and career readiness. Stakeholders emphasized the need for increased academic support opportunities for students, particularly through tutoring and reading intervention services.

As a result of this feedback and the district's review of local and state data, additional tutoring opportunities have been budgeted for the 2026–27 school year. Additionally, the district prioritized the addition of a full-time elementary reading specialist position to strengthen early literacy intervention efforts. This position has been filled and will provide targeted support to students while helping strengthen the district's early intervention systems.

Educational partners also identified a variety of additional ideas and priorities related to school climate, communication, student support systems, academic programming, and family engagement. While many of these recommendations are being considered and addressed through site-level planning processes, School Plans for Student Achievement (SPSAs), and ongoing district improvement efforts, the feedback did not result in changes to the existing districtwide LCAP goals, actions, or metrics during the final year of the current plan.

The district values the ongoing participation of educational partners and will use the feedback gathered throughout this process, along with local data and California School Dashboard results, to guide the development of the next three-year LCAP and ensure that future goals, actions, and metrics continue to reflect the priorities of students, families, staff, and the broader community.

Educational partners consistently identified attendance as a critical factor impacting student success. The district recognizes that even the strongest instructional programs and interventions cannot produce the desired outcomes if students are not consistently attending school. Direct instruction from qualified educators remains the most effective way to accelerate learning, build positive relationships, and support student growth. Moving forward, the district will continue to prioritize attendance improvement efforts while working collaboratively with families and community partners to build a culture that recognizes regular school attendance as a shared responsibility and essential component of student achievement.

We received Equity Multiplier finding for Alps View High School The staff at this site identified the need for the following: Continued support for instructional aide placed on the campus, wellness liaisons, school based counselors for small group and individual counseling, confidential space for counseling to take place.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We ensure that all students will be either at, or above grade level, or making adequate progress towards being at grade level in reading, writing, math, and technology proficiency and all students will demonstrate at least one year of academic growth annually in each of these subjects.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The California Dashboard and local assessment data show urgent academic gaps across student groups. According to Metric 1.1, ELA proficiency declined by 5.4% to 40.37%, and Math proficiency increased slightly to 28.84%, but both remain far below standard. Students with disabilities (SWD) are 68.2 points below standard in ELA and 176.9 points below in Math, while socioeconomically disadvantaged (SED) students are 141.5 points and 104.8 points below standard, respectively.
Local diagnostic data from Metric 1.3 (i-Ready) reveal that in grades 1–5, only 47% of SED students and 19% of SWD are at or above standard in ELA; and 48% of SED and 24% of SWD are at or above standard in Math. A high percentage of students remain at risk or approaching standard, especially among SWD (52% at risk in ELA, 21% in Math). These data support the continued use of targeted interventions and MTSS structures.
College and career readiness indicators show mixed progress. While Metric 1.7 (UC/CSU completion) rose to 42.34% overall, only 9.1% of SED students met A–G requirements. Metric 1.8 shows that 46.0% of all students and 42.9% of SED students completed CTE pathways. According to Metric 1.9, only 13.6% of all students and 10.6% of SED students completed both B and C requirements. Metric 1.10 (AP exam passage) and Metric 1.11 (EAP participation) also reflect the need for improvement and increased participation.
Additional foundational conditions for learning are met, as seen in Metric 1.4 (FIT – facilities rated “Good”), Metric 1.5 (staff appropriately assigned – currently 61.9%, down from 87%), and Metric 1.6 (access to standards-aligned materials at 100%). To support a broader educational experience, Metric 1.12 confirms that 100% of 6–8th graders are enrolled in at least two enrichment classes, and Metric 1.13 tracks progress on writing assessments (currently implemented in 80% of grades). Metric 1.14 ensures students in grades 8–12 meet with the academic counselor at least once annually.
Together, these metrics highlight the need for sustained, multi-tiered support, improved instructional strategies, expanded college and career pathways, and strong systems of progress monitoring for all student groups.

English/Language Arts:

All Students: Orange
41 points below standard
Declined 25.6 points

SED: Red
141.5 points below standard
Declined 48.1 points

SWD: Orange
68.2 points below standard
Declined 30.1 points

Mathematics:

All Students: Orange
83.7 points below standard
Declined 33.7 points

SED: Red
104.8 points below standard
Declined 36.7 points

SWD: Red
176.9 points below standard
Declined 48.4 points

iReady for our preliminary baselines for ELA and Math:

English/Language Arts:
(grades 1-5)
46% At or above standard
35% Approaching standard
20% At-risk

Mathematics:
(grades 1-5)
46% At or Above Standards
42% Approaching
11% At-risk

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 4A - % of students achieving proficiency levels on CAASPP assessments ELA and Math	2022-23school year: 45.77%ELA 28.19% Math	For the 2023-2024 school year: 40.37%ELA 28.84% Math	For the 2024-2025 school year: 47.33% ELA 33.33% Math	50% ELA 35% Math	+ 1.56% ELA +5.14% Math
1.3	Priority 7B and 7C % of low-income students in interventions scoring at-risk and approaching % of students with exceptional needs in interventions, scoring at-risk and approaching. Source: Local assessment	2023-2024 school year: English/Language Arts: (grades 1-5) At or above standard 47% SED 19% SWD Approaching standard 33% SED 30%SWD At-risk 19% SED 52% SWD Mathematics: (grades 1-5) At or Above Standards 48% SED 24% SWD Approaching 42% SED 55%SWD At-risk 10% SED	2024-25 school year: English/Language Arts: (grades 1-5) At or above standard All students-58% SED -56% SWD-12% Approaching standard All students- 31% SED-30% SWD-41% At-risk All students-11% SED-13% SWD-47% Math: (grades 1-5) At or above standard All students: 52% SED 43%	2025-26 school year: English/Language Arts: (grades 1-5) At or above standard All students-50% SED -45% SWD-14% Approaching standard All students- 36% SED-40% SWD-34% At-risk All students-13% SED-14% SWD-52% Math: (grades 1-5) At or above standard All students: 50% SED 37%	English/Language Arts: (grades 1-5) At or above standard 60% SED 25% SWD Approaching standard 30% SED 35%SWD At-risk 10% SED 40% SWD Mathematics: (grades 1-5) At or Above Standards 60% SED 30% SWD Approaching 30% SED 65%SWD	English/Language Arts: (Grades 1–5) At or Above Standard 2% SED decrease 5% SWD decrease Approaching Standard 7% SED increase 4% SWD increase At-Risk 5% SED decrease No change for SWD Mathematics: (Grades 1–5) At or Above Standard 11% SED decrease 5% SWD decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		21% SWD	SWD 14% Approaching standard All Students:39% SED 40% SWD 53% At-risk All students 9% SED 13% SWD 33%	SWD 19% Approaching standard All Students:41% SED 41% SWD 39% At-risk All students 10% SED 22% SWD 42%	At-risk 10% SED 15% SWD	Approaching Standard 1% SED decrease 16% SWD decrease At-Risk 12% SED increase 21% SWD increase
1.4	Priority 1C Maintain FIT report 2023-24 Status "Good Repair" Source: Local data	2023-2024 school year Good	THS- Good WES- Good TRECS- Good Alps View- Good	THS- Good WES- Good Alps View- Good	Good	Maintained
1.5	Priority 1A % certificated staff will be appropriately assigned and fully credentialed. Source: Dashboard local indicator	2022-23 school year: 70.1%	2023-24school year: 61.9%	2024-2025 school year: 63.3%	100%	6.8% decrease from baseline
1.6	Priority 1B % of students have access to their copies of standards-aligned instructional materials for use at school and home	2023-2024 school year: 100%	2024-25 100%	2025-26 school year: 100%	100%	Maintained
1.7	Priority 4B % of students who complete courses for	2023 25.5% all 20.8% SED	2024 23% all 15.7% SED	2025 22% all 18.6% SED	35% all 30% SED	ALL: 3.5% decrease SED: 2.2 % decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	entrance to UC and CSU's. Source: Dashboard additional reports.					
1.8	Priority 4C % of students who have completed courses to satisfy the requirements for CTE sequences or programs of study that are SBE-approved and aligned. Source: Dashboard additional reports.	2023 27.4% all 27.3% SED	2024- 46.0% all 42.9% SED	2025 45.1% all 45.7% SED	35% all 30% SED	ALL: 17.7% increase SED: 18.4% increase
1.9	Priority 4D % of students who have completed both types of courses from B and C Source: Dashboard additional reports.	2023 10.4% all 7.8% SED	2024 10.3% all 7.1% SED	2025 11% all 10% SED	20% all 15% SED	ALL: 0.6% increase SED: 2.2% increase
1.10	Priority 4G % of students who have passed the AP exam Source: Local data	2023-2024 school year: 38% all AP participants	24/25 Data available after July 2025	2025-26 school year: % all AP participants Scores won't be posted until July for AP tests	43% all AP participants	ALL: Unable to calculate as local data needed to calculate is unavailable
1.11	Priority 4H % of pupils who participate in EAP or subsequent assessment of college preparedness	2022-23 school year: 11th Grade CAASPP 77.46% ELA 76.06% Math	2023-24 a school year: 11th Grade CAASPP: 89.04%% ELA	2024-25 a school year: 11th Grade CAASPP: 81.16% ELA	11th Grade CAASPP 55% for ELA 20% for Math	ELA and Math Participation Difference + 3.70 percentage points ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local data		89.04% Math	79.71% Math		+3.65 percentage points Math
1.12	Priority 7A % of 6-8th grade students enrolled in 2 Enrichment classes Courses Source: District SIS	2023-2024 school year: 100% for all 100% for unduplicated	2024-2025 school year: 100% for all 100% for unduplicated	2024-2025 school year: 100% for all 100% for unduplicated	100% for all 100% for unduplicated	ALL: maintained
1.13	Priority 2A Create locally developed Common Formative Assessment (CFA) in writing in grades TK-8.	2023-2024 school year: 0 assessments in grades TK-8 utilize step up to writing. Common benchmarks and pacing for writing are not established.	In all grades 1-8, 4 writing assessments per grade level are used. TK- 5th grade follow common assessment using step up to writing with pacing guide. Grades 6-8 utilize pacing guide and assessment from Spring Board curriculum. All grades with the exception of TK and K participate in assessments and pacing guide.	2025-26 school year: Grades 1-8, 4 writing assessments per grade level are used. TK- 5th grade follow common assessment using step up to writing with pacing guide. Grades 6-8 utilize pacing guide and assessment from Spring Board curriculum. All grades with the exception of TK and K participate in assessments and pacing guide	4 assessment per grade level	80% increase in grade level use of assessments for writing
1.14	Priority 4D 100% of students in Grades 8-12 will be met by an academic counselor at least once per year	Currently, 20% of our students had a scheduled meeting with the academic counselor.	24/25 Data available after July 2025	2025-26 school year: 100% of students in Grades 8-12 met by an academic	100% of students	80% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				counselor at least once per year		

