LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shasta Union High School District
CDS Code: 45701360000000
School Year: 2025-26
LEA contact information:
Owen Crosby
Superintendent
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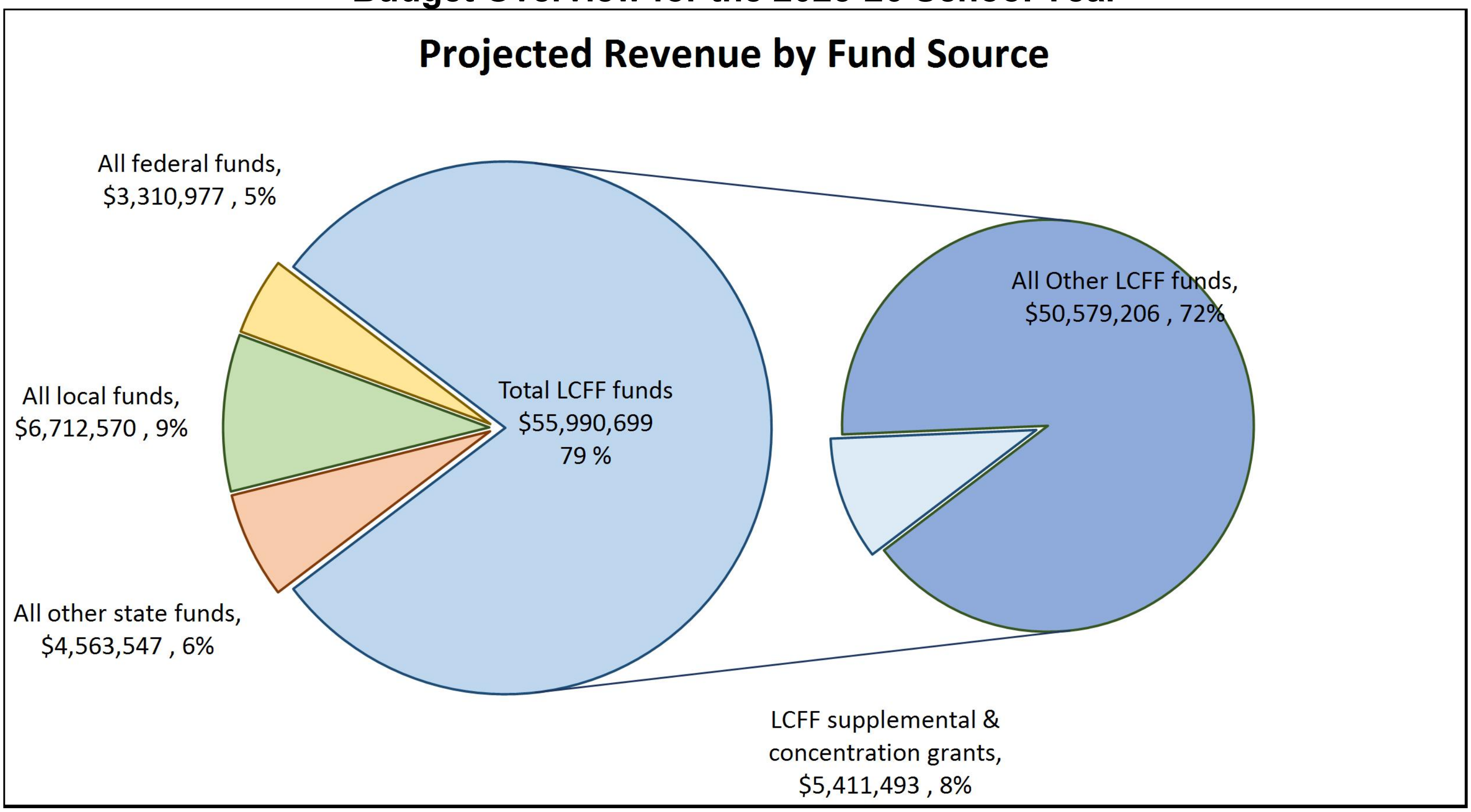
5302413261

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

Budget Overview for the 2025-26 School Year

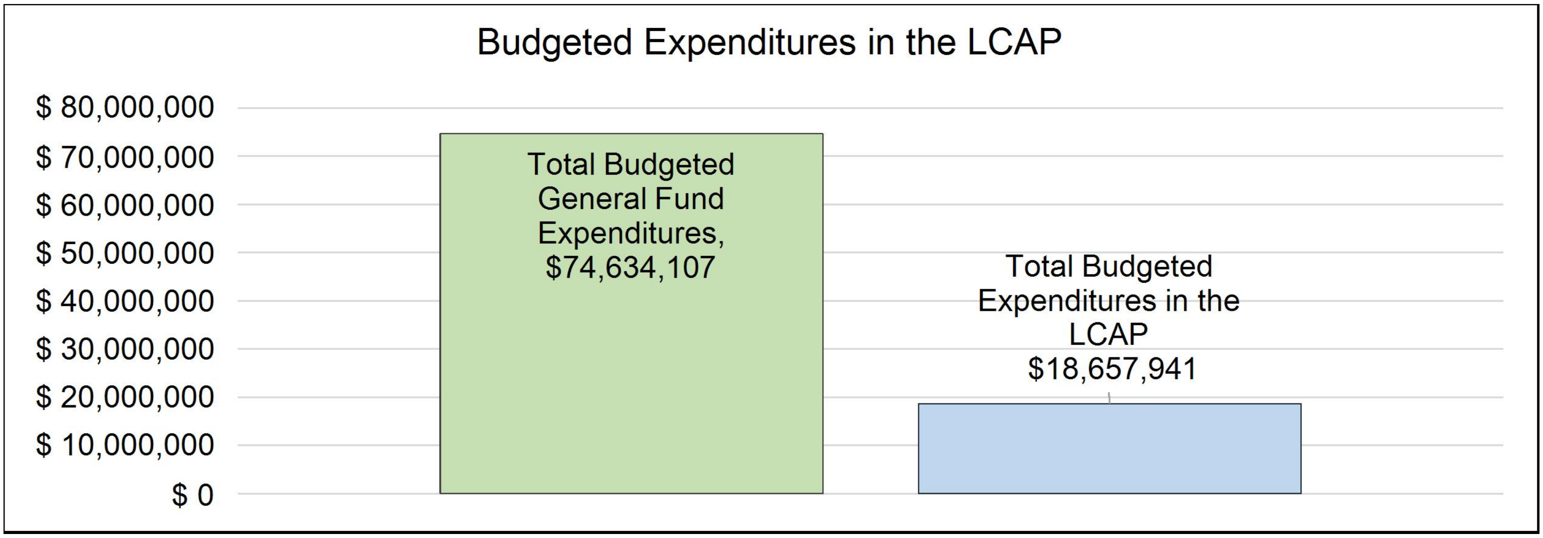


This chart shows the total general purpose revenue Shasta Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shasta Union High School District is $70,577,793, of which $55990699 is Local Control Funding Formula (LCFF), $4563547 is other state funds, $6712570 is local funds, and $3310977 is federal funds. Of the $55990699 in LCFF Funds, $5411493 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Shasta Union High School District plans to spend $74634107 for the 2025-26 school year. Of that amount, $18,657,941.00 is tied to actions/services in the LCAP and $55,976,166 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

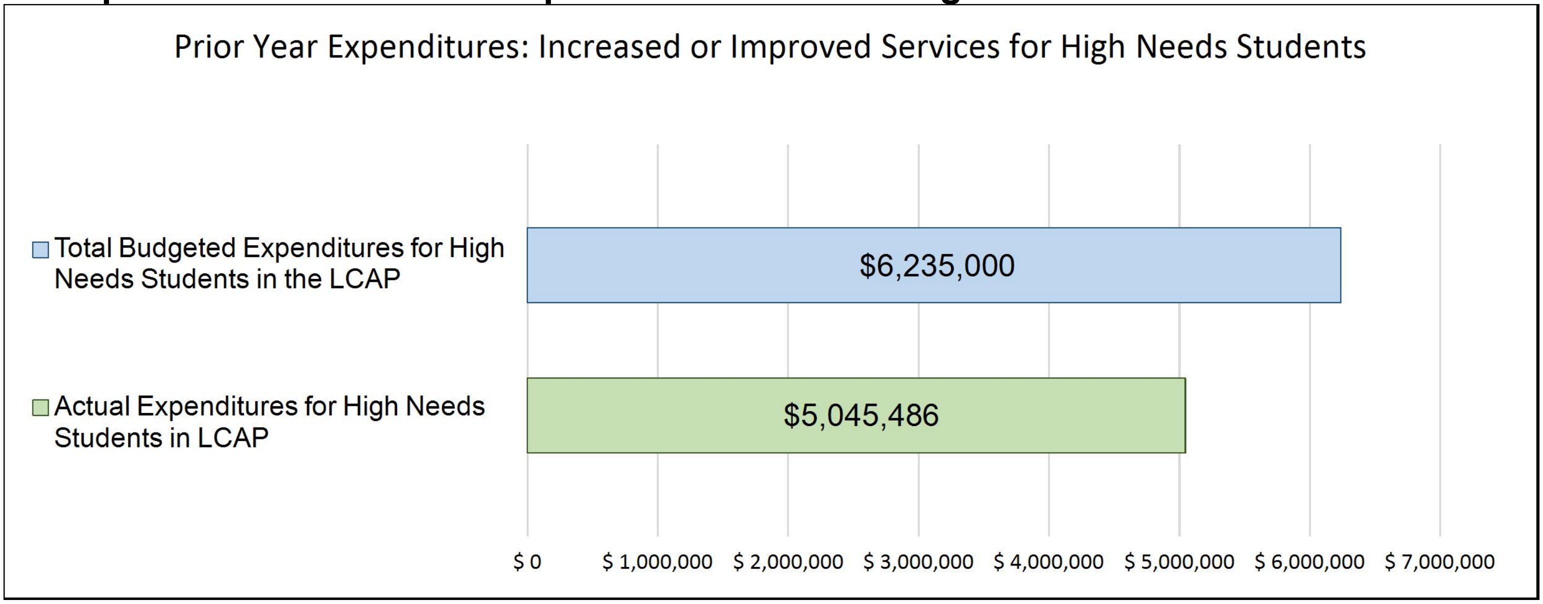
The majority of the general fund budget expenditures not included in the LCAP are for staff offering core and elective course instruction, predominantly salaries and benefits. Other expenditures include general operating expenses (utilities, contracts for services, etc.), consumable instructional materials, special education excess costs, and administrative costs

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

In 2025-26, Shasta Union High School District is projecting it will receive $5411493 based on the enrollment of foster youth, English learner, and low-income students. Shasta Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Shasta Union High School District plans to spend $6,360,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Shasta Union High School District's LCAP budgeted $6,235,000 for planned actions to increase or improve services for high needs students. Shasta Union High School District actually spent $5,045,486.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shasta Union High School District	Owen Crosby Superintendent	Ocrosby@suhsd.net 5302413261

Plan Summary [2025-26]

General Information

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

The Shasta Union High School District (SUHSD), located in Redding, California, serves as a vital provider of secondary education in Shasta County. Educating 4,194 students across five schools, SUHSD is supported by a team of 498 employees, including 235 teachers, counselors, and certificated staff who are dedicated to student achievement and growth. The district's educational offerings span three comprehensive high schools, Enterprise, Foothill, and Shasta, each providing a broad academic and extracurricular program designed to meet the diverse interests and goals of its students. Pioneer High School serves as the district's continuation school, providing an alternative pathway for students who require a different approach to completing their education. Shasta Collegiate Academy offers a flexible, independent study option designed for students who excel in a non-traditional learning environment.

SUHSD reflects the diversity of its community, with a student population that is 62.2% White, 18.3% Hispanic, 5.8% Asian, 4.9% American Indian or Alaska Native, 3.1% African American, 0.4% Pacific Islander, and the remaining students identifying with other racial or ethnic backgrounds. This diversity strengthens the district's commitment to equity, inclusion, and culturally responsive practices. With a $56 million LCFF budget—including $5.4 million in supplemental funding—the district invests in programs and services that enhance academic success, support students, and prepare them for postsecondary pathways.

Guided by its 2025–2026 Local Control and Accountability Plan (LCAP), SUHSD prioritizes four strategic goals: preparing all graduates for college and career, addressing learning gaps and building literacy and math proficiency, promoting positive school climates and student engagement, and advancing equity-focused supports, particularly at Pioneer High School. Through these efforts, including the expansion of AP and CTE courses, targeted interventions, mental health services, and inclusive engagement strategies. SUHSD remains steadfast in its mission to empower every student with the knowledge, skills, and character necessary to lead fulfilling lives as responsible members of their communities.

Shasta Union High School District receives Equity Multiplier funds for Pioneer High School.

Reflections: Annual Performance

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

The 2024 California School Dashboard and local data confirm that Shasta Union High School District (SUHSD) continues to build academic momentum while addressing persistent achievement gaps. In English Language Arts (ELA), the percentage of students meeting or exceeding standards improved from a baseline of 58.9% to 62.62% in Year 1, a total gain of 3.72 percentage points. Mathematics performance increased from 34.9% at baseline to 40.29% in Year 1, reflecting a cumulative improvement of 5.39 points. Graduation rates rose from 89.6% at baseline to 90.7% in Year 1, a gain of 1.1 points. These academic gains are significant considering the district's demographic composition: 54.5% of students are socioeconomically disadvantaged, 2.3% are English learners, and 0.9% are foster youth. Despite the improvements, equity gaps persist. Students with disabilities remain over 113 points below standard in ELA and 124 points below in math. In contrast, long-term English learners, African American students, foster youth, and homeless students continue to show red-level performance in math. American Indian, Hispanic/Latino, and socioeconomically disadvantaged students also fall in the orange band, particularly in mathematics.

In response, SUHSD has implemented a targeted, data-driven strategy aligned with the 2025–26 Local Control and Accountability Plan (LCAP) goals. Dual enrollment and articulated course participation increased from a baseline of 37.6% to 49.2% in Year 1, a net gain of 11.6% over the baseline. AP pass rates grew from 58.4% at baseline to 72.4% in Year 1, representing a 14% improvement. The number of students completing a CTE concentrator course rose from 1,709 at baseline to 2,335 in Year 1, 626 above the baseline. To address literacy and instructional equity, the district trained paraprofessionals and support teachers in the Getting Reading Right curriculum, while instructional coaches worked closely with staff to enhance differentiation and targeted support. Technology tools are increasingly used to personalize instruction and provide students with real-time feedback. Family engagement has grown through the expansion of the Student Success Academy, which supported 77 families in Year 1, up from 49 at baseline. At Pioneer High School, Equity Multiplier funds contributed to a graduation rate increase from 66.3% at baseline to 77.2% in Year 1, and a reduction in suspension rates from 19.4% to 10.9%. These outcomes demonstrate that while achievement continues to improve districtwide, SUHSD remains deeply committed to closing equity gaps through strategic investments, instructional innovation, and meaningful family partnerships.

Learning Recovery Emergency Block Grant:

The Shasta Union High School District will use unexpended Learning Recovery Emergency Block Grant (LREBG) funds to partially support key actions in the 2025–26 Local Control and Accountability Plan (LCAP). These funds are being strategically allocated to address learning recovery, expand access to rigorous coursework, and strengthen engagement and support systems—especially for students who experienced the greatest academic disruption and underperformance.

Districtwide performance data and needs assessments identified several student groups in the red or orange performance categories on the California School Dashboard, including:

Socioeconomically disadvantaged students

English Learners

Students with disabilities

Foster youth

These groups demonstrated lower proficiency rates in English Language Arts and Mathematics, low college and career readiness, higher suspension rates, and lower graduation outcomes. SUHSD is using LREBG funds to implement targeted actions that will address these disparities and accelerate progress for these student populations.

Goal 1: Postsecondary Readiness
Action 1.7: Standards-Aligned Curriculum
Action 1.9: Career Technical Education (CTE) Courses
Action 1.11: Advanced Placement (AP) Courses

Rationale:
These actions are designed to ensure that all students—especially those from historically underserved groups—have equitable access to high-quality, rigorous academic pathways. LREBG funds will help support instructional materials, course development, and collaboration time to expand AP and CTE opportunities. These efforts directly respond to data indicating gaps in A-G completion and advanced coursework enrollment among students who are low-income, English Learners, or have disabilities.

Measured by:
A-G completion rates

CTE concentrator and completer counts

AP course enrollment and pass rates

Dual enrollment participation

Goal 2: Academic Support and Learning Recovery
Action 2.3: Student Success Labs
Action 2.6: Summer School
Action 2.7: Anytime School and/or Academic Saturday School
Action 2.8: Tutoring Before/After School and intervention periods during the day

Rationale:
These supports provide extended learning time and targeted academic intervention for students at risk of academic failure. In 2024, 33.2% of SUHSD students received at least one D or F, with higher rates observed among students in the red and orange performance bands. LREBG funds will help expand access to tutoring, credit recovery, and flexible academic support models that meet the needs of students most in danger of falling behind.

Measured by:
Percentage of students earning Ds or Fs

Credit recovery completion rates

CAASPP ELA and Math scores

Progress monitoring through formative assessments

Goal 3: Engagement and School Climate
Action 3.15: Mentoring Program

Rationale:
The district’s mentoring program is designed to foster strong adult-student relationships and enhance engagement for students facing barriers to academic success. With a dropout rate of 5.1% and concerns about chronic absenteeism among targeted student groups, mentoring offers a proactive, relational approach to support students’ academic, behavioral, and social-emotional development.

Measured by:
Dropout rate

Chronic absenteeism rate

Suspension rate

Student surveys on connectedness and support

The actions funded by the Learning Recovery Emergency Block Grant are grounded in SUHSD’s data-informed needs assessment and reflect a commitment to equity and student recovery. These actions are designed to benefit the students who need support the most—particularly socioeconomically disadvantaged students, English Learners, students with disabilities, and foster youth—by increasing access to quality instruction, intervention, and personalized support. Through these targeted investments, SUHSD is working to close performance gaps and ensure that all students are on a path toward long-term success.

