

LCFF Budget Overview for Parents

County Office of Education (COE) Name: Sutter County Superintendent of Schools

CDS Code: 51-10512-0000000

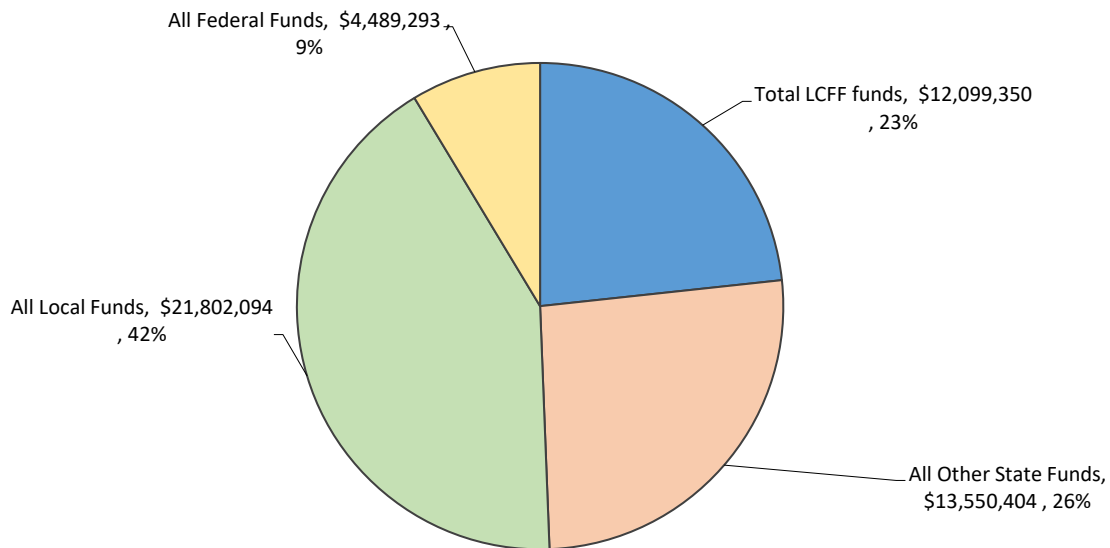
School Year: 2025-26

LEA contact information: Kristi Johnson, Assistant Superintendent Educational Services

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source



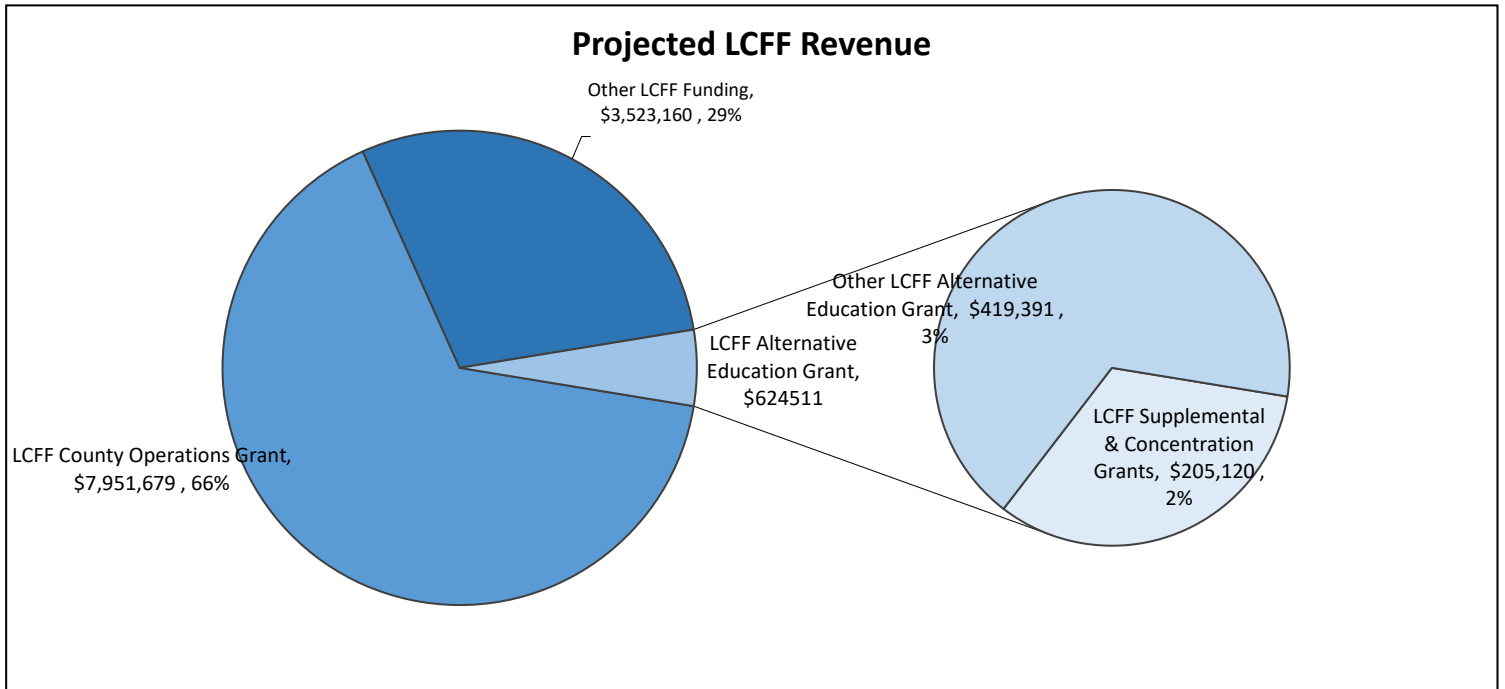
This chart shows the total general purpose revenue Sutter County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sutter County Superintendent of Schools is \$51,941,141.00, of which \$12,099,350.00 is Local Control Funding Formula (LCFF), \$13,550,404.00 is other state funds, \$21,802,094.00 is local funds, and \$4,489,293.00 is federal funds.

