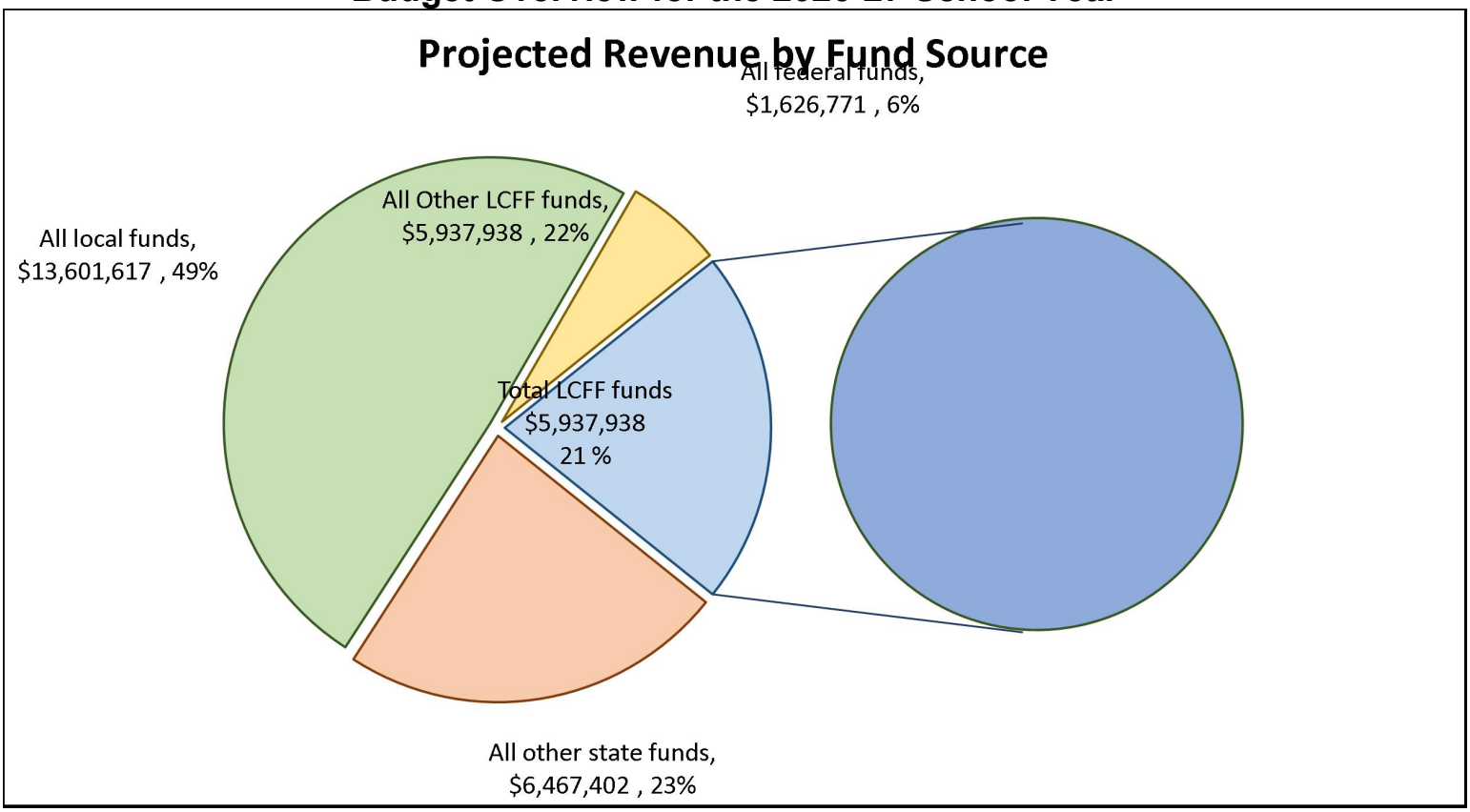
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Glenn County Office of Education
CDS Code: 11 10116 0000000
School Year: 2026-27
LEA contact information:
Ryan Bentz
Superintendent
rbentz@glenncoe.org
530-934-6575

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 Glenn County Office of Education expects to receive in the coming year from all sources.

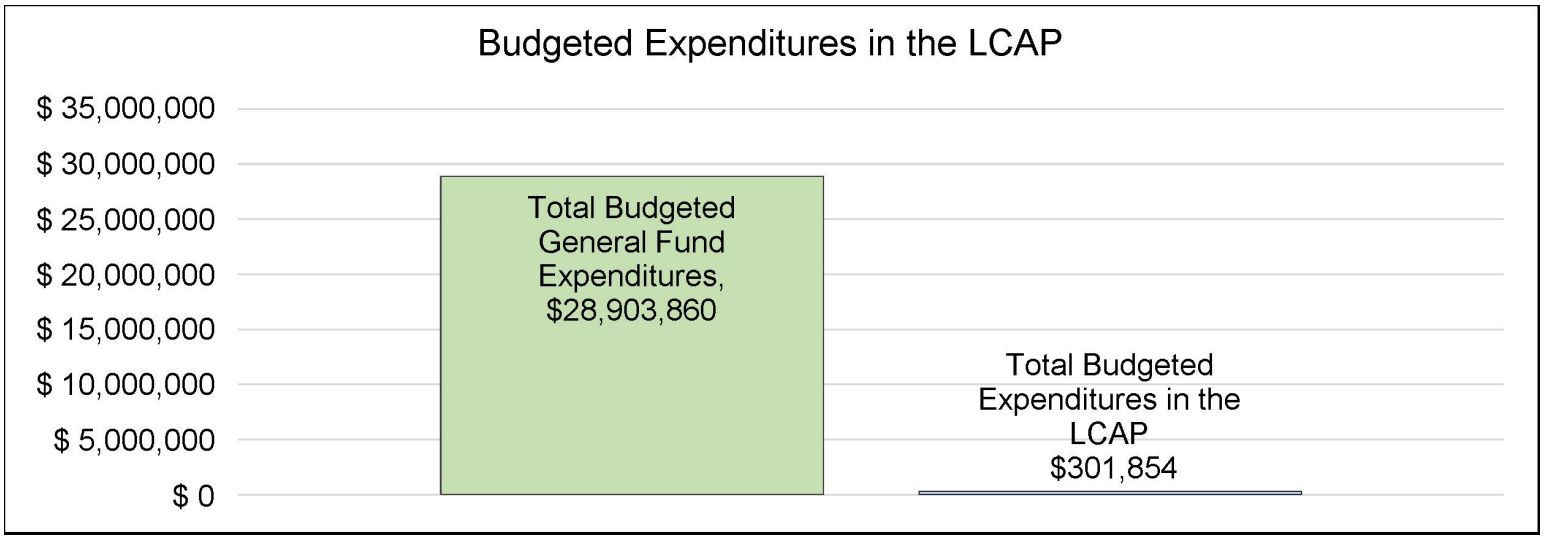
The text description for the above chart is as follows: The total revenue projected for Glenn County Office of Education is $27,633,728, of which $5,937,938 is Local Control Funding Formula (LCFF), $6,467,402 is other state funds, $13,601,617 is local funds, and $1,626,771 is federal funds. Of the $5,937,938 in LCFF Funds, $0 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Glenn County Office of Education 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: Glenn County Office of Education plans to spend $28,903,860 for the 2026-27 school year. Of that amount, $301,854 is tied to actions/services in the LCAP and $28,602,006 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

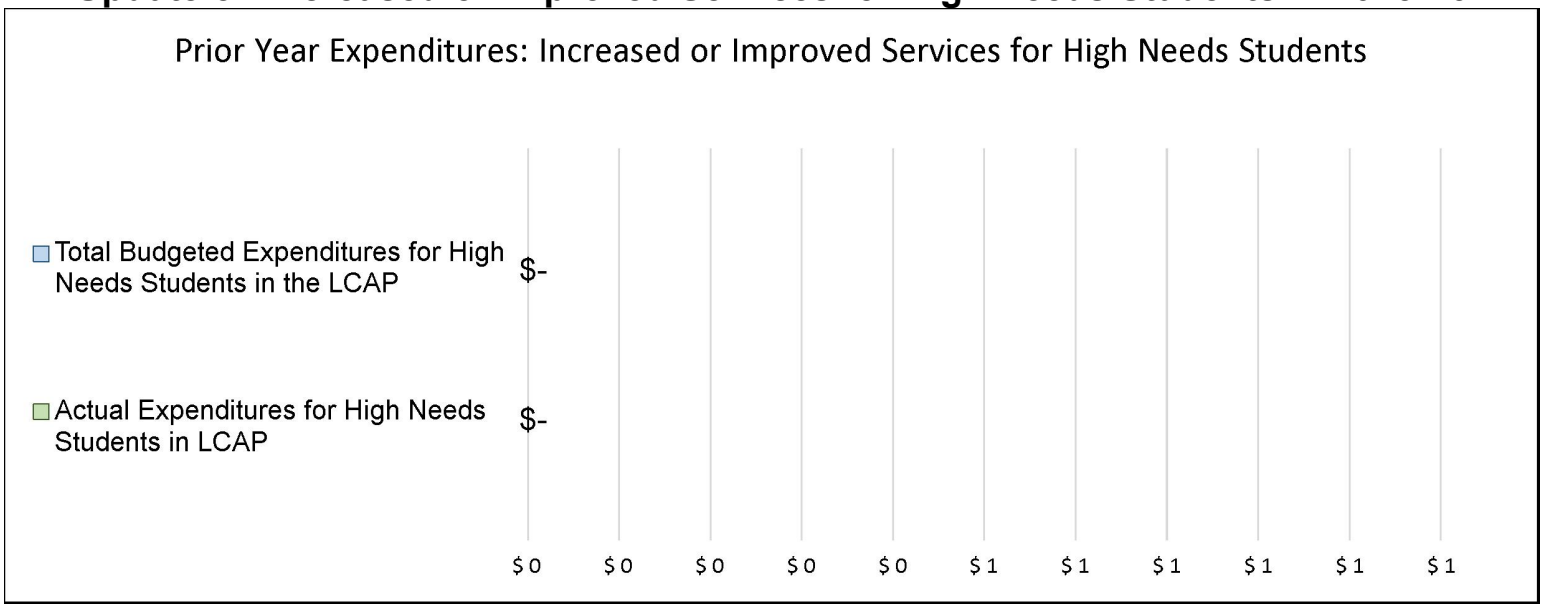
The GCOE General Fund supports all other operations including but not limited to Administration, Special Education, Special Programs and Other Educational Services.