Goal Analysis [2025-26]

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

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

The implementation of Goal 1 in the Local Control and Accountability Plan (LCAP) focused on improving English Language Arts (ELA) and Mathematics proficiency while strengthening college and career readiness opportunities for all students.

The district substantially implemented all the actions associated with Goal 1 and continued to prioritize academic achievement through standards-based instruction, intervention services, curriculum implementation, assessment systems, technology access, and college and career readiness opportunities. Districtwide implementation included the use of Ready Mathematics, literacy intervention programs, i-Ready diagnostic assessments, intervention staffing, tutoring opportunities, credit recovery supports, counseling services, and professional collaboration focused on student achievement.

The district also continued implementation of Multi-Tiered System of Supports (MTSS) processes designed to identify and support struggling students through early intervention. Staff utilized assessment data, SST processes, intervention supports, and targeted instruction to address student needs. Educational partner feedback, staff collaboration, and student performance data highlighted the importance of strengthening Tier 2 supports and ensuring students receive targeted interventions before academic gaps become significant.

Overall implementation resulted in mixed outcomes as evidenced by California Dashboard indicators, CAASPP results, and local assessment data. While not all state performance targets were met, the district recognizes that academic improvement is best evaluated through multiple measures over time. State assessment data and Dashboard indicators often reflect trends that emerge over multiple years rather than immediate changes resulting from a single year's implementation.

When reviewing district data, it is important to understand the difference between student growth data and proficiency data. Local assessments such as i-Ready measure individual student growth from one point in time to another and provide valuable information regarding the progress students make throughout the school year. For example, many students at Weaverville Elementary School demonstrated more than one year's academic growth during the school year, with some students showing two or even three years of growth in specific skill areas. These gains reflect the positive impact of intervention services, targeted instruction, and increased academic supports.

However, California Dashboard and CAASPP proficiency measures evaluate whether students meet grade-level standards at a single point in time. Additionally, the students included in annual CAASPP results are not necessarily the same group of students represented in prior years' assessment data. As cohorts of students move through the grade levels, proficiency rates may not immediately reflect the significant

academic growth occurring within individual students. For this reason, the district reviews both growth measures and proficiency measures when evaluating the effectiveness of instructional programs and interventions.

In English Language Arts, local assessment data and CAASPP results indicate that district efforts continue to support student growth. Reading intervention programs, targeted literacy support, research-based phonics instruction, and the use of diagnostic assessments have provided staff with effective tools to identify and address student learning needs. While proficiency levels remain below desired targets, ELA performance continues to outperform mathematics and demonstrates evidence that literacy-focused investments are producing positive outcomes.

Mathematics remains the district's greatest academic challenge. Review of CAASPP results, local assessment data, and intervention outcomes indicate that a significant percentage of students continue to perform below grade-level expectations in mathematics. Although the district implemented curriculum resources, intervention supports, and tutoring opportunities, mathematics achievement did not improve at the rate necessary to meet district goals. Analysis suggests that students continue to require increased access to targeted mathematics intervention, consistent attendance, and additional opportunities for direct instruction, practice, and intervention.

Stakeholder feedback throughout the LCAP development process emphasized the importance of expanded tutoring opportunities and increased literacy intervention support. In response to this feedback and district data analysis, the district budgeted increased tutoring opportunities and added a full-time elementary reading specialist position for the 2026-27 school year. This position has been successfully filled and will strengthen the district's ability to provide early literacy intervention and support foundational reading skills.

One of the most significant barriers impacting academic achievement across all content areas continues to be chronic absenteeism. The district recognizes that even the strongest curriculum, intervention programs, and instructional supports cannot be fully effective if students are not consistently present in school. Direct instruction provided by highly qualified educators remains the most effective method of accelerating student learning. Improving attendance will continue to be a district priority, and the district believes that building a community-wide understanding of the importance of regular school attendance will be essential to achieving long-term academic success and improving outcomes for all students.

Action 1.11 – Special Education Caseload Reduction

This action was not fully implemented as planned due to the district's inability to fill the additional special education position for the duration of the school year. Because the position remained vacant for a significant portion of the year, the district is unable to determine the effectiveness of the action or its impact on student achievement, service delivery, or caseload reduction.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures associated with Goal 1. The district utilized the allocated funds to support the planned actions and services, including student field trips, staffing supports, and college and career readiness activities. Planned percentages of improved services remained consistent with actual implementation.

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

Action 1.2 – i-Ready Diagnostic Tool

The implementation of the i-Ready Diagnostic Tool has been effective in supporting instructional decision-making across the district. Teachers regularly utilized assessment data to identify student needs, group students for targeted instruction, and adjust classroom practices. The use of local data strengthened the district's ability to provide timely interventions and support small-group instruction.

Effectiveness of this action is monitored through Metric 1.3, local i-Ready assessment data, as well as Metric 1.1, state ELA and mathematics outcomes.** Local assessment results demonstrate mixed performance, with continued achievement gaps for SED students and students with disabilities. While these results demonstrate that additional academic growth is still necessary, the diagnostic tool has been effective as a progress-monitoring and instructional decision-making resource by allowing staff to identify student needs and provide targeted support.

Action 1.3 – Intervention Specialists, Paraeducators, and Tutors

Intervention specialists, paraeducators, and tutors provided targeted academic support to students in mathematics and English language arts through small-group and individualized instruction. Classroom teachers reported increased student participation, improved classroom performance, and greater access to intervention services.

This action is evaluated primarily through Metrics 1.1 and 1.3, which measure state and local academic performance in ELA and mathematics.** Results remain mixed and demonstrate that achievement gaps continue, particularly for students with disabilities and in mathematics. Therefore, while implementation of the intervention supports has been successful and local progress monitoring and teacher observations indicate positive student growth, the district cannot conclude that the action has yet produced the desired level of improvement in overall proficiency. Continued targeted intervention remains necessary.

Action 1.4 – Class Size Reduction

Class size reduction efforts increased opportunities for individualized instruction and student-teacher interaction. Smaller class sizes allowed teachers to provide more targeted support, monitor student progress more closely, and address learning needs in a timely manner.

The effectiveness of this action is considered in relation to Metrics 1.1 and 1.3, including state and local ELA and mathematics outcomes.** While academic outcomes remain below district targets and vary among student groups, staff feedback and local assessment practices indicate that smaller class sizes have supported increased opportunities for differentiated instruction, intervention, and student engagement. The district will continue to monitor academic outcomes to determine the longer-term impact of this action.

Action 1.5 – Reading Intervention Staffing

The district continued to strengthen literacy intervention efforts through staff training in research-based phonics instruction and the purchase of evidence-based intervention materials for Tier 2 and Tier 3 students. Intervention groups and tutoring programs utilized these materials to provide targeted literacy support.

This action is evaluated through Metrics 1.1 and 1.3, with particular attention to ELA outcomes and local reading assessment data.** Local data indicate evidence of student growth while also demonstrating continued achievement gaps, particularly for students with disabilities. The results suggest that structured literacy and targeted intervention remain necessary. Based on the identified need and the district's experience implementing this action, the district expanded the strategy by adding a full-time reading specialist for the 2026–27 school year.

Action 1.6 – College and Career Readiness

The district increased access to academic counseling and college and career readiness supports for students in grades 8–12. Counselors worked with students to review graduation progress, postsecondary options, and career pathways.

The effectiveness of this action is monitored through the college and career readiness metrics within Goal 1, including Metrics 1.7–1.11 and Metric 1.14.** Current results demonstrate mixed progress across A–G completion, CTE participation/completion, AP/EAP participation, and other college and career readiness measures. The district has improved student access to individualized planning and counseling; however, outcome data demonstrate that continued work is necessary to translate increased access into improved college and career readiness outcomes.