Of the \$13,550,404.00 attributed to All Other State Funds, \$71,130.00 are attributed to the Student Support and Enrichment Block Grant.

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LCFF Budget Overview for the 2025-26 School Year

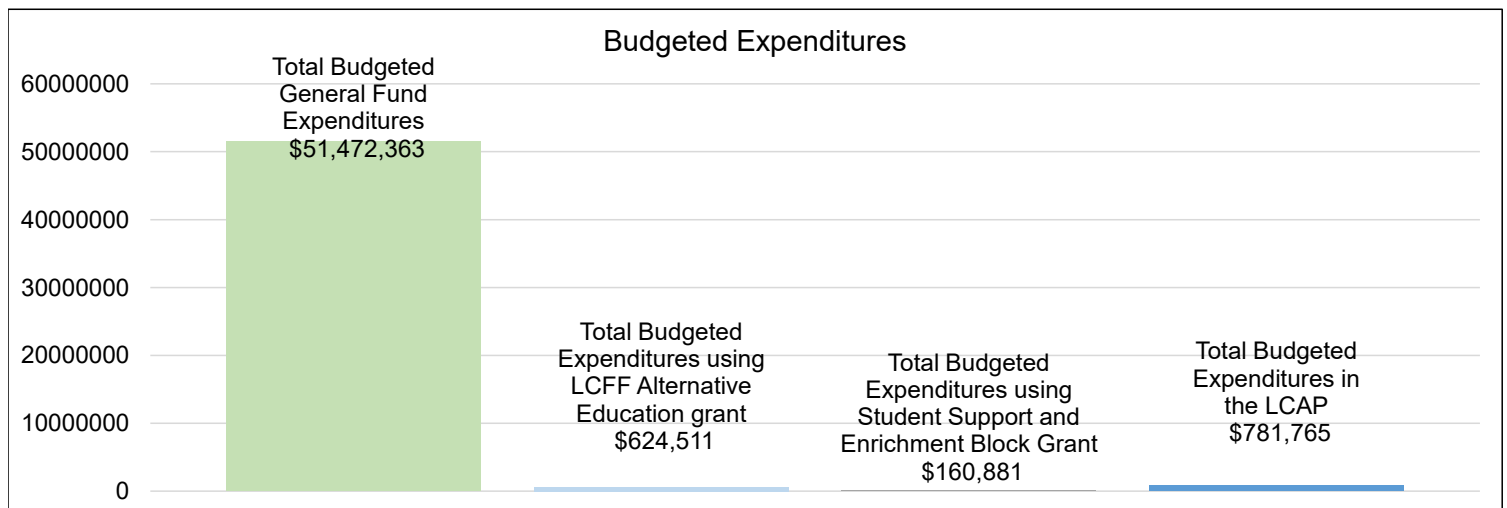


This chart shows the LCFF revenue Sutter County Superintendent of Schools expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Sutter County Superintendent of Schools is \$12,099,350.00, of which \$7,951,679.00 is attributed to the LCFF County Operations Grant, \$624,511.00 is attributed to the LCFF Alternative Education Grant, and \$3,523,160.00 is other LCFF funds. Of the \$624,511.00 attributed to the LCFF Alternative Education Grant, \$205,120.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Sutter County Superintendent of Schools is a holdharmless COE that receives LCFF funding for Differentiated Assistance and a County operated Charter School.

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.

