

COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Tehama County Department of Education

CDS Code: 52-10520-0000000

School Year: 2026-27

COE contact information:

Jared Caylor

Superintendent

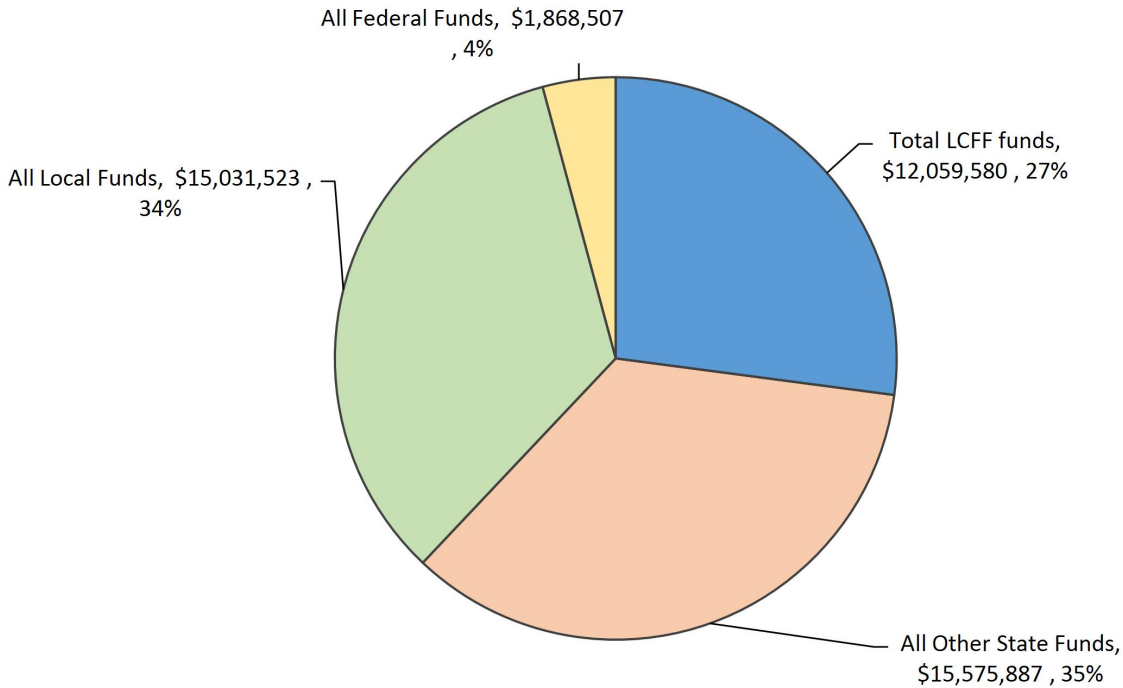
jcaylor@tehamaschools.org

530-527-5811

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source



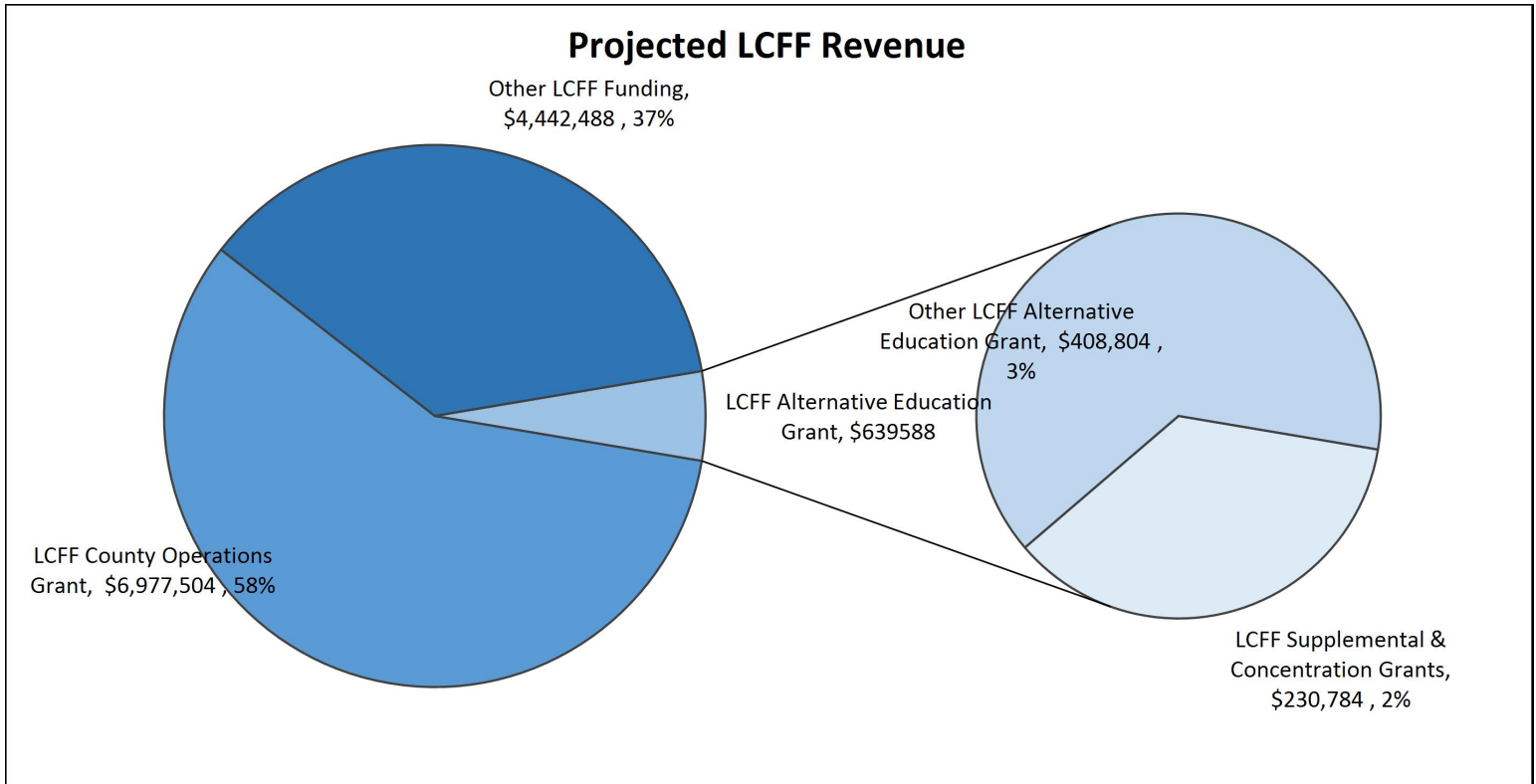
This chart shows the total general purpose revenue Tehama County Department of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tehama County Department of Education is 44,535,497, of which 12,059,580 is Local Control Funding Formula (LCFF), 15,575,887 is other

state funds, \$15,031,523 is local funds, and \$1,868,507 is federal funds.

Of the \$15,575,887 attributed to All Other State Funds, \$77,190 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

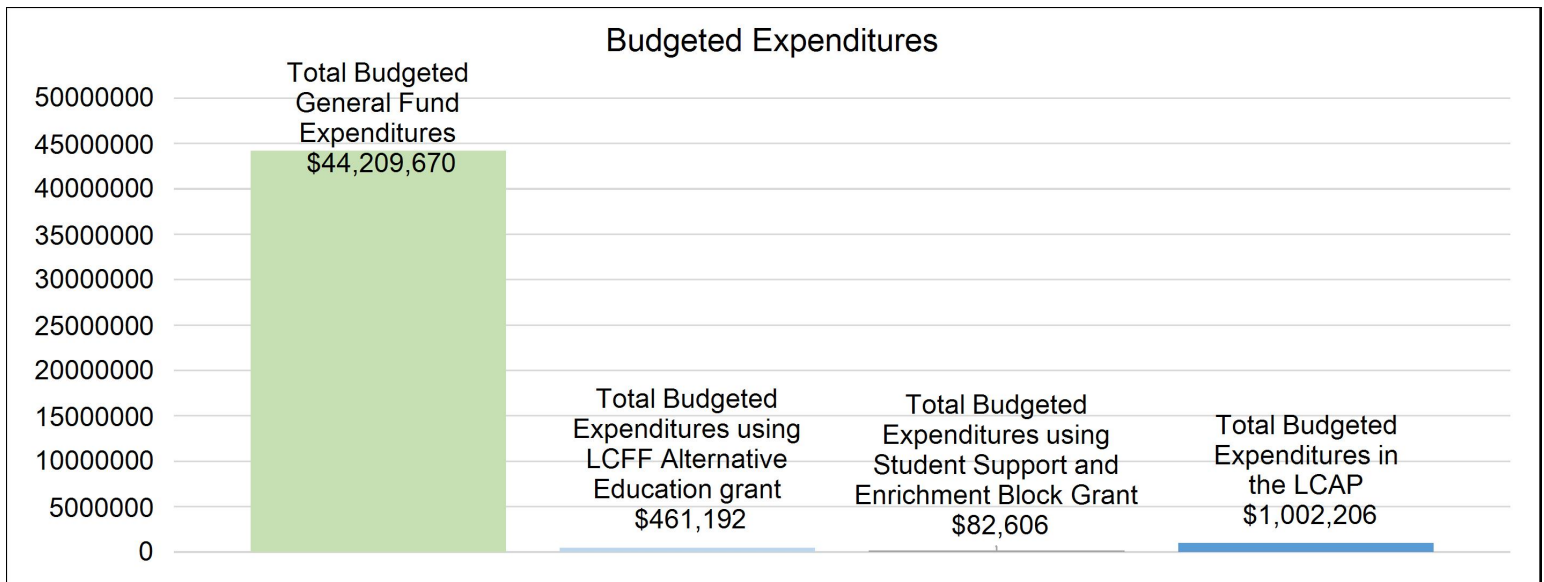


This chart shows the LCFF revenue Tehama County Department of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Tehama County Department of Education is \$12,059,580, of which \$6,977,504 is attributed to the LCFF County Operations Grant, \$639,588 is attributed to the LCFF Alternative Education Grant, and \$4,442,488 is other LCFF funds. Of the \$639,588 attributed to the LCFF Alternative Education Grant, \$230,784 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Aside from add-on there are no LCFF funds attributed to County Operations Grant and Alternative Education Grant.

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.

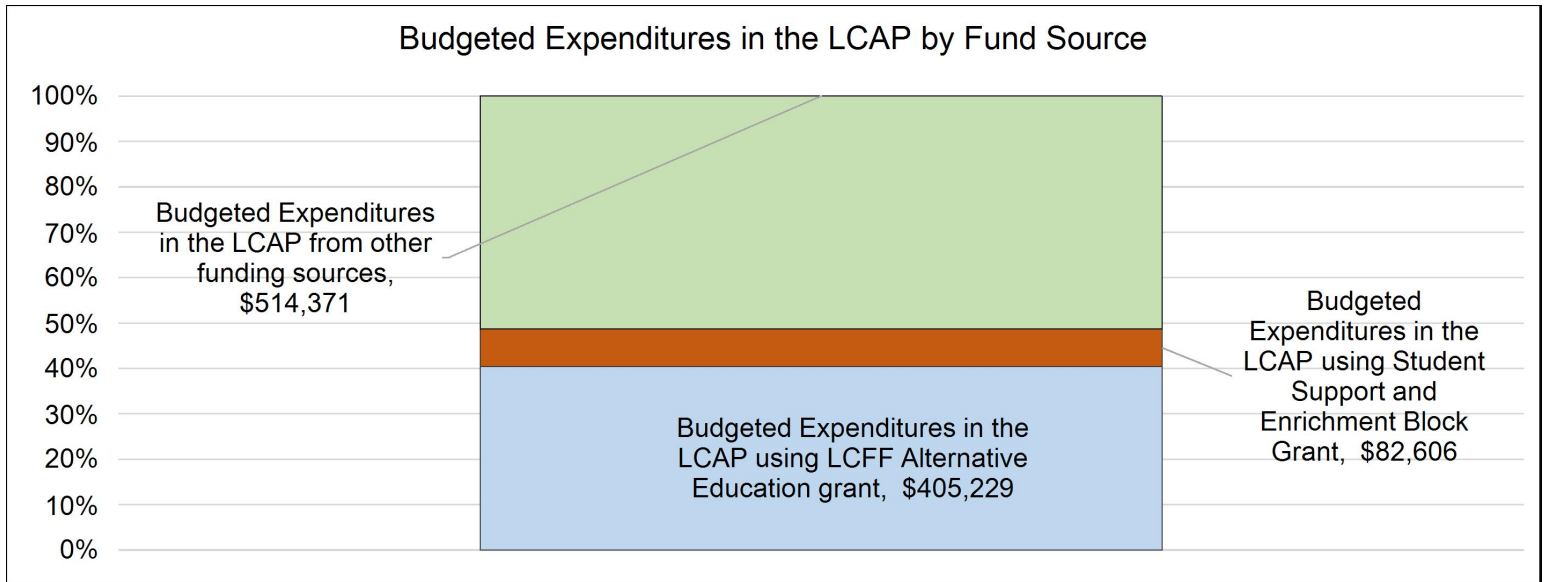


This chart provides a quick summary of how much Tehama County Department of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tehama County Department of Education plans to spend \$44,209,670 for the 2026-27 school year. Of that amount, \$461,192 is attributed to the Alternative Education Grant and \$82,606 is attributed to the Student Support and Enrichment Block Grant. \$43,207,464 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

TCDE significantly contributes various services to High Needs Students utilizing other state and Federal funds. In addition, TCDE is the SELPA AU and provides countywide special education services. TCDE provides fiscal oversight, LCAP oversight, differentiated assistance to its 13 school districts in Tehama County. Along with those services, there is a need for supporting services such as, human resource services, data center services, teacher induction services and maintenance.

The variance specific to the Alternative Education Grant is a strategic decision based on the operational realities of Tehama Oaks, a juvenile hall/juvenile justice school where enrollment is highly volatile. Student population shifts frequently throughout the year due to court rulings, release schedules, and other factors beyond the district's control.



This chart provides a quick summary of how much Tehama County Department of Education plans to spend for 2026-27 for planned actions and services in the LCAP.

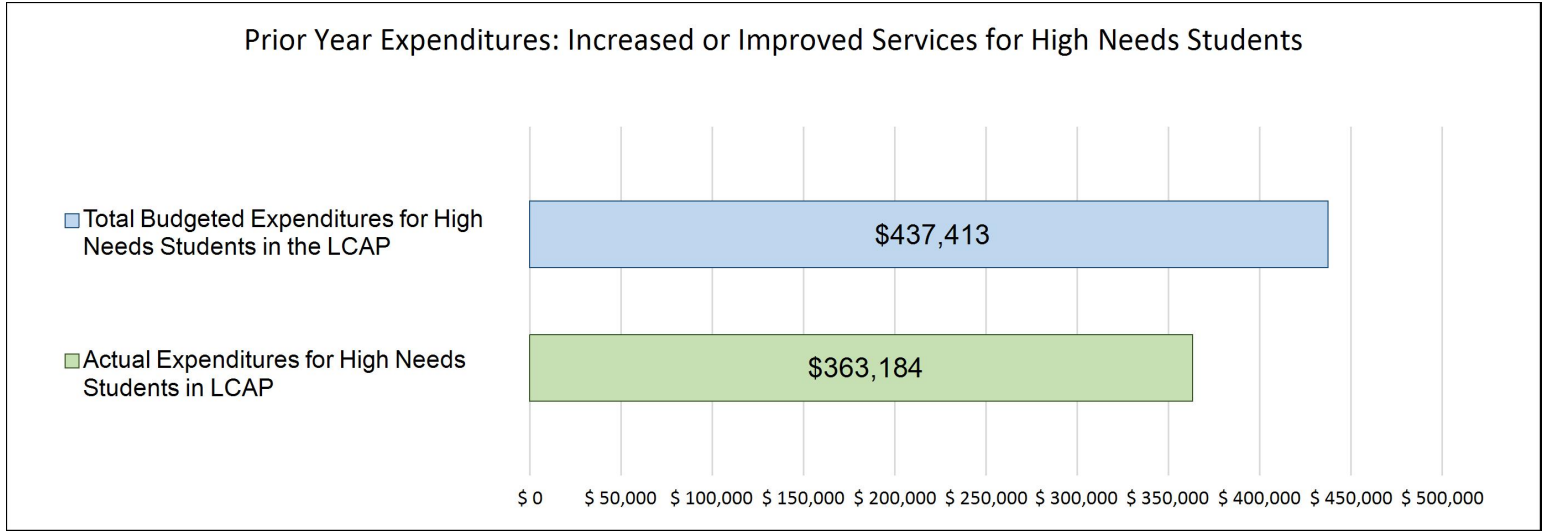
The text description of the above chart is as follows: Tehama County Department of Education plans to spend \$1,002,206 on actions/services in the LCAP. Of those funds, \$405,229 is attributed to the Alternative Education Grant and \$82,606 is attributed to the Student Support and Enrichment Block Grant.