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

In 2026-27, Glenn County Office of Education is projecting it will receive $0 based on the enrollment of foster youth, English learner, and low-income students. Glenn County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Glenn County Office of Education plans to spend $0 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 Glenn County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Glenn County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Glenn County Office of Education's LCAP budgeted $0 for planned actions to increase or improve services for high needs students. Glenn County Office of Education actually spent $0 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $0 had the following impact on Glenn County Office of Education’s ability to increase or improve services for high needs students:

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
Glenn County Office of Education	Ryan Bentz Superintendent	rbentz@glenncoe.org 530-934-6575

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.

Glenn County is a rural county in Northern California with 6,671 students in eight districts and two independent charter schools. Demographics from the 2025-26 DataQuest report include: 72% Free and Reduced Meals; White 37.9%, Hispanic/Latino 53.7%. The Glenn County Office of Education's (GCOE) 2025-26 Local Control and Accountability Plan (LCAP) centers around State Priorities 9 and 10, focusing on Expelled Students and Foster Youth, respectively.

Coordination of Services for EXPELLED STUDENTS AND FOSTER YOUTH
There are approximately 35 Foster Youth Students in Glenn County, some of these students are out-of-county youth who are placed in Glenn County foster homes, and attend Glenn County Schools. Glenn County Office of Education has a full-time FYSCP (Foster Youth Services Coordinating Program) coordinator, and a full-time Educational Social Worker, who is employed by GCOE, but is housed at the HHSA (Health and Human Services Agency), so to have access to the social workers, and CWS/CMS (Child Welfare System, Case Management System). GCOE has participated in the Foster Youth Success Initiative through the AmeriCorps Program, although that program was halted in Spring of 2025. The FYSI program utilizes former foster youth as mentors to support current transition aged foster youth, and connect them to available resources for successfully transitioning to adulthood, and post-secondary education.

GCOE has an MOU with Glenn County Health and Human Services Agency for Title 1V-E funding using FYSCP funding as a match. This funding is used to have a full-time Educational Social Worker who is housed within the Glenn County Child Welfare department and to

cooperatively work with the social workers to improve educational outcomes, by connecting foster youth to tutoring, mentoring, mental health, Independent Living Program, and post-secondary support.

The services through the FYSCP program are solely funded through the FYSCP Grant, McKinney-Vento Homeless Assistance Grant, and Title 1V-E funding through HHSA. GCOE receives no student-generated funds. GCOE does not receive LCFF funding for Foster Youth or Expelled students. LEA Districts in Glenn County utilize a portion of their LCFF funding to support the Site Liaison Project for Foster and Homeless youth, and to provide materials and supplies.

Expelled Students in Glenn County, including Foster Youth, are handled individually through each of the districts in the county according to the individual needs of the student. Options for expelled students include enrollment into the GCOE independent study Charter, William Finch, or GCOE Adult Education Charter School, Success One, or an Out-Of-County Placement. Each expelled student is evaluated individually as to the best placement for them with input and consent from parent or guardian. GCOE’s Student Services Department will continue to provide Special Education services and continue counseling if the expelled student is on an IEP. This process is outlined in the Expelled Youth Plan that will be posted to GCOE's website as required by Ed Code Section 48926.

Coordination of Services for GCOE Special Education

As a County Office of Education (COE), GCOE is only mandated to address these two priorities within its LCAP. Although not obligated to address State Priorities 1-8, GCOE's LCAP will also focus on Priority 5: Pupil Engagement and Priority 6: School Climate. This decision stems from the RED performance level indicator attributed to the suspension rate in 2023 and chronic absenteeism in 2024 within GCOE's Special Education program, as indicated on the California School Dashboard. Legislation mandates that GCOE take action to address this RED performance level on the California School Dashboard concerning its Special Education program. More specifically, GCOE will concentrate on both the suspension rate and chronic absenteeism within this program, given that it received a RED indicator at both the school level, GCOE Special Education School, and for specific student groups as outlined:

2023 DASHBOARD
Suspension Rate 11.9%
Students with Disabilities 11.9%
White Students 21.2%

2024 DASHBOARD
Suspension Rate 9.6%
Hispanic Students 10%

2025 DASHBOARD
Suspension Rate 7.7%
White Students 13.5%

2025 DASHBOARD

Chronic Absenteeism 58.9%
No Red
Student groups in Orange: Students with Disabilities 58.9%, and Socioeconomically Disadvantaged students 62.8%

SPECIAL EDUCATION
The purpose of the Glenn County Special Education school is to provide free and appropriate public education through special education services designed to meet the needs of students with disabilities. Eligible students range in age from TK - 22 years old. The “school” is actually classrooms housed on other LEAs campus through out the county. Our Extensive Support classrooms include our TK-5th grade classrooms at Capay Joint Elementary School, 6th-8th grade classroom at Plaza Elementary School, 9th-12th grade classroom at Willows High School, and the Adult Transition Program at the North Valley High School Campus. For our Tier 3 student with intensive emotional and behavioral needs we have the Osprey and Eagle program. The Osprey program for TK-8th grade is housed at Willows Intermediate School and the Eagle program for 9th -12th grade classroom in housed at Willows High School. Our programs are committed to providing high quality, comprehensive and legally compliant services. Our mission is to provide the best services to students to facilitate the highest level of student learning as possible leading individuals to engage in lifelong learning and meaningful employment.

Of the 100 students served through the regional special education programs, 18% are identified as English learners, 8% are long-term English learners. GCOE Special Education school has less than 18 English leaners (EL) and fewer than 8 long-term English leaners (LTEL), thus, is not required to include an action specific to ELs and LTELs.

Per state requirements, GCOE is addressing the REQUIRED ACTIONS FOR SPECIAL EDUCATION POPULATIONS as identified through performance on the California School Dashboard.

Goal 3 addresses persistent disparities in suspension rates identified on the 2023 California School Dashboard, including Red performance levels for All Students, Students with Disabilities (SWD), and White students within the Special Education program. Actions 3.1 and 3.2 focus on implementing targeted behavioral supports and restorative practices to reduce these disparities. In response to the 2024 Dashboard, which identified a Red performance level for Hispanic students in suspension rates, Goal 3 was refined to explicitly include Hispanic students within Action 3.1. The 2025 Dashboard indicates improvement for Hispanic students; however, White students continue to demonstrate a Red performance level. Goal 3 will maintain a targeted focus on reducing suspension rates for White students through continued implementation and refinement of Actions 3.1 and 3.2, using data-driven and equity-focused practices.

Goal 4 was developed in response to the 2024 California School Dashboard, which identified Red performance levels for chronic absenteeism among Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students. The goal focuses on reducing chronic absenteeism through a tiered Multi-Tiered System of Supports (MTSS) for attendance, with Actions 4.1, 4.2, and 4.3 providing data-driven interventions, IEP-aligned reengagement strategies, and targeted supports, including the use of Learning Recovery Emergency Block Grant (LREBG) funds. The 2025 Dashboard reflects improvement, with no Red performance levels in chronic absenteeism. However, SWD and socioeconomically disadvantaged student groups remain at the Orange level, indicating a continued need for targeted support. Goal 4 will be sustained and refined to further reduce chronic absenteeism for these student groups through continued implementation of MTSS and data-driven, equity-focused practices.

GCOE is not receiving equity multiplier funds for the 26-27 school year, Goals 3 and 4 have been redefined as focus goals.

Reflections: Annual Performance

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

EXPELLED AND FOSTER YOUTH
As a county office providing specialized programs for foster youth and expelled students from various area districts, our operations and support structure differ from traditional school sites. Consequently, our program does not have specific data reflected on the California School Dashboard (Dashboard). Our unique role focuses on serving highly mobile and at-risk student populations, which are not individually represented in the Dashboard metrics.