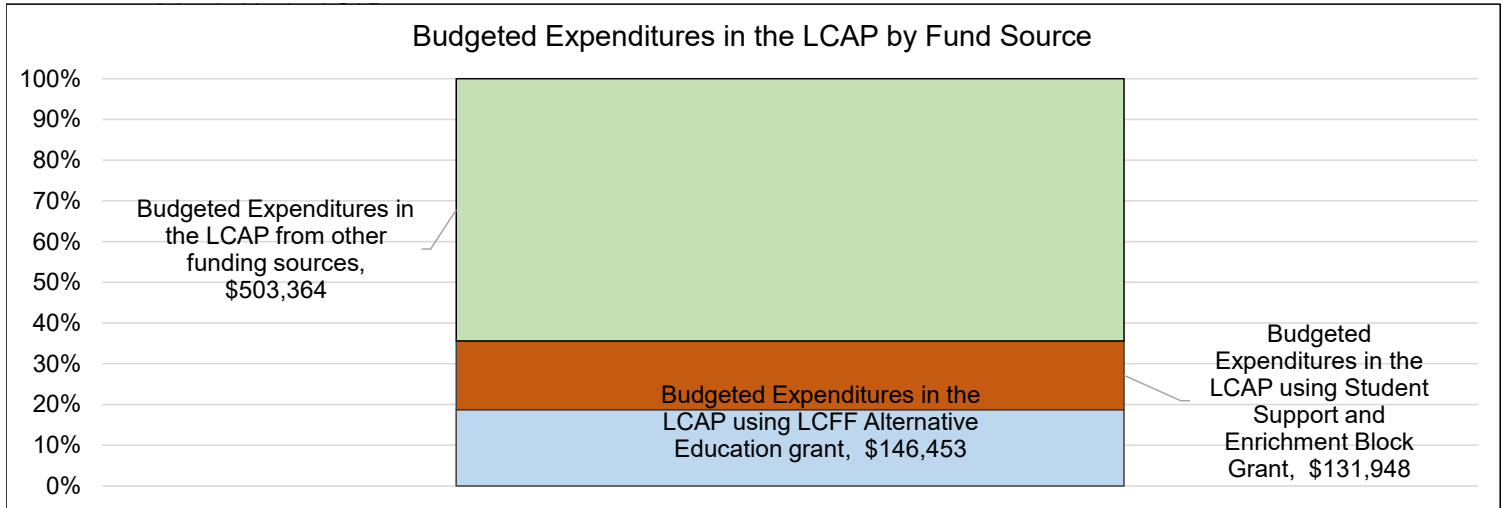


This chart provides a quick summary of how much Sutter County Superintendent of Schools plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Sutter County Superintendent of Schools plans to spend \$51,472,363.00 for the 2025-26 school year. Of that amount, \$624,511.00 is attributed to the Alternative Education Grant and \$160,881.00 is attributed to the Student Support and Enrichment Block Grant. \$50,690,598.00 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund operating expenses of Sutter County Superintendent of Schools that are not included in the LCAP include base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, and services such as maintenance, business, special education, technology, and routine maintenance on equipment, buildings, and vehicles. The salary for the Administrator, facilities and maintenance costs, information and technology expenses, and special education



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

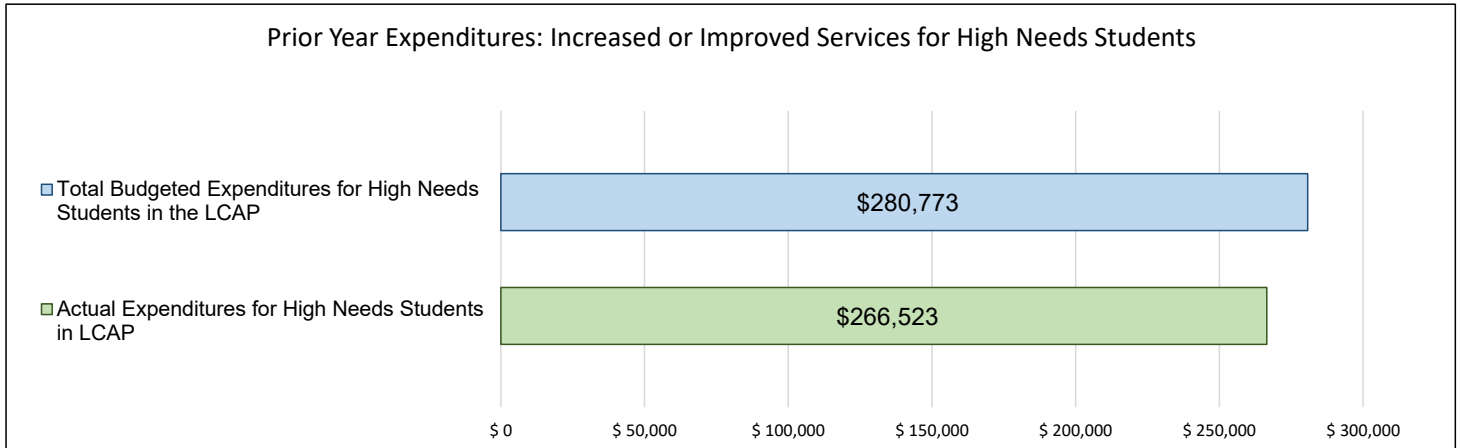
The text description of the above chart is as follows: Sutter County Superintendent of Schools plans to spend \$781,765.00 on actions/services in the LCAP. Of those funds, \$146,453.00 is attributed to the Alternative Education Grant and \$131,948.00 is attributed to the Student Support and Enrichment Block Grant.

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

In 2025-26, Sutter County Superintendent of Schools is projecting it will receive \$205,120.00 based on the enrollment of foster youth, English learner, and low-income students. Sutter County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter County Superintendent of Schools plans to spend \$232,749.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sutter County Superintendent of Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sutter County Superintendent of Schools 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, Sutter County Superintendent of Schools's LCAP budgeted \$280,773.00 for planned actions to increase or improve services for high needs students. Sutter County Superintendent of Schools actually spent \$266,523.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$14,250.00 had the following impact on Sutter County Superintendent of Schools's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools	Kristi Johnson Assistant Superintendent, Educational Services	kristij@sutter.k12.ca.us (530) 822-2939

Plan Summary 2025-2026

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.

Feather River Academy (FRA), fully accredited by the Western Association of Schools and Colleges (WASC), is a County Community School operated by the Sutter County Superintendent of Schools. FRA provides a structured, individualized alternative education program for students in grades 9–12 who are at risk of expulsion, have been expelled, or are referred by courts, probation, or parents seeking a voluntary transfer.

FRA offers a safe, supportive, and academically challenging environment designed to help students take responsibility for their learning and develop the skills necessary for success in their local and global communities. Upon enrollment, each student engages in a comprehensive planning and goal-setting process, culminating in an Individualized Learning and Success Plan that is closely monitored by teachers, counselors, and support staff. The instructional model includes short-term independent study under the guidance of credentialed teachers, providing an alternative instructional approach while aligning with the county office’s course of study.