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

In 2026-27, Tehama County Department of Education is projecting it will receive 230,784 based on the enrollment of foster youth, English learner, and low-income students. Tehama County Department of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Tehama County Department of Education plans to spend \$374,684 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 Tehama County Department 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 Tehama County Department 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, Tehama County Department of Education's LCAP budgeted \$437,413 for planned actions to increase or improve services for high needs students. Tehama County Department of Education actually spent \$363,184 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of 74,229 had the following impact on Tehama County Department of Education's ability to increase or improve services for high needs students:

This underspending did not result in any reduction or delay in services. All planned actions were fully implemented and achieved the intended scale and scope. For example, programs targeting academic interventions, culturally relevant curriculum expansion, and family engagement supports were delivered as scheduled and adjusted slightly in cost due to favorable vendor contracts and lower-than-anticipated materials costs. Social Emotional Well-Being through direct services was able to be provided through our School-Based Mental Health and Wellness program. The site administrator continued to provide instructional leadership, staffing consistency, and oversight. This reduction in FTE of the site administrator is an outcome of several years of staffing Tehama Oaks in a manner to allow for stability in our program that we are now experiencing through well-developed and implemented processes, instructional practices, and procedures to measure student needs and outcomes.

Our focus remains on ensuring that all resources—particularly those funded by LCFF supplemental and concentration grants—are directly aligned with improving educational outcomes for our unduplicated 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
Tehama County Department of Education	Jared Caylor Superintendent	jcaylor@tehamaschools.org 530-527-5811

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.

Tehama Oaks is a Juvenile Court School in Tehama County, California. The school operates under the Local Educational Agency of the Tehama County Department of Education (TCDE). Tehama Oaks serves students in grades 7th -12th who are adjudicated to the Juvenile Detention Facility, also called the Juvenile Justice Center (JJC) located in Red Bluff, CA. Tehama County as a whole has approximately 10,700 students, TK-12. Students come to this facility from five counties: Tehama, Glenn, Siskiyou, Plumas, and Trinity. The school operates in a mutual partnership with the Tehama County Probation Department to provide comprehensive services addressing the whole child. We collaborate to meet the probation department’s education program goals as well as the goals of our Student Learner Outcomes, TCDE, and the state of California. As of April 2024, we had 20 students in grades 7-12. This number fluctuates frequently as the facility population is always changing. Two fully credentialed teachers deliver direct instruction aligned to Common Core standards in all core subjects daily. Classified staff includes two paraprofessionals who also operate at the parent liaison and incoming transition specialists, as well as a full-time transition specialist who serves the needs of the students and supports the teaching staff daily. Tehama Oaks operates year-round and provides 283 minutes of school each day (California Education Code 48645.3 requires 240 minutes). Students are divided into two self-contained classrooms. Classrooms have small group sizes and high adult-to-student ratios, giving students the benefit of individualized support and interaction with caring adults. Due to the fluidity of enrollment, the demographics also change. 100% of our students are considered within the unduplicated category. We also range from 1 - 4 EL students throughout the school year and 0-1LTEL student.

Students typically enroll with an average reading and math proficiency level of 4th-5th grade. Programs are personalized based on the individual needs of students. The curriculum is adapted to meet the individual learning needs of students. A part-time Education Specialist provides support to students with disabilities two days a week, as well as related service providers as designated by their IEPs. All students are evaluated upon entry into reading and math levels. Intervention is provided based on assessed needs. Tehama Oaks students are a vulnerable population that has generally struggled in traditional education settings. These students are incarcerated, at-risk youth, many of whom have experienced extensive trauma from poverty, abuse, neglect, exploitation, drug and alcohol dependence, and violence. Many of these students are in danger of dropping out of school, and they have often had negative experiences associated with school failure. Our main goals are to provide a safe and supportive place for learning, credit recovery, and progress toward graduation. We are committed to teaching both social-emotional skills as well as academic skills and providing an opportunity for students to learn additional skills through access to college and career readiness activities. All youth have access to a mental health clinician to support their mental wellness and build prosocial skills related to wellness and decision-making behaviors.

Parents of incarcerated students are included from the beginning of their students' enrollment through contact by the parent liaison, Site Administrator, a welcome letter, and ongoing communications fit to the needs and access of the parent/guardian. Tehama Oaks provides access to a video that shares with parents "a day in the life" of their student while incarcerated. Parents are also invited to join the Tehama Oaks ParentSquare to see ongoing projects in the classroom and have access to their students' teacher. Parents of JJC students receiving Special Education services are invited to IEP meetings, and many do attend virtually. Parent engagement is a challenge due to the large geographic distance between where the student resides and our facility. We have worked to overcome this barrier by increasing technology and communication to allow families more participation. However, this continues to be an area of growth. The challenge of including parents in the education of incarcerated youth is complicated by the enrollment of youth from multiple adjacent counties, as distance, confidentiality, and safety are considerations. JJC staff and the JJC Site Council are considering alternative ways of engaging and communicating with parents, some of which are technology-based. As wards of the court, these students are highly mobile and may remain in custody for a few days or months. The Chief Probation Officer serves these students "in loco parentis," and the School Site Council serves as the Parent Advisory Committee.

Students at Tehama Oaks are required to attend school while incarcerated, which makes traditional dropout metrics inapplicable. Dropout rates for both middle and high school do not accurately reflect our setting, as students are placed in custody as wards of the court and must attend school during their time in the facility. Middle school enrollment is uncommon, but when students are enrolled, attendance is mandatory—just as it is for high school students. Our team is focused on helping every student make progress toward their high school diploma. For those who complete their requirements while still in our care, we hold a personalized graduation ceremony to celebrate their achievement. These graduations are truly special moments, often attended by family, friends, probation staff, and school personnel. They mark a powerful turning point in the student's life and honor the effort it took to reach that goal under challenging circumstances.

Due to the small and highly transitory nature of our student population, the only indicator reported on the California School Dashboard is suspension. This indicator is currently rated BLUE. While suspension is an available disciplinary tool, it is rarely used. Our staff relies instead on proactive trauma-informed behavior management, redirection strategies, and therapeutic supports that reflect the structure and values of a juvenile hall setting. As a result, the school has no student groups identified as RED.

The school does not have 30 or more EL students or 15 or more LTELs.

Tehama Oaks is an Equity Multiplier school.

Reflections: Annual Performance

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

Tehama Oaks is a Dashboard Alternative School. With small numbers, very little data is populated on the California School Dashboard. In 2022/23 we had a graduation rate of 69.2%. While below the county average, this rate reflects success given the high mobility, trauma, and disrupted academic history of the student population.

An analysis of the California Assessment of Student Performance and Progress.(CAASPP) results in ELA and math shows that our students are very challenged academically. Most have faced ongoing truancy and academic challenges during their time in school. Results of the 2022/2023 CAASPP indicate that 100% of our students did not meet the standard in English or Math. The Star Renaissance assessment is utilized as a local measure to demonstrate student growth in math and reading. During the 2024-2025 school year, we have had 57 students complete an initial assessment. Of the 57 students tested, 42 have completed at least one follow-up assessment. 33 students (78%) have demonstrated growth in reading, and 42 (92%) have demonstrated growth in math. Of the 42 students with multiple STAR assessments, 78% showed reading gains and 92% showed math gains—evidence that structured, small-group instruction and targeted interventions are yielding positive academic momentum

Data collected and used for LCAP analysis and review include JJC School Site Council meeting notes, JJC student and staff focus groups, instructional program evaluation, and individual student academic achievement. From this analysis, JJC progress includes:

- ~ a continuation of elective opportunities to include guitar, MakerSpace activities, and career readiness activities,
- ~ Transition plans that prepare students to be successful when released
- ~ Implementation of a comprehensive assessment system for JJC and provision of academic interventions based on assessment data
- ~ all eligible students securing food handler certificates
- ~ More hands-on and group activities
- ~ stronger communication and collaboration between JJC staff and probation staff

While academic growth is evident, a continued focus on re-engagement strategies and building academic confidence remains critical. In 2024–25, we aim to increase the number of follow-up STAR assessments to cover at least 75% of enrollees and expand trauma-informed teaching supports.

We do not have any low-performing schools or schools with students in the RED group at the COE or school level.

Learning Recovery Emergency Block Grant (LREBG)

As part of the 2026–27 planning process, Tehama Oaks conducted a Learning Recovery Emergency Block Grant (LREBG) Needs Assessment to identify ongoing barriers impacting student learning recovery and successful transition outcomes. The assessment included a review of STAR Renaissance data, educational partner feedback, empathy interviews, transition planning data, and local program outcomes.

The needs assessment identified several priority areas, including literacy and mathematics intervention and specialized support for students with disabilities. Educational partners consistently noted that students with disabilities often enter the juvenile court school setting with significant unfinished learning compounded by significant and complex academic and behavioral needs. These students frequently require additional intervention and progress monitoring.

LREBG-supported actions addressing these needs are embedded within Goal 1 of this LCAP. These actions support academic recovery through intervention services and social-emotional supports designed to improve student outcomes and accelerate learning recovery for some of Tehama Oaks' highest-need students.

Reflections: Technical Assistance

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

Though not identified as a school required for Technical Assistance, Tehama Oaks has leveraged technical assistance to strengthen its Multi-Tiered System of Supports (MTSS) framework with a focus on trauma-informed practices and academic intervention alignment (Action #4.1). Through ongoing training and coaching from external partners and regional support systems, our staff has engaged in structured professional learning to build a shared understanding and implement MTSS within a juvenile court school context. This technical assistance has supported the development of aligned systems that integrate academic growth monitoring, behavioral supports, and social-emotional learning, helping us to better address the complex needs of our students.

The TA process has also contributed to increasing staff capacity through collaborative planning, reflective practice, and improved coordination with the Tehama County Probation Department. These efforts have led to more consistent intervention strategies, stronger adult-student relationships, and a deeper commitment to equity-focused instruction. As a result, we are seeing improvements in both staff efficacy and student engagement, even within the highly transient and high-need population we serve.

Tehama Oaks Juvenile Court School has benefited significantly from technical assistance provided by the County Office of Education (COE), particularly in the development and implementation of a Multi-Tiered System of Supports (MTSS) aligned with our Equity Multiplier focus goal. With COE guidance, the site has implemented a cohesive framework that integrates social-emotional learning, behavior interventions, and academic supports tailored to the needs of court-involved youth.

This support has included professional development in trauma-informed practices, restorative justice strategies, and data-informed tiered interventions. As a result, Tehama Oaks is better equipped to measure and increase students' sense of safety and connectedness through entry and exit empathy interviews and surveys. These efforts contribute directly to improving students' readiness for reintegration into public school settings, as reflected in reductions in recidivism and increased student engagement.

The technical assistance support has not only enhanced staff capacity but has also ensured that interventions are evidence-based, culturally responsive, and sustainable, advancing our ability to achieve the goal of long-term positive outcomes for all student groups served at Tehama Oaks.

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.

Tehama Oaks was not 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.

Tehama Oaks was not identified for CSI

Monitoring and Evaluating Effectiveness

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

Tehama Oaks was not identified for CSI

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and Staff	Meetings held throughout the 2025–26 school year, with focused LCAP input during SSC/PAC meetings on August 27, 2025; November 12, 2025; January 14, 2026; April 15, 2026; and May 27, 2026. • Online LCAP staff feedback survey gathering input on academic programming, SEL, behavioral systems, safety, college and career readiness, and leadership. • Ongoing focus groups to discuss instructional challenges and share best practices. • Individual conversations with site administration to address specific concerns.
Principals and Administrators	Meetings held throughout the year with formal LCAP review during SSC/PAC meetings on August 27, 2025; November 12, 2025; January 14, 2026; April 15, 2026; and May 27, 2026. • Coordination with TCDE leadership to align LCAP development with COE priorities. • Joint planning sessions to co-create strategies responsive to the juvenile court school setting.
Parents and Guardians	Outreach conducted throughout the year, beginning at student enrollment and continuing through transition planning. • Phone calls coordinated by the parent liaison to discuss student progress and gather feedback. • Parent survey administered via phone, email, or mail based on guardian preference; 24 parents responded. • Welcome letters sent at enrollment outlining school programming and engagement opportunities. • Ongoing communication using each family’s preferred method (text, call, email, or no contact per guardian request).

Educational Partner(s)	Process for Engagement
Students	Surveys and reflection activities conducted throughout the school year, with focused input during the final quarter. • First-time student entry surveys and returning student surveys completed by 41 students total. • Empathy interviews conducted at entry and exit to capture lived experience. • Informal classroom conversations and journaling to gather street-level data. • Student representation included in SSC meetings when possible.
Probation Officers and Juvenile Facility Staff	Engagement held throughout the year with LCAP-focused discussion during the April 15 and May 27, 2026 SSC/PAC meetings. • JDF Staff and Probation Survey gathering feedback on student behavior, interventions, collaboration, and barriers to behavioral change. • Regular focus groups and informal coordination meetings to align school and probation supports.
Local Bargaining Units	Consultation conducted in May 2026. • Discussion of LCAP development process and labor-related considerations. • Inclusion in joint planning where staffing decisions intersected with LCAP actions.
Community Organizations	Consultation conducted in May 2026. • Discussion of community needs and opportunities to support reentry. • Collaborative planning to integrate community resources into transition supports.
School-Based Mental Health and Wellness Providers	Consultation conducted in May 2026. • Discussion of community needs and opportunities to support reentry. • Collaborative planning to integrate community resources into transition supports.
School Site Council	The LCAP was reviewed by the SSC on 5/27/2028. No questions were presented by the SSC.

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

A description of how the adopted LCAP was influenced by the feedback provided by educational partners
Tehama Oaks, the sole school operated by the Tehama County Department of Education and housed within a secure juvenile justice facility, undertook a comprehensive, year-long stakeholder engagement process to inform the development of the 2026–27 Local Control and Accountability Plan. Recognizing the unique context of a juvenile court school, outreach strategies were intentionally adapted to foster inclusive and meaningful engagement while navigating institutional constraints related to security, confidentiality, and the geographic dispersion of student families across five counties.

Collaborative Meeting Structures

The School Site Council (SSC), which includes administrators, certificated and classified staff, the transition specialist, and the Deputy Chief of Probation acting in loco parentis, served as the primary educational partner group and fulfilled the statutory role of the Parent Advisory Committee (PAC). This cross-functional team also ensured the inclusion of special education and mental health perspectives. The SSC/PAC convened on five occasions during the 2025–26 school year to review implementation progress, analyze performance data, and shape upcoming goals and actions:

August 27, 2025 — Year opening, review of 2024–25 outcomes

November 12, 2025 — Mid-year implementation check

January 14, 2026 — Progress monitoring and data review

April 15, 2026 — Data analysis for LCAP development

May 27, 2026 — Review of draft LCAP

Each meeting emphasized structured dialogue, progress monitoring, and consensus-building to ensure the LCAP reflected shared priorities.

Student Voice and Experience

Student voice remained central to LCAP development at Tehama Oaks. Surveys administered to 41 students during the 2025–26 school year — including both first-time and returning student instruments — combined with empathy interviews and classroom journaling, provided insight into students' lived experiences. Spring 2026 survey results showed 88% of students reported a sense of emotional safety and 76% reported feeling connected to school staff.

Open-ended responses surfaced consistent themes: students identified math support, planning for the future, managing emotions and stress, staying focused, and reading and writing support as their most pressing needs. Returning students described challenges around staying out of trouble, navigating family and living situations, maintaining motivation, and keeping up with schoolwork after release. Students consistently asked for clear goals and structure, one-on-one support, and opportunities to demonstrate growth. These findings directly informed our continued investment in transition planning, embedded SEL, and individualized academic support.