SPECIAL EDUCATION
The 2024 California School Dashboard identified Chronic Absenteeism as a critical area of concern for Glenn County Special Education, with a Red performance level for All Students, for Students with Disabilities and Students who are Socioeconomically Disadvantaged with 61.2% of students chronically absent, marking the second consecutive year at Red and a 7.2 percentage point increase from the prior year. Disaggregated data showed Students with Disabilities (SWD), which represent all students at the special education school, and Socioeconomically Disadvantaged (SED) students were disproportionately impacted, highlighting persistent barriers related to engagement, health, transportation, and reengagement practices. In response, Goal 4 was developed to address these needs through a Multi-Tiered System of Supports (MTSS) for attendance, including early identification of barriers, IEP-aligned attendance planning, and targeted outreach (Actions 4.1–4.3). The 2025 Dashboard reflects improvement, with no student groups in Red for chronic absenteeism; however, SWD and SED student groups remain at the Orange level, indicating the need for continued targeted intervention and refinement of MTSS strategies. Improvement from Red to Orange suggests early implementation of MTSS attendance strategies may be increasing student access and engagement because barriers to attendance are being identified earlier and addressed through individualized supports; however, continued Orange performance for SWD and SED indicates additional refinement and sustained implementation are necessary.

As reported on the 2024 Dashboard, Glenn County Special Education had a 9.6% suspension rate for all students, resulting in an Orange performance level overall. Disaggregated data identified Hispanic students at a Red performance level, in addition to Students with Disabilities (SWD) and White students identified in 2023. In response, Goal 3 was refined to address these disparities through targeted behavioral supports, staff training, and restorative practices (Actions 3.1 and 3.2), with an increased focus on culturally responsive interventions.

The 2025 Dashboard indicates improvement for Hispanic students; however, White students continue to demonstrate a Red performance level in suspension. This ongoing disparity underscores the need for sustained and intensified efforts. Goal 3 will continue to prioritize reducing suspension rates for White students, while maintaining supports for SWD, through the ongoing implementation and refinement of data-driven, equity-focused behavioral interventions. Dashboard and local discipline data continued to demonstrate disproportionate suspension outcomes among Students with Disabilities and Hispanic student groups. Local analysis and educational partner feedback indicated that staffing instability, variation in implementation of behavior systems, and inconsistent preparation in trauma-informed and

restorative practices contributed to uneven student experiences and reengagement outcomes. Goal 3 was refined to address both student outcome disparities and the underlying educator capacity conditions associated with those outcomes.

LEARNING RECOVERY EMERGENCY BLOCK GRANT
GCOE has $106,330 in remaining LREBG fund balance, with $53,165 being spent in this LCAP. We allocated this funding to actions under Goals 3 and 4 because these directly address the unique needs of the students whose enrollment generated these funds — students in Special Education.

Goal 3: Reduce Suspensions
Action 3.1 — Provide professional development in restorative practices and culturally responsive behavioral supports
Action 3.2 — Implement proactive, research-based practices that emphasize early intervention and crisis prevention for students with severe behavioral challenges

Rationale for Selecting These Actions:
GCOE's needs assessment, informed by analysis of the 2023, 2024, 2025 California School Dashboard suspension indicator data as well as family and staff feedback from IEP meetings and SELPA governance sessions, identified that Students with Disabilities (SWD), White and Hispanic students are suspended at rates significantly higher than their peers. This disproportionate exclusion from instruction was identified as a barrier to equitable access and progress toward IEP goals. The needs assessment concluded that systemic gaps in culturally responsive, restorative behavioral practices contribute to these disparities. This action directly addresses that need by equipping staff with skills to de-escalate and re-engage students effectively.

Alignment with Ed Code 32526
Actions 3.1 and 3.2 align with the allowable expenditures of Learning Recovery Emergency Block Grant (LREBG) funds as outlined in California Education Code Section 32526(c)(2)(C), which authorizes “integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services... or programs to address pupil trauma and social-emotional learning.” These actions were implemented in response to elevated suspension rates among students with disabilities, and they emphasize trauma-informed practices, mental health supports, and professional development for staff. Their purpose is to improve school climate and reduce exclusionary discipline, directly addressing barriers to learning as intended by the statute.

Goal 4: Reduce Chronic Absenteeism and Improve Engagement
Action 4.1 — Implement a multi-tiered system of supports (MTSS) for attendance with targeted interventions
Action 4.2 — Strengthen family-school partnerships

Rationale for Selecting These Actions:
GCOE's needs assessment, based on the review of 2023, 2024 and 2025 California School Dashboard chronic absenteeism indicator data and extensive input gathered during IEP meetings, SELPA consultations, and parent focus groups, identified that Students with Disabilities (SWD) experienced a chronic absenteeism rate of 61.2% — significantly higher than all other student groups. Family and staff feedback revealed key contributing factors, including transportation barriers, chronic illness, and limited proactive outreach. This elevated absenteeism was identified as a major barrier to consistent access to instruction, services, and progress on IEP goals. This action directly addresses those

needs by providing systemic, tiered supports and family-centered interventions. This action establishes an MTSS attendance framework with data dashboards, early-warning systems, individualized interventions, and dedicated staff to re-engage students and families.

Alignment with Ed Code 32526
Actions 4.1 and 4.2 align with the authorized uses of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code Section 32526(c)(2)(B), which permits expenditures that accelerate progress to close learning gaps through evidence-based learning supports, such as “tutoring or other one-on-one or small group learning supports provided by certificated or classified staff,” and “learning recovery programs and materials designed to accelerate pupil academic proficiency.” These actions were designed to address below-standard academic performance among students with disabilities and low socioeconomic students and to support their progress through targeted intervention services, learning recovery curriculum, and supplemental instructional supports. Their implementation reflects a direct application of the statute’s intent to use LREBG funding for closing achievement gaps and improving pupil academic outcomes.

Reflections: Technical Assistance

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

Not applicable. GCOE is not eligible to receive technical assistance, nor has GCOE requested technical assistance.

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.

Not applicable. GCOE does not have any schools eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable. GCOE does not have any schools eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable. GCOE does not have any schools eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Children's Interagency Coordinating Council (Foster and Expelled Youth)	As the executive advisory body for Foster and Expelled Youth, the CICC included representatives from Mental Health, Probation, Child Welfare, HHSA, the District Attorney's Office, and Foster Youth Services Coordinating Program (FYSCP). Monthly CICC meetings played a pivotal role in shaping Goals 1 and 2. For example: Mental Health feedback informed the inclusion of mental health supports and cross-agency collaboration (Action 1.2). Probation and CWS representatives helped refine procedures for school enrollment and records sharing (Actions 1.3 and 1.5). The DA's office emphasized the need for truancy prevention and timely reengagement of expelled youth, supporting Action 2.1.
Foster/Homeless Site Liaisons (Foster and Expelled Youth) School District and Site Liaisons, Foster/Homeless Youth Coordinator	Our engagement process for school districts and site liaisons for foster and homeless youth involved monthly meetings with the County Office of Education's (COE) foster/homeless coordinator. These meetings were crucial for providing case management services and gaining a comprehensive understanding of the unique needs of foster and homeless youth across various Local Educational Agencies (LEAs). Through these meetings, liaisons reported recurring challenges related to school transitions, records delays, and lack of immediate

Educational Partner(s)	Process for Engagement
	access to mental health services for foster youth. Their on-the-ground feedback was instrumental in shaping Action 1.2 (Agency Collaboration) and Action 1.3 (Enrollment and Data Practices) by reinforcing the need for streamlined enrollment processes and consistent identification protocols across districts. In the context of Expelled Youth, site liaisons emphasized the importance of timely reengagement and credit recovery options, particularly for students returning from out-of-district placements or alternative settings. Their feedback validated the design of Action 2.1 (Credit Recovery) and the use of alternative pathways to promote academic continuity and behavioral growth.
District Administrators (Foster and Expelled Youth)	Annually (Fall): The Foster Youth Services lead facilitates a formal, annual presentation to all district superintendents at the start of the academic year. This session serves to introduce new program staff and deliver critical regulatory updates on shifting state and federal laws pertaining to foster and homeless youth. Monthly (as requested): Foster Youth staff participate in monthly district superintendent meetings upon request to address emerging systemic needs, share data, and collaborate on regional stability strategies. Ongoing (as needed): To ensure immediate, site-level intervention, Foster Youth staff meet directly with school principals and building administrators on an ongoing, as-needed basis to problem-solve individual student cases and support school stability.
Parents (Foster and Expelled Youth) (Special Education)	Foster and Expelled Youth During initial meetings with foster youth, the Foster Youth Services Coordinating Program (FYSCP) staff engaged parents, guardians, and educational rights holders (ERHs)—representing the parent/guardian educational partner group—regarding school transitions, IEP compliance, and transportation. This targeted engagement took place within the first two weeks of a student's entry into the foster care system.

Educational Partner(s)	Process for Engagement
	Following this initial introduction, FYSCP staff conducted ongoing monthly check-in meetings throughout the school year with these parents, guardians, and ERHs to monitor school transitions, IEP implementation, and transportation services. During these structured monthly meetings, families emphasized the need for faster re-enrollment, consistent outreach, and educational advocacy for foster youth. These specific insights directly guided the development of Actions 1.1, 1.3, and 1.5 to support school stability and efficient enrollment. Special Education Parents and guardians were consulted throughout the year via IEP meetings, where they provided feedback on disciplinary practices, access to services, and attendance challenges. Families of Hispanic students shared concerns about behavioral referrals and exclusionary discipline, which directly informed the inclusion of Hispanic students in the focus of Goal 3. Parents also raised issues around transportation, chronic illness, and IEP service disruptions due to absenteeism—concerns that helped shape the strategies in Goal 4 to increase school engagement and access. Throughout the school year, GCOE engaged educational partners through IEP meetings, classroom outreach, site staff discussions, and SELPA Governance Council sessions. Parents consistently voiced concerns about barriers to attendance—including transportation, illness, and behavioral needs—which aligned with the Dashboard indicators for chronic absenteeism among Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students.
Students (Foster and Expelled Youth) (Special Education)	Foster and Expelled Youth Student input was gathered during ongoing Individual Learning Plan (ILP) meetings and regular informal check-ins that occur throughout the year, including during intake and transition periods. Students shared insights about school transitions, gaps in support services, and academic recovery needs. Their feedback reinforced the importance of targeted credit recovery (Action 2.1) and directly informed the development of Action 1.4, which monitors timely enrollment for foster youth following placement changes.