Reflections: Technical Assistance

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

Shasta Union High School District (SUHSD) has been identified for technical assistance due to the academic and behavioral needs of several student groups, particularly American Indian students and students with disabilities. Recent performance data indicate that students with disabilities fall into the red performance category for both English and Math, scoring 113.6 and 124.3 points below the standard, respectively. American Indian students are in the orange category, with significant gaps in both subjects. Other student groups in red include long-term English learners (LTELs), African American students, foster youth, and homeless students, all of whom are performing far below standard, particularly in math. Socioeconomically disadvantaged students also fall into the orange category for math.

In response, SUHSD has implemented a series of targeted initiatives. The district has created college-level course opportunities for students with disabilities to increase their readiness for postsecondary pathways. Additionally, paraprofessionals, special education teachers, and lab instructors are being trained in the evidence-based Getting Reading Right curriculum to enhance literacy instruction, especially for students with disabilities and LTELs. Parent outreach efforts, including the Student Success Academy, focus on equipping families, particularly those of American Indian, foster youth, and other underserved students, with tools to support academic success. Instructional coaches offer personalized professional development to teachers, enhancing instructional quality and student engagement across all groups. Finally, the integration of technology-based educational tools is enabling more personalized and flexible learning environments, particularly benefiting students who are homeless or socioeconomically disadvantaged. Collectively, these efforts reflect SUHSD’s commitment to equity, improved outcomes, and long-term student success.

The Shasta Union High School District (SUHSD) has been proactive in developing and implementing improvement plans that align with state and federal requirements. While Pioneer High School is no longer identified as a school in need of Comprehensive Support and Improvement (CSI), the school has transitioned into Additional Targeted Support and Improvement (ATSI) status, which is designated for schools with one or more student groups consistently underperforming. SUHSD remains committed to providing intensive, targeted assistance to support Pioneer’s ongoing progress and address identified student group needs.

As part of this continued support, SUHSD has assigned instructional coaches to Pioneer High School. These coaches work closely with teachers to enhance instructional practices, offer ongoing professional development, and promote the effective application of research-based strategies. This targeted coaching ensures that instruction is responsive to student needs and aligned with improvement goals.

SUHSD has also invested in Positive Behavioral Interventions and Supports (PBIS) by facilitating training for Pioneer staff. Through this training, school personnel are equipped to implement PBIS with fidelity, creating a more inclusive and supportive school climate, promoting positive behavior, and reducing disciplinary issues.

To bolster PBIS implementation, SUHSD introduced behavior tracking and support apps that streamline the monitoring of student conduct, provide immediate feedback, and support data-driven interventions. This use of technology enhances consistency and effectiveness in behavior management across the campus.

In addition, SUHSD continues to pilot a new online learning platform, Subject. This effort is designed to offer more engaging and personalized learning opportunities for students, providing flexible pathways that align with individual learning styles and academic needs.

To reduce classroom distractions and promote deeper engagement, SUHSD has implemented the Yonder pouch system at Pioneer High. This system limits cell phone use during the school day, helping to foster a focused academic environment and improved student behavior.

Through these sustained efforts, SUHSD remains committed to supporting Pioneer High School as it strives to enhance outcomes for all students and ensure equitable access to a high-quality education.

Pioneer High School has expanded its Response to Intervention (RTI) system by integrating dedicated RTI intervention periods into the 2025–26 master schedule. These daily or weekly intervention blocks provide targeted academic support based on real-time student assessment data. The effectiveness of these periods will be evaluated through progress monitoring, benchmark assessments, and frequent data team meetings to ensure that interventions are meeting students' individual needs.

In support of a positive school climate, SUHSD has facilitated PBIS (Positive Behavioral Interventions and Supports) training for Pioneer staff. Implementation fidelity is regularly reviewed using behavior data reports and tools. In addition, staff utilize behavior tracking apps that help provide timely feedback, monitor trends, and inform adjustments to behavioral strategies.

To enhance student engagement, Pioneer will continue to pilot the Subject online learning platform. SUHSD will evaluate the pilot's impact through student completion rates, satisfaction surveys, course pass rates, and comparison of academic outcomes across learning platforms.

To minimize distractions and foster a focused academic environment, the Yonder pouch system continues to be used to limit student cell phone use during instructional hours. The district will monitor the impact of this strategy through teacher and student surveys, classroom engagement observations, and behavioral referral data.

Through these aligned strategies, instructional coaching, RTI intervention periods, behavior support systems, and engagement tools, SUHSD will monitor and evaluate the effectiveness of its plan using a continuous improvement cycle. Data analysis, feedback, and measurable outcomes will guide decision-making to ensure sustained progress and support for all students, particularly those in the targeted student groups under ATSI.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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	To support the creation of the 2025–26 Local Control and Accountability Plan (LCAP), the Shasta Union High School District implemented a targeted engagement process specifically for teachers. This process involved distributing surveys to all teachers to gather broad-based input on school needs, priorities, and areas for improvement. These surveys allowed teachers to conveniently share their insights on instructional practices, school climate, and student support services. Additionally, ad-hoc meetings were held at school sites to facilitate more in-depth discussions. This multi-faceted approach ensured that teacher input was integrated throughout the development of the LCAP, with a clear focus on improving outcomes for all students, especially English learners, foster youth, and low-income students.
Principals/ Administrators	Recognizing the critical role of site and district leadership, the Shasta Union High School District designed a targeted engagement process for principals and administrators to inform the development of the 2025–26 Local Control and Accountability Plan (LCAP). Surveys were distributed to gather broad input on school operations, student needs, and instructional priorities, allowing administrators to share their perspectives conveniently. Ad-hoc meetings were also conducted to facilitate deeper conversations around site-specific challenges and strategies, with focused input from administrators at schools receiving Equity Multiplier funds to support the development of required focus

Educational Partner(s)	Process for Engagement
	goals. Principals and administrators actively participated in educational partner meetings, contributing to the review and refinement of Local Control and Accountability Plan (LCAP) goals and actions. Additionally, cabinet meetings provided a forum for district leadership to align the LCAP with broader strategic initiatives and operational priorities. These structured opportunities ensured that administrative insight was reflected throughout the LCAP planning process.
Other School Personnel	In preparing the 2025–26 Local Control and Accountability Plan (LCAP), the Shasta Union High School District made a concerted effort to engage a broad range of school personnel, including those beyond classroom teachers and administrators. Classified staff, counselors, and other support personnel were invited to contribute through various channels, acknowledging the essential roles they play in fostering student success. A districtwide survey was distributed to gather input on areas such as student services, school operations, and overall campus climate. In addition to the survey, staff were encouraged to participate in informal discussions at their school sites to share practical insights based on their daily interactions with students and school systems. Their perspectives were also incorporated through participation in School Site Council meetings, where multiple school community groups had the opportunity to contribute to reviewing school goals and priorities. This inclusive process ensured that the voices of all school staff were heard and valued in the development of district strategies and goals.
Certificated and Classified Bargaining Units	As part of its comprehensive engagement strategy for the 2025–26 Local Control and Accountability Plan (LCAP), the Shasta Union High School District collaborated with both certificated and classified bargaining units. Staff survey data was reviewed and discussed during meetings with bargaining unit representatives, providing an opportunity to explore key themes, clarify concerns, and gather additional input. Union representatives also participated in educational partner meetings, contributing to collaborative discussions that helped shape LCAP goals and actions. This multi-tiered approach ensured

Educational Partner(s)	Process for Engagement
	that the voices of both certificated and classified staff were acknowledged and incorporated, supporting alignment between district planning and the needs of its workforce.
Parents	To ensure meaningful input from families in the development of the 2025–26 Local Control and Accountability Plan (LCAP), the Shasta Union High School District implemented a targeted engagement process for parents, including those of unduplicated pupils and students with exceptional needs. A districtwide parent survey was distributed to collect feedback on academic priorities, school climate, communication, and access to programs. The survey provided a convenient way for parents to share their experiences and identify areas for improvement across school sites. Input from the surveys was reviewed and discussed at the Parent Advisory Committee (PAC) meeting held on May 28, 2025, where parents engaged in dialogue with district leaders and provided recommendations for refining LCAP goals and actions. School Site Council meetings at each school site also served as a platform for parent engagement, allowing families to weigh in on school-level needs and strategies. This multi-faceted approach ensured that parent perspectives were central to shaping the district's priorities and actions for the coming year.
Students	To elevate student voice in the development of the 2025–26 Local Control and Accountability Plan (LCAP), the Shasta Union High School District implemented a comprehensive engagement process designed specifically for students. Districtwide surveys were distributed to gather input on academic experiences, school climate, access to resources, and areas for improvement. Throughout the school year, students participated in School Site Council meetings, where they contributed to discussions about campus-specific needs and priorities. Additionally, students participated in educational partner meetings, sharing their perspectives alongside parents, staff, and community members to help shape the LCAP. A key component of student engagement was the Superintendent's Student Advisory Committee, which met multiple times over the course of the year. This committee provided student representatives with dedicated opportunities to share feedback directly with district leadership, ensuring their voices played a central role in informing district decisions and LCAP development.

Educational Partner(s)	Process for Engagement
SELPA	To ensure the needs of students with disabilities were thoughtfully integrated into the 2025–26 Local Control and Accountability Plan (LCAP), the Shasta Union High School District engaged in a coordinated and sustained consultation process with the Shasta County Special Education Local Plan Area (SELPA). A central component of this process was the monthly meetings between the district superintendent and SELPA leadership, which provided a consistent forum for two-way dialogue on priorities, needs, and alignment between LCAP actions and services for students with exceptional needs. To fulfill the consultation requirements, the district participated in the Shasta County SELPA's public LCAP review forum held on April 22, 2025. This joint meeting of the SELPA Governance Board and Program Advisory Committee provided an opportunity for formal review and public feedback. Feedback from this forum was reviewed and documented in the official minutes. Beyond formal meetings, SUHSD gathered input on the needs of students with disabilities through multiple channels, including student surveys, feedback from teachers and parents during IEP meetings, and discussions within the Superintendent's Student Advisory Committee. As a result of this input, the district's LCAP includes targeted actions such as expanding access to college-level courses for students with disabilities, implementing the "Getting Reading Right" training for all staff, including paraprofessionals, and utilizing instructional coaches to provide individualized professional development. These actions are integrated within broader LCAP strategies that serve all students, ensuring that students with disabilities benefit from both universal and specialized supports. This layered engagement process reflects SUHSD's commitment to equity, transparency, and continuous improvement, ensuring students with disabilities are not only considered but prioritized in district planning and decision-making.

Educational Partner(s)	Process for Engagement
Equity Multiplier- Pioneer High School	In response to the identification of Pioneer High School as an Equity Multiplier site, Shasta Union High School District implemented a focused engagement process to guide the use of these targeted funds within the 2025–26 Local Control and Accountability Plan (LCAP). This approach ensured that educational partners had multiple opportunities to provide input and shape funding decisions in response to the needs of underserved students. School Site Council meetings served as a primary forum for discussing the purpose and priorities of the Equity Multiplier funds, allowing parents, students, staff, and community members to contribute to the planning process. In addition to site council engagement, the use of these funds was the subject of ongoing conversations with school and district administrators to ensure alignment with broader improvement strategies. Instructional coaches were also instrumental in these discussions, contributing their expertise to help identify high-impact instructional practices and professional development opportunities. Regular staff meetings further engaged teachers, classified staff, and site leaders in evaluating student needs and recommending targeted actions to address these needs. Collectively, these efforts supported a transparent and inclusive process that ensured Equity Multiplier funds were used to advance educational equity and improve outcomes for the school’s most vulnerable student populations.

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

The adopted 2025–26 Local Control and Accountability Plan (LCAP) for Shasta Union High School District was meaningfully shaped by feedback from a broad range of educational partners, including parents, students, teachers, support staff, site and district administrators, bargaining unit representatives, and the Shasta County SELPA. Engagement activities such as surveys, School Site Council meetings, educational partner forums, and advisory committee meetings provided multiple points of input throughout the development process.

Educational partner feedback directly influenced several aspects of the LCAP. For example, responses from students, staff, and families emphasized the need for stronger academic support systems. As a result, the plan includes expanded intervention periods, additional tutoring services, and enhanced Response to Intervention (RTI) structures across sites. Feedback from teachers and instructional coaches led to the inclusion of more targeted professional development aligned with inclusive practices and literacy instruction, including the “Getting Reading Right” initiative.

Input from SELPA and special education stakeholders emphasized the importance of increasing access to rigorous coursework for students with disabilities, leading to specific actions focused on inclusive scheduling and support for college-level course participation. Additionally, survey and site meeting feedback underscored the importance of fostering a positive school climate, prompting the continued investment in Positive Behavioral Interventions and Supports (PBIS), staff training in trauma-informed practices, and expanded mental health services.

Parents and site councils also called for improved communication and family engagement strategies, which informed actions related to interpreter services, parent workshops, and more accessible school-home communication tools. Moreover, Equity Multiplier site feedback helped shape site-specific goals and resource allocations, ensuring funds are directed to support underserved student populations in a targeted and transparent manner.

Overall, the LCAP reflects not just compliance with community partner consultation requirements but a deep commitment to embedding community voice in district priorities. The contributions of educational partners ensured the adopted plan is both strategically aligned and community-informed, promoting equity, access, and meaningful outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All graduates will complete the required courses to allow access to all postsecondary options (college and career).	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Shasta Union High School District (SUHSD) developed this goal to ensure that all students graduate prepared for success in college, career, and life. This goal reflects the district’s commitment to equity, academic excellence, and responsiveness to community expectations.

1. Advancing Equity and Access
This goal is rooted in the principle of equity, ensuring that every student, regardless of background, has the opportunity to pursue postsecondary education or skilled employment. By focusing on access to required coursework, SUHSD aims to reduce barriers that disproportionately affect students from low-income backgrounds, students with disabilities, and historically underserved populations.

2. Supporting College and Career Readiness
Ensuring students complete essential coursework directly supports college and career readiness. This preparation equips students with the academic foundation needed for postsecondary education and the practical skills required to enter the workforce immediately after graduation, offering multiple pathways to future success.

3. Aligning with State and Accountability Standards
The goal aligns with California’s educational priorities and accountability frameworks, including those that emphasize college and career readiness indicators. It also supports the district’s compliance with graduation requirements and helps maintain eligibility for state and federal funding.

4. Responding to Community and Workforce Needs

Families, community members, and local businesses expect the district to prepare students for life after high school. This goal addresses those expectations by focusing on comprehensive postsecondary preparation, while also supporting regional economic development through the creation of a well-prepared workforce.

5. Promoting Holistic Student Development
A well-rounded course of study supports more than just academic achievement, it fosters critical thinking, collaboration, and self-discovery. Encouraging students to engage in diverse subjects contributes to personal growth and the development of lifelong learners.

6. Driving Improved Educational Outcomes
By emphasizing completion of essential coursework, the district anticipates increased graduation rates and stronger academic performance. Clear pathways to postsecondary options keep students motivated and engaged, ultimately contributing to the district's long-term success.

7. Securing Long-Term Benefits for Students
Access to college and career pathways promotes economic mobility and informed decision-making. Students who complete a comprehensive course of study are better positioned to pursue fulfilling careers, support their families, and contribute to their communities.

In adopting this goal, SUHSD reaffirms its dedication to preparing every student for success beyond high school. The goal aligns with educational best practices, meets accountability standards, and reflects the values and expectations of the broader school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase A-G Rates	2022-23: 36.6%	32.9%		39.6%	-3.7%
1.2	Increase ELA CAASPP by 1% each year	2022-23: 58.9%	62.6%		61.9%	3.7%
1.3	Increase Math CAASPP by 1% each year	2022-23: 34.9%	40.3%		37.9%	5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	AP Pass Rate above 58.4% and increase enrollment rate by 1%	Pass Rate: 58.4% Enrollment: 20.4%	Pass Rate: 72.4% Enrollment: 23.3%		Pass Rate: 61.4% Participation: 23.4%	Pass Rate: 14% Enrollment: 2.9%
1.5	100% Implementation of State Standards	100%	100%		100%	0%
1.6	0% Teacher Miss Assignments	14.8%	15.6%		0%	0.8%
1.7	0% of Students Lacking Instructional Materials	0%	0%		0%	0%
1.8	Stay above the state average on ELPAC scores	2022-23 SUHSD: 16.3% proficient State:25.3% proficient	SUHSD: 16.3% proficient State:25.3% proficient		Above state average	SUHSD: 0 State:0
1.9	Maintain EL Reclassification Rates above state average	2020-21 SUHSD: 10.9% State: 6.9%	SUHSD: 25.6% proficient		Above state average	SUHSD: 14.7% proficient State:% proficient
1.10	Increase the number of students completing a CTE concentrator course by 1% each year	2022-23: 1709	2023-24 : 2335		1761	626
1.11	Increase the percentage of students that complete the A-G course sequence and are CTE completers or complete other programs of study by 1%	6.1%	7.3%		9.1%	1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Maintain Access to a Broad Course of Study	100%	100%		100%	0%
1.13	Increase percentage of students enrolled in dual enrollment or articulated courses by 2% each year	37.6%	49.2%		43.6%	11.6%

Goal Analysis [2024-25]

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

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

During the 2023–24 school year, Shasta Union High School District (SUHSD) made steady progress in implementing its Local Control and Accountability Plan (LCAP), with most planned actions carried out as intended. Notable successes included improvements in student achievement, expanded access to postsecondary opportunities, and positive gains in school climate indicators. English Language Arts scores on the CAASPP increased from 58.9% to 62.6%, and Mathematics scores rose from 34.9% to 40.3%, reflecting effective implementation of instructional supports, intervention periods, and credit recovery efforts. One area of significant improvement was in Advanced Placement (AP) performance, where the pass rate increased by 14%, rising from 58.4% to 72.4%, indicating that instructional alignment and academic supports are having a meaningful impact. Career Technical Education (CTE) completion also increased significantly, from 1,709 to 2,335 students, and participation in dual enrollment and articulated college courses jumped from 37.6% to 49.2%, aligning with district goals to promote postsecondary readiness.

The district also sustained strong levels of engagement and school connectedness, with 73.4% of students reporting participation in school activities and 91.9% indicating they feel safe on campus. Parent involvement remained high, particularly through the Student Success Academy, where enrollment exceeded expectations at several sites. Among low-income students, who comprise 54.5% of the district’s population, academic growth and increased participation in CTE and dual enrollment courses have marked important gains toward equitable access. Foster youth, though representing less than 1% of enrollment, benefited from expanded support services and improved graduation tracking. Performance among racial and ethnic groups varied, with White and Asian students showing the highest levels of achievement in ELA and math. Notably, Hispanic/Latino students demonstrated academic improvement, but they continue to lag in overall performance, signaling the need for sustained, targeted academic support. American Indian and African American students remain disproportionately impacted by chronic absenteeism and lower achievement in state assessments, highlighting the urgency for interventions and increased connection to school.