Faculty and Staff Feedback

Teachers, paraeducators, and support staff participated in both SSC/PAC meetings and a comprehensive LCAP staff survey. Responses were strongly positive overall, with high ratings for student safety, staff relationships, leadership, and academic support. Staff recommendations focused on improved coordination with facility staff and greater consistency in behavioral expectations across school and detention settings. Staff also reinforced the value of trauma-informed practices and stable adult-student relationships as foundational to both academic and behavioral growth.

Parent and Family Engagement

Given the limited access typical of court schools, the parent liaison coordinated phone outreach and survey administration, gathering responses from 24 families. The parent contact rate reached 94% and survey completion reached 68% — both reflecting sustained investment in personalized outreach. Parents reported a 91% sense of safety and 84% sense of connectedness, both notable increases from the prior year.

Parents identified emotional well-being, educational support, credit completion, and social-emotional learning as their top concerns. Most requested supports included counseling and mental health services, academic tutoring, vocational training, mentoring and life skills, and

continued educational support after release. Parent hopes centered on graduation, emotional stability, successful transition to adulthood, and pathways to employment or college. This feedback directly shaped continued investment in the mental health clinician position, transition planning, and family liaison outreach.

Probation and Facility Collaboration

Feedback from probation and juvenile facility staff reflected strong alignment between educational and correctional staff in supporting student success. Survey responses identified gang influence and peer pressure, mental health struggles, and defiance and non-compliance as the most significant behavioral challenges. Probation staff emphasized the need for structured incentives, increased collaboration and communication between school and probation, trauma-informed practices, and conflict resolution support. This feedback shaped LCAP actions related to MTSS coaching, SEL programming, and the mental health clinician role.

Mental Health Integration

School-Based Mental Health and Wellness (SBMHW) providers contributed input through a dedicated survey. Clinicians identified trauma, PTSD, and substance abuse as the most commonly presenting concerns and consistently requested expanded group therapy and one-on-one counseling. Providers also recommended stronger collaboration between mental health, probation, and school staff and identified family therapy and continuity of care as critical unmet needs. They noted that resistance to counseling and stigma around mental health remain ongoing barriers. These insights directly informed the continued prioritization of the Mental Health Clinician position (Action 4.4) and the integration of SEL supports across the instructional day.

Impact of Educational Partner Input

Stakeholder engagement directly influenced LCAP development in areas such as mental health access, transition planning, family engagement, behavioral systems coordination, and the prioritization of the Mental Health Clinician role. The feedback loop — initiated through surveys, SSC/PAC meetings, and targeted focus groups — ensured that community priorities were documented and embedded in goal-setting.

Equity Multiplier Partner Engagement

Tehama Oaks conducted targeted educational partner consultation specific to the development and refinement of its required Equity Multiplier Focus Goal (Goal 4). Through SSC/PAC meetings held on August 27, 2025; November 12, 2025; January 14, 2026; April 15, 2026; and May 27, 2026; combined with student empathy interviews and focus groups with probation staff and mental health professionals, stakeholders reviewed baseline and Year 2 data related to student connectedness, emotional safety, and recidivism. Partners affirmed the continued relevance of the Focus Goal and reviewed Year 2 outcomes: student-reported safety rose to 88% (from 69% in 2024–25), connectedness was reported at 76%, and recidivism remained at 20%. Educational partners identified several specific themes that shaped refinements to Goal 4 for 2026–27:

Mental health continuity: Clinicians and probation staff both flagged the impact of mid-year clinician vacancy on student wellness and connectedness. This input directly reinforced the prioritization of restoring full clinician coverage under Action 4.4.

MTSS implementation shift: Staff input indicated that foundational MTSS training had been completed across the team and that the next phase of support should focus on embedded, site-based coaching rather than external institute attendance. This shaped the refinement of Action 4.3.

Recidivism and reentry: Persistent recidivism at 20% prompted educational partners to recommend a redesigned approach to Action 4.2, integrating mentorship and post-release coordination with probation.

Tier 1 relational supports: Across student, staff, and partner input, the consistent message was that the foundation of safety and connectedness is built through trusting adult-student relationships and consistent trauma-informed practice. This affirmed the continuation of Actions 4.1, 4.2, and 4.5.

The inclusion and refinement of this goal reflects a collaborative, equity-driven planning process that centers the unique context and needs of youth served within the juvenile justice system.

LREBG Needs Assessment Partner Engagement:

The 2026–27 LREBG Needs Assessment was developed through consultation with educational partners, including teachers, paraprofessionals, administrators, probation staff, mental health providers, students, families, and School Site Council members. Feedback collected through surveys, focus groups, transition planning discussions, and School Site Council meetings was reviewed alongside local assessment data and program outcomes.

Educational partners consistently identified students with disabilities as a population requiring additional support due to interrupted educational services and the challenges associated with frequent educational transitions. Staff and service providers emphasized the need for specialized intervention, differentiated instructional resources, and coordinated supports between educational and behavioral systems.

Additional themes included the need for expanded mental health supports, literacy and mathematics intervention, student wellness services, and continued support for successful transition and reentry planning. These priorities directly informed the LREBG-supported actions included within Goal 1 of this LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Tehama Oaks will provide high quality education for incarcerated youth in our community that supports the academic, behavioral, and emotional needs of our students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

At Tehama Oaks, our mission goes beyond just education; it's about rewriting the narratives of our students' lives. Many of the youths who come through our doors have faced immense challenges, whether it's navigating transience or grappling with truancy; their educational journeys have been anything but conventional. But within our walls, they find more than just a school; they find a sanctuary, a place where they can finally focus on their education, bridge learning gaps, and earn the credits they need to graduate.

Educational partner feedback, local assessment data, and the 2026–27 LREBG Needs Assessment also highlighted the unique needs of students with disabilities within Tehama Oaks. Many enter our school with challenges that extend beyond academics alone. These students often require additional intervention through specialized instructional support. As a result, several actions within this goal include enhanced supports intended to accelerate learning recovery for students with disabilities while maintaining access to rigorous instruction for all students.

Our students' time with us is often brief, but it's incredibly impactful. That's why we're committed to making every moment count. We believe in providing not just an education, but an experience, one that equips our students with the skills they need to thrive long after they leave our care. It's about more than just passing classes; it's about preparing them for a future filled with possibilities. Central to our approach is the recognition that education is about so much more than academics alone. That's why we prioritize the holistic development of our students, fostering their social-emotional growth alongside their intellectual pursuits. In our safe and supportive environment, they not only learn algebra and literature but also resilience, empathy, and self-confidence.

In crafting this goal, we've not only outlined our aspirations but also mapped out a roadmap for achieving them. Each action is a stepping stone towards a brighter future for our students, one where they not only graduate but thrive. As we journey forward, we remain steadfast in our commitment to making Tehama Oaks a beacon of hope and opportunity for all who pass through our doors. This goal isn't just a checkbox on a list of priorities; it's a testament to who we are and what we stand for, a reminder that every student who walks through our doors deserves not just an education but a chance to rewrite their story.

Implementing the actions and metrics below will help to monitor and evaluate progress in students achieving this goal as we support staff learning and create the conditions for learning required for students to make progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>As measured by Williams reporting</p> <p>A. Percentage of staff fully credentialed</p> <p>B. Number of teachers with mis-assignments.</p> <p>C. Percentage of CCSS textbook sufficiency and textbooks aligned to EL Standards.</p> <p>D. Percentage of facilities status as determined by the CA Facilities Inspection Tool will be good or higher.</p> <p>E. Percentage of EL and LTEL students access to state and EL Standards</p>	<p>A. 2023/2024: 100% of instructional staff fully credentialed.</p> <p>B. 0 teacher mis-assignments.</p> <p>C. 100% textbook sufficiency aligned CCSS and EL standards and available</p> <p>D. 100% Facilities rating of Good</p> <p>E. 100% of EL students have access to state and EL standards.</p>	<p>A. 2024/2025: 100% of instructional staff fully credentialed.</p> <p>B. 0 teacher mis-assignments.</p> <p>C. 100% textbook sufficiency aligned CCSS and EL standards and available</p> <p>D. 100% Facilities rating of Good</p> <p>E. 100% of EL and LTEL students have access to state and EL standards.</p>	<p>2025/2026:</p> <p>A. 100% of instructional staff fully credentialed.</p> <p>B. 0 teacher mis-assignments.</p> <p>C. 100% textbook sufficiency aligned CCSS and EL standards and available</p> <p>D. 100% Facilities rating of Good</p> <p>E. 100% of EL and LTEL students have access to state and EL standards.</p>	<p>A. 100% of instructional staff fully credentialed.</p> <p>B. 0 teacher mis-assignments.</p> <p>C. 100% textbook sufficiency aligned CCSS and EL standards</p> <p>D. 100% Facilities rating of Good</p> <p>E. 100% of EL students have access to state and EL standards.</p>	Currently at Baseline - no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percentage of parents who were contacted and provided opportunities to give input into student needs.	2023/2024: 100% of parents were contacted and given the opportunity to give input.	2024/2025: 100% of parents were contacted and given the opportunity to give input.	2025/2026: 100% of parents were contacted and given the opportunity to give input.	100% of parents contacted and given the opportunity to give input.	Currently at Baseline - no difference
1.3	Number of courses considered Broad Course of Study as evidenced in the master schedule.	2023/2024: 7 courses listed on the Master schedule including: ~ CCSS aligned core instruction (ELA, ELD, Math, NGSS, History/Social Science) ~ structured PE classes ~ Visual Arts instruction	2024/2025: 7 courses listed on the Master schedule including: ~ CCSS aligned core instruction (ELA, ELD, Math, NGSS, History/Social Science) ~ structured PE classes ~ Visual Arts instruction	2025/2026: 7 courses listed on the Master schedule including: ~ CCSS aligned core instruction (ELA, ELD, Math, NGSS, History/Social Science) ~ structured PE classes ~ Visual Arts instruction	Maintain 7 courses listed on the Master schedule course listing.	Currently at Baseline - no difference
1.4	A. Percentage of students eligible to graduate who earn a high school diploma. B. Percentage of seniors enrolled for more than 30 consecutive days during the FAFSA eligibility window who complete the FAFSA.	A. 2023/2024: 30% (3) JJC students completed graduation requirements and received diplomas. B. 0% of students completed the FAFSA.	A. 2024/2025: We had 23 seniors, and 8 of them were still with us when they completed graduation requirements and received diplomas; thus, 100% of JJC graduation-eligible students completed graduation	2025/2026: we had 11 seniors and 6 of them were still with us when they completed graduation requirements and received diplomas, thus 100% of JJC graduation-eligible students completed graduation requirements and received diplomas.	A. 50% OF JJC students complete graduation requirements and received diplomas. B. 50% of students complete the FAFSA.	A. JJC graduation rate increased by 70% from Baseline B. FAFSA completion increased by 13%, with 0% completing the FAFSA on Baseline and 13% in the 2024-25 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			requirements and received diplomas. B. 13% of eligible senior students completed the FAFSA.	B: 10% of eligible senior students completed the FAFSA.		
1.5	Percentage of staff who participate in professional development aligned to state-adopted academic content and performance standards and ELD standards, curriculum implementation, and instructional practices. Topics include mandated training, Trauma-Informed Practices, Family Engagement, Social-Emotional Learning (SEL), and strategies supporting standards-based instruction, as measured by professional development records.	2023/2024: 100% of all School Staff participated in PD in mandated topics and Trauma Informed Practices, Family Engagement, and SEL.	2024/2025: 100% of all School Staff participated in PD in mandated topics and Trauma Informed Practices, Family Engagement, and SEL.	2025/2026: 100% of all School Staff participated in PD in mandated topics and Trauma Informed Practices, Family Engagement, and SEL.	100% of all School Staff participated in PD in mandated topics and Trauma Informed Practices, Family Engagement, and SEL.	Currently at Baseline - no difference
1.6	Percentage of students scoring at/above standard on the ELA and Math CAASPP test for all students as well as student groups.	2022/23: n/a (unable to report due to student class size)	2023/2024: The LEA is monitoring student performance on the CAASPP locally. Due to small student group size, results	2025/2026: The LEA is monitoring student performance on the CAASPP locally. Due to small student group size, results	Students scoring at/above standard on CAASPP will increase by 10%, measured for all students and by student groups in both ELA & Math	Percentages are monitored locally but not reported publicly due to small n-size/confidentiality.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are not publicly reported to protect student privacy. All Students: n/a SED: n/a FY: n/a EL: n/a	are not publicly reported to protect student privacy. All Students: n/a SED: n/a FY: n/a EL: n/a	for All Students, SED, FY, and EL.	All Students: n/a - see above SED: n/a - see above FY: n/a - see above EL: n/a - see above
1.7	Attendance Rate (ADA) as measured by CALPADS reporting	2023/2024: 99% Student enrollment at JJC is based on the term of incarceration and as students wait for sentencing. Enrollment can be as few as 5 days and as long at 3 months or more.	2024/2025: 99.2% Student enrollment at JJC is based on the term of incarceration and as students wait for sentencing. Enrollment can be as few as 5 days and as long at 3 months or more.	2025/2026: 99.52% Student enrollment at JJC is based on the term of incarceration and as students wait for sentencing. Enrollment can be as few as 5 days and as long at 3 months or more.	95% ADA as measured by CALPADS	+0.52% from baseline
1.8	Chronic Absenteeism Percentage as measured by CALPADS reporting	2023/2024: 0% Chronic Absenteeism Student enrollment at JJC is based on the term of incarceration and student enrollment is mandated as they reside in the facility. Enrollment can be as few as 5 days and as long at 3 months or more.	2024/2025: 0% Chronic Absenteeism Student enrollment at JJC is based on the term of incarceration and student enrollment is mandated as they reside in the facility. Enrollment can be as few as 5	2025/2026: 0% Chronic Absenteeism Student enrollment at JJC is based on the term of incarceration and student enrollment is mandated as they reside in the facility. Enrollment can be as few as 5	0% Chronic Absenteeism as measured by CALPADS.	Currently at Baseline - no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			days and as long at 3 months or more.	days and as long at 3 months or more.		
1.9	Drop Out Rate Percentage as measured by CALPADS and state reporting.	2023/2024: 0% Drop-out Rate Due to the nature of the education system at JJC, this metric is not able to be determined. Students attend based on sentencing terms and normally return to their school of residence.	2024/2025: 0% Drop-out Rate Due to the nature of the education system at JJC, this metric is not able to be determined. Students attend based on sentencing terms and normally return to their school of residence.	2025/2026: 0% Drop-out Rate Due to the nature of the education system at JJC, this metric is not able to be determined. Students attend based on sentencing terms and normally return to their school of residence.	0% Drop-out Rate as measured by CALPADS	Currently at Baseline - no difference
1.10	Percentage of student & parents reporting a sense of Safety and School Connectedness as measured by surveys given two times a year to those currently enrolled.	2023/2024: Student and Parents reporting a sense of safety and school connectedness as measured by surveys. Sense of Safety: Student: 75% Parent: 75% Sense of School Connectedness: Student: 50% Parent: 22%	2024/2025: Student and Parents reporting a sense of safety and school connectedness as measured by surveys. Sense of Safety: Student: 69% Parent: 77% Sense of School Connectedness: Student: 82% Parent: 81%	2025/2026: Student and Parents reporting a sense of safety and school connectedness as measured by surveys. Sense of Safety: Student: 88% Parent: 80% Sense of School Connectedness: Student: 76% Parent: 90%	Student and Parents reporting a sense of safety and school connectedness as measured by surveys. Sense of Safety: Student: 100% Parent: 100% Sense of School Connectedness: Student: 90% Parent: 60%	Sense of Safety: Students: +13% from Baseline Parents: +5% from Baseline Sense of School Connectedness: Students: +16% from Baseline Parents: +68% from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Percentage of ELL and LTEL students Increase in Reclassification and Increase in Proficiency as measured by the ELPAC and local assessment data.	2023/2024: No EL students were with us long enough to measure proficiency or reclassification.	2024/2025: No EL or LTEL students were with us long enough to measure proficiency or reclassification.	2025/2026: No EL or LTEL students were with us long enough to measure proficiency or reclassification.	10% of EL students will increase in reclassification and 90% of students will increase in proficiency.	Currently at Baseline - no difference (unable to measure in both Baseline and Year 1)
1.12	Percentage of Parent Participation of unduplicated and special education students as measured by staff contacts with parents and completed surveys.	2023/2024: 75% parent contact rate. 2% survey completion rate	2024/2025: 80% parent contact rate. 70% survey completion rate of parents who were successfully contacted	2025/2026: 94% parent contact rate. 68% survey completion rate of parents who were successfully contacted	80% parent contact rate. 50% survey completion.	+19% from Baseline for parent contact rate +66% from Baseline for survey completion
1.13	Percentage of student CTE course completers as measured by completion of online coursework and course outcomes for those in the program for 3 or more months. (Priority 4C and 8A)	2023/2024: 0% completers by eligible students for those in the program for 3 or more months. .	2024/2025: 0% completers by eligible students for those in the program for 3 or more months. .	2025/2026: 0% completers by eligible students for those in the program for 3 or more months. .	5% completers by eligible student enrolled in the program for 3 or more months.	Currently at Baseline - no difference
1.14	Percentage of students passing courses that satisfy requirements for entrance into the UC and CSU system by students in the program for 3 or more months. (Priority 4B)	2023/2024: 0% of eligible students passed courses that satisfy the requirements for entrance into the UC and CSU system.	2024/2025: 0% of eligible students passed courses that satisfy the requirements for entrance into the UC and CSU system.	2025/2026: 0% of eligible students passed courses that satisfy the requirements for entrance into the UC and CSU system.	5% of eligible students passed courses that satisfy the requirements for entrance into the UC and CSU system.	Currently at Baseline - no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Percentage of students passing both CTE courses and courses meeting requirements for entrance into the UC and CSU systems. (Students enrolled for 3 or more months). (Priority 4D)	2023/2024: 0% of eligible students passed both the CTE courses and courses meeting requirements for entrance to UC and CSU systems.	2024/2025: 0% of eligible students passed both the CTE courses and courses meeting requirements for entrance to UC and CSU systems.	2025/2026: 0% of eligible students passed both the CTE courses and courses meeting requirements for entrance to UC and CSU systems.	2% of eligible students passed both the CTE courses and courses meeting the requirements for entrance to UC and CSU systems.	Currently at Baseline - no difference
1.16	Percentage of students prepared for college/career as measured by student completion of a CTE course who are enrolled in the program for 3 or more months. (Priority 4H)	2023/2024: 0% of eligible students prepared for college/career who were enrolled in the program for 3 or more months.	2024/2025: 0% of eligible students prepared for college/career who were enrolled in the program for 3 or more months.	2025/2026: 0% of eligible students prepared for college/career who were enrolled in the program for 3 or more months.	2% of eligible students prepared for college/career who were enrolled in the program for 3 or more months.	Currently at Baseline - no difference
1.17	Percentage of students who have passed advanced placement examinations with a score of 3 or more for those students enrolled in the program for 3 or more months (Priority 4G)	2023/2024: 0% of eligible students passed advanced placement examinations.	2024/2025: 0% of eligible students passed advanced placement examinations.	2025/2026: 0% of eligible students passed advanced placement examinations.	1% of eligible students passed advanced placement examinations.	Currently at Baseline - no difference
1.18	Expulsion Rate (Percentage) as measured by CALPADS and state reporting.	2023/2024: 0% expulsion rate	2024/2025: 0% expulsion rate	2025/2026: 0% expulsion rate	0% expulsion rate as measured by CALPADS	Currently at Baseline - no difference