Student Demographics and Dashboard Data

As of the 2024-25 academic year, FRA serves 25 students, with enrollment typically ranging between 35 and 50 students. The Fall 2024 California School Dashboard reports the following demographics:

- 96.3% of students are socioeconomically disadvantaged
- 0% are foster youth
- 22.2% are English learners (ELs)

Due to the student population's transient nature, tracking long-term data for certain subgroups—especially English learners—is challenging while maintaining student privacy. The small sample size of EL students has historically resulted in limited reporting on Dashboard indicators such as Reclassification Rate (4F) and Progress Toward English Proficiency (4E). However, with a recent increase in EL enrollment, these metrics may be reportable on the 2025 Dashboard.

FRA primarily focuses on academic and behavioral interventions to support students' transition back to their home schools. As such, the academy does not offer Advanced Placement (AP) coursework as a standard part of its program, though AP courses remain accessible if needed. Similarly, career technical education (CTE) pathways and college entrance course completion rates (4B, 4C, 4D, 4H) are not tracked, as the primary goal is to support students for 1–2 semesters before reintegration into their district schools.

Behavioral and Academic Support

Unlike traditional schools, FRA does not expel students, so pupil expulsion rates (6B) are not applicable. Due to the high percentage of students requiring intensive academic and behavioral support, FRA maintains small class sizes by funding one additional full-time equivalent (FTE) teacher beyond standard staffing ratios. Additionally, the academy employs a 0.8 FTE counselor to provide increased academic and social-emotional support.

Staffing Summary:

- Administration: 1
- Teachers: 4
- Instructional Aides: 2
- Counselor: 1.0
- Support Specialists: 0.4
- Attendance & Outreach: 1
- Probation Officer (On-site Support): 1
- Office Staff: 1

Student and staff feedback indicates that increased adult support on campus has positively impacted student engagement, behavior, and academic progress. As a result, these actions and services will continue in the 2025-26 LCAP.

Data Collection and Equity Multiplier Funding

Because FRA serves a small and fluctuating student population, Dashboard data is often incomplete for subgroups with fewer than 11 students, and status and change data are only displayed for subgroups between 11 and 29 students. As a result, much of FRA's student outcome data is locally collected and analyzed.

FRA receives Equity Multiplier funding, which is allocated based on student instability and socioeconomic disadvantage thresholds from the prior year. These funds must be used to implement evidence-based services and supports that enhance student outcomes. Documented efforts to reduce suspension rates and improve student engagement are outlined in Goal 4 of the LCAP.

Reflections: Annual Performance

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

In reflecting on our annual performance, we based our review on the 2024 California School Dashboard (Dashboard) for Feather River Academy, local assessment results from Renaissance STAR, Local Indicators, and educational partner input. Our review included all significant student groups, which in our case are Socio-economically Disadvantaged (SED) and Hispanic students.

2024 CA School Dashboard

Suspension Rate

32.8% of ALL students suspended at least one day (Declined 4.7% from 2023 Dashboard) - Orange

31.5% of SED students suspended at least one day (Declined 3.4% from 2023 Dashboard) - Orange

37.1% of Hispanic students suspended at least one day (Increased 5.9% from 2023 Dashboard) - Red

STAR ELA and Math

45% of students in ELA and 59% in Math score below the 25th percentile

43% of students in ELA and 31% in Math score between the 25th and 49th percentile

7% of students in ELA and 4% in Math score between the 50th and 74th percentile

4% of students in ELA and 6% in Math score above the 75th percentile

Although Edgenuity, as the core curriculum, provides access to standards-aligned instructional materials, administration and staff have determined that an additional focus on delivering instruction in all content areas would be beneficial. Through one-on-one and group collaboration time, professional learning and coaching with the Curriculum, Instruction, and Accountability department will address the high percentage of students needing to meet academic standards. In addition, a more intentional approach to VAPA will not only provide students with enriching opportunities but will also serve as a support for students' social-emotional challenges.

Local Indicators

While using the Local Indicator tool for Priority 2 with staff, FRA staff indicated that they are moving in the right direction in delivering meaningful instruction aligned with state standards. Some gaps need to be addressed. The teaching staff relies on the Edgenuity software platform to align and address the standards during the credit recovery component of instruction. Teachers must become familiar with and align standards-based instruction during student-centered days. Professional Development provided by the Sutter County Office of Education Curriculum, Instruction, and Accountability department has only scratched the surface, as the staff at FRA need additional training to develop lessons with the essential standards. Teachers need to familiarize themselves with the latest adopted academic standards in core subjects, specifically ELD, where the number of students has dramatically increased over the past few years, resulting in an ELD class to address the needs of the students.

The parent survey participation rate on Panorama increased from 23/24 = 32% to Midyear 2024 = 5% to Spring 2025 = 58%. The Fall 2025 survey was very low, but the spring survey increased to 58% largely due to the team's strategic planning to embed the survey as part of their Spring Open House. This was a success, and the recommendation is to continue this practice next year.

Lowest Performing - 2023 Dashboard (Associated actions remain unchanged)

SCSOS Special Education

SCSOS’s County-operated special education program, including SED, SWD, and white students, scored in the lowest performance category (red) in ELA on the 2023 Dashboard, with all students scoring 135.6 points below standard. Because of this performance, efforts to improve ELA performance on statewide assessments can be seen in Goal 2, and efforts to increase the participation rate (81% for All Students) can be found in Goal 3.