Action 1.7 – Technology and Access

The district maintained technology access for students to support instruction, digital learning, communication, and development of skills necessary to participate in an increasingly technology-based society.

This action is most directly connected to Metric 1.6, which measures student access to standards-aligned instructional materials and resources.** The district maintained 100% access, indicating that the action was effective in ensuring students had the instructional resources and technology necessary to participate fully in the educational program.

Action 1.8 – Credit Recovery

The district implemented a more structured credit recovery system designed to support students in meeting graduation requirements and maintaining progress toward completion of graduation and A–G requirements. Credit recovery opportunities were also provided through summer school, giving students additional time and support to recover credits in a safe and structured learning environment.

The effectiveness of this action is evaluated through the college and career readiness metrics associated with graduation progress and A–G completion.** Although current A–G outcomes indicate continued need for improvement, credit recovery has been effective in providing students who are behind in credits with an additional pathway to remain on track for graduation. The district will continue to monitor whether increased access to credit recovery results in improved completion outcomes over time.

Actions 1.9 and 1.10 – Career Technical Education and Dual Enrollment

The district continued to expand career technical education opportunities and increase awareness of dual enrollment options. Existing pathways, including fire technology and financial education, provided students with career exploration opportunities, while planning continued for future pathway expansion.

These actions are evaluated through Metrics 1.7–1.11, including A–G completion, CTE pathway completion, dual college/career readiness measures, AP outcomes, and EAP participation.** Current results demonstrate areas of both progress and continued need. Increased student participation in CTE and dual enrollment opportunities indicates that the actions are expanding access to college and career pathways; however, the district will continue to monitor completion and readiness outcomes to determine their longer-term effectiveness.

Action 1.11 – Special Education Caseload Reduction

This action was not fully implemented as planned due to the district's inability to fill the additional special education position for the duration of the school year. Because the position remained vacant for a significant portion of the year, the district is unable to determine the effectiveness of the action or its impact on student achievement, service delivery, or caseload reduction.

The intended effectiveness of this action would have been evaluated in part through Metrics 1.1 and 1.3, particularly academic outcomes for students with disabilities.** Because the additional staffing was not implemented as planned, the district cannot reasonably attribute changes in SWD academic outcomes to this action or determine whether the planned caseload reduction would have improved student outcomes.

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.

We are adding the position of Reading Specialist to Reading Intervention Staffing action 1.5

Future Considerations for Action 1.11 – Special Education Caseload Reduction

While the district continues to recognize the value of maintaining manageable special education caseloads, ongoing recruitment and retention challenges significantly limited implementation of this action. Despite active recruitment efforts, the district was unable to fill the additional special education position for a substantial portion of the school year, preventing full implementation and evaluation of the action.

As the district develops its next three-year LCAP, this action will not be continued in its current form. Given the persistent shortage of qualified special education personnel, particularly in rural communities, the district has determined that creating additional positions that are unlikely to be filled is not a sustainable strategy. Instead, the district will explore alternative approaches to supporting students with disabilities, including strengthening inclusive practices, increasing staff training and collaboration, utilizing existing personnel more effectively, and focusing resources on strategies that can be reliably implemented and sustained.

The district remains committed to improving outcomes for students with disabilities and will continue to evaluate staffing models and service delivery options that best meet student needs while reflecting workforce realities.

Action 1.12, Learning Recovery Emergency Block Grant (LREBG), was added to Goal 1 for the 2026–27 school year to reflect the district's use of LREBG funds based on the identified needs in the district's LREBG Needs Assessment. The action supports professional learning, data-informed differentiated instruction, targeted intervention, and increased instructional capacity through teacher induction, mentoring, internship, and credentialing supports. Existing Goal 1 Metrics 1.1 and 1.3 will be used to monitor the impact of the action. No changes were made to the Goal 1 metrics or target outcomes as a result of adding this action.

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	Instructional Supports	Provide reading and math intervention support to all students, focusing on low-income students. This includes Ready Math, Ready Reading expenses, intervention curriculum, professional development, salaries, and benefits. Plans are in place to increase intervention during school time using more paraprofessionals or teachers and to enhance professional development opportunities	$444,611.00	Yes
1.2	I-Ready	Diagnostic tool supports identification of students, focusing on low-income students needing TIER 2 and TIER 3 interventions to address literacy and math gaps. Data-driven decisions employ evidence-based solutions aligned with MTSS. Professional development in MTSS is provided. Expenses include personnel, professional development, and the i-Ready tool.	$98,539.00	Yes
1.3	Intervention Specialist	Hire two intervention specialists to provide direct instruction and intervention in small group and one-onone settings for all students, with a focus on low-income students. One specialist will focus on support at WES, while the other will concentrate on student support in ELA and math at THS. This action prioritizes ELA and math intervention support for SED and white student groups.	$67,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Class Size Reduction	Increase the number of classes per grade level to eliminate combination classes and decrease overall class size in elementary school grades. This initiative, while LEA-wide, focuses on low-income students. Expenses include salaries, benefits, instructional materials, and classroom supplies, including technology.	$79,500.00	Yes
1.5	Reading Intervention Curriculum and support staff	Reading intervention support is provided during and after school hours by highly qualified staff using SIPPS for students who are two or more years behind in phonics. This aims to improve the building blocks of reading and increase reading fluency, focusing on lowincome students. Expenses include personnel, materials, curriculum, and professional development.	$91,820.00	Yes
1.6	College and career readiness and A-G supports	These additional services, designed based on identified needs, aim to enhance access for low-income students by creating opportunities, courses, resources, and training. Provide activities linked to college and career readiness encompass participation in and completion of Career and Technical Education (CTE) pathways, student apprenticeships with local businesses, expanded dual enrollment course offerings, honors and advanced placement courses, and access to assessments supporting college readiness and admissions. Additionally, resources and support are provided to promote A-G eligibility and graduation. Leadership programs and other academic experiences, including competitions, further contribute to students' mastery and engagement in their learning. College and career readiness services also include student support for college training, professional development, events, field trips, and other areas focused on academic achievement.	$39,789.00	Yes
1.7	Educational Technology, Software and Technical support	Increase and maintain student access to technology, including software and internet monitoring systems, to improve all students' access to learning resources and instructional technology devices, with a focus on lowincome students. Expenses include technology hardware, software, monitoring (Go Guardian), protected domain, Google Suite, and Clever.	$88,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Credit Recovery	Assure that all students, while focusing on low-income students who are credit deficient, have access to A-G courses during the school year as well as during summer. Expenses include personnel, curriculum, student tracking system (Aeries)	$30,877.00	Yes
1.9	CTE courses	Increase the number of students enrolled in CTE courses with a focus on enrolling low-income	$88,763.00	Yes
1.10	Dual Enrollment/AP	Increase the number of dual enrollment/AP classes offered at THS with a focus on enrolling low-income. Expenses: personnel, materials, curriculum, professional development	$54,764.00	Yes
1.11	Student case load reduction for special education teachers	We added special education teachers and additional support staff to lower teacher caseloads and provide more focused support for students with disabilities. This additional support will be focused on ELA and math push-in support, and more focused monitoring and wraparound support for chronically absent students.	$127,937.00	No
1.12	Learning Recovery Emergency Block Grant	TAUSD will use Learning Recovery Emergency Block Grant (LREBG) funds to address identified student learning needs through professional learning and increased instructional capacity. LREBG funds support $18,000 in professional learning designed to strengthen educators' use of assessment data, differentiated instruction, targeted intervention, progress monitoring, and MTSS practices. Professional learning includes the use of technology and AI-supported tools to assist educators in analyzing instructional needs, developing appropriately leveled and engaging instructional materials, organizing targeted small groups, and supporting data-informed instructional decision-making.	$26,681.33	No

Action #	Title	Description	Total Funds	Contributing
		LREBG funds also support $8,681.33 in teacher induction, mentoring, internship, and credentialing supports to develop and maintain instructional capacity and strengthen the district's ability to provide targeted instruction, smaller-group learning opportunities, early literacy support, and additional academic intervention for students experiencing learning gaps. Research/Evidence Base: These strategies are supported by evidence-based practices identified by the U.S. Department of Education's Institute of Education Sciences (IES) and What Works Clearinghouse. Research supports the use of assessment data to identify student needs, differentiated instruction based on students' current skill levels, targeted small-group instruction for students performing below benchmark, and regular progress monitoring. Professional learning supports educators in implementing these evidence-based instructional practices. Technology and AI-supported tools are used to assist educators with differentiation, instructional planning, development of targeted materials, and use of student data; they do not replace teacher-directed instruction or evidence-based interventions. This action was selected in response to TAUSD's LREBG Needs Assessment and identified academic learning needs and is intended to accelerate learning through increased instructional capacity, data-informed differentiated instruction, targeted academic intervention, and smaller-group learning opportunities. Metrics used to monitor this action: Goal 1 Metric 1.1, state ELA and mathematics assessment outcomes, and Goal 1 Metric 1.3, local i-Ready assessment data. LREBG funds supporting this action: $26,681.33.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We create and maintain learning environments where students, staff, and parents feel welcomed and safe.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
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.