Educational Partner(s)	Process for Engagement
	Special Education Student voice was consistently captured through Individualized Education Program (IEP) meetings and transition planning discussions, which take place on a scheduled and as-needed basis across the school year. These conversations—especially within Tier 3 programs such as Osprey and Eagle—surfaced challenges related to attendance consistency and disciplinary practices. Students' experiences supported the expansion of individualized behavior intervention plans under Goal 3 and emphasized the need for reengagement systems tailored to emotional and behavioral supports as outlined in Goal 4.
SELPA (Special Education) Includes district superintendents, site principals, district CBOs, county superintendent, fiscal staff	The SELPA Governance Council, including superintendents, principals, and district CBOs, met monthly to review Dashboard performance data, with a focus on chronic absenteeism and suspension. The group's review of disaggregated data for SWD, SED, and Hispanic students contributed to refining the metrics and actions in Goal 4 (MTSS and family engagement strategies). SELPA leadership played a central role in drafting the goals and actions during spring planning sessions. Specific to the LCAP, monthly meetings include discussion regarding LCAP goals and actions. Data specific to the special education program is reviewed and discussed in January, which leads to the development of goals and actions throughout the remainder of the spring. With information from the spring SELPA Meetings, the SELPA director and the Student Services Leadership team met to draft the goal and actions for the LCAP. This collaboration led to the formation of additions actions to Goal 4 and agreement to sustain Goal 3 and actions. There was a public meeting to discuss Goal 3 and action steps on March 24, 2026. There was a public hearing along with the opportunity for public comment held on June 25, 2026. The County Board of Education approved this plan after entertaining public comment on June 26, 2026.
Program Specialists (Special Education)	Weekly meetings with Special Education program specialists were used to analyze behavior trends and absenteeism patterns. These

Educational Partner(s)	Process for Engagement
	staff offered insights into recurring triggers for suspensions and supported the development of professional development priorities for restorative practices and trauma-informed care (Action 3.1). They also helped identify needs for real-time attendance tracking and more responsive intervention systems, which informed Action 4.1.
Bargaining Units (Special Education) Teachers and other school personnel	The engagement process for bargaining units regarding the Local Control and Accountability Plan (LCAP) typically involves regular consultations and meetings with both classified and certificated union representatives. Throughout the 2025-26 academic year, presentations were made reminding all educational partners of the LCAP process, their opportunities to provide input, and the progress made toward the LCAP goals. During each of these presentations, updated information was provided regarding the goals, the metric data, and the budget information connected to the progress of the goals. Bargaining units - California Teachers Association (CTA) and California School Employees Association (CSEA) were notified of meetings where they could provide input and support the development of the LCAP. Members have been involved in meetings throughout the year that have involved the budget process and planning that affects staffing and other relevant issues. Members of both bargaining units have been involved in committee meetings.

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

EXPELLED AND FOSTER YOUTH
Although GCOE does not have its own students, collaborative meetings involving Foster Youth Services Coordinating Program (FYSCP) and school districts are held to gather teachers' insights and input. These sessions are pivotal in aligning efforts to address the diverse needs of foster youth.

Furthermore, the FYSCP collaborates with SELPA staff to identify foster youth requiring special education services or support. Together, they ensure that foster youth undergo appropriate assessments and evaluations to ascertain their eligibility for special education services under the Individuals with Disabilities Education Act (IDEA). Consultation with district teachers is also essential. Specific feedback from educational partners regarding LCAP development is as follows:

Children's Interagency Coordinating Council (CICC)

Goal(s): 1 Action(s): 1.1, 1.2, 1.6

CICC meetings are a collaboration across multiple agencies. Each meeting includes a review of goals and actions related to foster and expelled youth, followed by structured discussions on their effectiveness and potential improvements. These discussions are taken into consideration when developing LCAP goals and actions. For example, input from the Mental Health representative led to the inclusion of expanded mental health services in our actions for foster youth. The District Attorney's insights helped shape our approach to truancy prevention for expelled youth. This collaborative effort ensured that the specific challenges faced by foster and homeless youth were comprehensively addressed in the LCAP. By maintaining regular communication and leveraging the expertise of all stakeholders, we were able to develop a plan that is responsive to the needs of our most vulnerable students.

Foster/Homeless Site Liaisons
Goal(s): 1 Action(s): 1.3, 1.5, 1.6

Key insights from monthly meetings held with liaisons include the identification of barriers to academic success, such as frequent school changes, lack of stable housing, and limited access to mental health services. The foster/homeless coordinator provided data on attendance, academic performance, and social-emotional well-being, which was instrumental in shaping our LCAP goals and actions. For example, feedback from these meetings highlighted the need for increased mental health support and stable educational placements for foster youth.

As a result, the LCAP includes actions such as implementing programs to support school stability for foster youth. Additionally, the need for targeted academic interventions for homeless youth led to the inclusion of tutoring services and after-school programs specifically designed for this population.

Superintendents
Goal(s): 1, 2 Action(s): 1.1, 1.2, 1.6; 2.1, 2.1

The bi-annual meetings with superintendents were designed to provide a platform for discussing the unique needs and challenges faced by foster youth within our Local Educational Agencies (LEAs). The foster youth coordinator shared insights from case management services and highlighted areas requiring immediate attention. He also presented updates on the implementation of previously discussed strategies and gathered additional input on emerging needs. Superintendents were encouraged to provide feedback on current support strategies and suggest improvements based on their district's experiences. The follow-up meeting in the spring served as a progress review and planning session. This meeting included a collaborative discussion on resource allocation and potential partnerships to enhance support for foster youth. Discussion also included accurate and appropriate identification of homeless youth in district SIS systems. During the meetings with superintendents, it became evident that accurate identification and support of homeless students, including those in foster care, were critical to providing appropriate services. Superintendents highlighted inconsistencies in how homeless students were identified and marked in school records, which could lead to gaps in support. To address this issue, the decision was made to have the foster youth coordinator attend meetings of attendance and enrollment staff at school sites.

Parents
Goal(s): 1 Action(s): 1.3, 1.4, 1.5

Feedback collected from various parent/educational rights holder is systematically analyzed to identify common themes and specific needs, which are then presented to the LCAP development team to inform the goals and actions in the LCAP.

Students
Goal(s): 1 Action(s): 1.4

Anecdotal comments during ILP meetings help us understand the unique needs and preferences of each student, allowing us to tailor our support services more effectively. By incorporating student feedback into the ILP process, we ensure that our educational programs are responsive to the needs of our students, fostering a more supportive and engaging learning environment.

SPECIAL EDUCATION
This fiscal year (2025–26), GCOE received LREBG funding, which is being used to strengthen evidence-based systems and supports that promote school engagement and reduce absenteeism for students in Special Education. In alignment with Education Code Section 42238.02 and state LCAP requirements, GCOE designated Goal 3 as Focus Goal, addressing chronic absenteeism and suspension rate disparities identified among Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Hispanic youth.

Educational partner feedback was instrumental in shaping Goals 3 and 4 and their associated actions. These goals prioritize evidence-based interventions funded in part by Equity Multiplier resources and are designed to improve engagement and behavioral outcomes for high-need student groups.

Parents
Goal(s): 3, 4 | Action(s): 3.2, 4.2
Parents and guardians collaborated with school teams during IEP meetings and community consultations, highlighting the impact of transportation challenges, frequent illness, and inconsistent access to IEP services due to absenteeism. These insights informed the development of Goal 3's MTSS-based attendance strategies and Goal 4's family engagement workshops, ensuring supports are tailored to student needs across regionalized programs, including Tier 3 programs Osprey and Eagle.

Students
Goal(s): 3 | Action(s): 3.2
Students contributed through IEP discussions and informal feedback, sharing their experiences with school climate, discipline, and support systems. Their perspectives reinforced the need for inclusive practices, stronger peer connections, and recognition of consistent attendance, shaping actions under Goal 3 to improve engagement and reduce suspensions.

SELPA
Goal(s): 3 | Action(s): 3.2
SELPA representatives provided specialized input through ongoing consultation, offering guidance on targeted interventions, appropriate assessments, and tailored instructional supports, which informed the design and monitoring of Goal 3 actions to better meet the needs of students with disabilities.

Program Specialists
Goal(s): 3 | Action(s): 3.1, 3.2
Weekly meetings with program specialists provided actionable, data-driven insights on progress toward goals. Their expertise informed the development and refinement of MTSS frameworks, data tracking systems, and site-based staff roles under Goal 3.

Bargaining Units
Goal(s): 2, 3 | Action(s): 2.2; 3.1, 3.2
Union leaders participated in collaborative discussions to address staffing needs, working conditions, and professional development aligned to improved student outcomes. Their feedback shaped Goal 3 actions supporting employee effectiveness in implementing engagement and behavioral supports.