Feather River Academy

Based on the high suspension rates on the 2023 Dashboard, FRA and SED students scored in the lowest performance category (red). Because of this identification, an intense focus on restorative practices is necessary. Goal 4 (Equity Multiplier) includes metrics and actions to measure progress toward reducing the suspension rate from 37.5% to 20%. The additional training and increased staff will support using restorative circles regularly, continuously, and proactively. The extra time is also designed to reduce the number of students with multiple suspensions from 7 in 23/24 to 3 or fewer in 26/27. This will be accomplished by creating and monitoring re-entry support plans for each suspension.

Feather River Academy does not have any unspent Learning Recovery Emergency Block Grant Funds that need to be budgeted.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
FRA Principal, Certificated, and Classified Staff, Local Bargaining Unit	<p>Staff Meeting for Local Indicator Tools/LCAP Goals & Actions- April 30, 2025</p> <p>Staff Meetings for facilitated Improvement Project work around CSI indicators/LCAP Goals & Actions- 9/11/2024, 10/09/2024, 11/13/2024, 12/11/2024, 2/12/2025, 3/12/2025, 4/09/2025, 5/14/2025</p>
Parents	<p>Fall (11/1-11/15) and Spring (4/10-4/28) Panorama Survey</p> <p>Back to School Night - October 17, 2024</p> <p>Open House - April 10, 2025</p>
Students	<p>Fall (11/1-11/15) and Spring (4/10-4/28) Panorama Survey</p> <p>Back to School Night - October 17, 2025</p> <p>Student Leadership Class</p>
SELPA	May 21, 2025
Parent Advisory	Meetings on October 14, 2024, and April 17, 2025
Other Partners (Foster Youth Services, Plan for Expelled Youth)	Community School Advisory (Parents, School Staff, Community Partners) - April 30, 2025
ELAC/DELAC	Less than 25 English learner students; therefore, there is no established ELAC/DELAC
Board	<p>Mid-Year Update - February 12, 2025</p> <p>Public Hearing - June 11, 2025</p> <p>Board Approval - June 18, 2025</p>

Certificated and Classified Staff

(Goal 2, Action 2) Paraprofessionals continue to play a critical role in students' academic and behavioral support at FRA. Based on consistent and positive input from instructional staff, the current level of paraprofessional support has been maintained, and strategic efforts have been made to ensure coverage across all classrooms. These staff members provide essential instructional assistance, support student engagement, and help implement behavioral interventions in alignment with school-wide PBIS and restorative practices.

(Goal 3 Action 1) Support staff, including probation officers and attendance/outreach personnel, remain integral components of the comprehensive support system at FRA. Continued inclusion of these positions is supported by positive feedback from faculty and administration, who report increased student accountability, improved attendance rates, and enhanced communication with families. Probation officers serve as mentors and liaisons, while attendance and outreach staff actively engage with students and families to reduce chronic absenteeism and reengage students in their education.

In addition to the staffing support, FRA staff attribute student success to the intentional allocation of resources to maintain a low teacher-student ratio. This structure allows for personalized instruction, stronger relationships between staff and students, and more responsive academic and behavioral interventions.

(Goals 2 and 4) Staff at FRA have reaffirmed the value of designated minimum days and targeted professional learning opportunities in supporting high-quality instructional practices. These scheduled PD days have been instrumental in advancing continuous improvement efforts, including integrating data-driven instruction, differentiated learning strategies, and trauma-informed practices. Feedback from instructional staff indicates that the dedicated time for collaboration and training positively impacts classroom instruction and student outcomes.

School staff have also expressed strong support for increasing the length of the school day to provide additional instructional time. This recommendation enhances academic intervention supports and ensures students receive more consistent access to standards-based curriculum.

(Goal 4, Action 1 and 4) FRA continues implementing PBIS and Restorative Practices as foundational components of its approach to school climate and student well-being. Based on staff input, these systems remain a high priority and are deeply embedded in daily school operations. PBIS structures establish clear expectations and reinforce positive behavior, while Restorative Practices build strong relationships and support social-emotional learning.

Parents/Community

(Goal 3, Action 2) Home-to-school transportation has emerged as the top priority identified by students and parents during stakeholder engagement sessions. Transportation continues to be a critical factor in student attendance and access to learning. FRA has prioritized transportation services to reduce barriers to attendance and support consistent school participation. Families and students have expressed appreciation for these efforts, and the school is committed to sustaining and expanding transportation support to improve daily attendance and reengage students who face logistical challenges.

(Action 3) Parents and community partners have identified academic tutoring as a resource to support student achievement. While tutoring services have been made available, participation rates remain low despite efforts to communicate availability and encourage involvement. The school has explored alternative strategies, including offering tutoring during the school day or integrating academic support into elective time, to engage students better and meet their learning needs.

(Goal 4, Action 3) FRA continues to prioritize mental health support through individual and group counseling services, aligned with the needs expressed by staff, students, and families. Therapy and counseling services are offered on campus and are coordinated with local mental health providers to ensure comprehensive and timely support. In addition to professional counseling, staff-led group sessions have been implemented to target social-emotional skill development.

Students

(Goal 1, Actions 3, 4 and 5 and Goal 2, Action 1) Student voice has played a vital role in shaping instructional priorities at FRA. During student feedback sessions, students preferred more teacher-led, whole-class instruction over individualized computer-based credit recovery. In response, the school has begun to shift instructional practices to incorporate more direct instruction, collaborative classroom activities, and group discussions, which promote stronger teacher-student interaction and increased peer engagement. Additionally, students identified hands-on learning as motivating for school attendance and participation. Career Technical Education courses, especially the Culinary Arts program, were highlighted as successful examples of engaging students.