Despite these successes, SUHSD faced implementation challenges, particularly in chronic absenteeism, which increased from 12.8% to 15.5%. This trend was especially pronounced among socioeconomically disadvantaged and historically underserved racial/ethnic groups, pointing to a need for more intensive attendance strategies. While English learners make up just 2.3% of the student population, their progress toward English proficiency and performance on the ELA assessment did not improve meaningfully, reinforcing the need for enhanced English Language Development (ELD) instruction and reclassification support. Efforts to eliminate teacher misassignments also fell short, with the rate rising from 14.8% to 15.6%, largely due to shortages in credentialed teachers in high-demand subjects.

Overall, SUHSD implemented the majority of its planned actions and adjusted course where necessary based on data and community partner input. While several student groups made meaningful gains, persistent gaps remain, particularly for English learners, African American, American Indian, and Hispanic/Latino students, as well as special education students, which will guide the district's strategic focus in the 2025–26 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.

While most expenditures in the 2024–25 LCAP aligned closely with budgeted projections, material differences were primarily associated with Goal 1, where the expansion of Career Technical Education (CTE) courses and offerings accounted for the largest variance in actual costs. Additional variances stemmed from staffing delays, multi-year service contracts, and lower-than-expected costs for certain materials and services.

A key priority under Goal 1 was to expand access to college and career pathways, which led to a significant increase in CTE offerings across the district. This included the launch of new courses, expanded enrollment opportunities, and additional instructional resources, all of which contributed to higher-than-anticipated actual expenditures in this area. These investments directly supported student access to postsecondary options and reflect a strategic realignment of funds to where they had the greatest impact.

At the same time, most other planned actions—particularly those supporting instruction and academic interventions—were implemented as intended, with expenditures closely matching projections. The remaining material differences were the result of staffing vacancies that were filled later than planned, existing multi-year agreements for some digital tools that deferred costs, and cost savings realized in the purchase of instructional materials and contracted services. Despite these variances, the estimated percentage of improved services for unduplicated pupils remained aligned with district goals, and adjustments were driven by strategic needs identified through ongoing reflection and implementation data.

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

Goal 1 of the Shasta Union High School District (SUHSD) LCAP aims to ensure that all graduates complete the required coursework to access postsecondary college and career options. The district implemented multiple strategic actions, ranging from expanding AP, CTE, and dual enrollment to supporting English learners and strengthening instructional practices. While these efforts led to several positive overall trends, the impact varied across student subgroups.

Effective Actions for Many Students, with Disparities Among Subgroups

CTE Expansion and Dual Enrollment Access (Action 1.3: Instructional Coach and PLC facilitator at comprehensive sites, Action 1.6: Career Centers at
Each comprehensive school, Action 1.9: Career Technical Education Courses, (Action 1.10: Dual Enrollment and Accredited courses)

CTE concentrator completion increased significantly from 1,709 to 2,335 students, and dual enrollment participation grew from 37.6% to 49.2%. These gains reflect strong implementation of access-related actions. However, disaggregated dashboard data shows that White and Asian students were most likely to access and succeed in these pathways, while Hispanic/Latino, African American, and American Indian students had lower rates of completion and course alignment. This suggests that although the opportunity is expanding districtwide, outreach and support may not be equally effective across all groups.

Advanced Placement Course Offerings and Supports (Action 1.3: Instructional Coach and PLC facilitator at comprehensive sites and Action 1.11: Advanced Placement Courses)

The AP pass rate rose from 58.4% to 72.4%, a substantial increase linked to expanded course access and strengthened instructional quality. However, similar to CTE and dual enrollment, AP success was disproportionately concentrated among White and Asian students. African American, Hispanic/Latino, and socioeconomically disadvantaged students continue to be underrepresented in AP success data, pointing to the need for improved scaffolding, recruitment, and academic supports for these groups.

Instructional Coaching (Action 1.3: Instructional Coach and PLC facilitator at comprehensive sites)

Increases in CAASPP ELA (from 58.9% to 62.6%) and math (from 34.9% to 40.3%) suggest that instructional coaching is having a district-wide impact. However, subgroup performance gaps persist. For instance, English learners, foster youth, and African American students showed limited progress in ELA and math proficiency, despite the overall gains. This indicates the universal supports are not yet adequately reaching or serving the most at-risk students.

Actions Showing Limited Impact or Equity Gaps

Four-Year Graduation Planning (Actin 1.4: Four-year graduation plans including CTE)

Despite students having individualized graduation plans, A–G completion rates declined from 36.6% to 32.9%. This decline disproportionately affects low-income students, English learners, and students of color, who may face more structural and academic barriers to course completion. The action itself is well-conceived, but its impact has been limited. The root cause needs further exploration as there could be numerous factor beyond what is shown in the data or actions taken. The implementation of the RTI model next year may address some of these deficits.

Supports for English Learners (EL Courses, Monitor Periods, and EL Staff Assignments) (Action 1.1 English Language Learner (EL) Course and Action 1.2: English Language
Learner Monitor)

EL-specific actions were fully implemented; however, English learners continue to exhibit stagnant academic growth. Reclassification rates have not improved, and ELA CAASPP scores continue to remain well below the standard. This indicates that these actions, while present, have not been sufficiently integrated into core instruction or aligned with broader instructional strategies.

Efforts to Maintain Appropriately Credentialed Staff (Action 1.14: Maintain appropriately credentialed staff through the Associate Superintendent of HR.

With teacher misassignments increasing from 14.8% to 15.6%, staffing issues disproportionately affect foster youth, English learners, and students in high-poverty schools, where misassigned teachers are more common. This undermines the goal's equity intent and suggests a need for targeted recruitment, retention strategies, and strategic staff placement.

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.

Shasta Union High School District (SUHSD) identified several areas within Goal 1 that require targeted refinement to better support all students in completing the coursework necessary for postsecondary access. While key actions, such as the expansion of CTE, AP, and dual enrollment courses, and the use of instructional coaching, yielded district-wide progress, subgroup performance data revealed persistent disparities that will necessitate modifications to existing actions.

A key adjustment for the 2025–26 school year is the addition of a Response to Intervention (RTI) period to the bell schedule, allowing students to access up to three intervention sessions per week. This structure will directly support students who are off-track in A–G coursework or struggling in core subjects. The RTI period will serve as a key support embedded into the school day, enabling timely academic interventions, reteaching, and individualized assistance. This change enhances the effectiveness of the current action focused on graduation planning and counselor support, ensuring students receive not only guidance but also in-school academic support aligned with their individual needs.

The existing action in developing four-year graduation plans will be strengthened by incorporating more systematic progress monitoring, with data from RTI participation informing counseling sessions and course scheduling. This will help ensure students are not only scheduled into A–G aligned classes but also supported in completing them successfully.

The role of instructional coaches and PLC facilitators will also be adapted to align more closely with the RTI framework. Coaches will work with teachers to use student performance data to identify common instructional gaps and design targeted supports that can be delivered during RTI periods. They will also help staff build in-class scaffolds that reduce course failure rates, particularly in A–G subjects where students from historically underserved groups, such as low-income, Hispanic/Latino, African American, and foster youth, face the greatest barriers.

In addition, the existing action to offer a variety of AP and dual enrollment courses will remain in place, but will now include more focused outreach to underrepresented students and integration with the RTI system. Students enrolled in these rigorous courses will have access to RTI periods for tutoring, test preparation, or assignment support, thereby increasing their likelihood of success.

For English learners, the existing EL monitor periods and staffing support will be redesigned to align more directly with the RTI structure. EL students can receive targeted academic language development during intervention blocks, and instructional coaches can support general education teachers in embedding ELD strategies into daily lessons. This is intended to address the limited progress observed in EL achievement and reclassification rates.

Finally, the action to maintain appropriately credentialed staff will be modified to address staffing challenges that affect access to A–G. Efforts will include earlier vacancy identification, enhanced recruitment strategies, and support for credentialing in high-need A–G subject areas.

Through these modifications, particularly the integration of a structured RTI period into the school schedule, SUHSD aims to create a more responsive, data-informed support system that enhances A–G completion and college and career readiness for all students. These refinements build on existing actions while directly addressing the gaps identified through reflection on prior outcomes.

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	English Language Learner (EL) Course	Provide courses tailored for English Learner (EL) students in comprehensive high schools to bolster their academic advancement,	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expand their opportunities to engage in a wide-ranging curriculum, and assist in their progression towards reclassification.		
1.2	English Language Learner Monitor(s)	Each comprehensive school will select a certified staff member to monitor the progress of English Learners (ELs) if enrollment requires. This EL monitor will liaise with teachers, students, parents, and support staff to track the advancement of ELs on campus.	$65,000.00	Yes
1.3	An Instructional Coach and PLC Facilitator at comprehensive sites	Three certified staff members will be granted full-time release to offer Instructional Coaching and act as PLC facilitators, aiding the PLC process across the district. They will dedicate 25% of their time to unduplicated students and those with disabilities, as enhancing teacher instruction is vital for improving the educational outcomes of these students.	$140,000.00	Yes
1.4	Four year graduation plans including Career Technical Education courses	Counselors will develop four-year graduation plans with all students, which will constitute 20% of their workload. Half of this effort will be focused on serving unduplicated students and those with disabilities.	$185,000.00	Yes
1.5	Transportation during the school day to various Career Technical Education Programs	During the school day, transportation will be provided to guarantee that all students have access to all programs, with a focus on serving unduplicated pupils and students with disabilities.	$170,000.00	Yes
1.6	Career Centers at each comprehensive school	Every comprehensive school will provide a Career Tech and a Career Center to assist students. Forty percent of the services will be specifically aimed at unduplicated students and those with disabilities.	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Provide Standards Aligned Curriculum	The District will employ its textbook adoption cycle, which includes e-textbooks, and online learning platfom to guarantee that students and staff have suitable materials on an annual basis.	$470,000.00	No
1.8	Laptop for all students	The district will supply every student with a "laptop" for everyday use. Students will receive a "laptop" in the 9th grade and will continue to use it throughout their high school years.	$300,000.00	No
1.9	Career Technical Education (CTE) Courses	The District will offer a full complement of CTE courses, including Medical Careers, Administration of Justice, Fire Science, Chef Prep, Ag Science, Robotics, arts, media, and entertainment, among others.	$4,500,000.00	No
1.10	Dual Enrollment and articulated Courses	The district will collaborate with Shasta Community College to offer dual enrollment and articulated courses in a variety of subjects. The administration at the District Office will dedicate 10% of his or her time to this task	$16,000.00	No
1.11	Advanced Placement (AP) Courses	The District will offer a variety of AP courses to challenge students to achieve at the highest academic levels.	$1,900,000.00	No
1.12	Online tools for distance learning, independent learning, and data analysis	Provide teaching and support staff with online tools to keep pace with the changing educational landscape of curriculum development and delivery.	$450,000.00	No
1.13	Maintain WiFi on busses	The district will complete installation of Wi-Fi access points on its school busses so that students may use their District provided	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		laptops to access the internet on long bus rides to and from school. Funds will also be utilized to maintain the required cellular subscription for each bus with Wi-Fi.		
1.14	Maintain appropriately credentialed staff through the Associate Superintendent of HR.	Associate Superintendent of Human Resources will dedicate 5% of his/her time to monitor staffing to ensure teachers are all fully credentialed and appropriately assigned.	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure all graduates are competent in reading and math, implement various measures to mitigate learning loss, and maximize credit recovery options.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
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.

This goal was developed in response to both local academic data and the identified needs of student groups requiring differentiated assistance. Specifically, student groups that have demonstrated persistent underperformance in English Language Arts (ELA) and Math, along with elevated suspension rates, while students with disabilities show very low performance on College and Career Indicators (CCI) and ongoing challenges in both ELA and Math proficiency. This goal reflects the district's commitment to addressing these disparities while supporting all students in achieving foundational academic skills necessary for postsecondary success.

1. Academic Proficiency and Graduation Readiness
Reading and math are the academic building blocks for all other content areas. By focusing on foundational literacy and numeracy, SUHSD ensures that students are equipped for success in advanced coursework, college entrance, employment, and civic life. Enhancing student competence in these areas directly contributes to graduation readiness and long-term academic resilience.

2. Addressing Learning Gaps and Promoting Equity
The effects of disrupted learning during and after the COVID-19 pandemic continue to be felt across the district, especially among historically underserved student groups. This goal prioritizes actions that mitigate learning loss and address skill gaps that, if left unaddressed, could widen over time. Emphasizing equity in instructional support, intervention access, and data-informed practices helps ensure that every student has the opportunity to meet academic benchmarks.

3. Supporting At-Risk Students Through Credit Recovery
Many students, particularly those from marginalized groups, have faced academic setbacks that jeopardize on-time graduation. By strengthening credit recovery options, SUHSD provides flexible pathways for students to regain lost ground and stay on track. This includes expanded access to alternative formats, teacher support, and integrated academic intervention systems designed to prevent dropouts and promote re-engagement.

4. Improving Overall Educational Outcomes
Focusing on core academic recovery and skill-building is expected to yield broader districtwide benefits, including improved CAASPP scores, reduced failure rates, and higher graduation rates. These gains reflect not only student achievement but also the district's instructional effectiveness and accountability to its community.

5. Responding to Community Partner Input
Through advisory meetings, surveys, and school site feedback, educational partners have consistently identified math and reading proficiency, as well as support for struggling students, as top priorities. This goal directly aligns with those expectations and demonstrates SUHSD's responsiveness to its community.

6. Maximizing the Impact of Resources
By concentrating existing and supplemental resources on research-based interventions such as targeted instruction, academic support programs, and credit recovery systems, the district ensures that investments are strategic and outcomes-focused.

7. Addressing Shasta County's Unique Educational Context
As a rural county with diverse student needs, Shasta County faces unique challenges in access and achievement. Many students contend with geographic isolation, economic hardship, and limited enrichment opportunities. This goal ensures that foundational academic support is prioritized, scalable, and sensitive to the realities of the district's service area.

8. Alignment with Differentiated Assistance
This goal is deliberately designed to address areas of need identified through differentiated assistance. For American Indian students and students with disabilities, SUHSD will place greater emphasis on the instructional supports, academic monitoring, and behavioral interventions embedded in this goal. Actions and metrics across the LCAP are structured to ensure these groups receive targeted attention aligned with their areas of greatest need.

By pursuing this goal, SUHSD reaffirms its commitment to academic excellence, equity, and personalized student support, ensuring all learners, especially those furthest from opportunity, are prepared for postsecondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain scores at or above the state average in English as measured by the CAASPP for all subgroups.	3.5% Above State Average	6.9% above state average		Stay Above State Average	3.4%
2.2	Achieve scores at or above the state average in Math as measured by the CAASPP for all subgroups.	7.6% Above State Average	12.4% above state average		Stay Above State Average	4.8%
2.3	Decrease the percent of students who receive a “D” or “F” in a broad course of study by 1%	36.2%	33.8%		33.2%	-2.4%

Goal Analysis [2024-25]

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

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

In the 2023–24 school year, as indicated by the most recent dashboard data, the Shasta Union High School District (SUHSD) made significant progress toward achieving Goal 2 by focusing on student proficiency in English and math, reducing D/F grades, and addressing learning loss through targeted interventions and expanded credit recovery options. Overall, the district carried out the planned actions with fidelity, although several adjustments were made in response to identified academic needs.

Key Metrics and Year 1 Outcomes:

2.1 CAASPP ELA Proficiency (All Subgroups):
SUHSD maintained scores 3.4% above the state average, continuing to meet the target.

2.2 CAASPP Math Proficiency (All Subgroups):
Math scores improved to 12.4% above the state average, a 4.8 percentage point increase from baseline.

2.3 Reduction in “D” and “F” Grades:
The percentage of students earning D or F grades declined from 36.2% to 33.8%, marking a 2.4% reduction.

Implementation Highlights and Successes:
Targeted Literacy and Math Interventions:
Schools expanded support through intervention periods, after-school tutoring, and dedicated academic support staff. Diagnostic tools were used to identify students who needed remediation, particularly in foundational math and English skills.

Credit Recovery Opportunities:
The district increased student access to credit recovery programs, including online platforms and in-person support. These efforts played a key role in helping students stay on track toward graduation.

Focused Support for At-Risk Subgroups:
Specific efforts were directed toward English Learners, students with disabilities, and socioeconomically disadvantaged students. Pioneer High School demonstrated notable gains, reducing D/F rates and improving ELA outcomes through a combination of case management and tailored interventions.

Challenges Encountered:
Site-Level Math Performance Variability:
While the district overall improved math outcomes, some campuses continued to struggle with achievement gaps among student subgroups.

Staffing and Capacity Limitations:
Shortages in credentialed staff and the need for ongoing professional learning in differentiated instruction posed challenges in sustaining consistent, high-quality interventions.

SUHSD's efforts under Goal 2 resulted in tangible academic gains, particularly in math achievement and reduction of D/F grades. By leveraging data to drive mid-year adjustments and focusing on access to interventions and credit recovery, the district met or exceeded multiple outcome targets. Continued work is needed to ensure consistent implementation across all school sites, but the progress made in 2023–24 reflects a responsive and student-centered approach to academic recovery and support.

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

While most expenditures remained close to projections, material differences emerged within Goal 2, which centers on improving reading and math outcomes, addressing learning loss, and supporting credit recovery. Notably, the cost of Success Labs was higher than projected due to the need for additional sections across the district, while expenditures from supplemental funds at Pioneer High School (PHS) were lower than anticipated.

Goal 2 actions, particularly the implementation of Success Labs and academic interventions, were expanded to meet higher-than-expected student demand. As a result, more sections were added than originally budgeted for, leading to increased staffing and operational costs in this area. These labs played a vital role in supporting students who were struggling with proficiency in reading and math and aligned with the district’s commitment to mitigate learning loss and prevent course failure.

In contrast, supplemental funds at Pioneer High School were underspent, primarily due to staffing vacancies and reduced utilization of planned supports. Additionally, some services were delivered at a lower cost or were already covered by existing contracts. These variances reflect a responsive approach to implementation, scaling up successful interventions like the Success Labs while monitoring underutilized resources to improve overall efficiency and student impact under Goal 2.