Staff Input
Goal(s): 4 | Action(s): 4.1
Staff input collected through SELPA governance, focus groups, and site meetings emphasized the need for additional support personnel, trauma-informed training, and early-warning systems for absenteeism. These priorities were incorporated into Goal 4 actions to enhance attendance supports and family partnerships.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	FOSTER YOUTH: In accordance with Priority 10: Foster Youth (COEs), GCOE will maintain the coordination of Foster Youth Services throughout the county.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

On average, foster youth experience eight school changes while in care. Each move results in an estimated loss of four to six months of educational progress, highlighting the detrimental impact of instability on their academic journeys. To mitigate these negative effects, Goal 1 of the GCOE LCAP centers on maximizing school stability for foster youth. The primary aim is to keep foster youth in their school of origin whenever deemed in their best interest by their Education Rights Holder (ERH). To facilitate this continuity, and through collaborative efforts, the Local Educational Agency (LEA) will provide necessary support services, including transportation assistance as outlined in the Every Student Succeeds Act (ESSA) transportation plans. In cases where remaining in the school of origin is not feasible or in the youth's best interest (as determined by the ERH), Goal 1 outlines that foster youth be enrolled in a new school and attending classes within 24 hours of arriving at their new home. Ensuring school stability is paramount for foster youth, as it reduces the amount of trauma they experience and provides a foundation for academic growth in all areas. Goal 1 recognizes this critical need and aims to create a more supportive and consistent educational experience for these students by effectively maintaining the coordination of services for foster youth.

The development of Goal 1 and its corresponding actions directly address the broader objective of coordinating services for foster youth throughout Glenn County. Furthermore, this goal aligns with several subsets of Priority 10, which specifically focuses on improving educational outcomes for foster youth.

PRIORITY 10A. Working with the county child welfare agency to minimize changes in school placement

We developed this goal and actions to ensure that we are actively working to minimize school placement changes for foster youth. Our actions support this by:

*Developing MOUs with child welfare and probation agencies to improve school stability
*Collaborating with county agencies and caregivers to identify and address barriers to enrollment
*Developing policies and practices to support the infrastructure for increased school stability

PRIORITY 10B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports

We developed this goal and actions to ensure a comprehensive approach to supporting foster youth, which includes information sharing. This is evidenced by:

*Developing MOUs with child welfare agencies, which would include protocols for information sharing
*Creating practices to ensure all foster/homeless youth are identified and tagged through the enrollment process and data matches, which facilitates information sharing with child welfare agencies

PRIORITY 10C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services

We developed this goal and actions to address this priority by focusing on overall coordination and support for foster youth. We developed our approach to ensure that we have systems in place to respond effectively to all stakeholders, including the juvenile court. This is supported by:

*Developing MOUs with probation agencies, which would include protocols for responding to court requests
*Allocating sufficient staff and providing staff training to implement school stability, which would include responding to court requests and coordinating services

PRIORITY 10D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport

We developed this goal and actions to ensure that foster youth experience minimal disruption in their education, which necessitates efficient record transfer. This is evidenced by:

*Developing policies, procedures, and practices to support the infrastructure for increased school stability, including data infrastructure
*Creating practices to ensure all foster/homeless youth are identified and tagged through the enrollment process, which facilitates efficient record transfer
*Developing and using data metrics to evaluate the length of time it takes for a foster youth to be enrolled in school, which would include the time for record transfer

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 10 Coordination of Services for Foster Youth” (COE only)	0% 2023-24	40% 2024-25	50% 2025-26	60%	Increased 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of foster youth who are enrolled within 24 hours of EHR making determination regarding school placement					
1.2	Priority 10 A. working with the county child welfare agency to minimize changes in school placement Percentage of foster youth who stay in school of origin after transfer whose ERHs decide it is in their best interest, including through support provided by both the LEA and child welfare	36% 2023-24	60% 2024-25	64% 2025-26	8%	Increased 28%
1.3	Priority 10 B. providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports Average number of days taken to share requested educational status of foster youth and progress information	30 days to verification 2023-24	20 days to verification 2024-25	18 days to verification 2025-26	15 days	Decreased 12 days

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with county child welfare agencies					
1.4	Priority 10 C. responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services Percentage of court-involved foster youth with a coordinated educational service plan in place within 10 days of court request	0% 2023-24	5% 2024-25	30% 2025-26	60%	Increased 30%
1.5	Priority 10 D. establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport Average time (in days) taken to transfer health and education records from the previous school to the new school	30 days 2023-24	18 days 2024-25	16 days 2025-26	15 days	Decreased 14 days

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.

GCOE implemented all planned actions associated with Goal 1, focusing on instructional access, student attendance, and academic success. This included coordination with school sites, facilitation of countywide attendance strategies, and the deployment of alternative instructional models. There were no substantive deviations in implementation. Key successes included improved student participation in independent living programs (ILPs) and enhanced academic recovery options. A challenge remained in maintaining consistent daily engagement for students in remote settings, particularly those facing socio-emotional barriers.

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 and estimated actual expenditures for the actions under Goal 1. Expenditures remained aligned with program objectives, including staffing, technology access, and instructional support for alternative education students. No fiscal reallocations or percentage deviations exceeded 20%.

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

Actions 1.1 - 1.6 implemented under Goal 1 have proven effective in making progress toward the coordination and support of foster youth in Glenn County. Key metrics demonstrate substantial improvements. For example, Metric 1.1 shows the percentage of foster youth enrolled in school within 24 hours of placement increased from 0% to 50%, and the percentage of students remaining in their school of origin, when in their best interest, rose from 36% to 64%, as seen in Metric 1.2. These gains reflect the positive impact of coordinated services, timely data sharing, and strengthened interagency collaboration.

Actions such as developing MOUs with child welfare agencies (Action 1.1), enhancing agency collaboration (Action 1.2), and streamlining enrollment procedures (Action 1.3) have directly supported school stability and accelerated response times as identified in Metric 1.3 and 1.4. Data metric tracking (Action 1.4) and increased communication with school sites (Action 1.5) also led to measurable improvements—such as reducing the average time to transfer health and education records from 30 to 16 days, and increasing coordinated educational service plans for court-involved youth from 0% to 30%, also seen in Metric 1.5

While some metrics remain in early implementation phases, the steady upward trends and consistent alignment with State Priority 10 affirm the overall effectiveness of these actions. Continued focus on staff training (Action 1.6) and collaborative planning will be key to sustaining and expanding these improvements in the 2026-27 school year.

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.

No changes are planned to the goal, actions, or associated metrics. The 2025-26 implementation yielded strong results with full alignment to state priorities. The agency will maintain existing strategies while continuing to monitor educational partner feedback to ensure sustained effectiveness.

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	Coordination of Services for Foster Youth	Implement effective coordination of services by developing MOUs with child welfare and probation agencies, other school districts as appropriate, and County Office of Education Foster Youth Services to develop a joint plan to improve school stability. (Note: This action is implemented by personnel and services funded in Action 1.6. No additional cost is reported here to avoid duplicating salaries.)	$0.00	No
1.2	Agency Collaboration	Implement effective coordination of services by collaborating with county child welfare, probation agencies, and foster caregivers/group homes to identify barriers to enrollment and develop procedures for quickly enrolling foster youth and/or homeless youth in school. (Note: This action is implemented by personnel and services funded in Action 1.6. No additional cost is reported here to avoid duplicating salaries.)	$0.00	No
1.3	Policies, Procedures, and Practices	To maintain the effective implementation of coordinated services, develop policies, procedures and practices to support the infrastructure to increase school stability, including data infrastructure, and enrollment/disenrollment policies. Including creation/implementation of practices to ensure all foster youth are identified and tagged through the enrollment process and through state and local data matches as defined under both LCFF and AB490 definitions. (Note: This action is implemented by personnel and services funded in Action 1.6. No additional cost is reported here to avoid duplicating salaries.)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Data Metrics Development	Develop and use data metrics to evaluate length of time it takes for a foster youth to be enrolled in school and attending classes from the moment of home placement, providing data of effective coordination of services. (Note: This action is implemented by personnel and services funded in Action 1.6. No additional cost is reported here to avoid duplicating salaries.)	$0.00	No
1.5	Increased Communication	Increased communication and education with schools sites, resulting in a more accurate identification of homeless youth. (Note: This action is implemented by personnel and services funded in Action 1.6. No additional cost is reported here to avoid duplicating salaries.)	$0.00	No
1.6	Staff Allocation	Allocate sufficient staff and provide staff training to implement school stability.	$158,060.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	EXPELLED YOUTH: In accordance with Priority 9: Expelled Youth (COEs), GCOE will maintain the coordination of services of Expelled Youth throughout the county.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Glenn County Office of Education (GCOE) is dedicated to improving educational outcomes for expelled pupils. This commitment stems from recognizing the significant educational and social challenges these students face, putting them at high risk of falling behind academically, dropping out of school, and experiencing ongoing behavioral issues. To date, all the students who come to our alternative education classroom are behind in credits. To address this challenge, GCOE established Goal 2 in order to facilitate credit recovery for expelled students through targeted support in an alternative education classroom. This approach aims to provide a structured pathway for these students to recover academic credits, simultaneously improving behavior and achieving their educational objectives.