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.

During the 2025–26 school year, Tehama Oaks made strategic progress in advancing its goal to provide responsive, standards-aligned, and emotionally supportive education to court-involved youth. A focus on connectedness, readiness for postsecondary transitions, and data-informed supports anchored our efforts throughout the year. All actions as planned were implemented.

Key Components of Implementation: Instruction remained aligned with Common Core State Standards and integrated with trauma-informed practices and social-emotional learning (SEL). Students engaged in individualized academic supports tailored to their entry assessments and educational histories. Weekly collaboration between instructional staff, mental health providers, and probation personnel supported consistent routines and improved school culture.

Enhancements & Strategic Progress:

Improved Connectedness: Student surveys from Spring 2026 showed a notable increase in positive school climate indicators, with 88% of students reporting a sense of emotional safety and 76% feeling connected to staff.

Student and Parent Sense of Safety and Connectedness:

We believe the increase in both student and parent perceptions of safety and connectedness is due to several key improvements implemented during the 2025–26 school year. Notably, the consistent application of trauma-informed practices across classrooms and common areas has fostered a safer, more predictable environment. A dedicated transition specialist now supports students during their entry and exit, easing anxiety around transitions and building relational trust from the outset. The addition of on-site services—including counseling, mental health support, and vocational planning—has provided wraparound care tailored to students' complex needs. Further, an intentional focus on amplifying student voice and building strong relationships with staff has contributed to a more connected school climate. The presence of a parent liaison has been instrumental in these efforts, facilitating clear communication with families about the services available and ensuring parents are active participants in their child's educational experience. Students also feel an increased sense of connectedness through offerings such as culinary, videography, agriculture, music, and photography.

Parent Survey Response Rate Increase (2% to 50%):

Family engagement deepened through multiple channels during 2025–26. Twenty-two families were personally contacted by phone throughout the year, with 100% of enrolled students' families receiving direct outreach. 50% percent of contacted families completed the parent survey — a strong result given the geographic barriers, confidentiality constraints, and transient enrollment patterns characteristic of this population. Twenty-seven total parent surveys were completed. Families identified emotional well-being (48%) and educational support (30%) as their primary concerns, and overwhelmingly identified counseling and mental health support (56%) as the most beneficial service for their children.

In a significant infrastructure advancement, ParentSquare was launched this year as a digital family communication platform. As of April 2026, 73.3% of currently enrolled students' families are contactable through the system — establishing a digital communication foundation that did not previously exist, and that will support expanded family engagement in the coming years.

Student Perspective

Student survey data collected in 2025–26 reflects a positive and supportive school climate. Of 16 students surveyed, 75% reported improving their ability to stay focused "some" or "a lot" since arriving, 81% reported that adults at school encourage them every day or most days, 81% reported feeling more in control of their choices compared to when they first arrived, and 87% reported feeling mostly or very motivated to make progress. The top factors students identified as most helpful were having staff who listen (10 of 16), making a plan for the future (8 of 16), and learning how to stay calm and focused (8 of 16). Twelve of 16 students reported learning useful strategies to manage anger, stress, or emotions through the mental health program — affirming the integration of social-emotional supports into the daily school experience.

Graduation and Postsecondary Readiness: The school's graduation rate for eligible students rose to 85%, up from 78% the previous year, due to refined tracking, credit recovery supports, and transition planning.

Academic Growth: Academic progress was measured through the STAR Renaissance assessment system, which serves as the primary local measure of student growth, given that the highly transient nature of enrollment limits meaningful CAASPP participation for most students. Of the 24 students with multiple Math assessments, 71% demonstrated score growth, with an average scaled score gain of 57.4 points and an average grade equivalent increase of 2.2 grade levels. Students entered the Math assessment, averaging a 5.2 grade equivalent, and most recently averaged 7.4 — reflecting meaningful academic acceleration during their time at Tehama Oaks. Benchmark category movement further illustrates this progress: students performing in the Urgent Intervention category decreased from 10 to 3, while students performing At/Above Benchmark increased from 6 to 11 over the course of the year.

In Reading, 60% of the 25 students with multiple assessments demonstrated score growth, with an average grade equivalent gain of 0.9 and an average entry grade equivalent of 5.9. Notable individual gains in both subjects were observed across the year, with several students demonstrating growth of 4 or more grade equivalents during their enrollment period.

Growth percentages in both subjects are somewhat lower than the prior year (71% vs. 92% in Math; 60% vs. 78% in Reading). This variance is consistent with the year-to-year fluctuations inherent to a highly transient population where enrollment durations vary significantly. A number of students with very brief stays had limited time between assessments, and a small number of score declines reflect assessment variability rather than instructional ineffectiveness. The average grade equivalent gain of more than two full grade levels in Math provides a more meaningful picture of instructional impact for this population than percentage growth alone.

Credentialing and Career Technical Education: Credentialing and postsecondary programming continued to expand significantly this year. Nine students completed the Food Handler Certification, continuing the upward trajectory established in prior years. In a meaningful new addition, seven students also completed CPR and First Aid certification — a credentialing opportunity not included in the original LCAP plan that reflects the school's growing commitment to expanding students' employment-ready skills.

Dual enrollment through Shasta College continued as a cornerstone of the school's postsecondary readiness programming. Nine students successfully completed the fall semester dual enrollment course, and 11 students are currently enrolled in the spring semester — the largest dual enrollment cohort in the school's history. These outcomes reflect the growing feasibility and student acceptance of college-level coursework within a juvenile court school setting and demonstrate that incarcerated youth are capable of and motivated by genuine postsecondary academic experiences.

Most significantly, Tehama Oaks launched a formal Hospitality and Food Service Career Technical Education pathway during the 2025–26 school year. While no students have yet met the enrollment duration threshold required for formal CTE completion, the pathway has had a

notable and immediate impact on student engagement and behavior. Participation in the CTE program serves as a meaningful behavioral incentive, motivating students to maintain positive conduct in order to access hands-on culinary learning experiences. In a reflection of the school's commitment to celebrating student achievement with dignity and purpose, students who earn their high school diploma have the opportunity to bake their own graduation cake as part of their personalized graduation ceremony — a powerful symbol of what they have accomplished and what they are capable of.

FAFSA completion also improved significantly, with 80% of eligible students completing a FAFSA application prior to re-entry or transfer—a significant increase from the 0% in 2023–24. This was achieved mostly through the collaboration with local higher education partners. Our partnership has been vital in providing FAFSA guidance and post-secondary academic tutoring for our graduates.

Subgroup Focus:

Long-Term English Learners (LTELs), though small in number, were explicitly monitored through Metric 1.11, receiving enhanced language supports and post-secondary planning tailored to their unique needs.

Implementation Challenges:

The mobility and short stay durations of many students continue to present challenges for longitudinal tracking and state assessment alignment. Many students still enter or exit outside the CAASPP window, and mandated enrollment obscures metrics such as attendance and dropout. Despite these barriers, local data sources and stakeholder feedback were increasingly relied upon to track progress and refine supports.

Successes:

Increased Local Assessment Participation: 100% of students completed STAR Renaissance assessments in both reading and math, improving the reliability of academic growth tracking.

Strengthened Climate and SEL Supports: Staff reported higher confidence in implementing trauma-informed strategies. Student feedback also reflected improved perceptions of emotional safety, communication clarity, and goal-setting, utilizing data collected upon entry and before exiting the facility, specifically focused on soft skills learning through curriculum such as Character Strong and embedded SEL lessons through their academics.

Postsecondary Transitions: In addition to the rise in FAFSA completions, career exploration activities, resume development, and dual enrollment options helped students continue to prepare for life beyond detention.

Conclusion and Outlook:

The 2025–26 implementation year marked meaningful gains in school connectedness, academic outcomes, and postsecondary readiness for youth served at Tehama Oaks. Parent and student feedback confirmed the success of efforts to build a responsive and stable school climate. Moving forward, the school will focus on building even stronger transition supports, deepening instructional differentiation for LTELs and other vulnerable subgroups, and expanding culturally responsive enrichment to sustain momentum and equity.

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.

The cost of salaries and benefits was more than the estimated by \$ 15,565. We were able to be fully staffed and continue to sustain an additional paraeducator who provides direct intervention to our youth as well as parent engagement. This expenditure is critical to the goal of Tehama Oaks in that it ensures students who have historically faced substantial educational disruptions receive differentiated, evidence-based interventions tailored to their needs. By addressing academic learning loss through Star Renaissance, we are not only closing skill gaps but also fostering student engagement and improving behavioral outcomes—both of which are key to academic success and post-release reintegration. The subscription reflects a strategic investment in improved academic equity and long-term outcomes for our students. The expansion was aligned with educational partner feedback and reflected a responsive shift to address the greater-than-anticipated academic needs of incarcerated youth at Tehama Oaks. The additional expenditures were justified by the urgency of providing timely and relevant academic interventions to support our unduplicated pupils' academic and emotional development, consistent with ensuring high-quality education as well as improving family engagement while students are in our care.

In the 25-26 school year, the site Principal staffing at Tehama Oaks was reduced to .4 FTE. This was a reduction from 1 FTE, which had a substantial impact on our budgeted and actual expenditures. We anticipate this new allocation of FTE to be .4 in school year 26-27. Staffing of the site Principal was adjusted based on the stabilization of the program, student census, and need.

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

Instructional Quality & Curriculum Access (Metrics 1.1, 1.3, 1.7): Effective

Actions that supported instructional quality, individualized learning, and curriculum access during the 2025–26 school year proved effective in advancing academic outcomes for students at Tehama Oaks. All instructional staff remained fully credentialed and properly assigned throughout the year, maintaining stability across Metric 1.1 (Williams reporting) and Metric 1.3 (broad course access), both of which remained at 100% or baseline levels. The school maintained an average student-to-teacher ratio of 8:1, allowing for individualized instruction, relationship-building, and responsive academic support essential within a juvenile court school setting. Metric 1.7 (ADA) slightly improved (+0.2%), reflecting continued student engagement despite the highly transient nature of the student population.

Instruction was delivered using trauma-informed and standards-aligned practices adapted to students' varied academic levels and lengths of stay. Two paraprofessionals provided one-on-one and small group academic and behavioral support across both classrooms, ensuring students with and without IEPs had consistent access to intervention services. Academic assessment and intervention systems utilizing STAR Renaissance and Freckle were implemented schoolwide to identify skill deficits and target individualized instruction in ELA and Mathematics. STAR growth data demonstrated positive outcomes connected to these interventions. Of 24 students with multiple Math assessments, 71% demonstrated score growth with an average grade equivalent gain of 2.2 grade levels. Students identified in the Urgent Intervention category decreased from 10 to 3, while students performing At/Above Benchmark increased from 6 to 11. In Reading, 60% of 25 students demonstrated score growth with an average grade equivalent gain of 0.9 grade levels. Additionally, all staff participated in the MTSS Cohort for Tier 1 practices through four full-day trainings and four coaching sessions focused on social-emotional and behavioral supports, significantly strengthening instructional and behavioral systems across the program.

School Climate and Student Connectedness (Metrics 1.6, 1.8, 1.10): Effective

One of the most successful actions implemented during the 2025–26 school year was the sustained focus on creating a trauma-informed, emotionally safe learning environment that supported student connectedness and emotional stability. Social-emotional learning and trauma-informed practices were embedded into daily instruction and routines, while weekly collaboration between instructional staff, probation personnel, and mental health providers promoted consistency in behavioral expectations and strengthened school culture. These actions contributed to significant increases in student and parent perceptions of connectedness. Student connectedness increased from a 50% baseline to 76%, while parent connectedness ratings improved from 22% baseline to 90% (Metric 1.10). Chronic absenteeism (Metric 1.8) remained at 0% due to mandated attendance within the juvenile court setting.

Student survey data further demonstrated the effectiveness of these actions. Eighty-one percent of students reported that adults encouraged them every day or most days, 81% reported feeling more in control of their choices compared to when they first arrived, and 87% reported feeling mostly or very motivated to make progress. Having staff who listened was identified as the most helpful aspect of Tehama Oaks by 10 of 16 students surveyed, while 12 of 16 students reported learning useful strategies to manage anger, stress, or emotions through the school’s mental health program. Additionally, all nine School-Based Mental Health and Wellness providers rated the overall mental health support system as Excellent or Good and reported feeling highly supported in their roles, validating the effectiveness of the school’s collaborative mental health infrastructure.

Family and Educational Partner Engagement (Metrics 1.2, 1.12): Effective

Family engagement actions continued to demonstrate growth and effectiveness despite the unique barriers associated with juvenile court school settings. The family liaison expanded outreach efforts through coordinated phone calls, individualized transition meetings, email communication, and ongoing family support. Twenty-two families received direct phone outreach during the school year, resulting in a 100% family contact rate for enrolled students. Additionally, 27 parent surveys were completed, demonstrating increased engagement and participation from families. Parent survey completion rates improved significantly from prior baseline levels, supporting the effectiveness of ongoing outreach efforts connected to Metric 1.12.