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

The Shasta Union High School District (SUHSD) implemented a multi-pronged approach under Goal 2 to ensure students graduate with foundational literacy and numeracy skills while addressing learning gaps and supporting credit recovery. While several actions have contributed to measurable gains, effectiveness has varied across student groups.

Effective Actions

1. Credit Recovery Programs (Action 2.1: Pioneer Continuation High School for students (credit deficient, behavior, attendance), Action 2.2: Gateway to College Program, and Action 2.4: Credit Recovery Labs)

This action has been highly effective, contributing to a district-wide increase in the graduation rate from 89.5% to 90.7%. Credit recovery options—including after-school and online learning platforms—enabled students to regain credits and maintain eligibility for graduation. The impact was particularly notable for foster youth, whose graduation rate increased from 53.8% to 69.2%, and socioeconomically disadvantaged students, whose rate rose to 85.8%. This suggests credit recovery has been a critical support for at-risk students.

2. Instructional Coaching (Action 2.10: Reading Support, and Action 2.11: Math Support)

These efforts, focused on building collaborative teaching practices and aligning instruction to standards, were associated with strong gains in ELA (from 58.9% to 62.6%) and math (from 34.9% to 40.3%). Subgroups such as White students (ELA: 66.7%, Math: 45.3%) and Asian students (ELA: 79.4%, Math: 70.6%) particularly benefited, suggesting these instructional improvements are effective when paired with strong baseline readiness. However, the limited impact for students with disabilities (ELA: 9.9%, Math: 6.2%) and English learners (ELA: 6.3%, Math: 7.9%) indicates the need for better differentiation and integration of supports into core instruction.

3. Access to Tiered Academic Support (Action 2.3: Student Success Labs)
While general supports were implemented, the rollout of tiered intervention systems has been inconsistent. Academic gains were observed overall, but key groups such as American Indian students (ELA: 33.3%, Math: 16.7%) and African American students (ELA: 40%, Math: 26.7%) did not demonstrate substantial improvement, highlighting a gap in how interventions are tailored and delivered. These outcomes suggest that while intervention frameworks exist, their effectiveness depends on site-level implementation and student access.

Partially Effective or Needing Improvement

4. Designated and Integrated ELD Supports (Action 2.10: Reading Support, and Action 2.11: Math Support- as it pertains to EL students)

This action aims to provide targeted support to English learners, yet the outcomes reveal limited effectiveness. English learners scored only 6.3% in ELA and 7.9% in math, with minimal growth over the previous year. This suggests a need to enhance ELD strategies within general education classrooms and ensure that language development remains a priority across all content areas.

5. Summer Learning and Learning Loss Mitigation Programs (Action 2.6: Summer School)

While these programs were offered, participation was inconsistent, and outcomes for students with disabilities, English learners, and American Indian students remained stagnant. This suggests a gap in either the reach, design, or intensity of these efforts to mitigate learning loss. Improved communication, program accessibility, and more targeted student identification may enhance effectiveness moving forward.

6. Use of Data to Monitor Student Progress (Action 2.9: Professional Development on instruction (grading equity and differentiated instruction, professional learning communities))

Data-informed practices were implemented to guide instruction and interventions. However, the lack of growth among key subgroups indicates that data is not yet being used consistently to personalize instruction or to trigger timely interventions. This is an area where effectiveness depends on continued professional development and the better integration of data systems into classroom practice.

Goal 2 actions have led to positive gains in academic achievement and graduation rates at the overall level, with certain subgroups—particularly White, Asian, and socioeconomically disadvantaged students—benefiting the most. However, the impact has been limited for students with disabilities, American Indian, African American, and English learner subgroups. The most effective actions to date have been credit recovery and instructional coaching, while ELD supports and learning loss mitigation require significant improvement. These findings will inform future modifications to ensure all students receive the support necessary to reach academic proficiency.

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.

Through a comprehensive review of implementation data and student performance outcomes related to Goal 2—ensuring reading and math proficiency, mitigating learning loss, and maximizing credit recovery—Shasta Union High School District (SUHSD) is making strategic adjustments to better meet the needs of all learners, especially those in historically underserved subgroups.

The most significant change for the 2025–26 school year is the integration of a Response to Intervention (RTI) period into the regular bell schedule, which will be offered three days per week. This structural shift addresses several key findings from prior implementation:

Subgroup performance data showed that while overall academic outcomes improved, students with disabilities, English learners, and American Indian students continued to score well below standards in both English Language Arts and math.

Analysis of prior intervention efforts revealed that many students lacked consistent access to timely and targeted academic support during the school day, thereby limiting the impact of existing remediation strategies.

The newly scheduled RTI period will provide students with built-in opportunities for academic support, reteaching, and credit recovery without requiring after-school or summer participation, which many at-risk students are unable to access reliably. This change is designed to increase equity in access to interventions and ensure that all students, especially those struggling in core subjects, receive regular, structured support aligned to their specific learning needs.

In addition to this key structural change, SUHSD is:

Refining metrics related to subgroup academic performance by adding disaggregated monitoring tools to more closely track progress for students with disabilities, English learners, and racially/ethnically diverse populations.

Strengthening existing ELD supports by aligning them with the RTI structure, ensuring English learners receive both designated and integrated language development within the school day.

Enhancing data use practices in PLCs and counseling to ensure intervention placement and progress monitoring are proactive, targeted, and based on real-time academic performance data.

These changes reflect the district's commitment to building a more responsive and inclusive academic support system. By embedding intervention into the daily instructional schedule and refining its approach to subgroup support, SUHSD aims to increase reading and math proficiency rates, accelerate credit recovery, and close persistent achievement gaps as it moves into the next year of LCAP implementation.

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	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	The proposal includes a comprehensive continuation high school program with additional staff to decrease class sizes and an on-site full-time counselor. An assistant principal will be added to bolster administrative services, encompassing attendance, behavior, and academics. The assistant principal will also facilitate the coordination of student services and support, which may encompass mental health counseling services. Equity multiplier funds will be employed to augment educational opportunities for PHS students. Needs assessments and expenditure plans will be formulated via the school site council, and collaborations with community partners will be initiated as particular needs emerge.	$3,400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Gateway to College Program	Through a partnership with Shasta Community College, the District will offer the Gateway to College program to students who have dropped out of school and desire to return or are in danger of dropping out of school. The District will employ two full time teaching staff as agreed to in the partnership.	$270,000.00	Yes
2.3	Student Success Labs	Offer lab sections during the school day as an intervention designed to keep students on track and passing their core classes. These courses will target unduplicated students and students with disabilities.	$550,000.00	Yes
2.4	Credit Recovery Labs	Offer lab sections during the school as an intervention designed to allow students to recover lost credits through individual online instruction. These courses will target unduplicated students and students with disabilities.	$150,000.00	Yes
2.5	English and Math labs for students who are not at grade level	Offer specialized instruction in reading and math skills via English and/or Math Lab courses for students whose skills are not at grade level.	$100,000.00	No
2.6	Summer School	Offer summer school to all students to recover credits due to failing a class. Transportation, academic counseling and food service will be provided.	$150,000.00	No
2.7	Anytime School	Offer credit recovery to all students in a summer school style format	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
	and/or Academic Saturday School	either after school (Anytime School) or on Saturdays.		
2.8	After or Before School Tutoring	A staff member will facilitate an after or before school peer tutoring program at each comprehensive school site. Student tutors will be recruited to work with their peers and their tutoring hours will be logged for scholarship monies.	$35,000.00	No
2.9	Professional Development on Instruction	Professional Development on instruction (grading equity and differentiated instruction, professional learning communities). This will comprise 40% of the instructional coach's time.	$170,000.00	No
2.10	Reading Support	Structured reading support, including assessment of incoming 9th-grade students. This is comprise 10% for the instructional coach's time to help facilitate, organize and make curriculum available to staff.	$65,000.00	No
2.11	Math Support	Structured math support, including assessment of incoming 9th-grade students. This is comprise 10% for the instructional coach's time to help facilitate, organize and make curriculum available to staff.	$65,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve student engagement, support, school climate, safety, and environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal addresses persistent student climate concerns, elevated suspension rates among specific student groups, and the need to enhance social-emotional support across campuses. By prioritizing student engagement, school connectedness, and mental wellness, the district aims to create a nurturing and inclusive environment that supports academic success and long-term student development.

Holistic Student Development
Student success extends beyond academics. Engaged and supported students demonstrate stronger social-emotional resilience and are better equipped to navigate future challenges. This goal reflects the district's commitment to educating the whole child.

Academic Achievement
Students who feel connected to their school are more motivated, have stronger attendance, and perform better academically. Enhancing engagement and well-being directly contributes to improved academic outcomes across all student groups.

Improved Attendance and Retention
Chronic absenteeism and disengagement are often symptoms of negative school climate. By cultivating a positive and inclusive environment, the district aims to reduce absenteeism, increase daily attendance rates, and support students in staying enrolled through graduation.

Social-Emotional Learning (SEL)
This goal supports the intentional development of SEL competencies, such as self-awareness, empathy, and responsible decision-making, which are critical for healthy relationships, academic persistence, and lifelong success.

Mental Health and Well-Being
Increased access to mental health services, positive adult relationships, and a safe school climate can significantly reduce student anxiety and behavioral disruptions. Prioritizing wellness strengthens students' ability to focus and thrive in school.

Equity and Inclusion
Recent suspension data highlights disproportionate disciplinary rates for students with disabilities, American Indian students, and African American students. Addressing climate and behavior proactively promotes equity and helps reduce exclusionary discipline practices.

Family and Community Engagement
Schools that are safe and welcoming see higher levels of parent and community involvement. Strengthening climate and support services builds trust and encourages collaborative partnerships with families.

Safety and Crisis Prevention
A proactive focus on prevention, including restorative practices, trauma-informed care, and consistent behavioral expectations, helps reduce conflicts, bullying, and potential safety threats.

Staff Satisfaction and Retention
School climate also impacts staff. A positive, respectful work environment supports teacher retention, reduces burnout, and enhances overall school performance.

Long-Term Student Success
Ultimately, this goal supports the district's mission to prepare students to lead fulfilling lives as responsible, engaged members of their communities. When students feel safe, supported, and connected, they are more likely to succeed academically and socially, both in school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	93% District Wide Attendance	92%	93%		93%	1%
3.2	Reduce Chronic Absenteeism by 1%	12.8%	15.5%		9.8%	+2.7%
3.3	Out of School Suspension less than 5%	6.9%	5.7%		Less than 5%	-1.2%
3.4	Maintain Expulsion Rate less than 1%	0%	<1%		Less Than 1%	<1%
3.5	Engage All Students and Parents in Post Secondary Planning	100%	100%		100%	0%
3.6	Maintain “Good” Rating on Facilities Inspection	Good	Good		Good	Good
3.7	Enroll At Least 15 Families per Comp Site in “Student Success Academy”	EHS - 13 FHS - 22 SHS - 14	EHS - 15 FHS - 47 SHS - 15		EHS - 15 FHS - 15 SHS - 15	EHS - +2 FHS - +25 SHS - +1
3.8	Achieve More Than 75% "Excellent" or "Good" Overall Rating on	100%	93.8%		Greater Than 75%	-6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Success Academy Exit Survey					
3.9	Increase Student Self Reporting of Campus Safety as "Neutral", "Agree" or " Strongly Agree" by 1%	91.9%	91.9%		94.9%	0%
3.10	Increase Student Self Reporting of Participating in School Activities as "Neutral", "Agree" or " Strongly Agree" by 1%	67.5%	73.4%		70.5%	+5.9%
3.11	Maintain Parent Reporting of Their Student Feeling Safe at School as "Neutral", "Agree" or " Strongly Agree" above 90%	93.2%	87.3%		Greater Than 90%	-5.9%
3.12	Increase Parent Reporting of Their Student Feeling Connected at School as "Neutral", "Agree" or " Strongly Agree" by 1%	86.4%	89.1%		89.4%	+2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Maintain Staff Reporting of Their School Being Safe as "Neutral", "Agree" or " Strongly Agree" Above 95%	98.1%	95.3%		Greater Than 95%	-2.8%
3.14	District Graduation Rate Above 93%	89.6%	90.7%		Greater Than 93%	+1.1%
3.15	District Dropout Rate Below 3%	4%	5.1%		Less Than 3%	+1.1%

Goal Analysis [2024-25]

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

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

SUHSD implemented a wide range of strategies aimed at improving student engagement, campus safety, and support services. While many planned actions were successfully carried out, the impact of these efforts varied significantly across student subgroups, especially when analyzing outcomes by race, ethnicity, and disability status.

One of the most pressing challenges was the increase in chronic absenteeism, which rose from 12.8% to 15.5%. While the district expanded outreach and attendance monitoring, these universal actions were insufficient to reverse absenteeism trends.

Although overall suspension rates declined from 6.9% to 5.7%, a closer look reveals continuing inequities in disciplinary outcomes. American Indian students had a suspension rate of 6.1%, nearly double the district average. African American students experienced a similarly high suspension rate at 9.5%, and students with disabilities were suspended at a rate of 10.4%. These disparities highlight a systemic issue that has not yet been fully addressed.

In contrast, there were clear successes in improving student perceptions of school climate. Student self-reports of feeling safe on campus remained at 91.9%, and student participation in school activities rose from 67.5% to 73.4%. These improvements may be attributed to expanded clubs and activities, and targeted engagement by site-based staff.

The Student Success Academy exceeded enrollment targets at all three comprehensive high schools and received a 93.8% approval rating on student exit surveys. The program’s structure, emphasizing credit recovery, mentorship, and individualized support, continues to be a valuable tool for re-engaging students, particularly those from marginalized backgrounds.

However, the dropout rate increased from 4% to 5.1%. Subgroup analysis suggests that American Indian students, African American students, and students with disabilities are overrepresented in the dropout count. These patterns point to a need for earlier and more intensive interventions, particularly during transition points such as 9th grade and after extended absences.

Parent-reported perceptions of student safety dropped significantly, from 93.2% to 87.3%. This shift is concerning and suggests a misalignment between what students experience and what families perceive.

Staff perceptions of safety dipped slightly but remained high overall. Feedback from support staff and teachers in high-need schools suggests that while physical safety is well managed, emotional safety and workload related to behavior management continue to be pain points, particularly in classrooms with higher concentrations of high-needs students.

While SUHSD’s Goal 3 actions yielded measurable progress in student engagement and safety for many students, the effectiveness of these efforts is not equally distributed. Significant gaps in chronic absenteeism, suspensions, and dropout rates for American Indian, African American, and students with disabilities underscore the urgency of targeted, culturally responsive, and equity-focused interventions. Continued investment in tiered supports, staff training, and community engagement will be critical to ensuring that every student, regardless of background, feels connected, supported, and safe.

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.

While a few material differences were noted between budgeted and estimated actual expenditures in the 2024–25 LCAP, the majority of expenditures aligned closely with projected costs. Variances were primarily due to staffing delays, multi-year service contracts, and lower-than-expected costs for certain materials and services.

Most planned investments—particularly those related to direct student services, instruction, and support programs—were implemented as intended and reflected expenditures consistent with budget projections. However, some positions remained vacant at the beginning of the school year due to staffing shortages, resulting in delayed salary costs. Additionally, several digital applications and contracted services were already covered under multi-year agreements and did not require renewal this year. Lastly, some instructional materials and service agreements were procured at a lower cost than anticipated. Despite these minor variances, the overall implementation remained strong, and the estimated percentage of improved services remained aligned with LCAP priorities for unduplicated students.

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

The actions implemented under Goal 3 have yielded mixed results in improving student engagement, school climate, and access to support services across the Shasta Union High School District (SUHSD). While many initiatives were effectively deployed and generated positive outcomes for a majority of students, the degree of effectiveness varied significantly across subgroups, particularly by race, ethnicity, and disability status.

Effective Actions

The expansion of Student Success Academies (Action 3.2: Student Success Academies) at each comprehensive high school proved highly effective. All three sites met or exceeded their enrollment targets, and 93.8% of participants rated the experience as “Good” or “Excellent.” These programs effectively re-engaged students, particularly those who were behind in credits or struggling with school connection. The structure of the academies, which includes mentorship, academic support, and individualized goal setting, appears to have directly supported improved outcomes in graduation readiness.

Actions aimed at enhancing student safety and engagement (Action 3.5: School Resource Officers, Action 3.9: Anonymous Reporting System, Action 3.10: Intramurals, Action 3.11: On-site Security Staff, Action 3.12: Link Crew, and Action 3.15: Mentoring Program) also showed promising results. The percentage of students reporting they feel safe at school remained at 91.9%, and student participation in school activities rose by nearly six percentage points. These gains suggest that campus safety protocols, climate-building events, and opportunities for extracurricular involvement were well-received and effective.

Less Effective or Ineffective Actions

Despite these successes, key areas of the goal remain unmet. Most notably, the increase in chronic absenteeism, which rose from 12.8% to 15.5% (Action 3.1: Teacher on Assignment (TOA) to improve attendance and/or engagement and Action 3.14: Attendance Incentives for at-risk Students). Actions designed to reduce absenteeism, such as attendance monitoring and family outreach, did not yield the intended impact, as many students continue to face higher rates of chronic absence. This indicates that the current strategies may not be addressing the root causes.

Similarly, while the overall suspension rate declined (Action 3.16: Restorative Justice), suspension data for subgroups indicate ongoing disproportionality. American Indian students (6.1%), African American students (9.5%), and students with disabilities (10.4%) continue to experience exclusionary discipline at rates above their peers. Although SUHSD continues to expand restorative practices, these actions have not yet been fully effective in mitigating inequitable discipline outcomes.

Another area of concern is the decline in parent-reported perceptions of safety (Action 3.17: Parent Involvement), which dropped from 93.2% to 87.3%. This may reflect a disconnect between student experiences and family communication. While students reported increased feelings of safety, families may feel less confident in the school's ability to support their children, signaling a need for more transparent and proactive engagement.

Finally, the dropout rate (Action 3.1: Teacher on Assignment (TOA) to improve attendance and/or engagement) increased to 5.1%, exceeding the district’s threshold. Subgroup data points to higher dropout risk among American Indian, African American, and students with disabilities, indicating that universal actions are not adequately reaching or supporting the most vulnerable students.