To support the goal of improving educational outcomes for expelled pupils, one specific action is to provide specialized professional development for educators and staff working in the alternative education classroom. This action directly addresses the belief that effectively trained teachers play a pivotal role in student engagement and academic success. Alternative education research highlights the importance of equipping educators with the necessary skills and knowledge to effectively serve this unique student population. When staff are better equipped to engage students and create a positive learning environment, students feel more connected to school. Studies show increased engagement leads to increased attendance. As students attend more regularly, they have more opportunities to make up for lost academic time and work toward recovering credits. By providing ongoing professional development to staff, GCOE aims to empower educators to create a supportive and structured learning environment where expelled students can thrive and complete more credits.

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 9. addresses how the county superintendent of schools will coordinate	10.6 credits earned/semester 2023-24	20.4 credits earned/semester 2024-25	24.4 credits earned/semester 2025-26	30 credits/semester	13.8 credits/semester increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instruction of expelled pupil Percentage increase in credits earned by Expelled Youth (Data Source: Aeries transcript)					

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.

Both actions under Goal 2 — Action 2.1 (Credit Recovery) and Action 2.2 (Staff Professional Development) — were implemented as planned during the 2025-26 school year, with no substantive deviations between planned and actual implementation. During implementation, GCOE also reviewed the methodology used to measure student progress under Metric 2.1 (Percentage increase in credits earned by Expelled Youth) for students enrolled in the REACH program. While the actions themselves were carried out as planned, GCOE determined that the original percentage-based calculation for Metric 2.1 did not accurately represent student progress or program effectiveness, because fluctuations in students' prior credit deficits created inconsistent and misleading percentage calculations. As part of GCOE's annual review and continuous improvement process, Metric 2.1 was revised to measure the average number of credits earned per semester following enrollment in REACH, which more accurately reflects the program's intended outcome of accelerating credit attainment and supporting re-engagement. This was a refinement to how progress is measured, not a change to how the actions were delivered.

SUCCESSES
Action 2.1 (Credit Recovery): Using the revised Metric 2.1 methodology, students enrolled in REACH earned an average of 10.6 credits per semester in the 2023-24 baseline year, increasing to 20.4 credits per semester in 2024-25 and 24.4 credits per semester in 2025-26 — demonstrating substantial and consistent improvement in credit accumulation.

Action 2.2 (Staff Professional Development): Coordinated case management, counseling support, student check-ins, and collaboration with families and community agencies contributed to improved student connection to school and increased participation in academic programming. Educational partner feedback indicated that individualized support and relationship-building strategies were particularly valuable in keeping students engaged and working toward credit completion.

CHALLENGES

Action 2.1 (Credit Recovery): Students entering the program often carry substantial credit deficiencies, inconsistent attendance histories, and social-emotional barriers that continue to impact academic persistence, requiring intensive and ongoing academic and case management support.

Action 2.2 (Staff Professional Development): Consistent long-term student engagement remains difficult for students facing significant personal and social-emotional challenges. Staff also noted that maintaining consistency of participation — even with wraparound supports in place — continues to require refinement of reengagement and support systems.

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 and estimated actual expenditures for Action 2.1. All allocated funds supported program operations and staffing as intended. Expenditures remained aligned with service delivery to expelled youth. No significant budget reallocations occurred that would impact planned services or outcomes.

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

Action 2.1 has been effective in increasing student credit attainment and supporting academic reengagement for students enrolled in the REACH program. Through expanded credit recovery opportunities, individualized academic planning, and increased monitoring of student progress, students demonstrated consistent improvement in the number of credits earned per semester after enrollment in the program.

As part of the annual review process, GCOE revised Metric 2.1 to better measure the intended outcome of the action. The original metric, which focused on percentage increases in credits earned, did not accurately reflect student progress due to the varying levels of credit deficiency students had upon entry into the program. The revised metric now measures the average number of credits earned per semester while enrolled in REACH, providing a more accurate and meaningful measure of student growth and program effectiveness.

Using the revised methodology, students earned an average of 10.6 credits per semester in the 2023–24 baseline year, increasing to 20.4 credits per semester in 2024–25 and 24.4 credits per semester in 2025–26. These outcomes of Metric 2.1 indicate that the action has been effective in accelerating credit accumulation and improving students' progress toward graduation and educational stability.

While progress has been significant, GCOE recognizes the continued need to provide intensive academic and case management supports for students entering the program with substantial credit deficiencies, inconsistent attendance histories, and social-emotional barriers that impact academic persistence.

Action 2.2 has been moderately effective, (demonstrated by local data of teacher participation in professional development), in supporting student engagement, stabilization, and persistence in the REACH program. Through coordinated case management, counseling support, student check-ins, and collaboration with families and community agencies, students demonstrated improved connection to school and increased participation in academic programming.

Educational partner feedback from staff, students, and partnering agencies indicated that individualized support and relationship-building strategies were particularly valuable in helping students remain engaged in school and continue working toward credit completion goals. Staff also reported that ongoing communication and wraparound supports helped reduce barriers related to attendance, behavioral challenges, and student mobility.

Although improvements in student credit attainment suggest that the supports provided through Action 2.2 contributed positively to overall student outcomes, GCOE identified a continued need for more consistent student attendance and long-term engagement for students experiencing significant personal and social-emotional challenges. As a result, GCOE will continue refining reengagement and support systems to strengthen consistency of participation and further improve student outcomes under Goal 2.

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

As a result of the annual review process and reflection on prior practice, GCOE revised Metric 2.1 for Goal 2 to better align the measurement tool with the intended outcome of the REACH program. Previously, Metric 2.1 measured the percentage increase in credits earned; however, GCOE determined that this methodology did not accurately represent student progress because students entered the program with varying levels of credit deficiency, resulting in inconsistent and misleading percentage calculations.

For the coming year, Metric 2.1 will instead measure the average number of credits earned per semester after students enroll in the REACH program. This revised metric provides a clearer and more accurate measure of student academic progress, program effectiveness, and progress toward graduation. Baseline and outcome data using the revised methodology demonstrate improvement from 10.6 credits earned per semester in 2023–24 to 20.4 credits in 2024–25 and 24.4 credits in 2025–26.

In addition, GCOE revised the target outcomes associated with Metric 2.1 to reflect the updated methodology and establish more meaningful measures of continued growth in student credit attainment. These revisions were made to strengthen alignment between the identified student need, the actions implemented under Goal 2, and the measurable outcomes used to monitor effectiveness.

No significant changes were made to the remaining Goal 2 metrics; however, GCOE will continue monitoring student engagement and reengagement outcomes to ensure the actions and services remain responsive to the needs of expelled and at-risk youth.

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	Credit Recovery	Facilitate credit recovery through the implementation of the Expelled Youth Plan and targeted support in an alternative education classroom (REACH).	$91,629.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Staff Professional Development	Facilitate credit recovery by enhancing skills and knowledge of staff through professional development regarding topics like trauma-informed care and behavior management to better support expelled students.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SPECIAL EDUCATION: By June 2027, reduce disproportionate suspension rates among White and Hispanic students and Students with Disabilities (SWD) by expanding restorative practices, culturally responsive behavior supports, and reengagement systems. This goal also addresses underlying staffing challenges, including difficulties recruiting and retaining fully credentialed special education and behavioral support staff, as well as gaps in subject matter preparation related to trauma-informed and culturally responsive practices. Improved stability and preparation of staff will support consistent implementation of behavioral interventions and strengthen relationships with students most affected by exclusionary discipline practices.	Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

GCOE prioritized Goal 3 in response to persistent and widening disparities in suspension rates among students served in the Special Education program. The 2023 Dashboard identified Students with Disabilities (SWD)/All students and White students with RED performance indicators on the Suspension Rate metric, signaling significant disproportionality. The 2024 Dashboard the newly identified Hispanic students as the lowest performing student group on the suspension indicator, further highlighting systemic inequities in school discipline practices. The 2025 Dashboard the newly identified White Students in Red for suspension.

Educational partners—including parents, staff, and students—raised consistent concerns during IEP meetings, classroom outreach, and site team discussions about the overuse of exclusionary discipline and the lack of culturally responsive behavioral supports. Students, especially in Tier 3 programs (Osprey and Eagle), described negative experiences with punitive discipline that impacted their engagement and emotional well-being. Parents emphasized the need for stronger relationships between staff and students, and requested more restorative, inclusive approaches to behavior intervention.

Goal 3 was developed to directly respond to this feedback and the Dashboard data. It focuses on expanding restorative practices, culturally responsive training, and reengagement supports, while also addressing staffing gaps in credentialing and behavior training. The time-bound target of reducing the overall suspension rate to 6% by June 2027 reflects the urgency of addressing disproportionality and GCOE's commitment to improving outcomes for its most underserved student groups. Action 3.1 & 3.2 were also designed as required actions to address lowest performing indicators and students groups on the 2023 Dashboard.