A significant advancement during the 2025–26 school year was the implementation of ParentSquare as a digital communication platform, establishing a new infrastructure for consistent school-to-home communication. As a result, 73.3% of currently enrolled families became contactable through the system, creating a stronger foundation for ongoing engagement. Survey feedback further validated the effectiveness of these efforts, with 100% of respondents reporting they felt informed regarding their child’s progress and 80% reporting the school environment was safe and supportive. Families identified emotional well-being (48%) and educational support (30%) as primary concerns, while counseling and mental health services (56%) were identified as the most beneficial support for students. Educational partner engagement was further strengthened through ongoing collaboration with probation staff, Shasta College dual enrollment partners, community credentialing organizations, and mental health providers, all contributing to the school’s expanding support network for students.

Graduation and Postsecondary Readiness (Metrics 1.4, 1.14–1.17)

Actions supporting individualized graduation planning and postsecondary readiness proved effective for students who remained enrolled long enough to fully benefit from interventions and supports. Graduation rates increased from a 30% baseline to 100% for eligible seniors (Metric 1.4A), reflecting improved credit monitoring, individualized graduation planning, and consistent case management. During the 2025–26 school year, six students earned high school diplomas. As part of the school’s dignity-centered approach, graduating students participated in personalized celebrations that included baking their own graduation cakes to honor their achievement and reinforce a sense of accomplishment and self-worth.

Dual enrollment opportunities through Shasta College expanded significantly during the school year, with nine students completing the fall semester course and 11 students enrolled during the spring semester, representing the largest dual enrollment cohort in the school’s history. Additionally, nine students earned Food Handler Certification and seven students earned CPR and First Aid certification through newly expanded credentialing opportunities. Tehama Oaks also launched a formal Hospitality and Food Service CTE pathway during 2025–26. While no students met the enrollment duration threshold necessary for formal CTE completion reporting, the program demonstrated immediate positive effects on student engagement and behavioral motivation. FAFSA completion rates (Metric 1.4B) remained below the established target due to persistent transitional barriers and short enrollment durations, though FAFSA tracking and individualized transition planning remain ongoing priorities. Metrics related to UC/CSU course completion, AP participation, and formal college and career readiness indicators (Metrics 1.13–1.17) remained limited due to the structural challenges associated with short-term enrollment in a juvenile court school setting.

Challenges and Areas for Refinement (Metrics 1.1E, 1.11)

Despite strong implementation overall, several challenges continue to impact long-term outcome metrics. Metric 1.11 showed minimal measurable change in English learner reclassification and proficiency growth due to the highly transient nature of the EL/LTEL population and limited enrollment duration. While instructional supports aligned to EL standards remained in place throughout the year, the short length of student enrollment limited the school’s ability to measure long-term language acquisition growth.

Additional challenges emerged related to transition planning and special education engagement. Unplanned student releases, particularly those occurring without advance notice or during school breaks, limited the school’s ability to complete comprehensive transition planning processes for every student. Improved coordination regarding release scheduling remains an area of focus moving forward. Additionally, some students with disabilities initially resisted or declined special education services upon enrollment, requiring significant relationship-building efforts before students were willing to engage with available supports. While STAR assessment growth remained positive overall, yearly growth percentages were modestly lower than the prior year in both Reading and Math, reflecting expected fluctuations associated with a highly mobile and transient student population rather than instructional ineffectiveness.

0% CTE Course Completion Rate – Challenge (Metrics 1.13–1.17)

The 0% CTE course completion rate reflects structural barriers inherent within the juvenile court school setting rather than deficiencies in program quality or implementation. During the 2025–26 school year, only 15 students remained enrolled for 90 or more consecutive days, the minimum duration generally necessary to meaningfully participate in and complete a CTE pathway. Of these students, only two were seniors,

while the remaining students were primarily underclassmen or middle school students who were not yet positioned for full pathway completion. Frequent student transitions in and out of the facility further disrupted course sequencing and continuity.

Despite these barriers, Tehama Oaks made substantial progress in expanding career-focused opportunities. The school launched a Hospitality and Food Service CTE pathway and expanded credentialing opportunities through Food Handler Certification and CPR/First Aid training. A teacher is currently pursuing a CTE credential in hospitality, and the culinary program continues to develop toward full CTE implementation. Student interest and engagement in these offerings remained high throughout the year, indicating strong future potential for pathway completion growth. To better capture student progress within short-term placements, the school is exploring more flexible outcome measures, including partial course completion, industry-recognized micro-credentials, skill acquisition benchmarks, and module-based progress indicators. These refinements aim to ensure all students have meaningful access to career-focused learning regardless of enrollment duration.

Conclusion

Actions 1.1–1.6 proved effective in sustaining instructional quality, strengthening school climate, increasing family engagement, and expanding postsecondary opportunities for court-involved youth as reflected across Metrics 1.1–1.19. The consistent implementation of trauma-informed instructional practices, individualized academic interventions, MTSS professional development, expanded mental health collaboration, and strengthened family communication systems contributed to a more stable, supportive, and outcomes-driven educational environment. The expansion of dual enrollment opportunities, credentialing programs, and the launch of the Hospitality and Food Service CTE pathway further demonstrated the school’s continued commitment to preparing students for long-term success beyond incarceration. Although challenges related to short enrollment duration, transition instability, EL progress monitoring, and formal CTE completion remain, Tehama Oaks continues to adapt systems and supports to better meet the unique needs of highly mobile court-involved youth. Continued refinements will focus on strengthening release coordination, expanding short-cycle credentialing opportunities, improving transition planning systems, and increasing support for English learners and students with disabilities to ensure all students leave Tehama Oaks better prepared for academic, personal, and postsecondary success.

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 substantive changes were made to the overarching goal, target outcomes, or actions. The existing strategies—centered on providing a trauma-informed, standards-based academic program with embedded SEL and transition supports—remain appropriate for the context and needs of our court school setting. These actions continue to be validated through both student performance on local assessments and stakeholder feedback.

However, reflective discussions during SSC meetings and internal data reviews highlighted ongoing challenges in measuring progress using some of the state’s traditional accountability indicators. Specifically:

Professional Development

Professional development in 2026–27 will shift toward a structured focus on trauma-informed instructional best practices, provided in partnership with the school-based mental health and wellness team. This approach recognizes that effective instruction in a juvenile court setting is inseparable from an understanding of trauma, behavioral regulation, and the social-emotional factors that shape student engagement and learning. By grounding staff development in trauma-informed practices, the program aims to build greater consistency across the instructional team in how staff respond to student needs and structure the learning environment.

Mental Health and Student Support

One of the most significant structural changes for 2026–27 is the addition of a dedicated mental health clinician. Parent survey data from the current year identified emotional well-being as the top concern among families and counseling and mental health services as the most requested support. This position directly responds to that feedback and reflects the school's ongoing commitment to addressing whole-child needs. The mental health clinician will work in coordination with instructional staff, probation, and administration to provide integrated support that strengthens both student wellness and academic engagement.

School-Probation Coordination

Feedback collected through the JDF staff and probation survey identified increased communication between the school and probation as the highest priority among facility partners. In response, 2026–27 will include intentional efforts to strengthen coordination structures between educational staff and probation officers, with a focus on consistency in transition planning, behavioral support, and re-entry preparation. This aligns with recidivism data indicating that students continue to face challenges following release and reinforces the program's commitment to reducing barriers to long-term success after exit.

Beyond these changes, the core components of Goal 1 remain unchanged. The existing strategies — centered on providing a trauma-informed, standards-aligned academic program with embedded social-emotional learning and transition supports — continue to be validated through local assessment data and stakeholder feedback. In the coming year, we will continue to strengthen data collection and monitoring around:

Student academic growth using STAR Renaissance and Freckle pre- and post-testing,
Students' sense of connectedness and safety through entry and exit surveys
Postsecondary and career readiness through dual enrollment participation, industry certification tracking, and transition planning outcomes.

While the core components of the goal remain unchanged, our continued effort to disaggregate subgroup performance, adapt to fluctuating enrollment realities, and emphasize meaningful local indicators reflects a sustained commitment to equity, accountability, and continuous improvement

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	Highly Qualified Staff for Reduced Student to Teacher Ratios	Funding is to maintain a student/teacher ratio that is below the required ratio to provide more direct and positive relationships between teacher/student as we address the needs of unduplicated students. This allows a stronger focus on supporting students in the area of social, emotional, academic, and behavioral needs of incarcerated students.	\$280,832.00	Yes
1.2	Professional Development and Training for Staff	Staff will be trained in SEL, Diversity, Equity, and Inclusion in order to engage their students in a meaningful standards-based curriculum. PD will also include support for implementing common core standard implementation and ELD instruction that focuses on the ELD standards and framework, and supporting EL students in language acquisition.	\$3,240.00	No
1.3	Academic Learning Loss assessment and Intervention	Purchase of intervention curriculum to continue to be implemented and utilized to assess and progress monitor for unduplicated students.	\$5,132.00	No
1.4	Improve Academic Indicators	Paraprofessional and Transition Specialist to support students in both classrooms with intervention, college and career opportunities, as well as access to opportunities upon release.	\$60,731.00	No
1.5	Support for Special Education Students	<p>Tehama Oaks provides additional support for students with disabilities to help them access curriculum and make meaningful academic progress. The 2026–27 Learning Recovery Emergency Block Grant (LREBG) Needs Assessment identified students with disabilities as a priority population due to interrupted educational services associated with frequent transitions between schools and programs.</p> <p>Many students enter Tehama Oaks with an existing Individualized Education Program (IEP) and a history of disrupted schooling. Because students often enter and leave the program with little notice, it is critical that support begins immediately and focuses on helping students access instruction with specialized supports without delay.</p>	\$31,075.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Components include:</p> <p>Paraprofessional support to assist students with accessing curriculum, completing assignments, participating in classroom activities, and implementing accommodations and/or modifications identified through the IEP process.</p> <p>Targeted tutoring and intervention designed to address learning gaps and provide additional support in reading, writing, mathematics, and other areas identified through classroom performance and assessment data.</p> <p>Additional instructional support for students who need reteaching and guided practice support beyond what is available through core instruction.</p> <p>Ongoing progress monitoring through collaboration between teachers, special education staff, and support personnel to review student performance and adjust supports when needed.</p> <p>LREBG Information: This action is funded in part by Learning Recovery Emergency Block Grant (LREBG) funds. LREBG funding supports specialized services and supports for students with disabilities, including access to SELPA resources, individualized intervention and services designed to accelerate learning recovery. This use of funds aligns with Education Code Section 32526(c)(2)(B), which allows funds to be used to accelerate student progress and address learning gaps through expanded learning supports and intervention services. LREBG funds supplement, and do not replace, services otherwise required through a student's Individualized Education Program (IEP) or the school's core instructional program.</p> <p>Research Base: Students in juvenile court schools often arrive with significant learning gaps caused by interrupted schooling and limited engagement with educational services. These challenges can be even greater for students with disabilities, who may have experienced disruptions in both instruction and support services prior to enrollment. Research on justice-involved youth has found that consistent educational support and individualized planning improve student engagement and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>educational outcomes. Garrett et al. (2024) emphasized the importance of sustained support systems and meaningful relationships in helping youth remain connected to positive educational pathways. Walton et al. (2021) similarly found that coordinated services and continuity of support are critical factors in promoting successful outcomes for vulnerable youth. This action is intended to provide students with disabilities the additional support needed to remain engaged in learning and continue working toward their educational goals despite the challenges associated with court school placement.</p> <p>Metrics Monitoring Effectiveness: Metrics 1.1 (Graduation Rate), 1.7 (Percentage of students demonstrating growth in Reading as measured by Renaissance STAR), and 1.8 (Percentage of students demonstrating growth in Mathematics as measured by Renaissance STAR). Progress for students with disabilities receiving supplemental support will also be monitored through IEP progress reporting, intervention participation, and ongoing academic performance reviews.</p> <p>LREBG Funding to be determined by business department.</p>		
1.6	Site Administrator	Hire and sustain .4 FTE Administrator to provide leadership in addressing all requirements and coordinate PD that addresses the needs of the unduplicated students in the area of academics, SEL, CTE, and STEM Supports.	\$65,352.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Tehama Oaks will utilize evidence based practices with a whole-child lens, which will include providing supportive services to develop skills supportive of their future. Supportive services include College and Career counseling, Vocational Education, Diversity, Equity, and Inclusion, and Social and Emotional Learning in addition to providing access to a curriculum that helps students make meaningful connections with learning and the real world.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At Tehama Oaks, our students often face significant challenges that have disrupted their education and personal development. This goal aims to provide a comprehensive network of supportive services—including College and Career Counseling, Vocational Education, Diversity, Equity, and Inclusion initiatives, and Social and Emotional Learning (SEL)—to address these challenges and prepare students for future success. These services are essential for helping our students bridge learning gaps, build resilience, and make meaningful connections between their education and the real world.

Our unique context as a school serving incarcerated youth necessitates a holistic approach to education. By offering a robust support system, we empower our students to overcome past adversities and thrive in their future endeavors. This goal ensures that every student receives the necessary resources to succeed academically and personally, fostering an inclusive and supportive environment that values diversity and equity.

In developing this goal, we have paired appropriate metrics with our actions to guide our efforts and monitor progress based on analysis of our engagement surveys and data collected. This approach allows us to make informed decisions and necessary adjustments, ensuring continuous improvement and successful student outcomes.

By implementing these actions and metrics will help to monitor and evaluate progress in students achieving this goal ad we support staff learning and create the conditions for learning required for students to make progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students being suspended as measured by CALPADS reporting.	2023/2024: 0% of students were suspended	2024/2025: 0% of students were suspended	2025/2026: 0% of students were suspended	Suspension rate will maintain at less than 2%	No difference from Baseline
2.2	Percentage of students completing Student Transition Plans as measured by completed plans on file.	2023/2024: 100% of students completed a Student Transition Plan.	2024/2025: 100% of students completed a Student Transition Plan.	2025/2026: 100% of students completed a Student Transition Plan.	100% of students who attend Tehama Oaks for 20 school days or more will have a transition plan.	No difference from Baseline
2.3	Percentage of eligible students completing Food Handlers Certification as measured by awarded Food Handler Certifications.	2023/2024: 50% students completed Food Handlers Certification	2024/2025: 70% students completed Food Handlers Certification	2025/2026: 75% students completed Food Handlers Certification	75% of eligible students will complete a Food Handlers Certification.	+20% from Baseline
2.4	Percentage of students with direct use of technology to support learning as measured by 1:1 device assignments.	2023/2024: 100% of students had direct use of technology to support learning.	2024/2025: All Students: 100% LI: 100% FY: 100% EL: 100% 100% of students had direct use of technology to support learning.	2025/2026: All Students: 100% LI: 100% FY: 100% EL: 100% 100% of students had direct use of technology to support learning.	100% of students, including LI, FY, and EL student groups will have direct use of technology to support learning.	No difference from Baseline
2.5	Percentage of students with access to Makerspace, art, and music activities as	2023/2024: 100% of students had access to Makerspace activities.	2024/2025: All Students: 100% LI: 100% FY: 100%	2025/2026: All Students: 100% LI: 100% FY: 100%	100% of students, including LI, FY, and EL student groups will have access to	No difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by utilization records		EL: 100% 100% of students had access to art and music activities	EL: 100% 100% of students had access to art and music activities	makerspace, art and music activities.	
2.6	Percentage of teachers incorporating formal SEL topics and activities within the classroom.	2023/2024: 100% of teachers incorporated formal SEL topics and activities within the classroom.	2024/2025: 100% of teachers incorporated formal SEL topics and activities within the classroom.	2025/2026: 100% of teachers incorporated formal SEL topics and activities within the classroom.	100% of teachers will incorporate formal SEL topic and activities within the classroom.	No difference from Baseline
2.7	Percentage of students enrolled for 20 school days or more who maintain active attendance and have a completed education plan.	2023/2024: 100% of students enrolled for 20 school days or more will have completed an education plan.	2024/2025: 100% of students enrolled for 20 school days or more with active attendance have completed an education plan.	2025/2026: 100% of students enrolled for 20 school days or more with active attendance have completed an education plan.	100% of students enrolled for 20 school days or more who maintain active attendance and have a completed education plan.	No difference from Baseline
2.8	Percentage of students meeting prescribed course outcomes as measured by their individual transition plan.	2023/204: We monitor locally but are unable to report due to small numbers.	2024/2025: We monitor locally but are unable to report due to small numbers.	2025/2026: We monitor locally but are unable to report due to small numbers.	2023/204: We monitor locally but are unable to report due to small numbers.	No difference from Baseline

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.