Data from both local surveys and the California School Dashboard reflect an urgent need to create more inclusive, supportive, and consistent learning environments—especially for students with chronic attendance and behavioral challenges. High suspension and chronic absenteeism rates among students with disabilities, homeless youth, and socioeconomically disadvantaged students point to systemic equity issues that must be addressed through a multi-tiered approach. These concerns are further underscored by parent feedback (Metric 2.1 – % of parents who "agree" or "strongly agree" the school seeks input before making decisions), which indicates that families do not always feel engaged in site-level decisions or fully supported by the school system.

These conditions are reflected in a cluster of interrelated metrics that emphasize school climate and student wellness. High suspension rates (Metric 2.2 – Priority 6A) and chronic absenteeism (Metric 2.4 – Priority 5B) are not just indicators of disciplinary challenges or attendance habits—they signal a breakdown in connection and support, particularly for the district's most vulnerable student groups. These attendance and behavior outcomes are mirrored in student climate and safety data (Metric 2.3 – Priority 6B) from the California Healthy Kids Survey, which reveal mixed student perceptions of safety, connectedness, and belonging.

Where comprehensive supports have been implemented—such as school-based counseling, wellness centers, and consistent SEL strategies—students have reported stronger connections and better engagement. The availability and success of these services are captured in Metric 2.5 – % of students receiving mental health and social-emotional support services. Additionally, improved digital communication and public engagement, measured through Metric 2.6 – % of parents attending events and Metric 2.7 – level of school-family communication via websites/social media, show how access to information and relationships contributes to a welcoming climate.

Together, these metrics paint a picture of both the risks and opportunities ahead. Improving engagement, reducing exclusionary discipline, and strengthening wraparound supports must remain central strategies if we are to create schools where students, families, and staff feel safe, respected, and connected.

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 3A) % of parents who mark “agree” or “strongly agree” on the annual Parent Survey question “actively seeks the input of parents before making important decisions”. Source: Local yearly survey	For the 2023-2024 school year: 53.3% WES 60.7% THS 50% ALPS View	Parent survey for the 2024-25 school year did not go out, TAUSD will send out end of year summer survey to families in order to plan for the 2025-26 school year.	Communication and Responsiveness: How effectively does the school communicate with families about student progress, upcoming events, and available supports? Very Effective- 65.4% THS 45.5% WES 100% Alps View Somewhat effective: 30.8% THS 36.4% WES	Very Effective 85% WES 85% THS 85% ALPS View	WES: 7.8% decrease THS: 4.7% increase Alps View: 50% increase
2.2	(Priority 5A) % attendance rate Source: Aeries P2	2023-2024 school year: 69.5% TAUSD	2024-25 school year: 75.5% TAUSD	2025-26 school year: 90.88% TAUSD	95% for TAUSD	25.5% increase
2.3	(Priority 5B) % of students with chronic absenteeism. Source: CA Dashboard	2022-23 WES 30.5% All Students 35.1% SED 44.9% SWD	2023-24 WES 24.1% All students 27% SED 32.1% SWD	2024-25- WES 24.1% All students 33.6% SED 31.6% SWD	20.5% all students WES 25.1% SED 34.9% SWD	ALL: 6.4% decrease SED: 1.5% decrease SWD: 13.3% decrease
2.4	(Priority 5E) Graduation rate % Source: Dashboard additional report	2022-23 93.3%	2023-24 96%	2024-25 95.8% THS	98%	2.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	(Priority 5D) Drop out rate Source: Local data	2023-2024 school year: .32%	2024-25 0%	2025-26 0%	0%	.32% Decrease
2.6	(Priority 6A) % of students suspensions district-wide Source: Dashboard	2022-23 7.3% WES 8.1% THS	2023-24 6.0% WES 7.2% THS	2024-25: 10.7% WES 13.2% THS	5% WES 5% THS	WES: 3.4% increase THS: 5.1% increase
2.7	(Priority 6B) % of students expelled Source: Local data (672)	2023-2024: 1% district wide	2024-25: 1% district wide	2025-26 0% District Wide	0% district wide	1% decrease
2.8	(Priority 6C) % of students answering school perceived as very safe or safe on school survey. Source: Local student survey	2023-2024 school year (ONLY 1 YEAR DATA) WES- 46.3% THS-64.2%	CHKS 2024-25 (NEW/BASELINE) 5th- 86% 7th- 54% 9th- 43% 11th- 42%	CHKS 2025 CHKS was not given for the 2025-26 school year	75% WES (23-24 BASELINE) 85% THS (23-24 BASELINE)	Changed reference point to California Healthy Kids Survey 24-25
2.9	Priority 3B and 3C: K-8: % of parents of low-income students attend at least 2 parent conferences per year. % of parents of students with exceptional needs attend at least 2 parent conferences per year.	2023-2024 school year: Original for 3B and 3C changed, we will be creating this new baseline next year.	2024-25 80% of our families attended at least 2 parent conferences. (24-25)	2025-26 85% of parents of low-income students attend at least 2 parent conferences per year. 100% of parents of students with exceptional needs attend at least 2 parent conferences per year.	75% parents of unduplicated 75% parents of students with exceptional needs	5% increase

Goal Analysis [2025-26]

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

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

The district successfully implemented all actions associated with Goal 2. Throughout the year, the district focused on strengthening systems that support student wellness, school climate, family engagement, attendance, and positive student behavior.

Family-school communication demonstrated significant growth through expanded use of social media, district websites, email, text messaging, voice notifications, weekly newsletters, new electronic marquees at both school sites, and improved campus signage at Trinity High School and Alps View High School. Weekly communications highlighting upcoming events and activities were consistently distributed across multiple platforms. While communication systems have improved substantially, a continuing challenge is ensuring that all families utilize the communication tools available. Despite increased communication efforts, some families continue to report missing information regarding meetings, events, and opportunities. The district will continue to focus on helping families access and utilize available communication platforms.

Student support systems were strengthened through the implementation of SST and 504 coordination processes at both school sites. Existing staff positions were utilized to support these efforts, with the WES campus supervisor serving as the SST and 504 coordinator and academic counselors supporting intervention planning and communication. The district determined that the Behavioral Intervention Team (BIT) designation is not actively utilized and will remove this terminology moving forward.

Student wellness remained a significant area of growth. Wellness Centers at both WES and THS are fully established and staffed with support from Trinity County Office of Education personnel. Participation in the California MTSS Professional Learning Institute, supported by TCOE, provided valuable resources that helped strengthen the Wellness Center at WES and improve MTSS implementation across the district. Lessons learned from the MTSS training were incorporated into PBIS systems, SST processes, and intervention planning. Building on this success, teams from both WES and THS, along with district leadership, will participate in the 2026 MTSS conference.

The district continued to expand opportunities for students through visual and performing arts programs. Participation in art and music programs increased at both school sites, and students demonstrated growth in skill, confidence, and performance quality. Multiple student performances and productions were held throughout the year with support from district funding and Trinity County Office of Education partnerships.

Implementation of PBIS and MTSS systems continued to strengthen districtwide foundations for positive school climate and student support. While formal county MTSS meetings concluded during the district's Comprehensive Improvement and Monitoring (CIM) process, support continued through professional learning opportunities, collaboration around SST processes, and development of systems for academic and behavioral data collection. At WES, behavior data was monitored through SWIS, allowing teams to regularly review trends and make data-informed decisions regarding interventions and supports. New team structures were developed and continue to strengthen consistency across programs and services.

While many actions were successfully implemented, chronic absenteeism and suspension rates continue to be areas of concern. These indicators remain important measures of student engagement and school success. The district recognizes that improving attendance and reducing exclusionary discipline practices requires a collaborative effort among schools, families, and community partners. Establishing a community-wide commitment to student attendance and engagement will be critical to improving student outcomes and ensuring students benefit from the academic, behavioral, and social-emotional supports available to them.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures associated with Goal 2. The district utilized the allocated funds to support the planned actions and services, including student field trips, staffing supports, and college and career readiness activities. Planned percentages of improved services remained consistent with actual implementation.

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

Overall, the district found all actions within Goal 2 to be effective and a positive step toward improving school climate, student wellness, family engagement, and student support systems.

Action 2.1 – Family Communication

Family communication systems have expanded significantly and have improved access to information for students and families. Multiple communication platforms have increased opportunities for engagement and strengthened connections between home and school. The effectiveness of this action is measured primarily through Metric 2.1, . Results demonstrate differences among school sites and indicate that, while communication systems and opportunities have expanded, continued efforts are needed to increase family utilization, engagement, and perceptions of effective communication. The district will continue to use stakeholder feedback to identify communication strategies that best meet the needs of families.

Action 2.2 – SST Coordinator

The implementation of SST coordinator and expanded support systems has improved the district's ability to identify student needs, maintain timelines, and connect students and families with appropriate services. Academic counselors have played an important role in supporting student success and ensuring intervention systems function effectively. This action supports the outcomes measured through Metrics 2.2, 2.3, and 2.6, including attendance, chronic absenteeism, and suspension rates. Chronic absenteeism decreased from 30.5% to 24.1% for All Students, from 35.1% to 33.6% for SED students, and from 44.9% to 31.6% for SWD, demonstrating improvement, particularly for students with disabilities. Suspension rates, however, increased at both WES and THS, indicating that additional behavioral supports and early intervention remain necessary.