Additionally, this goal was developed in response to persistent disparities in suspension rates among students with disabilities, as reflected on the California School Dashboard. Local analysis revealed that these outcomes are influenced by staffing instability and educator

preparation gaps. Specifically, the LEA has faced challenges retaining fully credentialed special education teachers and ensuring consistent subject matter preparation aligned with inclusive practices and behavior intervention strategies. The turnover of educators—especially in special education settings—has disrupted continuity of support and impacted the school's ability to sustain trauma-informed, preventative approaches to student behavior. Educational partner feedback highlighted the need for increased staff support, professional development, and stable instructional environments to meet the behavioral and social-emotional needs of these students. This goal addresses these underlying conditions to improve school climate, staff capacity, and student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 6 A. pupil suspension rates Reduce suspension rates.	2023 All: 11.9% SWD: 11.9% White: 21.2%	2024 All: 9.6% SWD: 9.8% White: 10.5% 2024 Baseline Hispanic: 10%	2026 All: 7.7% SWD: 7.7% White: 13.5% Hispanic: 3.4%	All: 6.0% SWD: 6.0% White: 5% Hispanic: 5%	All: 1.9% reduction SWD: 1.9% reduction White: 3% increase Hispanic: 6.6% reduction
3.2	Priority 6 B. pupil expulsion rates Maintain expulsion rates.	2023 All: 0% SWD: 0% White: 0%	2024 All: 0% SWD: 0% White: 0% Hispanic: 0%	2026 All: 0% SWD: 0% White: 0% Hispanic: 0%	All: 0% SWD: 0% White: 0% Hispanic: 0%	No change.
3.3	Increase percentage of fully credentialed special education teachers.	2023 Clear: 14.3%	2024 Dataquest Clear 57.1%	2025 Dataquest not published yet, informally 50% clear credentials	Clear: 30%	35.7% 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 over arching goal to reduce suspensions and expulsions appears to be on track for the 2025-26 school year given the current data. We have implemented and make progress on all actions as planned in our programs this school year. We have had success with staff attending

the offered professional development and implementing new strategies. We continue to see increases in the number of students with behavior intervention plans in our classes for students with emotional and behavioral needs which has provided support for both the student and the staff.

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.

We are on track in all areas of budgeted to actual expenditures as there were no significant differences between budgeted and estimated actual expenditures.

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

All actions implemented under Goal 3 to date—development of positive behavior supports, and integration of behavioral goals into IEP planning—have been partially effective in reducing suspension rates among student groups. Specifically, the suspension rate for Students with Disabilities (SWD) and White students showed a modest decline from 2023 to 2024, as measured by the Dashboard Suspension Rate indicator, which improved from Red to Orange for the overall program and for these subgroups. This suggests that the evidence-based behavioral interventions and family engagement strategies have begun to positively influence student outcomes for these groups. However, the same Dashboard data revealed an increase in suspensions among Hispanic students, who moved into the Red performance level in 2024. In the 2025 Dashboard Hispanic students suspension rate fell to 3.4% (Metric 3.1), showing significant progress on this target population. This indicates that current actions have been effective in addressing the specific needs experienced by Hispanic students.

Goal 3 was revised last year (2025-26) to explicitly include an underlying condition contributing to disproportionality in exclusionary discipline: staffing instability in special education. Based on Dashboard data and partner feedback, we expanded the goal to address educator credentialing, subject matter preparation, and retention challenges. This addition acknowledges the link between staff preparation and student outcomes, particularly for students with disabilities. The revised metric now targets both student behavioral outcomes and system-level educator capacity. To support this work, LREBG funds are being used to implement professional learning on inclusive practices and trauma-informed strategies, as well as to stabilize staffing by supporting induction and credential completion pathways. This ensures the goal addresses root causes in alignment with Education Code Section 32526(c)(2)(C), which permits evidence-based staff supports and training to remove barriers to pupil learning.

As a result of this analysis, GCOE plans to continue to implement the actions under Goal 3 and continue the metrics as currently defined as they have shown to be effective in reducing the suspension rate for all students.

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

Based on reflection of prior practice and analysis of the 2025 Dashboard data, GCOE is continuing Goal 3, the Metrics and the actions 3.1 and 3.2. Current actions have been effective in reducing suspensions among All Students, Students with Disabilities (SWD), White students, and Hispanic Students. Action 3.1 was updated to reflect the implementation of professional learning on inclusive practices and trauma-informed strategies, as well as supporting induction, credential completion pathways and increased administration support. GCOE has also

met the metric for fully credentialed education specialists teachers and will continue actions to ensure sustainability of these gains for the 26-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Decrease Suspension Rate	LREBG Action To address disproportionate suspension rates among Hispanic students, Students with Disabilities (SWD)/All students, and White students, GCOE will implement a comprehensive, equity-focused behavioral support initiative. This action is funded in part by the Learning Recovery Emergency Block Grant (LREBG) and is aligned with California School Dashboard data indicating Red performance levels for these groups in suspension. Action description information was updated to include the implementation of professional learning on inclusive practices and trauma-informed strategies, and practices to stabilize staffing by supporting induction and credential completion pathways. Research Basis This action is grounded in research supporting restorative practices, culturally responsive behavior interventions, and trauma-informed care—all of which have demonstrated effectiveness in reducing suspensions and improving school climate. Studies from the WestEd Justice & Prevention Research Center and CASEL emphasize that sustained implementation of these strategies leads to improved behavioral outcomes, especially for historically underserved student groups. Action Description Staff will receive ongoing professional development in restorative practices, trauma-informed care, and culturally responsive practices. These trainings will equip educators to recognize and respond to student behavior with empathy and consistency, reducing reliance on exclusionary discipline.	$20,582.50	No

Action #	Title	Description	Total Funds	Contributing
		The action also includes training in Positive Behavior Intervention and Support (PBIS) tailored to the needs of students with IEPs, disabilities, and students from historically marginalized backgrounds. A classwide PBIS framework will promote clear, consistent behavioral expectations. To support students with high behavioral needs, GCOE will expand access to mental health services and counseling, prioritizing SWD and Hispanic students with identified risk factors. Individualized Behavior Intervention Plans (BIPs) will be developed in collaboration with students, families, and educators to ensure culturally appropriate, student-centered supports. Monitoring & Metrics The impact of this action will be monitored using: Metric 3.1 Suspension rate Metric 3.3 Dataquest number of teachers with clear credentials LREBG Funds: $20582.50		
3.2	Maintain Expulsion Rate	LREBG Action To sustain a 0% expulsion rate, GCOE will implement proactive, research-based practices that emphasize early intervention and crisis prevention for students with severe behavioral challenges. This action is funded in part by the Learning Recovery Emergency Block Grant (LREBG) and focuses on preventing the escalation of behavior to expellable offenses, especially among All Students, White students, Hispanic students and Students with Disabilities (SWD). Research Basis The action is grounded in evidence supporting Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention and Support (PBIS) frameworks, both shown to reduce exclusionary discipline through structured, tiered prevention systems. Additionally, research from the U.S. Department of Education and the Collaborative for Academic, Social, and	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Emotional Learning (CASEL) supports the use of trauma-informed and culturally responsive crisis response as critical components of equitable discipline systems. Action Description Staff will receive targeted training in conflict de-escalation, trauma-informed crisis response, and behavioral crisis prevention. Implementation of individualized behavior safety plans and team-based case management will ensure that students exhibiting high-risk behaviors are supported through structured, non-punitive interventions. Site teams will conduct behavior risk reviews using disaggregated discipline data to anticipate and respond to early warning signs, preventing the use of expulsion as a disciplinary outcome. Mental health partners will provide intensive wraparound services and participate in school-based intervention teams. Family engagement will be prioritized in behavior planning to strengthen home–school collaboration and improve support consistency. Monitoring & Metrics The impact of this action will be monitored using: Metric 3.2 Expulsion rate LREBG Funds: $5,000.00		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, reduce chronic absenteeism and increase meaningful school engagement for students with disabilities and socioeconomically disadvantaged students enrolled in Tier 3 regional programs by addressing systemic and environmental barriers to attendance, reengagement, and access to services. The goal is to reduce the chronic absenteeism rate from 58.9% to 35%, for All Students with particular focus on Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

As identified in the 2024 California School Dashboard, GCOE Special Education continued to receive a RED indicator for chronic absenteeism, with a rate of 58.92% of students chronically absent. This persistent trend underscores the urgent need to improve student engagement and access to education—particularly for Students with Disabilities (SWD)/All Students and Socioeconomically Disadvantaged (SED) students, who make up the majority of the school's population and are disproportionately impacted by absenteeism.

This goal was developed to address the systemic and environmental barriers contributing to high rates of absenteeism. Chronic absence among students with IEPs often leads to missed instructional minutes, reduced access to services, and disruptions in progress toward IEP goals. In particular, students enrolled in GCOE's Tier 3 programs—such as the Osprey and Eagle programs—face unique behavioral, emotional, and health-related challenges that require intentional reengagement strategies.

The goal emerged through collaborative conversations within the Special Education Local Plan Area (SELPA) governance structure, which includes superintendents, principals, chief business officials, the county superintendent, and fiscal staff. SELPA members meet monthly to review performance and ensure continuous improvement in service delivery.

Educational partner engagement was also central to identifying this goal. Families of SWD students, through IEP meetings and informal consultations, voiced concerns about school access, health-related absences, and limited transportation options. These discussions provided key insights into structural challenges that contribute to chronic absenteeism. Additionally, student input gathered during Individualized Education Program (IEP) meetings informed the need for more personalized support and flexible reentry strategies after extended absences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Rate (All Students and SWD/SED Subgroups; Priority 5)	61.2% – Glenn County Special Education School (Red indicator on 2024 Dashboard)	Reduce chronic absenteeism from 61.2% to 50.0% or lower for all students, with specific subgroup targets: SWD (Students with Disabilities): = 50.0% SED (Socioeconomically Disadvantaged): = 51% Students in Tier 3 Programs (e.g., Osprey, Eagle): = 55%	2025 Dashboard Orange Indicator- 58.9% Chronic Absenteeism SWD - 58.9% SED - 62.8% Students in Tier 3 Programs (e.g. Osprey & Eagle)= 43%	Reduce the chronic absenteeism rate to 35% or lower for all students, with specific subgroup targets: SWD (Students with Disabilities): = 38% SED (Socioeconomically Disadvantaged): = 36% Students in Tier 3 Programs (e.g., Osprey, Eagle): = 40%	All Students: Difference of 2.3 % below baseline SWD (Students with Disabilities): Declined 2.3% from 2025 SED (Socioeconomically Disadvantaged): Declined 2.3% from 2025 Tier 3 Programs (Osprey, Eagle): 12% decrease in chronic absenteeism

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.