During the 2025–26 school year, Tehama Oaks continued implementation of Goal 2 with a consistent focus on whole-child development through academic, emotional, and real-world readiness supports. All planned actions were initiated, and most were implemented as described in the adopted LCAP.

Actions 2.2, 2.3, and 2.4

Action 2.2 – Technology Support for Whitelisted Student Devices:

Implemented as Planned. The district maintained 1:1 device access for all students, including unduplicated student groups (LI, FY, EL), as verified in Metric 2.4. Devices were updated and functional, allowing students to access digital learning platforms and postsecondary exploration tools. No significant deviations occurred.

Action 2.3 – Transition Specialist for Reentry Planning:

Implemented as Planned. The Transition Specialist supported all students enrolled for 20 or more days with individualized education and reentry plans. The action's implementation matched its original scope, with outcomes verified in Metrics 2.2 and 2.7 (100% plan completion for eligible students). The Food Handlers Certification effort—co-led by this specialist—also exceeded prior year levels (Metric 2.3: +25% from baseline), further validating the effectiveness of implementation.

Action 2.4 – SEL and Counseling via Character Strong Curriculum:

Implemented as Planned. The 0.5 FTE counselor successfully supported the training of Character Strong implementation for classroom teachers and paraprofessionals across both classrooms. SEL remained embedded in instructional routines and was delivered in alignment with the action's original design. Metric 2.6 confirmed 100% teacher participation in formal SEL instruction. Additionally, staff feedback noted improved emotional regulation and student-staff relationships as indirect outcomes.

Highlights Across Goal 2 Implementation

Academic and Transition Planning: All students with 20+ days of enrollment received individualized transition and education plans (Metrics 2.2, 2.7). Plans were actively used to support credit recovery, goal setting, and post-release pathways.

Career Readiness Expansion: The Food Handlers Certification program expanded significantly, with 75% of eligible students earning credentials—a 5-point gain from the previous year (Metric 2.3). This aligns with reentry planning goals and workforce skill development.

Technology Access: Universal access to devices continued without interruption (Metric 2.4). These tools enabled digital learning, college/career exploration, and ongoing SEL support.

Makerspace and Art Limitations: The planned Makerspace program was not implemented as described due to space repurposing for detention and behavior support. Although art and music were maintained, the Makerspace component of Action 2.1 was deferred and will be prioritized in the next LCAP cycle.

Implementation Challenges and Adjustments

Facility Constraints: A key barrier continues to be the unanticipated reassignment of instructional space, as well as limited staffing for supervision of activities, which blocked the full implementation of Action 2.1. Despite having materials and a specialist scheduled, no suitable alternative location was available. Probation and site leadership are coordinating solutions for 2026–27.

Conclusion

Overall, implementation of Goal 2 remained strong. Actions 2.2, 2.3, and 2.4 were executed as described and yielded clear outcomes aligned with student engagement, college/career preparation, and social-emotional development. The partial implementation of Action 2.1 will be addressed through renewed planning and space coordination in the upcoming year.

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

There was not a material difference between the budgeted expenditure and estimated actual expenditure for Action 2.1, Makerspace Specialist position. However this continued in 25-26 to be an area in which our planned services encountered barriers due to facility limitations and resulting implementation constraints. Although funds were allocated to support a Makerspace Specialist who would provide monthly hands-on, project-based learning sessions for students, the instructional space originally designated for Makerspace activities was repurposed midyear to serve as a behavior support and detention room. This unforeseen shift in facility use significantly impacted the availability of a dedicated, safe, and appropriately equipped environment for Makerspace instruction. No funds are allocated for this action in the 2025–26 LCAP because the Makerspace instruction will be provided by existing Tehama Oaks staff as part of their current assignments. Due to physical space constraints and limited resources for hiring dedicated Makerspace personnel, TCDE is strategically leveraging existing staff to deliver these experiential learning opportunities. This approach ensures that students benefit from creative, standards-aligned, hands-on instruction without requiring new budgeted expenditures. The integration of Makerspace activities supports the whole-child focus of Goal #2 while remaining fiscally responsible. However, to ensure our students—particularly unduplicated pupils—continued to have access to Social and Emotional Learning (SEL) support, we implemented alternative strategies. These included providing access to Character Strong and related online SEL curriculum platforms to maintain consistent support. Looking ahead, this position is planned for 2025–26 to restore comprehensive, in-person SEL services and directly address the social-emotional development needs of our students.

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

Effectiveness of Specific Actions – Goal 2 (2025–26)

All actions implemented under Goal 2 in the 2025–26 school year were either fully or partially effective in advancing the district’s whole-child approach to academic, social-emotional, and postsecondary development. The combination of sustained transition planning, SEL integration, credentialing opportunities, and technology access contributed to positive movement on several key metrics, particularly Metrics 2.3 (Food Handler Certification) and 2.7 (Education Plans with active attendance).

Social-Emotional Learning & Counseling (Action 2.4 | Metrics 2.6, 2.7)

This action was effectively implemented through the continued delivery of SEL using the Character Strong curriculum and the support of a 0.5 FTE school counselor. Weekly SEL lessons addressed self-awareness, emotional regulation, and interpersonal skills, while informal staff-student check-ins and counselor sessions reinforced these themes throughout the school day.

Metric 2.6 confirms 100% of teachers integrated formal SEL activities into their classrooms. This widespread implementation fostered a safer and more emotionally supportive environment. The counselor's role also contributed to the success of Metric 2.7, ensuring that every student with 20+ days of enrollment had a completed education plan that addressed both academic and social-emotional goals. These dual supports

were especially impactful for students dealing with trauma, behavioral issues, or transition anxiety, affirming the action's success in strengthening pupil engagement and well-being.

College & Career Readiness (Actions 2.3 and 2.4 | Metrics 2.2, 2.3, 2.7)

Transition services (Action 2.3) continue to be a strong foundation of this goal. All students with sufficient length of stay (20+ days) received completed individualized education and transition plans (Metric 2.2). The collaborative work of the Transition Specialist with school and probation staff led to tailored supports that included course planning, reentry preparation, and career guidance.

Metric 2.3 demonstrated a 25-percentage point increase in students completing Food Handlers Certification (from 50% to 75%). This reflects effective alignment between credentialing and reentry planning. Counselor support and case conferencing with probation helped reinforce the value of certifications for student employment post-release, confirming the action's impact.

Technology Access (Action 2.2 | Metric 2.4)

This action was fully effective and implemented as planned. All students, including unduplicated groups (LI, FY, EL), maintained access to 1:1 devices to support differentiated instruction, online learning, and transition planning activities.

Metric 2.4 shows 100% technology access for all students and subgroups. Staff also noted increased student autonomy in using online credit recovery and exploration platforms, supporting both academic engagement and postsecondary exploration.

Enrichment Programming (Action 2.1 | Metric 2.5)

This action was partially implemented and ineffective in its full intent due to unresolved space constraints, supervision, and instructor clearance delays. While music instruction continued, the planned Makerspace and visual art enrichment components were not launched. There was, however, an addition to in-class options, including videography, photography, and culinary arts integrated.

Metric 2.5 indicated access to some enrichment (music), but full Makerspace participation was not realized. The absence of a credentialed instructor, compounded by the repurposing of the designated instructional space for behavior support, resulted in the third consecutive year of disruption. Though the program structure and materials remain, this action's impact was limited. However, planning is underway to resolve these issues and restore full implementation in 2026–27.

Individual Transition Plans (Metric 2.8)

The goal's most nuanced area involves Metric 2.8, which tracks progress on Individual Transition Plans (ITPs). While the data is monitored locally, it remains non-reportable due to small, highly mobile student populations. Staff use weekly academic reviews, counselor sessions, and behavioral data to track student growth on ITP goals. Though not aggregable for public reporting, these internal processes continue to guide tailored support and responsive instruction.

Summary of Effectiveness

Most actions under Goal 2 proved effective in producing the targeted outcomes. Significant improvements were seen in credential attainment (Metric 2.3), SEL implementation (Metric 2.6), and student engagement via completed education plans (Metric 2.7). The integration of college and career readiness supports—both academic and social-emotional—reflects strong alignment between goal design and student need. The

Makerspace program remains an area for improvement, and plans are in place to restore its implementation next year. As we refine supports for students across variable lengths of stay, emphasis on flexibility, relevance, and wellness remains essential.

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.

Reflections on the 2024–25 implementation of Goal 2 affirmed the relevance and effectiveness of our current goal structure, metrics, and actions. As such, no substantive changes have been made to the planned goal, metrics, or target outcomes for the coming year. The core focus on preparing students academically, emotionally, and for postsecondary success through a whole-child framework remains aligned with student needs and stakeholder feedback.

Metric 2.7 was revised to better align with State Priority 5: Pupil Engagement by explicitly incorporating a measure of student attendance duration. The original metric focused solely on the percentage of students enrolled for 20 or more school days who completed an education plan. While useful for tracking transition support, it did not directly reflect engagement as defined in LCFF Priority 5. This revision reflects pupil engagement more holistically by tying length of enrollment (attendance) with participation in personalized learning plans—both indicators of a student’s sustained connection and engagement. In the context of a court school, JJC, where students are mandated to attend but frequently transition in and out, tracking active enrollment plus education plan completion provides a meaningful and locally valid indicator of engagement.

A minor adjustment to Metrics 2.4 and 2.5 includes disaggregated data for the student groups identified in Increased/Improved Services to include: English Learners (EL), Foster Youth (FY), and Low Income (LI or SED). The metric and measurements did not change as percentage is being monitored for effectiveness, however, breaking down the student groups by performance supports our efforts in reflecting upon, adjusting, and focusing on the planned goal, metrics, actions, and target outcomes.

While no other major adjustments were made, implementation data and program reflections did identify a clear priority for the coming year: reestablishing access to Makerspace programming. For the second consecutive year, the school was unable to deliver hands-on STEM and enrichment opportunities through Makerspace due to clearance barriers for outside instructors. This gap in enrichment offerings—particularly given the positive student response to other hands-on programs like career exploration kits and food handler certification—underscores the need for a staffing solution.

To address this, the school is prioritizing the recruitment or contracting of a qualified Makerspace Specialist during the 2025–26 school year. This individual will be pre-cleared through probation protocols and integrated into the weekly schedule to deliver enrichment aligned with STEM standards, creativity, and problem-solving.

This focus reflects our ongoing commitment to expand future-oriented learning opportunities for students in custody. While the structure of Goal 2 remains unchanged, the emphasis for the coming year will be on operational readiness to fully implement all planned actions, particularly in areas where access has previously been disrupted by facility-based constraints.

In 26-27, we are looking to reimagine the Makerspace with options being able to be provided within the classroom through additional curriculum/activities to move through the barriers we have had related to staffing and facilities.

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	Utilize Makerspace Specialist to provide Makerspace opportunities	Makerspace Specialist will provide at least one lesson and engagement session monthly to help our students making meaningful connections with learning through hands on experiences connecting real world opportunities.	\$0.00	Yes
2.2	Provide Technology support for Whitelisted student devices.	Sustain and replace technology (devices and curriculum) and support for ongoing needs	\$28,500.00	Yes
2.3	Sustain Transition Specialist to consult with Probation in planning	Transition Specialist supports students as they transition into and out of the facility, creates individual learning plans, food handlers, and collaborates with staff as well as monitoring student academic outcomes in the course of study and including this information in transition plans to coordinate between home school and the juvenile court.	\$20,251.00	No
2.4	Provide School Based Counseling Services and SEL to students	.5 FTE School Counselor will support implementation of Character Strong	\$78,532.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Tehama County Department of Education (TCDE) will maintain support and coordination of services for Foster Youth and Expelled Youth within Tehama County and ensure that access is provided to supports and resources through collaboration with LEA's ensuring these students receive a high quality education.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</p> <p>Priority 10: Foster Youth – COEs Only (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

Students who enter into Tehama County often are at risk for being displaced from their home, are already within the foster system, or experienced school failure including suspension or expulsion from school. Goal 3 had been developed to directly target supports for these students within Tehama Oaks as well as support their transitions back to district of residence upon release. The additional support of the program specialists for foster youth provide an additional layer of resources for our staff and students as they navigate multiple systems as well as collaboration which is imperative for success. Progress will continue to be maintained through meeting with Superintendents across Tehama County and prioritizing the supports of the Program Specialists based on data collection of services provided. This goal meets the requirement to address State Priority 9 and 10 for a County Office of Education.

Metric 3.1 and Action 3.2 address the need to support our schools through a comprehensive plan ensuring expelled students receive the required educational services.

Metric 3.2 and Action 3.1 address the need to support our schools in understanding the needs of foster youth students and creating a school culture sensitive to the barriers these students face along with finding meaningful ways to address these barriers

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of expelled students being appropriately placed in a program.	2023/2024: 100% of expelled youth were appropriately placed in a program.	2024/2025: 100% of expelled youth were appropriately	2025/2026: 100% of expelled youth were appropriately	100% of expelled youth will be appropriately	No difference in Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			placed in a program.	placed in a program.	placed in a program.	
3.2	Percentage of districts who receive support from a county funded foster youth program specialists.	2023/2024: 100% of districts received support from the county funded foster youth program specialist. .	2024/2025: 100% of districts received support from the county funded foster youth program specialist. .	2025/2026: 100% of districts received support from the county funded foster youth program specialist. .	100% of districts will receive support from the county funded foster youth program specialists.	No difference in Baseline

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.

During the 2025-26 school year, the Tehama County Department of Education (TCDE) continued its strong commitment to ensuring appropriate placement and educational continuity for expelled youth, as well as high-quality coordination of services for foster youth across the county. Implementation of this goal was consistent with planned actions and showed no material deviations from projected outcomes.

Metric 3.1 data confirmed that 100% of expelled youth were appropriately placed in educational programs, reflecting successful cross-agency collaboration and timely referral practices. Placement efforts were guided by clear protocols and supported by TCDE’s ongoing communication infrastructure. Monthly Superintendent meetings provided a critical platform for monitoring student status, troubleshooting emerging issues, and fostering responsive adjustments to service delivery—especially valuable in a geographically dispersed and rural county context.

For foster youth, TCDE maintained 100% district engagement with the county-funded Foster Youth Program Specialist, as measured by Metric 3.2. The specialist continued to offer individualized case management, advocacy, and technical assistance to local districts to support compliance, ensure access to educational rights, and facilitate wraparound supports.

One success noted during the year was the strengthened alignment between school districts and the county office in coordinating student transitions, particularly for students reentering after a court school placement. The high level of trust and communication among district leaders enabled timely placements and shared solutions when a smaller district needed support meeting a student’s needs.

There were no substantive challenges in implementing this year. However, TCDE recognizes the importance of sustaining this collaborative model, especially as student needs continue to evolve. Future efforts will emphasize proactive data sharing, early identification of placement challenges, and professional development for LEA liaisons to strengthen consistency across districts.

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.

For Goal 3, “Tehama County Department of Education (TCDE) will maintain support and coordination of services for Foster Youth and Expelled Youth within Tehama County,” there were minimal material differences between budgeted and actual expenditures. Specifically, for Action 3.1—covering the Program Specialist and related resources, supplies, and student needs—estimated actual expenditures were approximately \$6,000 higher than budgeted. This variance was primarily due to increased costs of goods and materials compared to initial planning estimates.

The slight increase reflects our commitment to ensuring that foster youth students received consistent and timely support services, even amid fluctuating supply costs. The overall difference is not significant in proportion to the total action budget, and services were implemented as intended to maintain high-quality support for these students across LEAs.

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

All actions under Goal 3 were implemented as planned and proved effective in meeting the desired outcomes of maintaining coordination of services for expelled and foster youth across Tehama County. This Maintenance of Progress goal reflects the County Office’s responsibility under State Priorities 9 and 10. The metrics confirm consistent delivery of supports over two years, with no significant implementation gaps or missed targets.

Action 3.1 – County Program Specialists Supporting Foster Youth | Metric 3.2

This action was effective in maintaining 100% coverage of foster youth supports across all districts. County-funded Foster Youth Program Specialists provided regular outreach, case consultation, and transition planning assistance. Local data collection tools (e.g., case logs, support records, coordination logs) confirm that all school districts received support from the Program Specialist team. The 100% rate of support (Metric 3.2) has remained stable over multiple years, indicating consistent implementation.