Action 2.3 – Arts Program

The district found this action effective in supporting student engagement, school connectedness, and overall school climate. Participation in visual and performing arts programs continued to increase, providing students with meaningful opportunities to develop creativity, confidence, collaboration, and self-expression. This action evaluated through Metric 2.5, and Metric 2.9. Student participation in arts, music, performances, and enrichment opportunities provides an additional indicator of engagement and connectedness. While these metrics do not independently establish that arts programming caused changes in school climate, the continued participation and successful performances provide local evidence that the action is contributing positively to the district's goal of creating welcoming and supportive learning environments.

Action 2.4 – Wellness Centers

Wellness Centers at both campuses have proven effective in increasing student access to social-emotional and mental health supports. Counseling services and partnerships with Trinity County Office of Education have increased opportunities for students to receive assistance before challenges escalate, while participation in MTSS training strengthened staff capacity and district systems. The effectiveness of this action is connected to Metrics 2.2, 2.3, 2.5, and 2.6, Chronic absenteeism improved overall and for SWD; however, suspension rates increased, demonstrating that continued and expanded social-emotional, behavioral, and wellness supports are necessary.

Action 2.5 – SEL/Mister Brown

The district's partnership with Mister Brown continued to positively impact school climate and culture, particularly at WES. Through assemblies, classroom lessons, student activities, family engagement opportunities, staff training, small-group support, and online resources, the program reinforced positive character development and social-emotional learning. This action is connected to Metric 2.5, and Metric 2.6. While local observations and participation indicate positive student engagement with the program, increased suspension rates demonstrate that the desired behavioral outcomes have not yet been achieved consistently. The district will therefore continue the character education work while strengthening consistent SEL implementation, including Second Step instruction.

Action 2.6 – PBIS/MTSS

PBIS and MTSS systems continued to provide foundational structures for positive behavior and student success. Regular review of behavioral data, tiered supports, and staff collaboration improved consistency in identifying and responding to student needs. The effectiveness of this action is directly connected to Metric 2.6, , as well as Metrics 2.2 and 2.3 . Although chronic absenteeism decreased, suspension rates increased from 7.3% to 10.7% at WES and from 8.1% to 13.2% at THS. These outcomes indicate that, while PBIS and MTSS structures have been established and strengthened, they have not yet resulted in the desired reduction in suspensions. The district will continue to refine tiered behavioral supports, strengthen implementation fidelity, and use behavioral data to identify students requiring earlier or more intensive intervention.

Action 2.7 – Attendance Incentives and Supports

Attendance incentive programs were effective in promoting attendance among some students; however, these efforts alone were not sufficient to eliminate chronic absenteeism. The effectiveness of this action is directly measured through Metrics 2.2 and 2.3. Chronic absenteeism decreased from 30.5% to 24.1% for All Students, 35.1% to 33.6% for SED students, and 44.9% to 31.6% for SWD,

representing improvements of 6.4, 1.5, and 13.3 percentage points, respectively. Although these results demonstrate progress, approximately one-quarter of students remain chronically absent, and the rate for SED students remains particularly concerning. The data indicate that incentives alone are insufficient and that the district must more directly address barriers to attendance. To strengthen this work, the district will participate in the RAISE Network to develop and implement research-based attendance and family-engagement strategies.

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

Based on implementation experiences, educational partner feedback, and review of district data, several adjustments will be made to actions supporting Goal 2 during the coming year.

The district will continue expanding social-emotional learning supports by extending the Mister Brown program to Trinity High School and Alps View High School. In addition, all staff will participate in Capturing Kids' Hearts training at the beginning of the school year to strengthen relationship-building practices and improve school culture districtwide.

The district will continue implementation of Second Step curriculum supports with an increased focus on consistency across classrooms and grade levels. Paraeducators will receive monthly professional development and support through Love and Logic training opportunities provided in partnership with Trinity County Office of Education.

To address ongoing concerns related to chronic absenteeism, the district will join the RAISE Network during the upcoming year. Participation in the network will provide additional training, resources, and strategies designed to improve attendance outcomes and strengthen partnerships with families.

The district will continue to refine SST and MTSS processes while removing references to the Behavioral Intervention Team (BIT), as this designation is no longer utilized within district systems. Existing student support structures and responsibilities will remain in place.

No changes were made to the overall goal. However, the district will continue to strengthen implementation of existing actions while focusing on improving attendance, reducing suspensions, increasing family engagement, and expanding social-emotional learning opportunities. These refinements reflect lessons learned throughout the current LCAP cycle and are intended to build upon the strong foundation established through implementation of Goal 2.

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	Family School Communication (Required TA)	Collaborated with support from the county office through technical assistance to utilize improvement science to increase and improve district communication, focusing on families of low-income students in areas such as parent conferences and school-sponsored activities. Improved communication through websites and social media led to increased engagement with the community and families. This initiative builds parents' understanding and involvement in matters that directly support unduplicated student achievement and wellness. Expenses include personnel costs, website, advertising, graphic design, and templates.	$140,070.00	Yes
2.2	SST Coordinator	All students, with a focus on low-income students, will receive behavioral support from staff through SSTs. These teams provide evidence-based strategies to develop self-regulating skills and decrease suspensions through positive behavioral supports. Expenses include personnel, incentives, Panorama, and Sown to Grow. Additional support and training for staff to implement strategies within the classroom are planned.	$117,712.00	Yes
2.3	Art/Music Program	Increase participation in Arts and Music classes at both THS and WES. Increase the number of classes offered for both art and music at both sites. Specifically promote enrollment of students in subcategories of homelessness, low-income, and SWD to promote school connectedness and improve school attendance. Expenses: personnel, classroom supplies.	$12,403.00	Yes
2.4	School Based Counselors and Wellness Centers	Improve the mental and social-emotional health of TK12 students, focusing on low-income students, by providing professional mental health services through District staff and outside providers. These providers will support the homeless population and offer services and resources to decrease chronic absenteeism and suspension rates.	$61,191.00	Yes
2.5	SEL Mister Brown	An SEL curriculum will be implemented at all grade levels to enhance students' self-awareness and selfmanagement, particularly focusing on	$23,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		low-income students. This initiative aims to foster greater engagement and connection to the school environment. It will also support students in building positive relationships with staff and peers, thereby increasing their motivation to participate regularly in school activities. Although this action is available to all schools, WES will receive additional support to reduce chronic absenteeism.		
2.6	PBIS/MTSS team	Improve Tier 2 interventions, such as Check-in/Checkout, for students, focusing on low-income groups experiencing difficulty with Tier I PBIS structures. Implement Tier 3 interventions for low-income students facing challenges with both Tier I and Tier 2 PBIS structures academically and behaviorally. Maintain and enhance the school-wide PBIS program with training, a leadership team, data monitoring, and monthly or bimonthly meetings. Expenses include personnel, professional development, Panorama, and incentives.	$96,071.00	Yes
2.7	Attendance incentives and supports	Improve all students' attendance, focusing on lowincome students, by educating families and students on its importance. Increase incentives and outreach to families experiencing barriers to improved attendance.	$6,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By the end of the 2026–27 school year, TAUSD will increase college, career, and postsecondary readiness opportunities for low-income students at Alps View High School by expanding access to internships, college and career exploration experiences, and individualized student support. Progress will be measured through increased participation of low-income students in internship opportunities and annual college, career, trade, and community-based field trips, as measured by Metrics 3.1 and 3.2.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As the highest-poverty county in California, Trinity Alps Unified School District recognizes that the education system has the potential to break the cycle of poverty. Local metrics highlight persistent challenges in student preparedness for postsecondary opportunities, particularly for socioeconomically disadvantaged students. Due to the small student population at Alps View High School, student-group performance data are not publicly reported on the California School Dashboard. Therefore, local data and educational partner input were used to identify student needs and establish measurable outcomes for this Equity Multiplier Focus Goal.

In consultation with educational partners—including parents, staff, students, and community representatives through School Site Council and DELAC meetings—the District identified a need to prioritize expanded access to both work-based learning and college-level coursework. Feedback emphasized that students require earlier exposure to real-world experiences and stronger academic pathways to succeed after graduation.

To address these needs, the District has set a goal of ensuring that 100% of students at Alps View High School participate in work experience during the school day, equipping them with the soft skills necessary for success in the workforce. In addition, grant funding will be used to bring college courses directly to the Alps View campus. By integrating both work experience and access to college in high school, students will gain confidence, skills, and exposure to opportunities that prepare them for a future they can realistically achieve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 8a: % of low-income students who complete an internship by the end of their 12th-grade year. Source: Post-student survey	2023-2024 school year: 40% students have participated in an internship	0% 24-25	25-26 0%	100% completion - all students will participate in a paid or unpaid internship by 12th grade	40% decrease
3.2	Priority 5a, 5b, 5d, 5e: % of low-income students who attended two annual field trips to Shasta College or a vocational organization to explore career and educational pathway programs	2023-2024 school year: 0% current field trips	50% 24-25	25-26 100%	100%	100% increase

Goal Analysis [2025-26]

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

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

The district substantially implemented the actions associated with Goal 3, the Equity Multiplier Goal, which focuses on increasing engagement, educational opportunities, and career readiness for low-income students attending Alps View High School. The district continued to provide students with opportunities to explore college and career pathways through field trips, community partnerships, and individualized support services.