(Goal 3, Action 2) Home-to-school transportation remains the top priority identified by both students and parents. FRA continues to allocate resources to maintain and strengthen transportation services, essential for improving attendance and ensuring all students can access the campus safely and reliably. Transportation options remain a central strategy for reducing chronic absenteeism and improving student engagement.

(Goal 4, Actions 3, 5, 6, 7, 8) Mental health remains a high priority for students, with strong support for increased access to individual and group therapy/counseling. FRA continues collaborating with local agencies to offer on-site mental health services and has expanded staff-led social-emotional learning groups. These services build students' emotional resilience and support their academic and personal development.

The student leadership group has requested increased funding for guest speakers, assemblies, and other school-wide enrichment events. These experiences are valuable opportunities for learning, community building, and exposure to new ideas. FRA will expand its investment in student-led activities and invite presenters to speak on topics that align with student interests and social-emotional growth.

Students also highlighted the importance of the student store and the motivational impact of incentive-based rewards, specifically food items. The student store will continue to be stocked with preferred items, and staff will explore additional ways to align PBIS rewards with student preferences to promote positive behavior and regular attendance.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Sutter County Superintendent of Schools/Feather River Academy will ensure that staff and students operate in an environment that is safe, supportive, and conducive to learning. This includes modern facilities, high-quality teachers, adequate standards-aligned instructional materials, and ongoing support	Broad Goal

State Priorities addressed by this goal.

Priorities 1, 2, and 7

An explanation of why the LEA has developed this goal.

Feather River Academy (FRA) serves students expelled, referred by Probation, or referred due to truancy. Student and parent input indicates that the traditional school setting generally disenfranchises the families. Survey data suggests that upon entry into the County Community School, most students need to see relevance or connection between school and their long-term goals. Feather River Academy intends to establish a learning environment (conditions of learning) that is safe, respectful, nurturing, and responsive to individual student needs. These actions taken as a whole and monitored through the identified metrics will ensure that students referred to FRA will enter an environment that supports them in establishing individualized goals and realizes how the school provides support to help them achieve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A Properly credentialed and appropriately assigned teachers Source: SARC	22/23 SARC Fully Credentialed & properly assigned 3.8 or 63.6% Out of Field 1.3 or 21.8% Incomplete or N/A 0.8 or 14.3%	23/24 SARC Fully Credentialed & properly assigned 3.8 or 63.6% Out of Field 1.3 or 21.8% Incomplete or N/A 0.8 or 14.3%	N/A	25/26 SARC Fully Credentialed & properly assigned 75% Out of Field 25% Incomplete or N/A 0 or 0%	No Change from Baseline

2	<p>Priority 1B</p> <p>Student access to standards-aligned instructional materials</p> <p>Source: Local Indicator Tool for Priority 2</p> <p>Question #2</p>	<p>Spring 2024</p> <p>ELA-5 Full Implementation and Sustainability</p> <p>ELD - 5 Full Implementation and Sustainability</p> <p>Math-5 Full Implementation and Sustainability</p> <p>NGSS- 5 Full Implementation and Sustainability</p> <p>HSS - 5 Full Implementation and Sustainability</p>	<p>Spring 2025</p> <p>ELA-5 Full Implementation and Sustainability</p> <p>ELD-5 Full Implementation and Sustainability</p> <p>Math-5 Full Implementation and Sustainability</p> <p>NGSS-4 Full Implementation</p> <p>HSS-5 Full Implementation and Sustainability</p>	N/A	<p>Spring 2027</p> <p>ELA - 5 Full Implementation and Sustainability</p> <p>ELD - 5 Full Implementation and Sustainability</p> <p>Math-5 Full Implementation and Sustainability</p> <p>NGSS- 5 Full Implementation and Sustainability</p> <p>HSS - 5 Full Implementation and Sustainability</p>	<p>ELA - Same as Baseline</p> <p>ELD - Same as Baseline</p> <p>Math-Same as Baseline</p> <p>NGSS- Declined 1 level</p> <p>HSS - Same as Baseline</p>
3	<p>Priority 1C</p> <p>Facilities in Good Repair</p> <p>Source: Facilities Inspection Tool (FIT)</p>	<p>2023 FIT</p> <p>Overall “Exemplary” rating</p>	<p>2024 FIT</p> <p>Overall Facility Rating: “Good”</p>	N/A	<p>2026-2027 FIT</p> <p>Overall “Exemplary” rating</p>	<p>Declined 1 level</p>