Goal 3 actions, such as Student Success Academies and campus engagement strategies, have demonstrated effectiveness in boosting student safety and connectedness; however, they have been less successful in addressing attendance and disciplinary disparities. The district must intensify its efforts to ensure these actions are equitable, culturally responsive, and adapted to the specific needs of all students.

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

Based on a comprehensive review of performance data and educational partner feedback, the Shasta Union High School District (SUHSD) is making several strategic adjustments to the implementation of Goal 3 to more effectively support student engagement, climate, and access to support services.

The most significant change for the coming year is the integration of a Response to Intervention (RTI) schedule into the daily bell schedule, which will include up to three intervention periods per week. This change reflects a districtwide commitment to proactively addressing academic and behavioral needs before they escalate into chronic absenteeism, discipline issues, or disengagement. The addition of these targeted intervention periods will allow staff to deliver tiered supports to struggling students during the school day, minimizing the need for punitive measures and after-school remediation.

This change is being made in direct response to several key challenges identified during the current year, including the rise in chronic absenteeism, which increased by 2.7% from the baseline, and continued disproportionality in suspension rates for subgroups such as American Indian, African American, and students with disabilities. By embedding RTI into the master schedule, the district aims to offer more consistent, in-the-moment support and prevent students from falling further behind or disengaging.

Other refinements include:

Expanded Use of Data Teams and Behavior Intervention Plans: Site teams will be supported in using disaggregated data to monitor attendance and behavior trends in real time and initiate individualized intervention plans earlier in the semester.

Increased Training in Restorative Practices: Although PBIS has been implemented at Pioneer High School, other positive intervention supports like PBIS are not present at the comprehensive sites. The district will continue to support individual sites in developing strategies that are aligned with their specific school cultures. The district will continue to invest in deeper training and stronger implementation and monitoring restorative practices.

Enhanced Family Engagement Strategies: In response to declining parent perceptions of student safety, SUHSD will launch new family engagement tools that increase transparency and communication around climate, discipline, and other services. These tools should help better connect with historically underserved families.

Dropout Prevention Focus: The RTI periods will allow staff to deliver individualized interventions earlier and more effectively, especially for students from high-risk subgroups.

No major changes are being made to the overarching goal or metrics, as they remain aligned with the district's priorities and community expectations. However, the shift in delivery, through embedded RTI and targeted supports, marks a significant evolution in how the district will pursue more equitable and impactful results under Goal 3.

These changes reflect a deeper alignment between observed needs and proactive support structures and are intended to reduce systemic gaps in student engagement, safety, and success across all campuses.

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	Teacher on Assignment (TOA) to improve attendance and/or engagement	Each comprehensive school site will employ a TOA for 60% of the day to improve student attendance (comprehensive schools) and engagement. Improving student attendance at the comprehensive schools is critical to the success of our unduplicated students and students with disabilities, as well as maintaining student engagement of those same populations.	$250,000.00	Yes
3.2	Student Success Academies	Offer the Student Success Academy program at each comprehensive school targeting new incoming, unduplicated students and students with disabilities in the 9th grade and their families. This a multi-session program occurring in the evening during the first two months of the school year. The focus is on how to be successful in high school. Incentives to attend, snacks, child care, and tutoring are provided as needed.	$50,000.00	Yes
3.3	Foster Youth Liaison at each	Each comprehensive school will designate an Assistant Principal to act as the Foster Youth Liaison, representing foster youth students at their	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	comprehensive school and District level	school. This role will constitute about 5% of the designated staff member's responsibilities. Similarly, a Foster/Homeless Liaison will be appointed at the district level, with duties comprising roughly 10% of their responsibilities.		
3.4	Mental Health Counseling for Students	Contract with a private vendor (Steps to Tomorrow) to provide mental health counseling services to students on all school sites up to 5 days per week.	$310,000.00	Yes
3.5	School Resource Officers	The District will contract with the Redding Police Department and the Shasta County Probation Department to provide School Resource Officers (SROs) on all school campuses. The SROs will enhance campus safety and foster positive student relationship with law enforcement, particularly with our unduplicated students and students with disabilities.	$325,000.00	Yes
3.6	Pregnant and Parenting Teen Program	The District will implement a comprehensive Pregnant and Parenting Teen Program, which will include classified staff dedicated to delivering direct services to pregnant or parenting students. Additionally, teaching staff will work directly with these students, who may opt for independent study instead of traditional classroom settings to accommodate their family needs.	$25,000.00	Yes
3.7	In School Suspension Program	The district will provide in-school suspension as an alternative to out-of-school suspension to reduce educational disruption from disciplinary actions. In-school suspension will be utilized as frequently as possible to ensure students remain on campus and continue their academic progress, especially for our unduplicated students and those with disabilities.	$170,000.00	Yes
3.8	School Psychologist	Maintain an additional School Psychologist to assist in addressing	$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Services	students' social and emotional learning, and to provide additional support to our special education students.		
3.9	Anonymous Reporting System	Maintain an online based anonymous reporting system for students to use when reporting bullying, harassment or situations when they are in crisis.	$12,000.00	No
3.10	Intramurals	Offer intramural activities on comp sites to improve campus climate.	$15,000.00	No
3.11	On site Security Staff	Contract with a private security firm to increase campus supervision and maintain a safe learning environment.	$330,000.00	No
3.12	Link Crew	Offer a Link Crew program at each comprehensive site to ease the transition to high school for middle school students.	$15,000.00	No
3.13	Maintenance and Custodial Services	Employ and provide resources to the Maintenance and Custodial department to maintain safe and clean school sites.	$2,800,000.00	No
3.14	Attendance Incentives for At Risk Students	Provide incentives for students who make improvements in their attendance and/or maintain strong attendance throughout the school year.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.15	Mentoring Program	Bring in an outside mentoring program (Elevate Mentoring) to provide mentors to students. This group will work closely with the school counseling team at each comprehensive school.	$140,000.00	Yes
3.16	Restorative Justice Program	Each comprehensive and continuation school will institute a restorative justice and/or peer court program as an alternative to suspension. This comprises 2% of the principal's time.	$20,000.00	No
3.17	Parent Involvement	Site administrators will maintain Site Councils, parent booster and PTSA groups open to all parents. All schools will conduct annual District parent surveys and "town hall" style meetings to encourage parent input on school and district decision making. This will comprise 10% of the Principals' time.	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Pioneer High School's Equity Multiplier goal aims to improve outcomes for English Learners, disadvantaged students, and students with disabilities by enhancing proficiency in math and English, improving graduation rates, and providing educator support using evidence-based strategies.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

Pioneer High School's Equity Multiplier goal aims to improve outcomes for English Learners, socioeconomically disadvantaged students, and students with disabilities by enhancing proficiency, graduation rates, and educator support through evidence-based interventions. This goal addresses the critical needs of these student groups, who consistently show the lowest performance levels on state indicators. Targeting these students aims to ensure equitable access to quality education and improved academic outcomes. While the primary focus is on unduplicated pupils, the interventions and supports provided through this goal benefit all students at Pioneer High School.

Pioneer High School has been identified for focused attention due to its unique demographic challenges and the critical need to support its most vulnerable students. This focus ensures that targeted interventions can be effectively implemented to close achievement gaps and enhance the overall educational experience for these student groups. The Equity Multiplier funds will supplement or increase actions and activities already in place, providing additional services and supports designed to address the specific needs of these students.

Consultation with Educational Partners
The development of this goal involved extensive consultation with educational partners at Pioneer High School, including teachers, parents, and community partners. These consultations were conducted through meetings with the school site council, administration, special education leaders, and staff. The feedback provided by these educational partners was instrumental in shaping the Local Control and Accountability Plan (LCAP).

Influence of Educational Partner Feedback on the LCAP goal
The feedback from educational partners significantly influenced the adopted LCAP goal in several ways. Based on the input from educational partners, the LCAP included a specific focus goal to address the persistent performance gaps of English Learners, socioeconomically disadvantaged students, and students with disabilities. This goal was prioritized to ensure these groups receive the targeted interventions necessary for success.

Educational partners highlighted the importance of specific metrics to measure the effectiveness of the interventions. As a result, the LCAP included metrics such as proficiency rates, graduation rates, and attendance rates for the identified student groups. Based on the performance data and the feedback received, the target outcomes were set to reflect significant improvement in these areas.

The LCAP goal detailed several actions and budgeted expenditures influenced by the feedback from educational partners. These include hiring additional qualified educators and specialists to support English Learners, socioeconomically disadvantaged students, and students with disabilities. It also includes implementing professional development programs focused on differentiated instruction and culturally responsive teaching. Furthermore, the LCAP expands access to tutoring, mentoring, and before and after-school programs specifically designed for the identified student groups. Increasing resources for social-emotional learning (SEL) initiatives and mental health support were also prioritized. These actions were prioritized within the context of available budgetary resources to ensure the most effective use of Equity Multiplier funds and other funding sources.

Contribution to Increased or Improved Services
All actions related to the Equity Multiplier goal were identified as non-contributing because of the source of the funds; however, we still plan to increase or improve services for unduplicated students. This ensures that the most vulnerable students receive the support they need to succeed. By providing these targeted services, the district can enhance the educational experience for unduplicated pupils and help close the achievement gap. Importantly, while these actions are designed to support unduplicated students, they are also beneficial to all students at Pioneer High School, promoting a more inclusive and supportive educational environment for everyone.

Analysis and Adjustments Based on Effectiveness
The LCAP includes a continuous analysis of the effectiveness of specific actions to achieve the goal. This analysis involves monitoring progress using the identified metrics to track improvements in proficiency, graduation rates, and educator support. Based on the analysis, the district may adjust or enhance strategies to meet the goals. Additionally, reviewing the effectiveness of budgeted expenditures ensures funds are being used efficiently and making a significant impact.

The district will analyze any material differences in expenditures and make necessary changes to the goals and actions for the ensuing LCAP year based on the annual update process. This includes addressing any challenges or successes in implementing actions to continually improve support for unduplicated pupils.

By focusing on the identified metrics and leveraging evidence-based strategies, Pioneer High School is better positioned to address educational disparities and ensure all students have the opportunity to succeed. The extensive consultation with educational partners and the strategic use of Equity Multiplier funds to supplement or increase actions and activities already in place demonstrate a commitment to equity and excellence in education for all students at Pioneer High School. This holistic approach ensures that while unduplicated pupils receive the targeted support they need, the entire student body benefits from an enriched and supportive educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase graduation rates by 2% each year	66.3%	77.2%		72.3%	+10.9%
4.2	Increase attendance rates by 1% each year	73.8%	82.9%		76.8%	+9.1%
4.3	Reduce distance from standard on CAASPP ELA by 5 points each year	80.5 points below standard	98.9 points below standard		65.5 points below standard	-18.4 points
4.4	Reduce distance from standard on CAASPP ELA by 5 points each year.	189 points below standard	190.6 points below standard		174 points below standard	-1.6 points
4.5	Reduce suspension rates by 2% each year	19.4%	10.9%		13.4%	-8.5%

Goal Analysis [2024-25]

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

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

Pioneer High School, as a continuation school serving some of the most academically and socially vulnerable students in the Shasta Union High School District, has developed this goal to directly address persistent and significant disparities in student outcomes, especially for English Learners, socioeconomically disadvantaged students, and students with disabilities. These subgroups consistently demonstrate the lowest performance levels in key metrics, including proficiency in English Language Arts and mathematics, graduation rates, and chronic absenteeism. The development of this goal stems from an urgent need to close these achievement gaps and to provide targeted, high-leverage supports that enable equitable access to a high-quality education for all students at Pioneer.

The rationale for this goal is grounded in multiple data points, including Pioneer's identification of Additional Targeted Support and Improvement (ATSI), which signals ongoing underperformance for student subgroups. In particular, chronic absenteeism remains high, and graduation rates—though improving—still trail district averages. These challenges underscore the need for a focused approach that includes tiered academic supports, increased staff capacity, expanded social-emotional learning resources, and a campus culture shift toward fostering a sense of belonging and persistence.

This goal also aligns with Pioneer's broader mission to re-engage students who are behind in credits or disconnected from school through personalized, responsive interventions. Educational partners at Pioneer, including site staff, special education providers, parents, and administrators, have consistently expressed a clear need for increased intervention, more adult support on campus, and additional mental health and counseling resources. Their feedback was instrumental in identifying the key areas of need and shaping both the actions and expected outcomes in the LCAP.

While this Equity Multiplier goal is designed to supplement and increase actions for unduplicated pupils, such as targeted tutoring, intervention coordination, and staff professional development, it also positively impacts the entire student population. At a small school like Pioneer, resources deployed to support the most at-risk students also serve as universal supports, thereby enhancing the educational environment for all students.

This goal reflects SUHSD's commitment to equity, site-specific need, and strategic resource allocation. By focusing on improved outcomes for historically underserved students through evidence-based practices and continuous data reflection, Pioneer High School seeks to fulfill its role as a safety net and springboard for student success.

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 material differences between budgeted and estimated actual expenditures in the 2024–25 LCAP were primarily due to delayed hiring, multi-year service contracts, and lower-than-anticipated costs for materials and services.

Several budgeted staffing positions remained unfilled at the start of the school year due to shortages and hiring delays, resulting in lower personnel expenditures than planned. Additionally, some digital tools and support services were covered under multi-year agreements and therefore did not incur costs during the 2024–25 fiscal year. Finally, certain purchased services and instructional materials were procured at lower rates than originally estimated, contributing further to the variance. These factors collectively resulted in lower actual expenditures and a difference in the calculated percentage of improved services for unduplicated pupils.

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

The actions implemented at Pioneer High School under Goal 4 have yielded notable success in improving student engagement and climate, while also exposing persistent academic challenges that require continued and strategic support.

Among the most effective actions to date were those aimed at improving graduation and attendance rates (Action 4.3.: Behavior Intervention Strategies) Expanded credit recovery options, increased counseling services, and case management support directly contributed to a 10.9 percentage point increase in the graduation rate—from 66.3% to 77.2%—which significantly exceeded baseline expectations. Similarly, consistent outreach, parent contact, and tiered interventions focused on attendance helped drive a 9.1-point increase in attendance, moving from 73.8% to 82.9%. These outcomes suggest that the supports aimed at re-engagement and credit accumulation are working well, particularly for students with interrupted educational histories.

Another major area of success was a reduction in school suspensions (Action 4.3: Behavior Intervention Strategies). The school's investment in PBIS, restorative practices, and enhanced behavior support services resulted in a decrease in the suspension rate from 19.4% to 10.9%, a drop of 8.5 percentage points. This reduction reflects improved campus climate and a more proactive approach to discipline that emphasizes prevention and support over exclusion.

Despite these gains, academic performance (Action 4.1: Technology and Apps to Support Student Learning), particularly in English Language Arts (ELA) and mathematics, remains a significant area of concern. In English Language Arts, the average distance from standard increased from 80.5 to 98.9 points, a decline of 18.4 points. In mathematics, the distance from standard grew slightly from 189 to 190.6 points below, suggesting continued struggles in addressing foundational skills and supporting academic recovery. These outcomes indicate that actions intended to enhance academic achievement—such as tutoring, intervention periods, and instructional coaching—have yet to have their intended impact.

In particular, students with disabilities and English Learners—two of Pioneer's primary equity groups—continue to underperform across academic indicators. These groups need more robust access to differentiated instruction, co-teaching support, and scaffolded materials aligned with grade-level standards. Although some training in culturally responsive teaching and ELD strategies was offered, it has not yet been consistently implemented across classrooms.

Pioneer's Goal 4 actions have been effective in improving graduation, attendance, and suspension rates, clearly demonstrating the benefit of well-implemented engagement and behavioral interventions. However, the academic-focused actions have been less effective, underscoring the need for more coherent instructional strategies, sustained professional learning, and targeted support systems to accelerate academic recovery for the site's most vulnerable learners.

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

The analysis of Pioneer High School's Year 1 outcomes and reflections from staff, students, and educational partners, several key changes are being made to strengthen implementation and improve results under Goal 4. While the goal itself and associated metrics will remain unchanged to maintain consistency and allow for longitudinal tracking, refinements to actions and interventions are being prioritized to address both the successes and shortcomings identified.

First, in response to persistent academic underperformance, particularly in English Language Arts and mathematics, a structured RTI intervention period will be built into the bell schedule three times per week. This universal support system, also adopted at comprehensive sites, will provide all Pioneer students with regular access to tiered interventions without disrupting core instruction. The intent is to better serve students who are significantly below standard, especially English Learners and students with disabilities, through consistent access to targeted academic support and skill recovery.

Second, while credit recovery and attendance interventions proved effective in Year 1, the delivery model for academic supports is being adjusted. Tutoring opportunities will now be more closely aligned to classroom instruction, using real-time assessment data to ensure relevance. Instructional coaches and intervention specialists will play a more active role in this redesign, facilitating stronger collaboration between teachers and support providers.

Third, given the academic regression seen in ELA and math despite expanded services, increased attention will be placed on the quality and fidelity of implementation. This includes more structured progress monitoring, support for various teaching models, and differentiated professional development in areas such as scaffolded instruction, integrated ELD strategies, and culturally responsive pedagogy.

Finally, mental health and social-emotional learning supports will continue but will be integrated more fully into the RTI framework to ensure at-risk students receive timely, coordinated services across behavioral and academic domains.

These changes reflect Pioneer’s commitment to using reflection and data to strengthen practice, particularly in serving its most vulnerable students. The adjustments aim to build on existing strengths, such as gains in graduation, attendance, and suspension rates, while directly addressing gaps in academic performance through more structured, equitable, and responsive systems of support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology and Apps to support student learning	Utilize technology support programs and apps to enhance the delivery of lessons and, more frequently, assess student learning.	$209,941.00	No
4.2	Instructional Coaches	Provide additional support from the instructional coaches to help teachers develop targeted lessons and concise formative assessments. This will comprise of 5-10% of their time above current allocations.	$60,000.00	No
4.3	Behavior Intervention Strategies	Increase PBIS training opportunities for all staff, expand other support services such as Elevate menoring and other services	$40,000.00	No
4.4	Additional Assessment Tools	Provide additional math and ELA assessment tools for screening students and providing supplemental academic support.	$50,000.00	No
4.5	Professional Development	Fund additional professional development opportunities to increase staff capacity and knowledge specific to students that are in equity multiplier type schools	$80,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5411493	$NA

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
10.864%	0.698%	$342,489.00	11.562%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** English Language Learner (EL) Course **Need:** Academic support, access to a comprehensive curriculum, and monitoring of English Learner (EL) students are essential.	This initiative provides students with the chance to utilize a wide array of academic resources, ensuring that English Learners (EL) have access to all available course offerings.	Increase “A-G” completion rate at Comprehensive Schools by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level English as measured by

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		CAASPP by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level Math as measured by the CAASPP by 1% each year. Maintain 100% implementation of adopted state standards for all students. Maintain 0% of students lacking their own assigned textbook or instructional materials. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate. Increase the number of students completing CTE concentrator courses by 1% annually.