A significant success of implementation was the continued expansion of field trip opportunities designed to expose students to postsecondary education and career pathways. Students participated in visits to community colleges, trade and vocational programs, local businesses, and professional organizations. These experiences helped students connect classroom learning to future educational and career opportunities while expanding awareness of options available after high school.

The district also successfully maintained the addition of a full-time paraeducator to support student engagement, academic success, and social-emotional well-being. The paraeducator provided daily support to students, strengthened relationships, increased supervision and encouragement, and helped create a positive learning environment where students felt connected and supported.

The primary area where implementation differed from the original plan involved the internship program. While the district established the internship coordinator position and explored opportunities for student internships, student placements were not implemented during the reporting period. Challenges related to liability, transportation, supervision, and development of a sustainable internship structure prevented full implementation. However, significant progress was made toward future implementation through partnerships with Trinity Together and Trinity County Office of Education. These organizations are now collaborating with the district to develop a framework that addresses transportation, liability, required documentation, and placement procedures to support future internship opportunities for students.

The district continues to experience challenges associated with serving a highly mobile and at-risk student population. Despite these challenges, Alps View High School continues to demonstrate success in creating an alternative educational setting where students feel supported, connected, and engaged. Alternative education has evolved significantly over time and is no longer viewed solely as a placement for students struggling in traditional settings. Instead, Alps View provides a personalized learning environment where students can build positive relationships, receive individualized support, and pursue pathways toward graduation and future success.

The district has observed an increasing number of students who enroll at Alps View, remain engaged in the program, and successfully graduate. This success is attributable to the dedication of staff, strong student relationships, individualized supports, and the actions implemented through this goal.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures associated with Goal 3. The district utilized the allocated funds to support the planned actions and services, including student field trips, staffing supports, and college and career readiness activities. Planned percentages of improved services remained consistent with actual implementation.

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

Overall, the district found the actions associated with Goal 3 to be effective in increasing student engagement, school connectedness, and exposure to postsecondary education and career opportunities.

Action 3.1 – Internship Opportunities: This action was not fully effective during the 2025–26 school year because no students completed an internship, as reflected in Metric 3.1. Although internships were not completed, the district continued working with Trinity Together and the Trinity County Office of Education to develop a sustainable internship model and address barriers including transportation, liability, coordination with local businesses, and program logistics. This work will continue in order to strengthen implementation of the action.

Action 3.2 – College, Career, and Community Exploration: This action was effective in increasing student access to college, career, trade, and community-based learning opportunities. Students participated in field trips to community colleges, trade programs, businesses, and professional settings. The effectiveness of this action is demonstrated through Metric 3.2, which reflects a 100% increase from baseline in student participation in these opportunities.

Action 3.3 – Student Support Staff: This action was effective in increasing direct student support and strengthening positive relationships with students at Alps View. The addition of a full-time paraprofessional provided consistent classroom support, increased opportunities for

individualized assistance, and helped students remain engaged and connected to the school environment. The additional staffing increased the site's capacity to respond to individual student needs and provided students with another consistent, supportive adult on campus.

In addition to quantitative measures, evidence of effectiveness is reflected through ongoing feedback from students, families, and staff. Students consistently report feeling supported and connected within the Alps View program. Families have expressed appreciation for the personalized approach and positive relationships developed with staff. The district continues to see students remain enrolled, earn credits, and graduate at increasing rates, demonstrating the effectiveness of the alternative education model and the actions implemented through this goal.

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

The Goal 3 statement was revised for the 2026–27 school year to more clearly identify the specific student population served, the intended outcomes, and the timeframe for achieving the goal. The revised goal explicitly identifies low-income students at Alps View High School and connects the goal to college, career, and postsecondary readiness opportunities measured through Metrics 3.1 and 3.2. The intent of the goal and the underlying actions remain unchanged.

Based on reflection and review of implementation data, the district will continue the overall goal and associated actions supporting Alps View High School students. No significant changes were made to the overall goal.

To strengthen implementation of the internship metric, the district will continue its partnership with Trinity Together and Trinity County Office of Education to develop a formal internship framework that addresses transportation, liability, supervision requirements, and placement procedures. This partnership is expected to improve the district's ability to provide meaningful internship opportunities for students in future years.

The district will continue providing field trip opportunities that expose students to colleges, trade programs, career pathways, and workforce experiences. The district will also continue funding staffing supports that have proven successful in increasing student engagement, well-being, and school connectedness.

Reflections on prior practice reinforced the importance of individualized support, relationship building, and real-world learning experiences for students attending Alps View High School. Future efforts will continue to focus on expanding these opportunities while maintaining the positive, student-centered environment that has contributed to increased student persistence and graduation rates.

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	Internship	Create a stipend for the internship coordinator to organize and coordinate student placements in local internships, focusing on low-income students. Partnerships with local organizations will be established to provide internship opportunities, ensuring alignment with students' career interests.	$6,750.00	No
3.2	Career and educational Fieldtrips	Field trips will be provided to all students to visit Shasta College or another educational career organization, with priority given to low-income students. Students attended field trips at college sites in partnership with the County Office of Education, continuing to provide exposure to college campuses.	$12,500.00	No
3.3	Student support staff	A Para Educator has been added to support all students, focusing on low-income students to enhance engagement and well-being through evidence-based strategies. A full-time para is now in the classroom, providing increased support. Positive relationships and impacts on classroom learning have been observed.	$85,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,374,231	$123,642