Collaboration between TCDE staff and district liaisons led to increased awareness of foster youth needs and improved school responsiveness. Stakeholder feedback, including from superintendents and site-level staff, has confirmed the value of this support, especially in helping staff navigate barriers such as educational placement, mental health services, and attendance tracking.

Action 3.2 – Support for Expelled Youth Educational Placement | Metric 3.1

This action was also effective, as 100% of expelled youth were appropriately placed in educational programs (Metric 3.1). Placement data is verified through centralized tracking and enrollment records at Tehama Oaks or other COE-authorized programs. The county continued to meet all educational placement requirements for expelled students without interruption or delay.

TCDE used ongoing coordination with district administrators, student services staff, and probation to ensure each student’s enrollment, support plan, and case transition were appropriately aligned. No students were left without placement, and no placement breakdowns were reported during this period.

Changes to Goal, Metrics, or Actions

Based on two years of full implementation and sustained 100% performance on both metrics, no changes to the goal, metrics, or actions are planned at this time. Both actions are directly aligned with COE statutory responsibilities and have continued to meet their intended outcomes. Internal coordination processes, placement records, and stakeholder feedback will continue to be used to monitor performance annually.

Both actions are yielding sustained, system-level impact and will be continued without modification in 2026-27.

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 planned changes at this time to the goal or metrics. TCDE will be evaluating program options as part of the reflective practice to ensure we have a full continuum for youth.

For Action 3.2, no additional funding is allocated for this action in the 2025–26 LCAP because the coordination and support services for expelled youth are carried out by existing TCDE staff as part of their current roles and responsibilities. This approach ensures continuity and sustainability of support using established infrastructure without requiring new expenditures. TCDE’s use of existing personnel reflects a strategic leveraging of current capacity to meet statutory obligations under the TCPEY, ensuring that expelled youth receive coordinated access to high-quality educational opportunities through local collaboration.

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	Program Specialists, Resources and Supplies for Foster Youth Students.	TCDE will continue to employ two Program Specialists to support schools and districts and coordinate services for the Foster Youth within Tehama County. Program specialists will work with the school districts, child welfare agency, and juvenile court system to minimize school placement and coordinate the delivery of services to foster youth children. Program specialists will provide education-related information to the county child	\$330,118.00	No

Action #	Title	Description	Total Funds	Contributing
		welfare agency assisting with the coordination of services between districts and state agencies; serve as the liaison between the juvenile court system to ensure delivery and coordination of educational services; respond to requests from the court for information and working with the court to insure coordination of the efficient transfer of health and education records, including the health and education passport. This action includes resources and supplies needed to support all the schools within Tehama County.		
3.2	Plan for Expelled Youth	TCDE will coordinate and support districts as spelled out in the Tehama County Plan for Expelled Youth. The TCPEY is a three-year plan (2024-2027) that was approved by all school district Boards of Education within Tehama County.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the course of a three-year LCAP cycle, all students groups at Tehama Oaks will demonstrate an increase in sense of safety and connectedness as measured by entry and exit empathy interviews and/or surveys (Metric 4.1) positively impacting their ability to successfully return to their public school of attendance with the social, emotional, and interpersonal skills needed to better participate and engage as measured by the percentage of student recidivism.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Tehama Oaks has been identified for Equity Multiplier funding based on the school’s high student non-stability rate and the socioeconomic status of its enrolled students. Due to the nature of the site—serving youth who are court-involved and detained in Juvenile Hall—student enrollment is highly variable, with most students attending for brief periods (often fewer than 30 days). These youth frequently experience trauma, interrupted schooling, housing instability, and limited access to social-emotional supports. As a result, they are among the most high-needs student populations in the county and face significant barriers to reengagement and long-term educational success.

This goal is focused on ensuring that all students, regardless of subgroup status, build foundational skills in self-awareness, emotional regulation, and connectedness that will support successful transitions back to their districts of residence. While Tehama Oaks does not have Dashboard data due to low enrollment and frequent student turnover, we have used local data sources—including entry and exit empathy interviews, school climate surveys, and teacher observations—to identify trends in students’ sense of safety and connection to school. This local data indicates that students often arrive with a low sense of trust in adults, high anxiety about returning to school, and limited ability to navigate peer interactions or advocate for their needs.

During 2024–25 LCAP engagement activities, educational partners—including probation, teachers, classified staff, families, and county student services leaders—consistently identified emotional safety and student engagement as top priorities. Staff noted that while academic progress was often possible in the short term, long-term success upon return to the public school system required stronger development of interpersonal skills and self-regulation. These insights aligned with community partner feedback and supported the prioritization of this goal.

Because Tehama Oaks is the only school site operated by the Tehama County Department of Education serving incarcerated youth, this goal applies specifically to Tehama Oaks. There are no issues related to staff credentialing or subject matter access—100% of staff are fully credentialed and appropriately assigned. However, the needs of students at Tehama Oaks go beyond compliance metrics and require intensive, whole-child supports that are both trauma-informed and reentry-focused.

There are no student groups identified in the red performance level on the California School Dashboard due to the small and fluid enrollment. Additionally, no single subgroup is large enough to allow for disaggregated analysis. For this reason, the goal addresses all student groups collectively, reflecting our commitment to equity through a universal design for learning and support.

This goal aligns most closely with Priority 6: School Climate, with strong secondary alignment to Priority 5: Pupil Engagement. By strengthening school connectedness and reducing recidivism, we aim to ensure that each student returns to their community with greater confidence, emotional readiness, and capacity to participate successfully in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of student reporting a sense of Safety and School Connectedness as measured by surveys given two times a year to those currently enrolled.	70% safety 60% connectedness	69% safety 82% connectedness	88% safety 76% connectedness	100% safety 100 % connectedness	+16% from Baseline
4.2	Percentage of student recidivism as measured by local probation reports.	20% recidivism	20% recidivism	19% recidivism	10% recidivism	-.01% from Baseline

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.

In 2025–26, Tehama Oaks continued implementing Goal 4 to improve student safety, school connectedness, and reduce recidivism, as part of its Equity Multiplier strategy. This goal remains aligned with feedback from educational partners and the ongoing needs of a highly mobile student population. Key actions included Multi-Tiered System of Support (MTSS)-aligned professional development, use of the Character Strong SEL curriculum, mental health counseling via a part-time clinician, and enhanced family engagement through a family liaison role.

Planned vs. Actual Implementation:

The majority of planned actions were fully implemented. Adjustments were made to SEL lesson pacing to accommodate brief enrollment periods. The family liaison played a critical role in education planning and bridging communication with caregivers. No substantive changes in actions occurred, but implementation was adapted based on partner input to be more responsive to students' social-emotional needs.

Challenges and Successes:

A major challenge remained the short duration of student enrollment, which limits the continuity of interventions and outcome tracking. Despite this, student connectedness improved significantly from 60% to 88%. The sense of safety remained steady at 76%, just above the baseline of 60%. Recidivism dropped slightly from 20% to 19%, indicating a continued need for intensified, short-duration supports.

Analysis of Metric Relevance and Future Adjustments:

Current metrics still reflect the priority needs of our student population based on survey and probation data. Survey results validate the emphasis on SEL and school connectedness. We will continue using these metrics but may expand to include a local priority around "transition readiness" based on student and family input. The local probation metric remains valid but may benefit from disaggregation to identify patterns by student subgroup.

Next Steps:

Maintain and deepen current actions while piloting a transition support module focused on student reentry or exit plans. Continue engaging partners to refine actions and evaluate the potential addition of a "local priority" metric around transitional success or post-exit stability.

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.

For Action 4.4, within our Equity Multiplier Focus Goal, actual expenditures were approximately \$48,000 higher than budgeted due to a realignment of resources. This adjustment was made in response to the staff shortage identified in Action 2.4, where the departure of our Mental Health Clinician led to unfilled staffing for 2024–25. Despite significant recruitment efforts, we were unable to hire a replacement during the year.

To ensure continued mental health and SEL support for students—including our unduplicated student groups—we leveraged County Office support and created structured opportunities for students to receive mental health services through relationship-based learning environments. These included enhanced advisory periods, tiered supports embedded within the instructional day, and strategic use of SEL-aligned digital tools and staff facilitation. For 2025–26, the clinician position is once again planned as part of a comprehensive effort to meet the SEL and mental health needs of our students.

Additionally, smaller budget variances occurred in other Equity Multiplier-related actions. MTSS training costs came in lower than budgeted, although the full scope of training and services was delivered as planned. Similarly, SEL curriculum and family engagement activities continued as designed, but actual expenditures were less than projected due to reduced service provider costs.

In 25-26, Tehama Oaks, unfortunately, experienced staffing vacancies in the Mental Health Clinician role mid-year. It has been a hard-to-fill position. Due to this, the planned/budgeted expenditures and are actuals are less. Within the last month, we have been able to successfully hire a 1 FTE clinician, who will carry us into 26-27.

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

Overview of Effectiveness:

All actions implemented under Goal 4 were designed to address the high needs of Tehama Oaks' student population, particularly around sense of safety, connectedness, and recidivism. These actions supported moderate progress toward Metric 4.1—especially in connectedness—but did not yield measurable gains in student-reported safety or recidivism reduction (Metric 4.2). The effectiveness of each action is analyzed below.

Effective Actions

Action 4.1 – Implementation of Character Strong SEL Curriculum:

This action remained effective in addressing student social-emotional needs. In 2025–26, Character Strong was refined into short-cycle modules better suited to the highly mobile student population. As a result, students demonstrated improved conflict resolution skills and more positive peer interactions as noted through entrance and exit SEL surveys completed by students as a self-evaluation tool. The sense of connectedness, though higher than the baseline data of 60%, did decrease from 82% to 76% as shown in Metric 4.1. This drop, however, is not due to students feeling less connected throughout the year, but because of the high transience and continuous movement. This fact alone makes it difficult to create a true connectedness. A refining of culture to make a larger impact in a shorter amount of time will be a focus for the 2026-27 school year

Action 4.3 – Expansion of MTSS and Trauma-Informed Supports:

This action had a positive impact on school climate. Additional staff training on trauma-impacted behaviors and consistent delivery of Tier 1 supports helped stabilize classroom environments. Student reports of physical safety plateaued, increasing from 69% last year to 88% in 25-26. This increase in a sense of safety is attributed to a true connectedness with staff, though the data tells a different story. Students feel safe when their are system in place that creates healthy boundaries and supports for managing emotions while increasing academic rigor.

Action 4.4 – Increased Use of Mental Health Services:

The part-time school clinician continued to support students effectively. Though availability was limited, increased referral rates and high engagement during sessions demonstrate that students accessed emotional support when offered. This action contributed indirectly to both components of Metric 4.1 by fostering emotional regulation.

Action 4.5 – Family Liaison Outreach:

This action showed increasing effectiveness. The liaison coordinated bilingual resource sharing and virtual check-ins, which led to a slight increase in family participation in transition planning meetings. While this didn't directly shift metric data, improved communication with families supports the larger reentry and connectedness goals of the program. Use of the platform ParentSquare also increased connection and made it possible for families to engage in conversations around programs and classroom projects.

Ineffective or Limited-Impact Actions

Action 4.2 – Addressing Recidivism Through Probation Collaboration:

Despite structured efforts, Metric 4.2 (recidivism rate) only decreased by 1%, indicating no improvement. While post-release implementation, coordination with probation, and support have increased, there is still a need to refine and improve these systems. A mentorship model that pairs students with school-based and probation mentors during and after enrollment was implemented, but because of staffing limitations, it did not begin until mid-year. 2026-27 will give a clearer indication if this addition makes a true impact on recidivism.

Challenge Across All Actions – Short Length of Stay:

The transiency of students continues to limit access to long-term interventions. Many students are enrolled for fewer than 15 days, restricting exposure to SEL curricula and mental health services. To mitigate this, staff piloted micro-interventions in 25-26, including condensed SEL check-ins and short reflection journals. The primary feedback from students was not promising, and it was clear that students were not interested in meaningful change during their short stay. We will use the 26-27 school year to gain insight into student needs and goal-setting for short-term youth.

Next Steps and Planned Changes

To strengthen impact and address areas of ineffectiveness:

Action Refinement: Actions 4.1 and 4.3 will continue, but staff will receive additional training on psychological safety and trauma-informed de-escalation, particularly focused on emotional safety (Metric 4.1).

Micro-Interventions Formalization: Micro-interventions for students with shorter stays will continue to be refined and formalized as part of SEL programming and integrated into baseline assessments, as well as student input into the desired programming type.

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.

Reflections on the 25-26 school years affirmed the continued relevance of our Equity Multiplier goal and its associated metrics—student safety, school connectedness, and recidivism. As such, no changes are being made to the metrics or target outcomes for the 2026-27 LCAP. These areas continue to reflect the most pressing needs of our students based on survey data, local assessments, and feedback from educational partners.

However, based on implementation experience and staff feedback, we have made a refinement to one action. In 2024–25, we allocated resources for staff to attend the MTSS Professional Learning Institute. While this was beneficial in building foundational knowledge, the majority of our instructional and support staff have now received baseline MTSS training. In 2026-27, the focus will shift to deepening capacity through site-based MTSS coaching and targeted professional development aligned with Tier 1 and Tier 2 practices.

Staff will now participate in MTSS coaching and training opportunities throughout the school year, provided by the continuous improvement department, focused specifically on strengthening their ability to address the social, emotional, and academic needs of students. This change allows for more embedded, relevant, and sustainable professional learning that better fits our school calendar and staff needs.

Overall, this shift from external to internal MTSS capacity-building reflects our intent to institutionalize best practices and ensure continuity, even with staffing transitions and brief student stays. It reinforces our ongoing commitment to improving student outcomes in the context of a juvenile court school environment.

Action Refinement: Actions 4.1 and 4.3 will continue, but staff will receive additional training on psychological safety and trauma-informed de-escalation, particularly focused on emotional safety (Metric 4.1).

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	MTSS Tier Training	Students will receive focused Tier 1, Tier 2, and Tier 3 supports that include research-based practices designed to strengthen the social, emotional, and behaviors skills of students in a way that builds their self-awareness and self-management skills.		No
4.2	SEL Curriculum	The Character Strong curriculum will be adopted to support students' development of self-awareness, self-management, social awareness, and social engagement skills that help students make and implement better choices that positively impact their well being with the skills to engage successfully within their home school setting.	\$3,497.00	No
4.3	Professional Development	Staff will attend MTSS coaching and training opportunities throughout the school year for both Tier 1 and Tier 2 practices with a focus on supporting their skills for addressing the social, emotional, and academic needs of students as they align best practices, curriculum, and supports to the MTSS framework. Professional development of staff will focus on building their collective skills for implementing effective and research-based practices aligned to the MTSS framework.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Mental Health Clinician	Hire a mental health clinician to provide counseling and support services to youth while incarcerated at Tehama Oaks aligned with the social, emotional, and behavioral needs of students.	\$78,532.00	No
4.5	Family Engagement	Hire staff to provide engage and be a liaison for families for incarcerated youth. The liaison will focus efforts on understanding family needs that impact student social, emotional, and behavior needs and work collaboratively between families and our youth to support this goal.	\$16,414.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$230,784	\$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
3.030%	0.000%	\$0.00	3.030%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Highly Qualified Staff for Reduced Student to Teacher Ratios</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds require more individualized attention and support to succeed academically and personally. Incarcerated students, in particular, face</p>	Action 1.1 – Highly Qualified Staff for Reduced Student-to-Teacher Ratios is designed to strengthen student-teacher relationships and improve the social-emotional development of students—particularly foster youth, English learners, and students from low socioeconomic backgrounds—by creating smaller, more supportive learning environments.	1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>significant social, emotional, academic, and behavioral challenges that necessitate a supportive and positive relationship with educators. Maintaining a low student/teacher ratio is essential to provide these students with the personalized instruction and support they need.</p> <p>Scope: Schoolwide</p>	<p>To evaluate the effectiveness of this action in promoting Social-Emotional Learning (SEL), the following metrics from Goal 2 will be used:</p> <p>Metric 2.6 – Percentage of teachers incorporating formal SEL topics and activities This metric directly reflects how well smaller class sizes and increased teacher capacity allow for consistent, high-quality SEL implementation. When teachers have fewer students, they are more able to facilitate SEL discussions, provide real-time feedback, and engage in restorative practices. High or increasing implementation rates of SEL instruction signal that Action 1.1 is contributing to a more emotionally responsive learning environment.</p> <p>Metric 4.1 – Percentage of students reporting a sense of safety and school connectedness While primarily tied to Goal 4, this climate-based metric is highly relevant to the SEL outcomes supported by small class sizes. Improvements in students’ reported sense of emotional safety and belonging—particularly among unduplicated pupils—indicate that reduced class sizes are helping students build trusting relationships and connect more deeply with school.</p> <p>Metric 2.8 – Percentage of students meeting prescribed course outcomes as measured by their individual transition plan SEL competencies such as self-regulation and persistence directly impact a student’s ability to follow through with transition goals. Success in this metric—especially for low-income, foster, and EL</p>	