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
			Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students. Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.
1.2	**Action:** English Language Learner Monitor(s) **Need:** Academic support, access to a comprehensive curriculum, and monitoring of English Learner (EL) students are essential. **Scope:** Schoolwide	This initiative allows students to utilize a wide array of academic resources, ensuring that English Learners (EL) have access to all available course offerings. As EL numbers increase, additional staff support may be needed.	Increase “A-G” completion rate at Comprehensive Schools by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level English as measured by CAASPP by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level Math as measured by the

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
			CAASPP by 1% each year. Maintain 100% implementation of adopted state standards for all students. Maintain 0% of students lacking their own assigned textbook or instructional materials. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate. Increase the number of students completing CTE concentrator courses by 1% annually. Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students.

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
			Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.
1.3	**Action:** An Instructional Coach and PLC Facilitator at comprehensive sites **Need:** Supporting certified and classified staff by providing them with additional resources helps them better meet the needs of all students. **Scope:** LEA-wide	Students achieve the most effective learning when they are guided by instructors who offer significant support and exhibit expertise in creating and conducting lessons. Our students benefit from educators who possess a diverse array of experiences.	Increase "A-G" completion rate at Comprehensive Schools by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level English as measured by CAASPP by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level Math as measured by the CAASPP by 1% each year. Maintain 100% implementation of adopted state standards for all students.

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
			Maintain 0% of students lacking their own assigned textbook or instructional materials. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate. Increase the number of students completing CTE concentrator courses by 1% annually. Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students. Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.
1.4	**Action:** Four year graduation plans including Career Technical	These actions are provided on an LEA-wide or schoolwide basis to ensure that all students across the district, particularly unduplicated pupils, have access to comprehensive support systems and	Increase “A-G” completion rate at Comprehensive Schools by 1% each year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Education courses **Need:** Four-year plans are essential to helping students get guidance and purpose for post-secondary options. **Scope:** LEA-wide	educational resources. Implementing these strategies district-wide ensures consistency and equity, allowing every student to benefit from structured graduation planning and career-focused education. This approach also allows the district to standardize best practices and optimize resource allocation, making it possible to provide high-quality support to every student in need. By offering these actions on an LEA-wide or schoolwide basis, the district ensures that unduplicated pupils are not only guided toward graduation but are also equipped with the skills and knowledge necessary to pursue postsecondary education and career opportunities. This holistic approach addresses both academic and practical needs, fostering a more inclusive and supportive educational environment that promotes long-term success for all students.	Stay above the state average and increase the percentage of students prepared for college-level English as measured by CAASPP by 1% each year. Stay above the state average and increase the percentage of students prepared for college-level Math as measured by the CAASPP by 1% each year. Maintain a District-wide AP exam pass rate of 58% (score 3 or higher) while increasing enrollment in AP courses each year. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate. Increase the number of students completing CTE concentrator courses by 1% annually.

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
			Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students. Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.
1.5	**Action:** Transportation during the school day to various Career Technical Education Programs **Need:** Unduplicated pupils, which include English Learners, socioeconomically disadvantaged students, and foster youth, often face significant barriers to accessing educational opportunities. One critical need is reliable transportation to participate in various Career Technical Education (CTE) programs offered throughout the district. These students may lack personal or family transportation, making it difficult for them to attend these valuable programs that can enhance their career readiness and academic engagement.	Providing transportation during the school day to various Career Technical Education (CTE) programs directly addresses the transportation barrier that many unduplicated pupils face. By ensuring these students have reliable and consistent access to CTE programs, the district supports their participation in courses that offer practical skills and career-focused education, which are essential for their future success.	Increase the number of students completing CTE concentrator courses by 1% annually. Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students. Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Career Centers at each comprehensive school **Need:** These students face unique challenges such as limited access to career guidance, fewer resources for career exploration, and a lack of personalized support in planning for their futures. **Scope:** LEA-wide	Every comprehensive school in the district will provide a Career Tech and a Career Center to assist students with career planning, exploration, and preparation. These centers will dedicate forty percent of their services specifically to unduplicated pupils and students with disabilities, ensuring targeted support for these groups. The Career Techs and Career Centers address the needs of unduplicated pupils by offering specialized services that include career counseling, job placement assistance, resume workshops, and access to career exploration tools. By focusing forty percent of services on unduplicated students and those with disabilities, the district ensures that these students receive the individualized attention and resources they need to succeed. This targeted approach helps to bridge gaps in career readiness and provides essential support for overcoming the barriers these students face.	Increase "A-G" completion rate at Comprehensive Schools by 1% each year. Stay above the state average and increase the percentage of students prepared for college-level English as measured by CAASPP by 1% each year. Stay above the state average and increase the percentage of students prepared for college-level Math as measured by the CAASPP by 1% each year. Maintain a District-wide AP exam pass rate of 58% (score 3 or higher) while increasing enrollment in AP courses each year. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate.

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
			Increase the number of students completing CTE concentrator courses by 1% annually. Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students. Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.
2.1	**Action:** Pioneer Continuation High School for students (credit deficient, behavior, attendance) **Need:** Unduplicated pupils at Pioneer High School, a continuation high school, face unique challenges that impact their educational journey. These challenges include higher rates of absenteeism, behavioral issues, academic deficiencies, and emotional or mental health needs. These students require smaller class sizes, increased counseling support, and	The proposal aims to enhance the programs at Pioneer High School by adding more staff to reduce class sizes, allowing for more personalized instruction and support for students. A full-time on-site counselor will be available to provide dedicated guidance and mental health services. Additionally, an assistant principal will be added to strengthen administrative services, including attendance monitoring, behavior management, and academic support. This role will also help coordinate student services and support, including mental health counseling, ensuring students have access to the resources they need for their well-being and success.	Decrease the percentage of students who receive a “D” or “F” in a broad course of study by 1%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comprehensive administrative oversight to address their multifaceted needs effectively. **Scope:** Schoolwide	Smaller class sizes allow for more individualized attention, which is critical for unduplicated pupils who may require extra academic help and personal support. The full-time counselor provides focused counseling services to help students manage academic challenges and address emotional and mental health needs. The assistant principal's involvement in coordinating student services ensures that attendance, behavior, and academic issues are addressed comprehensively, providing a structured and supportive environment. Incorporating mental health counseling services addresses the crucial need for emotional and psychological support, which is essential for the overall well-being and academic success of these students.	
2.2	**Action:** Gateway to College Program **Need:** Unduplicated pupils often face significant barriers that can lead to higher dropout rates. The Gateway to College program directly addresses these challenges by providing individualized attention and support, which is crucial for students who may need additional resources to overcome obstacles such as language proficiency, economic instability, and lack of familial support. The program's structure includes academic and social-emotional learning (SEL) components, ensuring that students not only catch up	Implementing the Gateway to College program on an LEA-wide or schoolwide basis ensures that all students who need support have access to it, regardless of which school they attend. The challenges faced by unduplicated pupils are not confined to a specific school but are widespread across the district. Therefore, a district-wide approach is necessary to ensure that all at-risk students receive the same level of support and opportunities. This approach also allows for better allocation and utilization of resources, ensuring that qualified educators are available to support these students, providing consistency and continuity in their education.	Maintain scores at or above the state average in English as measured by the CAASPP for all subgroups. Achieve scores at or above the state average in Math as measured by the CAASPP for all subgroups. Decrease the percentage of students who receive a “D” or “F” in a broad course of study by 1%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academically but also develop the emotional resilience needed to succeed. Moreover, the program offers flexible scheduling and credit recovery options, essential for students who have fallen behind due to personal and academic challenges. This flexibility is tailored to meet the diverse needs of unduplicated pupils, allowing them to progress at their own pace. By providing these tailored supports, the Gateway to College program aims to reduce dropout rates and re-engage students in their education, addressing both their academic and emotional needs comprehensively. **Scope:** LEA-wide		
2.3	**Action:** Student Success Labs **Need:** Unduplicated pupils, including foster youth, English language learners, and low-income students, often face a range of challenges that can impede their academic success. These challenges include limited access to academic support, difficulties in understanding course material due to language barriers, and external socio-economic factors that can affect school attendance and performance. These students may struggle to keep up with their peers and are at higher risk of falling behind in their core	Offering lab sections during the school day specifically targets the academic needs of unduplicated pupils by providing additional instructional time and support in core subjects. This intervention is designed to: Provide Individualized Instruction: Lab sections facilitate smaller class sizes, allowing teachers to offer more personalized attention and tailor instruction to meet the specific needs of unduplicated pupils. This helps address learning gaps and ensures that students receive the targeted support necessary for academic success. Enhance Understanding of Core Material: By focusing on core subjects, these lab sections help	Maintain scores at or above the state average in English as measured by the CAASPP for all subgroups. Achieve scores at or above the state average in Math as measured by the CAASPP for all subgroups. Decrease the percentage of students who receive a “D” or “F” in a broad course of study by 1%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	classes, leading to lower graduation rates and limited post-secondary opportunities. **Scope:** LEA-wide	students strengthen their understanding of essential topics such as math, science, and English. This is especially important for English language learners who may require extra assistance with language acquisition and comprehension. Increase Engagement and Motivation: The supportive learning environment of lab sections is designed to keep students engaged and motivated. By enabling students to ask questions and receive immediate feedback, these labs help build confidence and encourage students to stay on track academically. Provide Socio-Emotional Support: Besides academic assistance, lab sections can address the socio-emotional needs of unduplicated pupils. Teachers can incorporate social-emotional learning (SEL) strategies to help students manage stress, build resilience, and develop positive relationships with peers and educators.	
2.4	**Action:** Credit Recovery Labs **Need:** Unduplicated pupils, including foster youth, English language learners, and low-income students, often face significant barriers that can impede their academic progress. These barriers include: Academic Challenges: Many unduplicated pupils struggle to keep up with their coursework due to various factors such as	Offering lab sections during the school day as an intervention to allow students to recover lost credits through individual online instruction specifically targets the academic needs of unduplicated pupils. These courses are designed to: Provide Personalized Credit Recovery: Unduplicated pupils, including foster youth, English language learners, and low-income students, often face challenges that can result in falling behind in their coursework. The lab sections offer a tailored approach to credit recovery,	Maintain scores at or above the state average in English as measured by the CAASPP for all subgroups. Achieve scores at or above the state average in Math as measured by the CAASPP for all subgroups.

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
	frequent school changes, language barriers, and lack of academic support at home. This can lead to falling behind in credits required for graduation. Attendance Issues: Socio-economic challenges can result in irregular school attendance. Factors such as housing instability, lack of transportation, and family responsibilities can cause students to miss school, making it difficult for them to stay on track academically. Language Barriers: English language learners may have difficulty understanding course material, leading to lower academic performance and an increased need for targeted instruction to help them succeed in their classes. **Scope:** LEA-wide	allowing students to catch up on missed credits through individualized online instruction. This flexibility helps address the varied pacing and learning styles of unduplicated pupils, ensuring they can recover credits at their own pace and according to their unique needs. Enhance Accessibility and Engagement: By integrating online instruction, the lab sections make credit recovery more accessible. This mode of learning is particularly beneficial for unduplicated pupils who may have irregular attendance due to external socio-economic factors. The interactive and engaging nature of online learning can also help maintain student interest and motivation, which is crucial for keeping unduplicated pupils on track academically. Support Academic and Social-Emotional Needs: The individual focus of online instruction allows for immediate feedback and personalized support, which can be critical for unduplicated pupils who need extra help to understand course material. Additionally, the lab environment can incorporate social-emotional learning (SEL) strategies, helping students build resilience, manage stress, and develop positive relationships, which are essential for their overall well-being and academic success.	Decrease the percentage of students who receive a “D” or “F” in a broad course of study by 1%
3.1	**Action:** Teacher on Assignment (TOA) to improve attendance and/or engagement	Implementing the TOA role ensures that all unduplicated pupils across the district receive consistent and equitable support, regardless of which comprehensive school they attend. This approach is crucial for several reasons:	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Employing a Teacher on Assignment (TOA) for 60% of the day at each comprehensive school site specifically addresses the critical needs of unduplicated pupils, which include foster youth, English language learners, and low-income students. These students often face unique challenges that can negatively impact their attendance and engagement in school. Improve Student Attendance: Unduplicated pupils frequently encounter barriers such as socio-economic difficulties, unstable housing, and family responsibilities that can lead to chronic absenteeism. A TOA dedicated to improving student attendance can identify and address these barriers by providing targeted support and interventions. This role may involve contacting families, developing individualized attendance plans, and coordinating with community resources to ensure students can consistently attend school. Increase Student Engagement: Engagement in school is essential for academic success and overall well-being. Unduplicated pupils may struggle with feeling disconnected from the school environment due to factors like language barriers, cultural differences, and previous negative educational experiences. A TOA focused on engagement can implement strategies to create a more inclusive and supportive school climate. This might include organizing student activities, fostering positive	Equity and Access: By providing a TOA at every comprehensive school, the district ensures that all unduplicated pupils have equal access to the resources and support they need to improve attendance and engagement. This promotes educational equity and helps close the achievement gap between unduplicated pupils and their peers. Resource Optimization: A district-wide implementation allows for the efficient allocation of resources, ensuring that every school has the necessary personnel to support unduplicated pupils. This coordinated effort maximizes the impact of the TOA role and ensures that best practices can be shared and implemented consistently across the district. Consistency in Support: Offering the TOA role across all comprehensive schools ensures that the support provided to unduplicated pupils is uniform and reliable. This consistency is essential for building trust and stability within the student population, as they know they can rely on similar support and interventions regardless of their school location. Comprehensive Support Network: An LEA-wide approach fosters a comprehensive support network that includes teachers, counselors, administrators, and community partners. This collaborative effort enhances the ability to address the multifaceted needs of unduplicated pupils, ensuring that they receive holistic and continuous support throughout their educational journey.	Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 1% Maintain staff reporting of their school being safe as “neutral,” “agree,” or

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
	relationships between students and staff, and creating programs that cater to the interests and needs of unduplicated pupils. Provide Individualized Support: The presence of a TOA allows for more personalized attention to students who need it most. This includes monitoring academic progress, providing mentoring and counseling, and connecting students with additional academic and social-emotional resources. By offering this individualized support, the TOA can help unduplicated pupils overcome obstacles that impede their educational success. **Scope:** Schoolwide		“strongly agree” above 95% Maintain district graduation rate above 93% Maintain district dropout rate below 3%
3.2	**Action:** Student Success Academies **Need:** Offering the Student Success Academy program at each comprehensive school specifically targets the needs of unduplicated pupils, including foster youth, English language learners, and low-income students, as well as students with disabilities. This multi-session program is designed to support these students and their families by providing essential tools and resources to navigate high school successfully.	Implementing the Student Success Academy on schoolwide basis ensures that all unduplicated pupils and students with disabilities across the district have access to this vital support, regardless of which comprehensive school they attend. This approach is essential for several reasons: Equity and Access: Offering the Academy at every comprehensive school guarantees that all unduplicated pupils and their families have an equal opportunity to benefit from the program. This promotes educational equity and helps close the achievement gap by providing consistent support across the district.	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Engage 100% of students and/or parents in the

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
	Facilitate Smooth Transition to High School: Unduplicated pupils often face significant challenges when transitioning to high school, such as adjusting to a new environment, understanding academic expectations, and developing effective study habits. The Student Success Academy helps ease this transition by offering sessions focused on these areas, ensuring that students start high school with the knowledge and skills they need to succeed. Engage Families: Family involvement is crucial for the academic success of unduplicated pupils. However, many families may not be familiar with the high school system or how best to support their children. The Academy engages families by providing them with information and resources on how to support their child's education, thereby fostering a home environment conducive to academic success. Provide Comprehensive Support: The Academy offers incentives to attend, snacks, childcare, and tutoring, addressing several barriers that might prevent participation. Build a Supportive Community: By targeting incoming 9th graders and their families, the program helps build a sense of community and belonging. This is particularly important for unduplicated pupils who might feel isolated or disconnected from their peers. The Academy provides a platform for students and families to connect with each other and with school staff,	Resource Efficiency: A district-wide implementation allows for efficient use of resources, ensuring that every school can provide the necessary facilities, staff, and materials to support the program. This coordinated effort ensures that the Academy can be delivered effectively and sustainably at each site. Consistency in Support: Providing the Student Success Academy across all comprehensive schools ensures a consistent level of support for unduplicated pupils and students with disabilities. This uniformity helps standardize the quality of education and interventions they receive, which is crucial for maintaining high standards of support throughout the district. Comprehensive Support Network: An LEA-wide approach fosters a comprehensive support network, enabling better coordination between schools, teachers, counselors, and community partners. This holistic support system ensures that the diverse needs of unduplicated pupils and their families are addressed systematically, enhancing their overall school experience and academic outcomes.	postsecondary planning process. Enroll no less than 15 families per school site in the "Student Success Academy" each year. Achieve more than 75% "Excellent" or "Good" overall rating on the Student Success Academy exit survey. Increase student self-reporting of campus safety as "neutral," "agree," or "strongly agree" by 1% Increase student self-reporting of participating in school activities as "neutral," "agree," or "strongly agree" by 1% Maintain parent reporting of their student feeling safe at school as "neutral," "agree," or "strongly agree" above 90% Increase parent reporting of their student feeling connected at school as