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
18.700%	0.000%	$0.00	18.700%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Supports **Need:** When reviewing CAASPP data for all students at TAUSD, there is a low number of low-income students who are meeting grade-level standards in ELA (45.77%) and Mathematics (28.19%). Using a root cause analysis tool, we found that there is a misalignment between student interventions and core instruction.	Teachers will provide instruction to low-income students using a standards-based curriculum. To address learning gaps of students who are 2 or more grade levels behind in ELA and Math, they will increase instruction in small groups during afternoon tutoring taking place inside the classroom. These actions primarily address the gaps for low-income students, although they will benefit all students.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income students need to be instructed by highly qualified teaching staff for primary instruction and by highly qualified para-educators for interventions. Students who are being provided with an intervention may need additional time to understand and learn grade-level standards. **Scope:** LEA-wide		
1.2	**Action:** I-Ready **Need:** When reviewing local data for students at WES, there is a low number of low-income students who are meeting grade-level standards in ELA and MATH. English/Language Arts: (grades 1-5) 46% At or above standard 35% Approaching standard 20% At-risk Mathematics: (grades 1-5) 46% At or Above Standards 42% Approaching 11% At-risk Upon further analysis, we found that the student assessment data was not being utilized effectively to inform instruction and interventions.	To address this need, students will participate in benchmark assessments a minimum of 3 times a year. Using MTSS strategies of reviewing data results, students two or more grade levels below will receive tutoring in research-based strategies within the classroom setting as well as in small group settings. MTSS is a proven research-based structure that will ensure effective alignment and create sustaining structures for the long-term success of all students. Teachers and classified staff will be trained in MTSS and attend monthly meetings to progress monitor students. We expect that this will have a significant impact on the ELA and Math scores from local i-ready data of our unduplicated population. However, as all elementary school students below grade level will also benefit, these actions are provided on a school-wide basis.	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
	Scope: Schoolwide		
1.3	**Action:** Intervention Specialist **Need:** As identified by a review of low-income student groups in meeting CAASPP standards as explained in action 1.1 and a review of student behavior records, data, and educational partner feedback, we have identified the need to provide instruction in a smaller group setting and a one-on-one setting to increase student engagement. **Scope:** LEA-wide	This action will provide two intervention specialists who will provide core and intervention instruction in smaller group settings and one-to-one settings. Provided school-wide with a focus on low-income students, this will benefit all students.	1.3
1.4	**Action:** Class Size Reduction **Need:** Low-income students have fewer resources and experience additional barriers to academic success outside of school. Students from low-income families often need additional academic support. In addition, students with unique learning needs have a significantly more difficult time learning in larger general education classes. As TAUSD and ed partners looked into the performance of low-income students, we found that they needed more access to the general	We will eliminate combination classes in grades TK - 2 and reduce class sizes, in general, to provide more time for teachers to meet students' individual needs. Smaller class sizes and more personalized instruction address this need for additional support. This is implemented school-wide to upgrade the entire educational program and raise the achievement of the lowest-achieving students.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	education classroom and grade-level curriculum standards. **Scope:** Schoolwide		
1.5	**Action:** Reading Intervention Curriculum and support staff **Need:** Our 2023-24 data showed we needed to focus on improving the performance of low-income students. Local data from the 2023-24 school year shows those groups continue to need additional support. English/Language Arts: (grades 1-5) At or above standard SED 47% Approaching standard SED 33% At-risk SED 19% Based on our data and ed partner feedback, we determined that many of our low-income students do not have a strong foundation in phonics, which has led to struggles in reading fluency.	This action will provide targeted phonetic instruction to low-income students in grades 1-5 to increase these foundational reading skills. This will be implemented school-wide to improve the use of small group tutoring for all students and raise reading fluency.	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
	Scope: Schoolwide		
1.6	**Action:** College and career readiness and A-G supports **Need:** Our data shows that low-income students are not prepared for college and career readiness once they graduate from THS. Educational partner's feedback indicates there is a need to provide more college and career readiness opportunities. **Scope:** Schoolwide	This action will provide evidence-based pathway programs, maintaining college and career guidance, participation in college and career events, including mock interviews, guest speakers, career exploration, college application and funding document completion and submission support, course scheduling, and providing opportunities for age-appropriate college entrance examination and credit equivalency assessments. While offered primarily to low-income students, this action will benefit all students.	1.8
1.7	**Action:** Educational Technology, Software and Technical support **Need:** Local data and ed partner feedback indicate a need for improved access for low-income students to access technology within their learning environment, including before, during, and after school hours. For low-income students, technology can level the playing field by providing access to high-quality educational materials and resources that they might not otherwise afford, such as digital textbooks, videos, and virtual labs.	Low-income students are to be provided with Chromebooks so that students can use them at school and their place of residence. While low-income students will benefit the most from this action, other students will also benefit from the additional technology access and monitoring.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The use of email and Google Classroom allows students to have after-hours communication with teachers in a safe and supported environment. As a new cell phone-free policy is instituted for the improved well-being of our students on both WES and THS, student access to technology in a protected and monitored domain is crucial to support student learning. Technology accessibility helps bridge gaps in traditional educational resources, fostering a more inclusive and comprehensive educational experience for all students. **Scope:** LEA-wide		
1.8	**Action:** Credit Recovery **Need:** A review of semester achievement grades indicates that our low-income population had a higher rate of receiving at least one D/F grade in 2023-24. These low semester grades can prevent a student from the opportunity for UC/CSU, graduation status, as well as increase their potential to lose interest in attending school regularly. Input from staff including school academic counselors indicate that our unduplicated population needs the opportunity to complete courses to stay on track for college and career readiness. **Scope:**	To address this opportunity gap, THS runs credit recovery during the summer. This is an online credit-recovery program. Learning can take place in person or at home with support from dedicated staff members. Counselors and administrators will work to ensure that our unduplicated students have full access to this programming, however, it will be offered to all students to achieve the greatest opportunity for all students to be college and career-ready.	1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.9	**Action:** CTE courses **Need:** Based on data from our dashboard, only 27.3% SED of students have completed courses to satisfy the requirements for CTE sequences or programs of study that align with SBE-approved courses. **Scope:** Schoolwide	This action will create a policy to require all students to complete 4 years of CTE including the completion of at least one CTE pathway. While this is offered to all students, we believe it will benefit low-income students the most overall.	1.8, 1.9
1.10	**Action:** Dual Enrollment/AP **Need:** Based on ed partner feedback, many of our low-income students do not have a history of or knowledge of how to enroll or be successful in college classes. We have a low number of low-income students who enroll and are successful in dual enrollment classes. **Scope:** Schoolwide	This action will provide knowledge and class scheduling monitoring to ensure students are aware of the opportunity to take college classes in high school and earn college credits. While offered on a school-wide basis, we believe this action will benefit low-income students the most.	1.7
2.1	**Action:** Family School Communication (Required TA) **Need:** As identified in parent feedback on surveys, we have identified a need to provide a greater	Actions that will be taken to address the need for an improved sense of collaboration between schools and families include:	2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	sense of connection for families of low-income students, specifically in the area of feeling included in decisions at school. TAUSD Parent survey response to "actively seeks the input of parents before making important decisions." 53.3% WES 60.7% THS 50% Alps View Research documents that family engagement has a strong impact on students' feeling connected to their school and community, which influences their academic and social performance. As a result, we anticipate improved academic success and improved family support for the educational setting. **Scope:** LEA-wide	Increased communication on the website, social media platforms, newspaper, etc., by the district's Communication Manager. Offered on an LEA-wide level, we anticipate all students will benefit from these structures. However, our low-income students will receive more benefits and will make greater sustained progress as measured by local survey responses and other local measures.	
2.2	**Action:** SST Coordinator **Need:** Taking a deeper dive into the data, we identified that there are inconsistencies in the SST/BIT process for our low-income students including action implementation, leading to continued student behaviors that lead to suspension. To improve the process, there is a need to hire an SST and BIT coordinator.	The SST coordinator will use MTSS data to identify and monitor low-income students at the TIER 2 level, with a more immediate response to student needs to provide services and structures. The coordinator will help follow through and monitor with PBIS team, all of which will improve implementation. Offered on an LEA-wide level, we anticipate all students will benefit from these structures. However, our unduplicated students will receive more benefits and will make greater sustained progress as measured by the California Dashboard and other local measures.	2.6

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 identified in the California Dashboard suspension rate at TAUSD is: 7.3% WES and 8.1 THS. **Scope:** LEA-wide		
2.3	**Action:** Art/Music Program **Need:** Opportunities need to increase for low-income students to access the arts to enhance school connectedness and engagement. TAUSD believes strongly that all students have unique gifts besides academics and athletics. These gifts can be found and nurtured in the areas of art and music, especially for our unduplicated students. **Scope:** LEA-wide	This action will increase opportunities for students to have access to credentialed teachers in the areas of art and music. Provided to all students, we believe will increase the rates of all students, benefiting our low-income students the most.	2.2
2.4	**Action:** School Based Counselors and Wellness Centers **Need:** TAUSD has identified through surveys, attendance data, discipline records, Ed partner feedback, that there is a strong need to provide low-income students with mental health support at school. Our low-income students exhibit a higher lack of	This action will increase student mental health services, we will provide, train, and retain wellness liaisons and school-based counselors at all sites within TAUSD. Provided to all students, we believe will increase the mental health of all students, including our low-income students.	2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	connectedness and more inconsistent attendance. Attendance Rate: 30.5% All Students WES 35.1% Low-income Drop out rate: .32% TAUSD **Scope:** LEA-wide		
2.5	**Action:** SEL Mister Brown **Need:** As identified by student and parent surveys and a review of student attendance records, we have identified the need to build a strong sense of connectedness to the school setting for our low-income students, especially our unduplicated students who exhibit a higher lack of connectedness and who are greater inconsistencies in home to school needs. Students answering school perceived as a very safe or safe on local student survey: WES: 46.3% THS: 64.2% Research documents that the consistent use of an SEL curriculum will help our students build this sense of connectedness, as well as support their ability to be self-aware and self-	We will provide Mister Brown SEL curriculum. This includes 3 school visits including assemblies and professional development with staff. Additional parent nights will be added to include two total parent/community nights. While our low-income students will receive a greater level of support that will positively impact their academic performance and attendance rates, all students will benefit from the program.	2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	manage in a way that creates a strong sense of self-efficacy. **Scope:** Schoolwide		
2.6	**Action:** PBIS/MTSS team **Need:** When reviewing attendance and discipline data for low-income students at TAUSD, we have identified a need to build and improve our systems to identify and provide support and services to students. Including improvements in: data, consistency of team meetings, progress monitoring and follow-through. Chronic Absenteeism Rate: 30.5% All students 35.1% Low-income Suspension Rates 7.3% WES 9.4% Low-income at WES 8.1% THS 108% Low-income THS **Scope:** Schoolwide	We will implement Monthly PBIS/MTSS meetings with classified and certificated staff, including community members. The campus Supervisor will monitor low-income student progress and report to the team and families during SST meetings with families. Additional training in MTSS and PBIS strategies will improve student services and family engagement, and therefore improve student attendance and behavior. As we offer this on a school-wide level that will benefit all students, we anticipate the benefit will be far greater for those low-income students and families that may be experiencing greater barriers to attendance.	2.2
2.7	**Action:** Attendance incentives and supports	We are implementing tiered supports that build more consistent and effective strategies for	2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: In reviewing attendance rates and a review of parent, student, and staff surveys, we have identified a need to improve communication with families to create a higher awareness of the importance of good attendance and the need to more proactively engage with our families in a way that helps them address personal barriers that prevent regular attendance by their children As identified in the California Dashboard, student chronic absenteeism increased over the past year district-wide. 30.5% Chronically absent with an increase of 5.4% **Scope:** LEA-wide	engaging with our families and students. Research shows that as the home-school relationship improves, parent and student connectedness to the school is increased, which positively impacts student attendance and engagement. As we offer this on a school-wide level that will benefit all students, we anticipate the benefit will be far greater for our low-income students, who may be experiencing more barriers to attendance. As a result, the attendance rates and responses to a positive feeling of school connectedness by unduplicated students will increase more than their peers.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

The additional concentration grant funding will be used for health and wellness and paraeducators. This will help those disadvantaged students to close the gap between their achievement levels and those of their peers. These actions are reflected in Goals 1 and 2 in actions 1.3, 2.1, 2.4, and 2.5.