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
		<p>students—may signal that reduced class sizes are allowing teachers to better support both academic and emotional readiness.</p> <p>Together, these metrics provide a multi-dimensional view of how Action 1.1 promotes social-emotional growth, school engagement, and learning for unduplicated students. Each metric will be reviewed annually, and disaggregated where possible, to ensure that the positive impacts of smaller class sizes are reaching the students who need them most.</p>	
1.6	<p>Action: Site Administrator</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require comprehensive support across academics, social-emotional learning (SEL), career and technical education (CTE), and STEM (science, technology, engineering, and mathematics). Effective leadership is essential to coordinate and implement professional development (PD) that addresses these diverse needs and ensures that all students receive high-quality education and support services.</p> <p>Scope: Schoolwide</p>	<p>To address these needs, the district will hire and sustain a .4 (FTE) Administrator who will provide leadership in addressing all requirements and coordinate professional development (PD) that focuses on the needs of unduplicated students in academics, SEL, CTE, and STEM supports. This administrator will play a crucial role in developing and overseeing programs that support the holistic development of foster youth, English learners, and students from low socioeconomic backgrounds.</p> <p>The Administrator will work closely with teachers, support staff, and community partners to develop and implement a comprehensive PD plan that includes training in differentiated instruction, culturally responsive teaching, and trauma-informed practices. This PD will equip educators with the skills and knowledge needed to effectively support the academic and social-emotional needs of their students. Additionally, the Administrator will ensure that PD includes a focus on integrating CTE and STEM education into the curriculum,</p>	1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>providing students with the skills and knowledge necessary for future career success.</p> <p>The Administrator will also coordinate the development and implementation of targeted intervention programs for unduplicated students. These programs will include academic support, SEL initiatives, career exploration opportunities, and hands-on STEM activities. By providing a well-rounded education that addresses both academic and personal growth, the district aims to improve student engagement, achievement, and long-term outcomes.</p> <p>Regular monitoring and evaluation of PD and intervention programs will be conducted to assess their effectiveness and impact on student performance. The Administrator will use this data to make informed decisions and adjustments, ensuring continuous improvement and alignment with student needs.</p> <p>Research supports the importance of effective leadership and coordinated PD in improving student outcomes. According to the Wallace Foundation, strong school leadership is associated with better teaching and learning, particularly for at-risk students (Wallace Foundation, 2013). The Learning Policy Institute emphasizes that ongoing, targeted PD is essential for teacher effectiveness and student achievement (Darling-Hammond et al., 2017).</p> <p>By hiring and sustaining a .4 FTE Administrator to provide leadership and coordinate PD, the district</p>	

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
		<p>aims to enhance the support provided to foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive a high-quality education that prepares them for future success in academics, careers, and personal growth.</p> <p>Action 1.6 is aligned with Goal 1, which supports student achievement and access, particularly in College and Career Readiness. Since this action is intended to improve CTE outcomes for low-income (LI), foster youth (FY), and English learner (EL) students, Metric 2.3 – Percentage of eligible students completing Food Handlers Certification and Metric 2.8 – Percentage of students meeting prescribed course outcomes as measured by their individual transition plan support the effectiveness of this action.</p> <p>This action is being primarily directed toward our unduplicated students. However, it is offered on a schoolwide basis in which all students are able to benefit.</p>	
2.1	<p>Action: Utilize Makerspace Specialist to provide Makerspace opportunities</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds benefit from hands-on, experiential learning opportunities that make real-world connections. Providing regular Makerspace sessions can enhance engagement, creativity, and practical application of knowledge, helping</p>	<p>To address these needs, the district will employ a Makerspace Specialist who will provide at least one lesson and engagement session monthly. These sessions will be designed to help students make meaningful connections with learning through hands-on experiences that link classroom knowledge to real-world opportunities. The district will implement the following strategies:</p> <p>Monthly Lessons and Engagement Sessions:</p>	2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students to make meaningful connections with their learning.</p> <p>Scope: Schoolwide</p>	<p>The Makerspace Specialist will deliver at least one lesson and engagement session per month, focusing on hands-on, project-based learning experiences.</p> <p>Lessons will be designed to integrate core academic concepts with practical applications, fostering creativity, problem-solving, and critical thinking skills.</p> <p>Real-World Connections:</p> <p>Each session will aim to connect classroom learning with real-world scenarios, helping students understand the relevance and application of their studies.</p> <p>Projects will include activities related to science, technology, engineering, arts, and mathematics (STEAM), encouraging interdisciplinary learning and innovation.</p> <p>Inclusive Learning Environment:</p> <p>Ensure that Makerspace activities are accessible to all students, including those with language barriers.</p> <p>Provide necessary accommodations and support to ensure every student can participate fully and benefit from the hands-on learning experiences.</p> <p>Collaboration and Integration:</p> <p>Collaborate with classroom teachers to align Makerspace activities with the curriculum and reinforce classroom learning objectives.</p>	

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
		<p>Integrate Makerspace projects with ongoing classroom activities to provide a cohesive and enriching educational experience.</p> <p>Monitoring and Assessment:</p> <p>Regularly assess the impact of Makerspace sessions on student engagement, learning, and creativity.</p> <p>Gather feedback from students and teachers to continuously improve and adapt the program to meet the needs of all learners.</p> <p>Research supports the effectiveness of hands-on, experiential learning in enhancing student engagement and achievement. According to the National Science Teachers Association (NSTA), project-based learning experiences like those offered in a Makerspace foster deeper understanding of content, improve problem-solving skills, and increase student motivation (NSTA, 2016). The American Educational Research Association (AERA) also highlights that real-world connections in learning help students see the relevance of their education and promote greater engagement (AERA, 2014).</p> <p>By employing a Makerspace Specialist to provide regular lessons and engagement sessions, the district aims to create meaningful learning experiences that help foster youth, English learners, and students from low socioeconomic</p>	

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
		<p>backgrounds make real-world connections and enhance their overall educational experience.</p> <p>Action 2.1 focuses on promoting student engagement, connection, and academic success through supportive school-wide systems, including structured transition planning, behavior monitoring, and academic interventions. To measure the effectiveness of this action for low-income, foster youth, and English learner students, the following Goal 2 metrics will be used:</p> <p>Metric 2.2 – Percentage of students completing Student Transition Plans This metric reflects whether students—particularly those from unduplicated student groups—are receiving structured planning and support to reengage in school and prepare for their next placement. Consistently high completion rates suggest effective engagement and planning for learning.</p> <p>Metric 2.6 – Percentage of teachers incorporating formal SEL topics and activities By embedding SEL into the classroom, this metric supports the social-emotional development and school connectedness that are critical for LI, FY, and EL students. Engagement in SEL topics fosters belonging and emotional regulation—key contributors to learning and persistence.</p> <p>Metric 2.7 – Percentage of students enrolled for 20 school days or more with completed educational plans</p>	

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
		<p>This metric specifically tracks individualized learning engagement and planning, which is particularly critical for FY and EL students who may have interrupted schooling. It ensures that support is sustained for students with longer enrollments.</p> <p>Metric 2.8 – Percentage of students meeting prescribed course outcomes as measured by their individual transition plan This metric monitors whether students are making progress toward academic and reentry goals outlined in their plans. It helps assess whether supports coordinated through Action 2.1 are translating into measurable learning outcomes for unduplicated students.</p> <p>This action is being primarily directed toward our unduplicated students. However, it is offered on a schoolwide basis in which all students are able to benefit.</p>	
2.2	<p>Action: Provide Technology support for Whitelisted student devices.</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds rely on school-provided technology for access to digital learning resources and curriculum. Ensuring that technology (devices and curriculum) is up-to-date and functional is crucial for supporting these students' academic success and engagement.</p>	<p>To address these needs, the district will implement the following strategies to sustain and replace technology, ensuring ongoing support for students:</p> <p>Sustain and Replace Technology Devices:</p> <p>Regularly update and replace student devices such as laptops, tablets, and other technology tools to ensure all students have access to reliable and current technology.</p> <p>Establish a replacement cycle to systematically upgrade devices, minimizing disruptions in</p>	2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>learning due to outdated or malfunctioning equipment.</p> <p>Curriculum Support and Updates:</p> <p>Ensure that digital curriculum resources are current and aligned with academic standards, providing students with high-quality, engaging learning materials. Regularly review and update digital curriculum tools to incorporate the latest educational advancements and best practices.</p> <p>Technical Support and Maintenance:</p> <p>Provide ongoing technical support to address any issues with devices and digital resources promptly.</p> <p>Train staff and students on how to effectively use and troubleshoot technology to maximize its benefits in the learning environment.</p> <p>Equity and Accessibility:</p> <p>Ensure that all students, particularly those from disadvantaged backgrounds, have equitable access to technology and digital curriculum resources.</p> <p>Provide necessary accommodations and support to ensure that technology is accessible to all students, including those with language barriers.</p> <p>Monitoring and Evaluation:</p>	

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
		<p>Regularly monitor the use and effectiveness of technology in supporting student learning.</p> <p>Gather feedback from students, teachers, and parents to continuously improve and adapt technology resources to meet evolving needs.</p> <p>Research supports the importance of maintaining up-to-date technology and digital resources in enhancing student learning outcomes. According to the International Society for Technology in Education (ISTE), access to current technology and digital tools enhances student engagement, supports personalized learning, and improves educational equity (ISTE, 2016). The U.S. Department of Education emphasizes that integrating technology into education is essential for preparing students for the future and closing achievement gaps (U.S. Department of Education, 2017).</p> <p>By sustaining and replacing technology and providing ongoing support, the district aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the tools and resources needed to succeed academically and stay engaged in their education.</p> <p>This action is being primarily directed toward our unduplicated students. However, it is offered on a schoolwide basis in which all students are able to benefit.</p>	

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.

The actions listed in prompt 1 above have effectively utilized the supplemental and concentration funds and exceed the MPP requirements. All actions contributing to our MPP are schoolwide and no actions are limited to an unduplicated group of students.

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.

Not Applicable – LEA does not receive Additional Concentration Grant Add-on funding

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$7,617,092	230,784	3.030%	0.000%	3.030%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$405,169.00	\$420,566.00	\$86,527.00	\$90,124.00	\$1,002,206.00	\$860,942.00	\$141,264.00

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	Highly Qualified Staff for Reduced Student to Teacher Ratios	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tehama Oaks	Ongoing	\$280,832.00	\$0.00	\$280,832.00				\$280,832.00	
1	1.2	Professional Development and Training for Staff	All	No			Specific Schools: Tehama Oaks	Ongoing	\$0.00	\$3,240.00				\$3,240.00	\$3,240.00	
1	1.3	Academic Learning Loss assessment and Intervention	All	No			Specific Schools: Tehama Oaks	Ongoing	\$0.00	\$5,132.00				\$5,132.00	\$5,132.00	
1	1.4	Improve Academic Indicators	All	No			Specific Schools: Tehama Oaks	Ongoing	\$60,731.00	\$0.00				\$60,731.00	\$60,731.00	
1	1.5	Support for Special Education Students	Students with Disabilities	No			Specific Schools: Tehama Oaks	Ongoing	\$21,021.00	\$10,054.00	\$10,054.00			\$21,021.00	\$31,075.00	
1	1.6	Site Administrator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tehama Oaks	Ongoing	\$65,352.00	\$0.00	\$65,352.00				\$65,352.00	
2	2.1	Utilize Makerspace Specialist to provide Makerspace opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tehama Oaks	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Provide Technology support for Whitelisted student devices.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Tehama	Ongoing	\$0.00	\$28,500.00	\$28,500.00				\$28,500.00	

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
						Low Income	Oaks									
2	2.3	Sustain Transition Specialist to consult with Probation in planning	All	No			Specific Schools: Tehama Oaks	Ongoing	\$20,251.00	\$0.00	\$20,251.00				\$20,251.00	
2	2.4	Provide School Based Counseling Services and SEL to students	All	No			All Schools	Ongoing	\$78,532.00	\$0.00		\$78,532.00			\$78,532.00	
3	3.1	Program Specialists, Resources and Supplies for Foster Youth Students.	All Foster Youth Student Group	No			All Schools	Ongoing	\$239,277.00	\$90,841.00		\$243,591.00	\$86,527.00		\$330,118.00	
3	3.2	Plan for Expelled Youth	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	MTSS Tier Training	All	No			All Schools	25-26								
4	4.2	SEL Curriculum	All	No			All Schools	26-27	\$0.00	\$3,497.00		\$3,497.00			\$3,497.00	
4	4.3	Professional Development	All	No			All Schools	24-25	\$0.00	\$0.00		\$0.00			\$0.00	
4	4.4	Mental Health Clinician	All	No			All Schools	Ongoing	\$78,532.00	\$0.00		\$78,532.00			\$78,532.00	
4	4.5	Family Engagement	All	No			All Schools	Ongoing	\$16,414.00	\$0.00		\$16,414.00			\$16,414.00	

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
\$7,617,092	230,784	3.030%	0.000%	3.030%	\$374,684.00	0.000%	4.919 %	Total:	\$374,684.00
								LEA-wide Total:	\$28,500.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$346,184.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Highly Qualified Staff for Reduced Student to Teacher Ratios	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tehama Oaks	\$280,832.00	
1	1.6	Site Administrator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tehama Oaks	\$65,352.00	
2	2.1	Utilize Makerspace Specialist to provide Makerspace opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tehama Oaks	\$0.00	
2	2.2	Provide Technology support for Whitelisted student devices.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Tehama Oaks	\$28,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,088,256.00	\$910,779.00

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	Highly Qualified Staff for Reduced Student to Teacher Ratios	Yes	\$265,915.00	\$274,922.00
1	1.2	Professional Development and Training for Staff	No	\$3,240.00	\$6,901.00
1	1.3	Academic Learning Loss assessment and Intervention	No	\$4,979.00	\$5,132.00
1	1.4	Improve Academic Indicators	No	\$59,436.00	\$59,271.00
1	1.5	Support for Special Education Students	No	\$36,844.00	\$28,621.00
1	1.6	Site Administrator	Yes	\$149,556.00	\$59,762.00
2	2.1	Utilize Makerspace Specialist to provide Makerspace opportunities	Yes	\$0.00	\$0.00
2	2.2	Provide Technology support for Whitelisted student devices.	Yes	\$28,500.00	\$28,500.00
2	2.3	Sustain Transition Specialist to consult with Probation in planning	No	\$19,812.00	\$19,757.00
2	2.4	Provide School Based Counseling Services and SEL to students	No	\$82,558.00	\$44,855.00

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)
3	3.1	Program Specialists, Resources and Supplies for Foster Youth Students.	No	\$334,659.00	\$312,250.00
3	3.2	Plan for Expelled Youth	No	\$0.00	\$0.00
4	4.1	MTSS Tier Training	No	\$6,041.00	\$6,041.00
4	4.2	SEL Curriculum	No	\$2,997.00	\$3,497.00
4	4.3	Professional Development	No	\$0.00	\$0.00
4	4.4	Mental Health Clinician	No	\$82,558.00	\$44,855.00
4	4.5	Family Engagement	No	\$11,161.00	\$16,415.00

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)
\$228,991.00	\$437,413.00	\$363,184.00	\$74,229.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Highly Qualified Staff for Reduced Student to Teacher Ratios	Yes	\$259,357.00	\$274,922.00		
1	1.6	Site Administrator	Yes	\$149,556.00	\$59,762.00		
2	2.1	Utilize Makerspace Specialist to provide Makerspace opportunities	Yes	\$0.00	\$0.00		
2	2.2	Provide Technology support for Whitelisted student devices.	Yes	\$28,500.00	\$28,500.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$7,330,602.00	\$228,991.00	0%	3.124%	\$363,184.00	0.000%	4.954%	\$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, Statutes 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 #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ▪ 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).