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
	fostering relationships that can support students throughout their high school years. **Scope:** Schoolwide		"neutral," "agree," or "strongly agree" by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%
3.3	**Action:** Foster Youth Liaison at each comprehensive school and District level **Need:** Designating an Assistant Principal as the Foster Youth Liaison at each comprehensive school and appointing a Foster/Homeless Liaison at the district level specifically addresses the unique needs of foster youth, a critical subgroup of unduplicated pupils. These actions are designed to provide targeted support to foster youth students by ensuring they have a dedicated advocate within their school and at the district level. Dedicated Support and Advocacy: Foster youth often face significant challenges, including frequent school changes, trauma, and instability in their home lives, which can impact their academic performance and	Implementing this action on an LEA-wide or schoolwide basis ensures that all foster youth across the district receive consistent and equitable support, regardless of which school they attend. This approach is essential for several reasons: Equity and Access: By designating a Foster Youth Liaison at each comprehensive school and a district-level Foster/Homeless Liaison, the district ensures that every foster youth student has access to the necessary support and resources. This promotes equity and helps to close the achievement gap by providing a consistent level of care and attention to all foster youth. Resource Optimization: A district-wide approach allows for the efficient allocation of resources, ensuring that both school-based and district-level Liaisons are equipped to support foster youth effectively. This coordination helps maximize the impact of the resources available and ensures that best practices are implemented uniformly across the district.	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as "neutral," "agree," or "strongly agree" by 1% Increase student self-reporting of participating in school activities as

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
	overall well-being. Having an Assistant Principal act as the Foster Youth Liaison ensures that these students have a dedicated advocate who understands their unique circumstances and can provide tailored support and intervention. Coordination of Services: The school-based Foster Youth Liaison can coordinate with teachers, counselors, and external agencies to provide comprehensive support for foster youth. This includes monitoring academic progress, facilitating access to tutoring and counseling services, and addressing any barriers to attendance and engagement. The district-level Foster/Homeless Liaison can oversee and ensure consistency in support across the district, working to address systemic issues and coordinate resources effectively. Focused Attention: Although the role constitutes only about 5% of the Assistant Principal's responsibilities and 10% of the district-level Liaison's duties, this focused attention is crucial for identifying and addressing the specific needs of foster youth. This includes ensuring that foster youth are included in all school activities, have access to academic support, and receive the emotional and social support they need to thrive. Holistic Approach: The Foster Youth Liaison role is integral to creating a supportive and stable school environment for foster youth. By addressing both academic and non-academic	Consistency in Support: Providing dedicated Liaisons across all schools ensures that the support foster youth receive is uniform and reliable. This consistency is crucial for building trust and stability within the foster youth population, as they know they can rely on similar support and interventions regardless of their school placement. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network, enabling better coordination between school-based Liaisons, the district-level Liaison, and external agencies. This holistic approach ensures that the diverse needs of foster youth are addressed systematically, enhancing their chances of academic success and overall well-being.	"neutral," "agree," or "strongly agree" by 1% Maintain parent reporting of their student feeling safe at school as "neutral," "agree," or "strongly agree" above 90% Increase parent reporting of their student feeling connected at school as "neutral," "agree," or "strongly agree" by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	needs, the Liaison can help foster youth build resilience, improve their academic performance, and feel more connected to their school community. **Scope:** LEA-wide		
3.4	**Action:** Mental Health Counseling for Students **Need:** Contracting with a private vendor, Steps to Tomorrow, to provide mental health counseling services to students at all school sites up to five days per week specifically addresses the critical mental health needs of unduplicated pupils. These students, including foster youth, English language learners, and low-income students, often face a range of challenges that can adversely affect their mental health and, consequently, their academic performance and overall well-being. Addressing Trauma and Emotional Stress: Unduplicated pupils frequently encounter significant stressors such as unstable home environments, financial difficulties, and trauma from various sources. Access to consistent mental health counseling can help these students process and manage their emotions,	Implementing mental health counseling services on an LEA-wide basis ensures that all unduplicated pupils across the district have equitable access to the support they need. This approach is essential for several reasons: Equity and Access: By providing mental health counseling services at all school sites, the district ensures that every unduplicated pupil has the opportunity to benefit from these services, regardless of which school they attend. This promotes equity and helps close the achievement gap by addressing the mental health needs of students who may otherwise be overlooked. Resource Optimization: Contracting with a private vendor like Steps to Tomorrow allows the district to utilize specialized mental health professionals who are trained to address a wide range of issues. This ensures that students receive high-quality care from experienced counselors, and it allows school staff to focus on their primary educational roles. Consistency in Support: Offering mental health services across all schools provides consistent support for unduplicated pupils. This uniformity	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reducing the negative impact of these stressors on their academic and social lives. Providing Accessible Mental Health Support: Many unduplicated pupils may not have access to mental health services outside of school due to financial constraints, lack of transportation, or limited awareness of available resources. By offering mental health counseling on school sites up to five days per week, the district ensures that these critical services are accessible to all students who need them, removing barriers to care. Enhancing Academic Performance: Mental health challenges can significantly impede a student's ability to concentrate, engage in classroom activities, and perform academically. Regular access to mental health counseling helps students develop coping strategies, improve emotional regulation, and build resilience, all of which contribute to better academic outcomes. Supporting Social-Emotional Learning (SEL): Steps to Tomorrow's mental health counseling services can complement the school's SEL initiatives. These services can help students develop essential skills such as empathy, relationship-building, and effective communication, which are crucial for their overall personal development and success in school. **Scope:**	helps standardize the quality of mental health care. It ensures that all students receive the same level of attention and intervention, which is crucial for maintaining high standards of student well-being across the district. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes mental health counselors, teachers, administrators, and other support staff. This collaborative effort ensures that the mental health needs of unduplicated pupils are addressed holistically, enhancing their overall school experience and academic performance.	Maintain parent reporting of their student feeling safe at school as "neutral," "agree," or "strongly agree" above 90% Increase parent reporting of their student feeling connected at school as "neutral," "agree," or "strongly agree" by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.5	**Action:** School Resource Officers **Need:** Contracting with the Redding Police Department to provide School Resource Officers (SROs) on all school campuses addresses the critical need for safety and positive engagement with law enforcement, particularly for unduplicated pupils. This includes foster youth, English language learners, and low-income students, who often face unique challenges that can impact their sense of security and well-being at school. Enhancing Campus Safety: Unduplicated pupils frequently encounter external and internal factors that contribute to a lack of safety, both in their communities and within the school environment. The presence of SROs on campus enhances overall safety, providing a secure and stable learning environment where students can focus on their education without fear of violence or disruption. Building Trust and Positive Relationships: Many unduplicated pupils may have had negative experiences or perceptions of law enforcement due to their backgrounds or community environments. SROs on campus can foster positive relationships with students	Implementing SROs on an LEA-wide basis ensures that all students, especially unduplicated pupils, receive consistent and equitable access to enhanced safety and support across the district. This approach is essential for several reasons: Equity and Access: By providing SROs on all school campuses, the district ensures that every unduplicated pupil benefits from the presence of trained law enforcement officers who can provide safety and support. This promotes equity by ensuring that students in all schools receive the same level of protection and positive engagement. Resource Optimization: A district-wide approach allows for the efficient allocation of resources, ensuring that all schools, regardless of size or location, have access to SROs. This uniform distribution of resources helps maintain high standards of safety and support across the district. Consistency in Safety Measures: Offering SROs across all schools ensures a consistent level of safety and security for unduplicated pupils. This consistency is crucial for building a district-wide culture of trust and safety, where students feel secure and supported in their learning environments. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes SROs, teachers, counselors, and administrators. This collaborative effort ensures that the diverse needs of unduplicated	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 1% Maintain staff reporting of their school being safe as

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
	by serving as role models and mentors. By interacting regularly with students, SROs help build trust and demonstrate that law enforcement officers can be allies and supporters, not just enforcers of rules. Supporting Students with Disabilities: Students with disabilities often require additional support to navigate the school environment safely. SROs can provide tailored assistance to these students, ensuring they feel safe and supported. This includes responding to emergencies, de-escalating potential conflicts, and working closely with school staff to meet the specific needs of students with disabilities. Providing Guidance and Support: Beyond their security roles, SROs can offer guidance and support to unduplicated pupils by participating in educational programs, workshops, and one-on-one mentoring sessions. These interactions can help address issues such as bullying, substance abuse, and other challenges that disproportionately affect unduplicated pupils, contributing to their overall well-being and academic success. **Scope:** LEA-wide	pupils are addressed holistically, enhancing their chances of academic success and overall well-being. Community and School Collaboration: By partnering with local law enforcement, the district strengthens its ties with the community. This collaboration helps create a seamless support system for unduplicated pupils, ensuring they receive the necessary resources and interventions both inside and outside the school environment.	“neutral,” “agree,” or “strongly agree” above 95% Maintain district graduation rate above 93% Maintain district dropout rate below 3%
3.6	**Action:** Pregnant and Parenting Teen Program	Implementing the Pregnant and Parenting Teen Program on an LEA-wide basis ensures that all students across the district who need this support can access it, regardless of their specific school. This approach is essential for several reasons:	Achieve District-wide overall student attendance of 93% annually.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The District will implement a comprehensive Pregnant and Parenting Teen Program, which will include classified staff dedicated to delivering direct services to pregnant or parenting students. Additionally, teaching staff will work directly with these students, who may opt for independent study instead of traditional classroom settings to accommodate their family needs. **Scope:** LEA-wide	Equity and Access: Providing the program at all schools ensures that every pregnant or parenting student has equal access to the resources and support they need to succeed. This promotes educational equity and helps close the achievement gap for unduplicated pupils who face additional challenges due to pregnancy and parenting responsibilities. Resource Optimization: A district-wide implementation allows for the efficient allocation of resources, ensuring that all schools have the necessary staff and facilities to support pregnant and parenting students. This coordinated approach maximizes the impact of the program and ensures that best practices are applied consistently across the district. Consistency in Support: Offering the program across all schools ensures a consistent level of support for pregnant and parenting students. This uniformity is crucial for building trust and reliability, as students know they can depend on the same quality of care and assistance, no matter which school they attend. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes teachers, classified staff, counselors, and community partners. This holistic approach ensures that the diverse needs of pregnant and parenting students are addressed systematically, enhancing their chances of academic success and overall well-being.	Reduce District-wide chronic absenteeism by 1% Engage 100% of students and/or parents in the postsecondary planning process. Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Community and School Collaboration: By implementing the program district-wide, the school district can strengthen its collaboration with community organizations and healthcare providers. This partnership ensures that students receive comprehensive support, both inside and outside of school, including access to medical care, parenting resources, and social services.	
3.7	**Action:** In School Suspension Program **Need:** Providing in-school suspension as an alternative to out-of-school suspension directly addresses the unique needs of unduplicated pupils, including foster youth, English language learners, and low-income students, who are disproportionately affected by disciplinary actions. This approach ensures that disciplinary measures do not impede their academic progress. Reducing Educational Disruption: Out-of-school suspensions often result in significant educational disruption, causing students to miss valuable instructional time and fall behind in their studies. In-school suspension allows students to remain on campus, ensuring they continue their academic activities and have access to educational resources, which is crucial for unduplicated pupils who may already face academic challenges.	Implementing in-school suspension on an LEA-wide or schoolwide basis ensures that all students, especially unduplicated pupils and those with disabilities, have consistent access to this alternative disciplinary measure across the district. This approach is essential for several reasons: Equity and Access: Providing in-school suspension at all schools ensures that every unduplicated pupil benefits from this alternative to out-of-school suspension. This promotes equity by ensuring that students at all schools have the same opportunities to continue their education without interruption, regardless of their school's resources or policies. Resource Optimization: A district-wide approach allows for the efficient allocation of resources, including staff training and the development of in-school suspension programs. This ensures that all schools can effectively implement in-school suspension, providing a standardized approach to discipline across the district. Consistency in Disciplinary Measures: Offering in-school suspension across all schools ensures a consistent disciplinary approach. This uniformity	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90%

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
	Providing a Structured Environment: In-school suspension offers a structured environment where students can complete their coursework under supervision. This structure helps maintain continuity in their education and provides a setting that supports learning, as opposed to the unstructured time that might come with out-of-school suspension. Offering Academic Support: During in-school suspension, students can receive academic support from teachers and staff. This support includes help with assignments, access to tutoring, and the opportunity to address any learning gaps. For unduplicated pupils, who may require additional academic assistance, this support is vital to ensuring they stay on track academically. Addressing Behavioral Issues Constructively: In-school suspension provides an opportunity to address the root causes of behavioral issues through counseling and behavioral interventions. By keeping students in a supportive school environment, staff can work with them to develop better coping strategies, improve decision-making skills, and address any underlying issues that may be contributing to their behavior. Supporting Students with Disabilities: Students with disabilities often require specific accommodations and supports that are available within the school setting. In-school suspension ensures these students continue to receive the necessary support services,	helps maintain high standards of fairness and support, ensuring that all students receive the same level of care and intervention regardless of their school. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes teachers, counselors, administrators, and behavioral specialists. This collaborative effort ensures that the diverse needs of unduplicated pupils and students with disabilities are addressed systematically, enhancing their chances of academic success and overall well-being. Reducing Recidivism: Consistent application of in-school suspension across the district helps in reducing recidivism by addressing behavioral issues more effectively. Keeping students engaged in their education and providing support to address the causes of their behavior can lead to long-term improvements in student conduct.	Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	such as special education resources and individualized instruction, which might not be available if they were suspended out of school. **Scope:** Schoolwide		
3.15	**Action:** Mentoring Program **Need:** Bringing in an outside mentoring program, such as Elevate Mentoring, to provide mentors to students addresses the specific needs of unduplicated pupils, including foster youth, English language learners, and low-income students. These students often face significant challenges that can impact their academic performance, social-emotional development, and overall well-being. The mentoring program is designed to provide the following supports: Personalized Guidance and Support: Mentors from Elevate Mentoring offer individualized attention and support to unduplicated pupils. This personalized guidance helps students navigate academic challenges, set and achieve personal goals, and develop important life skills. Mentors can provide a stable, supportive relationship that many unduplicated pupils lack outside of school. Academic Encouragement: Mentors work closely with students to encourage academic persistence and excellence. They help	Implementing the Elevate Mentoring program on an LEA-wide basis ensures that all unduplicated pupils across the district have access to these vital mentoring services, regardless of which comprehensive school they attend. This approach is essential for several reasons: Equity and Access: By providing the mentoring program at all comprehensive schools, the district ensures that every unduplicated pupil has equal access to the benefits of mentoring. This promotes educational equity and helps close the achievement gap by offering consistent support to all students in need. Resource Optimization: A district-wide approach allows for the efficient allocation of resources, ensuring that all schools have the necessary personnel and infrastructure to support the mentoring program. This coordinated effort maximizes the impact of Elevate Mentoring and ensures that best practices are applied uniformly across the district. Consistency in Support: Offering the mentoring program across all schools ensures a consistent level of support for unduplicated pupils. This uniformity helps maintain high standards of	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students develop effective study habits, manage their time efficiently, and stay motivated to succeed in school. This support is particularly valuable for unduplicated pupils who may struggle with academic self-confidence and face additional obstacles to academic success. Social-Emotional Development: Elevate Mentoring focuses not only on academic success but also on the social-emotional well-being of students. Mentors provide a safe space for students to express their concerns, build resilience, and develop healthy coping strategies. This holistic approach addresses the emotional and psychological needs of unduplicated pupils, helping them to become well-rounded individuals. Role Models and Positive Relationships: Having mentors who serve as positive role models can significantly impact the lives of unduplicated pupils. Mentors demonstrate positive behaviors, offer constructive feedback, and inspire students to pursue their aspirations. Building these positive relationships helps students feel valued and supported, which can enhance their engagement and success in school. Coordination with School Counseling Teams: The mentoring program is integrated with the school's existing support services, providing a cohesive support system for unduplicated pupils. School counselors can refer students to the mentoring program and collaborate with	mentoring and support, ensuring that all students receive the same quality of care and assistance, regardless of their school placement. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes mentors, teachers, counselors, and administrators. This collaborative effort ensures that the diverse needs of unduplicated pupils are addressed systematically, enhancing their chances of academic success and overall well-being. Building a Positive School Culture: By integrating the Elevate Mentoring program across the district, the school community can build a positive and supportive culture that values mentorship and student well-being. This culture helps create an environment where all students feel supported and encouraged to reach their full potential.	safe at school as "neutral," "agree," or "strongly agree" above 90% Increase parent reporting of their student feeling connected at school as "neutral," "agree," or "strongly agree" by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mentors to address specific student needs, ensuring a comprehensive approach to student support. **Scope:** LEA-wide		

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
1.1	**Action:** English Language Learner (EL) Course **Need:** Academic support, access to a comprehensive curriculum, and monitoring of English Learner (EL) students are essential. **Scope:** Limited to Unduplicated Student Group(s)	This action enables more precise monitoring of our EL students and offers early support and interventions to foster academic success.	Increase "A-G" completion rate at Comprehensive Schools by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level English as measured by CAASPP by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Math as measured by the CAASPP by 1% each year. Maintain 100% implementation of adopted state standards for all students. Maintain 0% of students lacking their own assigned textbook or instructional materials. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate. Increase the number of students completing CTE concentrator courses by 1% annually. Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			described in Ed Code 51220 for all students. Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.
1.2	**Action:** English Language Learner Monitor(s) **Need:** Academic support, access to a comprehensive curriculum, and monitoring of English Learner (EL) students are essential. **Scope:** Limited to Unduplicated Student Group(s)	This initiative provides students with the chance to utilize a wide array of academic resources, ensuring that English Learners (EL) have access to all available course offerings. As EL numbers increase additional staff support may be needed.	Increase “A-G” completion rate at Comprehensive Schools by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level English as measured by CAASPP by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level Math as measured by the CAASPP by 1% each year. Maintain 100% implementation of adopted state standards for all students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Maintain 0% of students lacking their own assigned textbook or instructional materials. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate. Increase the number of students completing CTE concentrator courses by 1% annually. Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students. Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	**Action:** Foster Youth Liaison at each comprehensive school and District level **Need:** Designating an Assistant Principal as the Foster Youth Liaison at each comprehensive school and appointing a Foster/Homeless Liaison at the district level specifically addresses the unique needs of foster youth, a critical subgroup of unduplicated pupils. These actions are designed to provide targeted support to foster youth students by ensuring they have a dedicated advocate within their school and at the district level. Dedicated Support and Advocacy: Foster youth often face significant challenges, including frequent school changes, trauma, and instability in their home lives, which can impact their academic performance and overall well-being. Having an Assistant Principal act as the Foster Youth Liaison ensures that these students have a dedicated advocate who understands their unique circumstances and can provide tailored support and intervention. Coordination of Services: The school-based Foster Youth Liaison can coordinate with teachers, counselors, and external agencies to provide comprehensive support for foster	Individualized Attention and Support: The Foster Youth Liaisons are specifically trained to understand and address the complex needs of foster youth. This includes providing individualized academic plans, connecting students with necessary mental health resources, and ensuring they have access to extracurricular activities, which are crucial for a well-rounded education. Early Identification and Intervention: By having a designated Liaison at each school, early identification of potential issues affecting foster youth can be achieved. This proactive approach allows for timely interventions that can prevent minor issues from becoming significant barriers to academic success. Family and Community Engagement: The Liaisons work not only with the students but also engage with foster families and community resources to create a robust support network. This ensures that foster youth have a stable and supportive environment both at school and at home. Consistency and Stability: Foster youth often experience frequent changes in their living and educational environments. The presence of a dedicated Liaison provides a stable point of contact and consistency in support, which is essential for their emotional and academic well-being.	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	youth. This includes monitoring academic progress, facilitating access to tutoring and counseling services, and addressing any barriers to attendance and engagement. The district-level Foster/Homeless Liaison can oversee and ensure consistency in support across the district, working to address systemic issues and coordinate resources effectively. Focused Attention: Although the role constitutes only about 5% of the Assistant Principal's responsibilities and 10% of the district-level Liaison's duties, this focused attention is crucial for identifying and addressing the specific needs of foster youth. This includes ensuring that foster youth are included in all school activities, have access to academic support, and receive the emotional and social support they need to thrive. Holistic Approach: The Foster Youth Liaison role is integral to creating a supportive and stable school environment for foster youth. By addressing both academic and non-academic needs, the Liaison can help foster youth build resilience, improve their academic performance, and feel more connected to their school community. **Scope:** Limited to Unduplicated Student Group(s)		"neutral," "agree," or "strongly agree" by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