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	WES/TPA, THS, ALPSVIEW, & CDS	13:1
Staff-to-student ratio of certificated staff providing direct services to students	WES/TPA, THS, ALPSVIEW, & CDS	16:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,348,697	1,374,231	18.700%	0.000%	18.700%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,669,451.00	$130,931.33	$0.00	$0.00	$1,800,382.33	$1,369,687.00	$430,695.33

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	Instructional Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$432,611.00	$12,000.00	$444,611.00				$444,611.00	
1	1.2	I-Ready	Low Income	Yes	Schoolwide	Low Income	Specific Schools: WES 1-8th grade	2024-27	$43,339.00	$55,200.00	$98,539.00				$98,539.00	
1	1.3	Intervention Specialist	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$67,202.00	$0.00	$67,202.00				$67,202.00	
1	1.4	Class Size Reduction	Low Income	Yes	Schoolwide	Low Income	Specific Schools: WES	2024-2027	$79,500.00	$0.00	$79,500.00				$79,500.00	
1	1.5	Reading Intervention Curriculum and support staff	Low Income	Yes	Schoolwide	Low Income	Specific Schools: WES 1-5th grade	2024-2027	$54,820.00	$37,000.00	$91,820.00				$91,820.00	
1	1.6	College and career readiness and A-G supports	Low Income	Yes	Schoolwide	Low Income	Specific Schools: THS	2024-2027	$0.00	$39,789.00	$39,789.00				$39,789.00	
1	1.7	Educational Technology, Software and Technical support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$88,202.00	$88,202.00				$88,202.00	
1	1.8	Credit Recovery	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Trinity High School 9-12	2024-27	$17,377.00	$13,500.00	$30,877.00				$30,877.00	
1	1.9	CTE courses	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Trinity High School 9-12	2024-27	$88,763.00	$0.00	$88,763.00				$88,763.00	

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	Dual Enrollment/AP	Low Income	Yes	Schoolwide	Low Income	Specific Schools: THS	2024-27	$54,764.00	$0.00	$54,764.00				$54,764.00	
1	1.11	Student case load reduction for special education teachers	Students with Disabilities Students with disabilities	No			All Schools TK-12	2024-2027	$127,937.00	$0.00	$127,937.00				$127,937.00	
1	1.12	Learning Recovery Emergency Block Grant	All	No			All Schools	When funds are expended on June 2029 whichever comes first	$0.00	$26,681.33		$26,681.33			$26,681.33	
2	2.1	Family School Communication (Required TA)	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$65,850.00	$74,220.00	$140,070.00				$140,070.00	
2	2.2	SST Coordinator	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$86,512.00	$31,200.00	$117,712.00				$117,712.00	
2	2.3	Art/Music Program	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: WES/TPA/THS 4-12	2024-27	$0.00	$12,403.00	$12,403.00				$12,403.00	
2	2.4	School Based Counselors and Wellness Centers	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$61,191.00	$0.00	$61,191.00				$61,191.00	
2	2.5	SEL Mister Brown	Low Income	Yes	Schoolwide	Low Income	All Schools Specific Schools: WES, THS, Alps View	2024-2027	$0.00	$23,500.00	$23,500.00				$23,500.00	
2	2.6	PBIS/MTSS team	Low Income	Yes	Schoolwide	Low Income	Specific Schools: WES TK-8	2024-2027	$96,071.00	$0.00	$96,071.00				$96,071.00	
2	2.7	Attendance incentives and supports	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$6,500.00	$6,500.00				$6,500.00	
3	3.1	Internship	All Low-income	No			Specific Schools: Alps View 10-12	2024-2027	$6,750.00	$0.00		$6,750.00			$6,750.00	
3	3.2	Career and educational Fieldtrips	All Low-income	No			Specific Schools: Alps View 10-12	2024-27	$2,000.00	$10,500.00		$12,500.00			$12,500.00	
3	3.3	Student support staff	All Low-income	No			Specific Schools: Alps View	2024-27	$85,000.00	$0.00		$85,000.00			$85,000.00	

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
							10-12									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,348,697	1,374,231	18.700%	0.000%	18.700%	$1,541,514.00	0.000%	20.977 %	**Total:**	$1,541,514.00
								LEA-wide Total:	$937,891.00
								Limited Total:	$0.00
								Schoolwide Total:	$603,623.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Supports	Yes	LEA-wide	Low Income	All Schools	$444,611.00	
1	1.2	I-Ready	Yes	Schoolwide	Low Income	Specific Schools: WES 1-8th grade	$98,539.00	
1	1.3	Intervention Specialist	Yes	LEA-wide	Low Income	All Schools	$67,202.00	
1	1.4	Class Size Reduction	Yes	Schoolwide	Low Income	Specific Schools: WES	$79,500.00	
1	1.5	Reading Intervention Curriculum and support staff	Yes	Schoolwide	Low Income	Specific Schools: WES 1-5th grade	$91,820.00	
1	1.6	College and career readiness and A-G supports	Yes	Schoolwide	Low Income	Specific Schools: THS	$39,789.00	
1	1.7	Educational Technology, Software and Technical support	Yes	LEA-wide	Low Income	All Schools	$88,202.00	
1	1.8	Credit Recovery	Yes	Schoolwide	Low Income	Specific Schools: Trinity High School 9-12	$30,877.00	

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	1.9	CTE courses	Yes	Schoolwide	Low Income	Specific Schools: Trinity High School 9-12	$88,763.00	
1	1.10	Dual Enrollment/AP	Yes	Schoolwide	Low Income	Specific Schools: THS	$54,764.00	
2	2.1	Family School Communication (Required TA)	Yes	LEA-wide	Low Income	All Schools	$140,070.00	
2	2.2	SST Coordinator	Yes	LEA-wide	Low Income	All Schools	$117,712.00	
2	2.3	Art/Music Program	Yes	LEA-wide	Low Income	All Schools Specific Schools: WES/TPA/THS 4-12	$12,403.00	
2	2.4	School Based Counselors and Wellness Centers	Yes	LEA-wide	Low Income	All Schools	$61,191.00	
2	2.5	SEL Mister Brown	Yes	Schoolwide	Low Income	All Schools Specific Schools: WES, THS, Alps View	$23,500.00	
2	2.6	PBIS/MTSS team	Yes	Schoolwide	Low Income	Specific Schools: WES TK-8	$96,071.00	
2	2.7	Attendance incentives and supports	Yes	LEA-wide	Low Income	All Schools	$6,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,072,924.00	$2,072,924.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Supports	Yes	$432,611.00	432,611
1	**1.2**	I-Ready	Yes	$205,639.00	205,639
1	**1.3**	Intervention Specialist	Yes	$67,202.00	67,202
1	**1.4**	Class Size Reduction	Yes	$123,623.00	123,623
1	**1.5**	Reading Intervention Curriculum and support staff	Yes	$91,820.00	91,820
1	**1.6**	College and career readiness and A-G supports	Yes	$39,789.00	39,789
1	**1.7**	Educational Technology, Software and Technical support	Yes	$88,202.00	88,202
1	**1.8**	Credit Recovery	Yes	$30,877.00	30,877
1	**1.9**	CTE courses	Yes	$208,763.00	208,763
1	**1.10**	Dual Enrollment	Yes	$54,764.00	54,764
1	**1.11**	Student case load reduction for special education teachers	No	$127,937.00	127,937

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	Family School Communication (Required TA)	Yes	$140,070.00	140,070
2	**2.2**	SST/BIT Coordinator	Yes	$147,712.00	147,712
2	**2.3**	Art/Music Program	Yes	$12,403.00	12,403
2	**2.4**	School Based Counselors and Wellness Centers	Yes	$61,191.00	61,191
2	**2.5**	SEL Mister Brown	Yes	$23,500.00	23,500
2	**2.6**	PBIS/MTSS team	Yes	$146,071.00	146,071
2	**2.7**	Attendance incentives and supports	Yes	$6,500.00	6,500
2	**2.8**	Robotify	Yes	$0.00	0
3	**3.1**	Internship	No	$6,750.00	6,750
3	**3.2**	Career and educational Fieldtrips	No	$12,500.00	12,500
3	**3.3**	Student support staff	No	$45,000.00	45,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,476,926.00	$1,880,737.00	$1,880,737.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Supports	Yes	$432,611.00	$432,611.00		
1	1.2	I-Ready	Yes	$205,639.00	205,639		
1	1.3	Intervention Specialist	Yes	$67,202.00	67,202		
1	1.4	Class Size Reduction	Yes	$123,623.00	123,623		
1	1.5	Reading Intervention Curriculum and support staff	Yes	$91,820.00	91,820		
1	1.6	College and career readiness and A-G supports	Yes	$39,789.00	39,789		
1	1.7	Educational Technology, Software and Technical support	Yes	$88,202.00	88,202		
1	1.8	Credit Recovery	Yes	$30,877.00	30,877		
1	1.9	CTE courses	Yes	$208,763.00	208,763		
1	1.10	Dual Enrollment	Yes	$54,764.00	54,764		
2	2.1	Family School Communication (Required TA)	Yes	$140,070.00	140,070		
2	2.2	SST/BIT Coordinator	Yes	$147,712.00	147,712		
2	2.3	Art/Music Program	Yes	$12,403.00	12,403		

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)
2	**2.4**	School Based Counselors and Wellness Centers	Yes	$61,191.00	61,191		
2	**2.5**	SEL Mister Brown	Yes	$23,500.00	23,500		
2	**2.6**	PBIS/MTSS team	Yes	$146,071.00	146,071		
2	**2.7**	Attendance incentives and supports	Yes	$6,500.00	6,500		
2	**2.8**	Robotify	Yes	$0.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,282,150.00	1,476,926.00	0	20.281%	$1,880,737.00	0.000%	25.827%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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