4	<p>Priority 2A Implementation of State Academic Standards</p> <p>Source: Local Indicator Tool for Questions #1 and #4</p>	<p>Spring 2024</p> <p>Question #1</p> <p>ELA - 5 Full Implementation and Sustainability</p> <p>ELD - 3 Initial Implementation</p> <p>Math - 5 Full Implementation and Sustainability</p> <p>NGSS- 5 Full Implementation and Sustainability</p> <p>HSS - 5 Full Implementation and Sustainability</p> <p>Question #4</p> <p>CTE - 2 Beginning Development</p> <p>Health Education - 3 Initial Implementation</p> <p>PE - 3 Initial Implementation</p> <p>VAPA - 2 Beginning Development</p> <p>World Language - 1 Exploration and Research</p>	<p>Spring 2025</p> <p>Question #1</p> <p>ELA-5 Full Implementation and Sustainability</p> <p>ELD - 5 Initial Implementation and Sustainability</p> <p>Math-5 Full Implementation and Sustainability</p> <p>NGSS- 4 Full Implementation</p> <p>HSS - 5 Full Implementation and Sustainability</p> <p>Question #4</p> <p>CTE - 4 Full Implementation</p> <p>Health Education - 5 Full Implementation and Sustainability</p> <p>PE - 5 Full Implementation and Sustainability</p> <p>VAPA - 4 Full Implementation</p> <p>World Language - 4 Full Implementation</p>		<p>Spring 2027</p> <p>Question #1</p> <p>ELA - 5 Full Implementation and Sustainability</p> <p>ELD- 4 Full Implementation</p> <p>Math - 5 Full Implementation and Sustainability</p> <p>NGSS - 5 Full Implementation and Sustainability</p> <p>HSS - 5 Full Implementation and Sustainability</p> <p>Question #4</p> <p>CTE- 4 Full Implementation</p> <p>Health Education - 4 Full Implementation</p> <p>PE- 4 Full Implementation</p> <p>VAPA- 4 Full Implementation</p> <p>World Language- 2 Beginning Development</p>	<p>Question #1</p> <p>ELA -Same as Baseline</p> <p>ELD- Increased 2 levels</p> <p>Math - Same as Baseline</p> <p>NGSS - Declined 1 level</p> <p>HSS - Same as Baseline</p> <p>Question #4</p> <p>CTE- increased 2 levels</p> <p>Health Education - increased 2 levels</p> <p>PE- increased 2 levels</p> <p>VAPA- increased 2 levels</p> <p>World Language- increased 3 levels</p>
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5	Priority 2B EL access to CCSS and ELD Standards Source: STAR	Spring 2024 0% of ELs in the 50th percentile or above	Spring 2025 0% of ELs in the 50th percentile or above		Spring 2027 20% of ELs in the 50th percentile or above	Maintained Baseline Data
6	Priority 7A Access to Broad Course of Study Source: Metrics identified in the Local Indicator Tool for Priority 7 Enrollment in identified courses	Spring 2024 VAPA 21% (8/39) All Students 21% (8/39) SED Students CTE 38% (15/39) All Students 43% (15/35) SED Students	Spring 2025 VAPA 42% (10/24) All Students 43% (10/23) SED Students CTE 71% (17/24) All Students 78% (17/23) SED Students		Spring 2026 VAPA 25% All Students 25% SED Students CTE 75% All Students 75% 26/35 SED Students	VAPA Increased by 21% All Students Increased by 22% SED Students CTE Increased by 33% All Students Increased by 35% SED Students

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

FRA made significant progress in implementing the actions outlined in its LCAP, focusing on student engagement, academic achievement, and social-emotional support. Key successes included the effective use of PLC, differentiated instruction, and the expansion of CTE pathways based on student interest. Staff participated in targeted professional development, and school-wide initiatives such as PBIS and Restorative Practices contributed to a more positive school climate.

However, challenges like chronic absenteeism and difficulty securing consistent on-site mental health services affected the full implementation of some planned actions. While mental health support was intended to be regularly available on campus, staffing shortages necessitated a modified approach that relied more on referrals. Despite these obstacles, FRA remained committed to its goals, adapting as necessary and focusing on creating a safe, supportive, and academically enriching environment for all students.

Action 1.5 - CTE - Planned expenditures are greater than actual expenditures because during the Second Interim, we noticed that actual expenses were lower than anticipated. Upon investigation, it was determined the instructor had been submitting his timesheets incorrectly,

resulting in FRA being charged at less than 0.4 FTE. Since reporting had already been completed, the team requested to leave the entries as is. Given that the discrepancy, we agreed to proceed without changes.

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

The actions implemented at FRA have been moderately effective in supporting progress toward LCAP goals related to school climate and instructional quality. The integration of PLCs, differentiated instruction, and PBIS has resulted in a more cohesive instructional approach, with increased collaboration among staff and a stronger focus on meeting individual student needs. Walkthrough data and teacher feedback from the 2024–25 school year show that student engagement in classroom activities increased by approximately 12% compared to the previous year. Additionally, behavior referrals declined by 18% over the same period, indicating that PBIS positively impacts the school climate. Projections for 2025–26 suggest continued improvement, with anticipated reductions in behavior referrals of another 10% and classroom participation increasing to over 80% of students actively engaged.

Chronic absenteeism remains a persistent issue; the 2024–25 data indicates that the rate remained at 39%, only slightly lower than 41% in 2023–24. This continues to limit students’ ability to meet academic growth targets. The goal is to reduce chronic absenteeism to below 25% by the end of the 2025–26 school year, requiring a more robust intervention system, including earlier identification and increased family engagement. Furthermore, while on-site mental health support was planned for 2024–25, staffing shortages prevented consistent implementation. Only 28% of referred students received regular counseling support, far below the target of 75%. For 2025–26, FRA is prioritizing mental health and expanding access through partnerships with local agencies. Effectiveness of these future actions will be tracked through service logs, student wellness surveys, and reductions in Tier II behavior incidents.

To strengthen accountability, FRA is also developing clearer systems to measure the effectiveness of Actions 1–5. For Action 1 (Staffing), data will be collected on student-to-staff ratios, intervention logs, and teacher/para surveys regarding support capacity. Action 2 (Class Size Reduction) will be evaluated through average class size reports, engagement observation rubrics, formative assessment outcomes, and behavior referral trends. Action 3 (Curriculum/Standards Implementation) effectiveness will be measured through curriculum pacing reviews, benchmark assessments, PLC notes, and walkthrough data that specifically address standards alignment. Action 4 (VAPA) will be assessed using student enrollment and participation rates, survey data on engagement, attendance trends of participants, and documentation of showcases or performances. Finally, Action 5 (CTE) will be tracked through enrollment and completion data, career interest surveys, industry partnership logs, post-secondary readiness indicators, and student feedback on the relevance of their coursework.