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

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	49811241	5411493	10.864%	0.698%	11.562%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$17,233,000.00	$1,279,941.00	$20,000.00	$125,000.00	$18,657,941.00	$15,311,000.00	$3,346,941.00

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	English Language Learner (EL) Course	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta 9-12	2025-2026 school year	$150,000.00	$0.00	$150,000.00				$150,000.00	0.00%
1	1.2	English Language Learner Monitor(s)	English Learners	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta 9-12	2025-2026 school year	$65,000.00	$0.00	$65,000.00				$65,000.00	00.00%
1	1.3	An Instructional Coach and PLC Facilitator at comprehensive sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Enterprise, Foothill and Shasta 9-12	2025-2026 school year	$140,000.00	$0.00	$140,000.00				$140,000.00	0.00%
1	1.4	Four year graduation plans including Career Technical Education courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta 9-12	2025-2026 school year	$185,000.00	$0.00	$185,000.00				$185,000.00	0.00%
1	1.5	Transportation during the school day to	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026 school year	$85,000.00	$85,000.00	$170,000.00				$170,000.00	0.00%

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
		various Career Technical Education Programs	Low Income			Low Income	10-12									
1	1.6	Career Centers at each comprehensive school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	2025-2026 school year	$70,000.00	$0.00	$70,000.00				$70,000.00	0.00%
1	1.7	Provide Standards Aligned Curriculum	All	No			All Schools	2025-2026 school year	$0.00	$470,000.00	$420,000.00	$50,000.00			$470,000.00	0.00%
1	1.8	Laptop for all students	All	No				2025-2026 school year	$0.00	$300,000.00	$300,000.00				$300,000.00	0.00%
1	1.9	Career Technical Education (CTE) Courses	All	No				2025-2026 school year	$4,000,000.00	$500,000.00	$4,000,000.00	$500,000.00			$4,500,000.00	0.00%
1	1.10	Dual Enrollment and articulated Courses	All	No				2025-2026 school year	$16,000.00	$0.00	$16,000.00				$16,000.00	0.00%
1	1.11	Advanced Placement (AP) Courses	All	No			Specific Schools: Enterprise, Foothill, Shasta Collegiate, and Shasta High School 9-12	2025-2026 school year	$1,700,000.00	$200,000.00	$1,700,000.00	$200,000.00			$1,900,000.00	
1	1.12	Online tools for distance learning, independent learning, and data analysis	All	No				2025-2026 school year	$0.00	$450,000.00	$450,000.00				$450,000.00	0.00%
1	1.13	Maintain WiFi on busses	All	No				2025-2026 school year	$0.00	$15,000.00	$15,000.00				$15,000.00	0.00%
1	1.14	Maintain appropriately credentialed staff through the Associate Superintendent of HR.	All	No				2025-2026 school year	$15,000.00	$0.00	$15,000.00				$15,000.00	0.00%

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
2	2.1	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pioneer Continuation High School 9-12	2025-2026 school year	$3,400,000.00	$0.00	$3,400,000.00				$3,400,000.00	0.00%
2	2.2	Gateway to College Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pioneer High School/ Gateway to College 11-12	2025-2026 school year	$270,000.00	$0.00	$270,000.00				$270,000.00	0.00%
2	2.3	Student Success Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	2025-2026 school year	$550,000.00	$0.00	$500,000.00	$50,000.00			$550,000.00	0.00%
2	2.4	Credit Recovery Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2025-2026 school year	$150,000.00	$0.00	$150,000.00				$150,000.00	0.00%
2	2.5	English and Math labs for students who are not at grade level	All	No			All Schools 9-12	2025-2026 school year	$100,000.00	$0.00				$100,000.00	$100,000.00	0.00%
2	2.6	Summer School	All	No			All Schools 9-12	2025-2026 school year	$150,000.00	$0.00	$150,000.00				$150,000.00	0.00%
2	2.7	Anytime School and/or Academic Saturday School	All	No			All Schools 9-12	2025-2026 school year	$30,000.00	$20,000.00	$30,000.00		$20,000.00		$50,000.00	0.00%
2	2.8	After or Before School Tutoring	All	No			Specific Schools: Enterprise, Foothill and Shasta High School	2025-2026 school year	$25,000.00	$10,000.00	$35,000.00				$35,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12									
2	2.9	Professional Development on Instruction	All	No			All Schools 9-12	2025-2026 school year	$170,000.00	$0.00	$170,000.00				$170,000.00	0.00%
2	2.10	Reading Support	All	No			Specific Schools: Enterprise, Foothill, and Shasta High Schools 9-10	2025-2026 school year	$45,000.00	$20,000.00	$65,000.00				$65,000.00	0.00%
2	2.11	Math Support	All	No			All Schools Specific Schools: Enterprise, Foothill, and Shasta High Schools 9-10	2025-2026 school year	$45,000.00	$20,000.00	$65,000.00				$65,000.00	0.00%
3	3.1	Teacher on Assignment (TOA) to improve attendance and/or engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High School 9-12	2025-2026 school year	$250,000.00	$0.00	$250,000.00				$250,000.00	0.00%
3	3.2	Student Success Academies	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High School 9th grade	2025-2026 school year	$50,000.00	$0.00	$25,000.00			$25,000.00	$50,000.00	0.00%
3	3.3	Foster Youth Liaison at each comprehensive school and District level	Foster Youth	Yes	LEA-wide Limited to Unduplicated Student	Foster Youth	All Schools 9-12	2025-2026 school year	$55,000.00	$0.00	$55,000.00				$55,000.00	0.00%

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
					Group(s)											
3	**3.4**	Mental Health Counseling for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	2025-2026 school year	$310,000.00	$0.00	$310,000.00				$310,000.00	0.00%
3	**3.5**	School Resource Officers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2025-2026 school year	$325,000.00	$0.00	$325,000.00				$325,000.00	0.00%
3	**3.6**	Pregnant and Parenting Teen Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2025-2026 school year	$25,000.00	$0.00	$25,000.00				$25,000.00	0.00%
3	**3.7**	In School Suspension Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	2025-2026 school year	$170,000.00	$0.00	$170,000.00				$170,000.00	0.00%
3	**3.8**	School Psychologist Services	All Students with Disabilities	No			All Schools	2025-2026 school year	$140,000.00	$0.00	$140,000.00				$140,000.00	0.00%
3	**3.9**	Anonymous Reporting System	All	No			All Schools	2025-2026 school year	$0.00	$12,000.00	$12,000.00				$12,000.00	0.00%
3	**3.10**	Intramurals	All	No			Specific Schools: Enterprise, Foothill, and Shasta High Schools	2025-2026 school year	$7,500.00	$7,500.00	$15,000.00				$15,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12									
3	3.11	On site Security Staff	All	No			All Schools	2025-2026 school year	$330,000.00	$0.00	$330,000.00				$330,000.00	0.00%
3	3.12	Link Crew	All	No			Specific Schools: Enterprise, Foothill, and Shasta High Schools	2025-2026 school year	$7,500.00	$7,500.00	$15,000.00				$15,000.00	0.00%
3	3.13	Maintenance and Custodial Services	All	No			All Schools	2025-2026 school year	$2,000,000.00	$800,000.00	$2,800,000.00				$2,800,000.00	0.00%
3	3.14	Attendance Incentives for At Risk Students	All	No			All Schools	2025-2026 school year	$0.00	$10,000.00	$10,000.00				$10,000.00	0.00%
3	3.15	Mentoring Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9th	2025-2026 school year	$100,000.00	$40,000.00	$100,000.00	$40,000.00			$140,000.00	0.00%
3	3.16	Restorative Justice Program	All	No			Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	2025-2026 school year	$20,000.00	$0.00	$20,000.00				$20,000.00	0.00%
3	3.17	Parent Involvement	All	No			All Schools	2025-2026 school year	$100,000.00	$0.00	$100,000.00				$100,000.00	0.00%
4	4.1	Technology and Apps to support student learning	All	No			Specific Schools: Pioneer High School	2025-2026 school year	$0.00	$209,941.00		$209,941.00			$209,941.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12									
4	**4.2**	Instructional Coaches	All	No			9-12	2025-2026 school year	$60,000.00	$0.00		$60,000.00			$60,000.00	0.00%
4	**4.3**	Behavior Intervention Strategies	All	No			Specific Schools: Pioneer Continuation High School 9-12	2025-2026 school year	$0.00	$40,000.00		$40,000.00			$40,000.00	0.00%
4	**4.4**	Additional Assessment Tools	All	No			Specific Schools: Pioneer High School 9-12	2025-2026 school year	$0.00	$50,000.00		$50,000.00			$50,000.00	0.00%
4	**4.5**	Professional Development	All	No			Specific Schools: Pioneer High School 9-12	2025-2026 school year	$0.00	$80,000.00		$80,000.00			$80,000.00	0.00%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
49811241	5411493	10.864%	0.698%	11.562%	$6,360,000.00	0.000%	12.768 %	**Total:**	$6,360,000.00
								LEA-wide Total:	$2,450,000.00
								Limited Total:	$270,000.00
								Schoolwide Total:	$3,910,000.00

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**	English Language Learner (EL) Course	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta 9-12	$150,000.00	0.00%
1	**1.2**	English Language Learner Monitor(s)	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta 9-12	$65,000.00	00.00%
1	**1.3**	An Instructional Coach and PLC Facilitator at comprehensive sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Enterprise, Foothill and Shasta 9-12	$140,000.00	0.00%
1	**1.4**	Four year graduation plans including Career Technical Education courses	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta 9-12	$185,000.00	0.00%
1	**1.5**	Transportation during the school day to various Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 10-12	$170,000.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Programs						
1	1.6	Career Centers at each comprehensive school	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	$70,000.00	0.00%
2	2.1	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pioneer Continuation High School 9-12	$3,400,000.00	0.00%
2	2.2	Gateway to College Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pioneer High School/ Gateway to College 11-12	$270,000.00	0.00%
2	2.3	Student Success Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	$500,000.00	0.00%
2	2.4	Credit Recovery Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$150,000.00	0.00%
3	3.1	Teacher on Assignment (TOA) to improve attendance and/or engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High School 9-12	$250,000.00	0.00%
3	3.2	Student Success Academies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High School 9th grade	$25,000.00	0.00%
3	3.3	Foster Youth Liaison at each comprehensive school and District level	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools 9-12	$55,000.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.4**	Mental Health Counseling for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	$310,000.00	0.00%
3	**3.5**	School Resource Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$325,000.00	0.00%
3	**3.6**	Pregnant and Parenting Teen Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$25,000.00	0.00%
3	**3.7**	In School Suspension Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	$170,000.00	0.00%
3	**3.15**	Mentoring Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9th	$100,000.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,607,941.00	$15,915,918.00

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**	English Language Learner (EL) Course	Yes	$140,000.00	143636
1	**1.2**	English Language Learner Monitor(s)	Yes	$60,000.00	59699
1	**1.3**	An Instructional Coach and PLC Facilitator at comprehensive sites	Yes	$90,000.00	139402
1	**1.4**	Four year graduation plans including Career Technical Education courses	Yes	$175,000.00	170936
1	**1.5**	Transportation during the school day to various Career Technical Education Programs	Yes	$165,000.00	165000
1	**1.6**	Career Centers at each comprehensive school	Yes	$70,000.00	64722
1	**1.7**	Provide Standards Aligned Curriculum	No	$470,000.00	133848
1	**1.8**	Laptop for all students	No	$300,000.00	300000
1	**1.9**	Career Technical	No	$3,900,000.00	4461408

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)
		Education (CTE) Courses			
1	1.10	Dual Enrollment and articulated Courses	No	$16,000.00	15017
1	1.11	Advanced Placement (AP) Courses	No	$1,700,000.00	1850756
1	1.12	Online tools for distance learning, independent learning, and data analysis	No	$450,000.00	114196
1	1.13	Maintain WiFi on busses	No	$15,000.00	15000
1	1.14	Maintain appropriately credentialed staff through the Associate Superintendent of HR.	No	$15,000.00	11226
2	2.1	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	Yes	$3,400,000.00	2602805
2	2.2	Gateway to College Program	Yes	$270,000.00	264852
2	2.3	Student Success Labs	Yes	$500,000.00	552070
2	2.4	Credit Recovery Labs	Yes	$150,000.00	123172
2	2.5	English and Math labs for students who are not at grade level	No	$100,000.00	117480
2	2.6	Summer School	No	$150,000.00	150000
2	2.7	Anytime School	No	$30,000.00	30154

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)
		and/or Academic Saturday School			
2	2.8	After or Before School Tutoring	No	$25,000.00	15178
2	2.9	Professional Development on Instruction	No	$170,000.00	159092
2	2.10	Reading Support	No	$65,000.00	35686
2	2.11	Math Support	No	$65,000.00	35686
3	3.1	Teacher on Assignment (TOA) to improve attendance and/or engagement	Yes	$240,000.00	251992
3	3.2	Student Success Academies	Yes	$50,000.00	5279
3	3.3	Foster Youth Liaison at each comprehensive school and District level	Yes	$55,000.00	37565
3	3.4	Mental Health Counseling for Students	Yes	$300,000.00	278987
3	3.5	School Resource Officers	Yes	$300,000.00	312474
3	3.6	Pregnant and Parenting Teen Program	Yes	$25,000.00	0
3	3.7	In School Suspension	Yes	$170,000.00	153026

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)
		Program			
3	**3.8**	School Psychologist Services	No	$130,000.00	135706
3	**3.9**	Anonymous Reporting System	No	$12,000.00	12000
3	**3.10**	Intramurals	No	$15,000.00	3973
3	**3.11**	On site Security Staff	No	$295,000.00	319000
3	**3.12**	Link Crew	No	$15,000.00	4978
3	**3.13**	Maintenance and Custodial Services	No	$2,800,000.00	2318812
3	**3.14**	Attendance Incentives for At Risk Students	No	$10,000.00	8335
3	**3.15**	Mentoring Program	Yes	$140,000.00	92798
3	**3.16**	Restorative Justice Program	No	$20,000.00	13229
3	**3.17**	Parent Involvement	No	$100,000.00	66137
4	**4.1**	Technology and Apps to support student learning	No	$209,941.00	63547
4	**4.2**	Instructional Coaches	No	$60,000.00	65447
4	**4.3**	Behavior Intervention Strategies	No	$40,000.00	32885

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.4**	Additional Assessment Tools	No	$50,000.00	3803
4	**4.5**	Professional Development	No	$80,000.00	4924

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5387975	$6,235,000.00	$5,045,486.00	$1,189,514.00	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**	English Language Learner (EL) Course	Yes	$140,000.00	121752	0.00%	
1	**1.2**	English Language Learner Monitor(s)	Yes	$60,000.00	54651	00.00%	
1	**1.3**	An Instructional Coach and PLC Facilitator at comprehensive sites	Yes	$90,000.00	89215	0.00%	
1	**1.4**	Four year graduation plans including Career Technical Education courses	Yes	$175,000.00	159918	0.00%	
1	**1.5**	Transportation during the school day to various Career Technical Education Programs	Yes	$165,000.00	165000	0.00%	
1	**1.6**	Career Centers at each comprehensive school	Yes	$70,000.00	64722	0.00%	
2	**2.1**	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	Yes	$3,400,000.00	2390087	0.00%	
2	**2.2**	Gateway to College Program	Yes	$270,000.00	241117	0.00%	
2	**2.3**	Student Success Labs	Yes	$500,000.00	496976	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Credit Recovery Labs	Yes	$150,000.00	136418	0.00%	
3	**3.1**	Teacher on Assignment (TOA) to improve attendance and/or engagement	Yes	$240,000.00	245501	0.00%	
3	**3.2**	Student Success Academies	Yes	$25,000.00	5279	0.00%	
3	**3.3**	Foster Youth Liaison at each comprehensive school and District level	Yes	$55,000.00	37565	0.00%	
3	**3.4**	Mental Health Counseling for Students	Yes	$300,000.00	278987	0.00%	
3	**3.5**	School Resource Officers	Yes	$300,000.00	312474	0.00%	
3	**3.6**	Pregnant and Parenting Teen Program	Yes	$25,000.00	0	0.00%	
3	**3.7**	In School Suspension Program	Yes	$170,000.00	153026	0.00%	
3	**3.15**	Mentoring Program	Yes	$100,000.00	92798	0.00%	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
49061873	5387975	0	10.982%	$5,045,486.00	0.000%	10.284%	$342,489.00	0.698%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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