We have implemented actions 4.1 and 4.2 of our attendance tracking and family engagement frameworks as planned. Success: Comprehensive training on the student information system has been completed for all instructional staff, ensuring consistent data entry. In alignment with established action steps, departmental oversight includes weekly data monitoring to maintain accuracy. These data sets facilitate streamlined communication between staff and administration regarding student absences. Furthermore, administration leverages this information during Individualized Education Program (IEP) meetings to collaborate with families, identify necessary supports, and mitigate barriers to attendance.
Action 4.2 has been the implementation of parent and caregiver outreach initiatives aimed at reducing chronic absenteeism. We are currently in the planning phase for attendance communications focused on IEP compliance, transportation resources, and behavior support, while attendance discussions have already been fully integrated into every IEP meeting to provide families with personalized re-engagement

plans and resource guides. Additionally, we have developed bilingual communication materials and established proactive outreach protocols, including home visits for Tier 3 absentees. Initial stages of parent and caregiver coaching are underway to support student re-entry and address absenteeism tied to anxiety or behavioral challenges. No implementation challenges were identified.

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 are no material differences to report between budgeted and estimated actual expenditures or between planned and actual percentages of improved services for this goal.

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

The full implementation of our attendance tracking system and oversight processes has successfully increased engagement and awareness among administrators, staff, and families this school year. Actions 4.1 and 4.2 were consider effective in reducing chronic absentee rates (Metric 4.1). 4.1 and 4.2 are completely operational and there is overall student attendance improvements. However, students enrolled in Tier 3 regional programs achieved a significant milestone, reducing their chronic absenteeism rates exactly on target with our local metrics. Consequently, GCOE remains firmly on track to meet its Year 3 target outcomes for these specific intensive programs.

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.

While overall student data indicates marginal but positive gains—with the most significant improvements observed in Tier 3 programs—GCOE will maintain its core implementation strategies. However, reflection on prior practice highlighted a historical absence of coordinated, data-informed attendance interventions. This realization directly informed the structure and scope of our planned actions for the coming year, shifting the focus toward targeted, data-driven supports designed to improve engagement and reduce chronic absenteeism for Students with Disabilities (SWD) and socioeconomically disadvantaged (SED) students.

Furthermore, based on valuable feedback sessions with LCAP stakeholders, GCOE will actively adjust the specific actions in 4.1 to incorporate a formalized process for short-term independent study and structured attendance recovery opportunities for students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Tiered Attendance Intervention Framework	LREBG Action To address the chronic absenteeism crisis among Students with Disabilities (SWD)/All Students and Socioeconomically Disadvantaged	$21,582.50	No

Action #	Title	Description	Total Funds	Contributing
		(SED) students in Tier 3 regional programs, GCOE will implement a comprehensive Multi-Tiered System of Supports (MTSS) for attendance with targeted interventions. This action is funded in part by the Learning Recovery Emergency Block Grant (LREBG) and is aligned with the California School Dashboard's RED performance level for chronic absenteeism in Special Education. Research Basis This action is grounded in evidence supporting tiered attendance systems that integrate proactive outreach, early-warning data, and family engagement. Studies from Attendance Works and the National Center for Student Engagement demonstrate that data-driven MTSS frameworks significantly reduce chronic absenteeism when paired with culturally responsive, family-centered strategies. Action Description Establish a real-time attendance dashboard with weekly monitoring and early-warning triggers for students missing 10% or more of instructional days. Deploy attendance liaisons and family engagement specialists to conduct proactive outreach, home visits, and case management for All, SWD and SED students. Develop and implement a formalized process for short-term independent study and structured attendance recovery opportunities to capture missed instructional time. Integrate transportation supports and flexible re-entry plans for students with chronic illness or extended absences. Embed Tier 1 universal attendance messaging, Tier 2 small-group interventions, and Tier 3 individualized re-engagement plans tied to IEP goals. Expand access to mental health and wraparound services to address underlying barriers to attendance. Monitoring & Metrics Metric 4.1 Chronic absenteeism rate (disaggregated for All, SWD and SED students).		

Action #	Title	Description	Total Funds	Contributing
		Funding LREBG Funds: $21,582.50		
4.2	Parent and Caregiver Outreach and Education	LREBG Action To reduce chronic absenteeism among Students with Disabilities (SWD)/All Students and Socioeconomically Disadvantaged (SED) students, GCOE will strengthen family-school partnerships by implementing targeted parent and caregiver outreach and education initiatives. This action is funded in part by the Learning Recovery Emergency Block Grant (LREBG) and focuses on addressing family-identified barriers to consistent attendance, including transportation, health concerns, and IEP-related service gaps. Research Basis This action is supported by research from Attendance Works and the National Center for School Engagement showing that meaningful parent-school collaboration is one of the highest-impact strategies to reduce chronic absenteeism, particularly for high-need populations. Studies emphasize that culturally responsive, family-centered interventions can re-engage students by aligning school supports with home-based needs. Action Description Host ongoing attendance workshops (virtual and in-person) focused on IEP compliance, transportation resources, and behavior support. Integrate attendance discussions into every IEP meeting, providing families with personalized re-engagement plans, timelines, and resource guides. Develop bilingual family communication materials and proactive outreach protocols, including home visits for Tier 3 absentees. Provide parent and caregiver coaching on supporting student re-entry and addressing anxiety or behavioral challenges tied to absenteeism.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Create a “Family Navigator” role (possibly with newly hired Wellness Coaches) to act as a consistent point of contact for caregivers navigating school and community resources. Monitoring & Metrics Metric 4.1 Chronic absenteeism rate (disaggregated for SWD/All and SED students). Funding LREBG Funds: $5,000		

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
$0	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
0.000%	0.000%	$0.00	0.000%

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

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.

GCOE does not receive supplemental or concentration grant funding and therefore does not have any limited actions to report in this section.

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.

GCOE does not receive concentration grant add-on funding and therefore does not have a plan to report in this section.

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	Not applicable.	Not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable.	Not applicable.

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	$4,688,095	0	0.000%	0.000%	0.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$0.00	$254,436.00	$47,418.00	$0.00	$301,854.00	$249,689.00	$52,165.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Coordination of Services for Foster Youth	All Foster Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Agency Collaboration	All Foster Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	Policies, Procedures, and Practices	All Foster Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Data Metrics Development	All Foster Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Increased Communication	All Homeless Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Staff Allocation	All Foster Youth	No			All Schools	Ongoing	$158,060.00	$0.00	$0.00	$110,642.00	$47,418.00	$0.00	$158,060.00	
2	2.1	Credit Recovery	All Expelled Youth	No			All Schools	Ongoing	$91,629.00	$0.00	$0.00	$91,629.00	$0.00	$0.00	$91,629.00	
2	2.2	Staff Professional Development	All Expelled Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Decrease Suspension Rate	All Students with Disabilities White, Hispanic	No			Specific Schools: Special Education School	Ongoing	$0.00	$20,582.50	$0.00	$20,582.50	$0.00	$0.00	$20,582.50	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Maintain Expulsion Rate	All Students with Disabilities White, Hispanic	No			Specific Schools: Special Education School	Ongoing	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
4	4.1	Tiered Attendance Intervention Framework	All Students with Disabilities Socioeconomically disadvantaged students	No			Specific Schools: Special Education School		$0.00	$21,582.50		$21,582.50			$21,582.50	
4	4.2	Parent and Caregiver Outreach and Education	All Students with Disabilities Socioeconomically disadvantaged students	No			Specific Schools: Special Education School		$0.00	$5,000.00		$5,000.00			$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,688,095	0	0.000%	0.000%	0.000%	$0.00	0.000%	0.000 %	**Total:**	$0.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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 (%)

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$416,597.00	$416,597.00

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**	Coordination of Services for Foster Youth	No	$0.00	$0.00
1	**1.2**	Agency Collaboration	No	$0.00	$0.00
1	**1.3**	Policies, Procedures, and Practices	No	$0.00	$0.00
1	**1.4**	Data Metrics Development	No	$0.00	$0.00
1	**1.5**	Increased Communication	No	$0.00	$0.00
1	**1.6**	Staff Allocation	No	$158,060.00	$158,060.00
2	**2.1**	Credit Recovery	No	$91,629.00	$91,629.00
2	**2.2**	Staff Professional Development	No	$0.00	$0.00
3	**3.1**	Decrease Suspension Rate	No	$50,073.00	$50,073.00
3	**3.2**	Maintain Expulsion Rate	No	$16,690.00	$16,690.00

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)
4	**4.1**	Tiered Attendance Intervention Framework	No	$66,763.00	$66,763.00
4	**4.2**	Parent and Caregiver Outreach and Education	No	$33,382.00	$33,382.00

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)
$0.00	$0.00	$0.00	$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)

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)
$4,465,889	$0.00	0	0.000%	$0.00	0.000%	0.000%	$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 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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