By incorporating these metrics, FRA will ensure that each action is connected to measurable outcomes that reflect student achievement, engagement, and overall school climate. This evidence-based approach not only demonstrates progress toward current LCAP goals but also creates a stronger accountability system for future planning.

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 Educational Partner feedback, it has been determined that the goal, most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Actions:

Goal 1, Action 3 - Reading with Relevance Book Study will not continue in 2025-26.

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	Staffing	Properly credentialed and appropriately assigned teachers.	\$114,756	N
2	Class Size Reduction	Fund 1 additional certificated staff to decrease class size and allow for intense monitoring of the Individual Learning Plans and just-in-time supports.	\$134,162	Y
3	Curriculum/ Standards Implementation	Continue Edgenuity Online Platform Through a blended learning model, enhanced Professional Learning was provided to teachers to implement standards and best practices for supporting various types of learners, grade levels, and content areas within the same classroom. Expand Student-Centered Days from 2 days per week to 3 to increase student engagement.	\$23,589	N
4	VAPA	Contract with Yuba/Sutter Arts and Culture to provide an Introduction to Arts course to all students two days per week for 1 hour Three times per year, Beauty of Paint will provide students with engaging, hands-on painting experiences that support their personal and academic development. The art sessions offer a valuable creative outlet. While painting, students will also experience perseverance, attention to detail, and a sense of accomplishment. Increased engagement and pride in their work contribute to a more positive school climate and stronger emotional well-being.	\$2,915	N
5	CTE	Offer additional sections for Culinary and add a section for Career Exploration. Purchase Xello and train staff on usage.	\$36,166	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Sutter County Superintendent of Schools/Feather River Academy will use data to guide decisions about allocating resources that maximize positive student outcomes.	Broad Goal

State Priorities addressed by this goal.
Priorities 4 and 8

An explanation of why the LEA has developed this goal.
Students enrolling at FRA participate in a thorough intake process to develop an individual learning plan. The process includes Benchmark Assessments in ELA and Math, a vocational survey, and multiple SEL screeners. Those results show that most students enter all academic subjects below or significantly below grade level. Students are also credit deficient and have not succeeded in the traditional school setting. Outcomes related to students progressing towards English proficiency (4E) and English learner reclassification rates (4F) are not typically reported in the metrics and actions below due to student data privacy based on the current number of students enrolled. However, they are tracked at the local level. Actions and metrics will be updated if the number of students enrolled results in publicly released data. Because Advanced Placement courses are not part of FRA's course offerings, student pass rates (4G) and preparedness measured by the EAP (4H) are not tracked. Because the goal is for students to return to their home school within two semesters, FRA does not track data related to CSU/UC completion (4B), successful completion of CTE courses (4C), and the percentage of pupils that complete both (4D). By developing individual learning plans based on assessment data, FRA intends to improve and maximize student outcomes through increased targeted professional development and supplemental support and services for unduplicated students and students with exceptional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	<p>Priority 4A Statewide Assessments</p> <p>Source: Dashboard</p>	<p>2023 Dashboard- no performance level</p> <p>ELA <11 students Math <11 students Science- baseline TBD after 2025</p> <p>Special Education 2023 Dashboard ELA</p> <p>135.6 points below standard - All Students</p> <p>135.6 points below standard - SED</p> <p>167.3 points below standard - White</p> <p>108.6 points below standard - English learners</p> <p>Math</p> <p>163.7 points below standard - All Students</p> <p>159.5 points below standard - SED</p> <p>195.2 points below standard - White</p> <p>128.1 points below standard - English learners</p>	<p>2024 Dashboard - no performance level</p> <p>ELA <11 students Math <11 students Science <11 students</p> <p>Special Education 2024 Dashboard ELA</p> <p>109.8 points below standard - All Students</p> <p>95 points below standard - SED</p> <p>155.2 points below standard - White</p> <p>98.8 points below standard - English learners</p> <p>98.3 points below standard - Hispanic</p> <p>Math</p> <p>135.3 points below standard - All Students</p> <p>119.1 points below standard - SED</p> <p>179.6 points below standard - White</p>	N/A	<p>FRA</p> <p>2026 Dashboard- Re-evaluate if there are more than 11 students</p> <p>Special Education 2023 Dashboard ELA</p> <p>110 points below standard - All Students</p> <p>110 points below standard - SED</p> <p>120 points below standard - White</p> <p>95 points below standard - English learners</p> <p>Math</p> <p>40 points below standard - All Students</p> <p>140 points below standard - SED</p> <p>160 points below standard - White</p> <p>100 points below standard - English learners</p>	<p>FRA</p> <p>No change from Baseline as there are still less than 11 students</p> <p>Special Education ELA</p> <p>All Students - improved by 25.8 points</p> <p>SED - improved by 40.6 points</p> <p>White - improved by 12.1 points</p> <p>English learners - improved by 9.8 points</p> <p>Hispanic - Baseline established in Year 1</p> <p>Math</p> <p>All Students - improved by 28.4 points</p> <p>SED - improved by 40.4 points</p> <p>White - improved by 15.6 points</p> <p>English learners - improved by 13.8 points</p>
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			114.3 points below standard - English learners 120.2 points below standard - Hispanic			Hispanic - Baseline established in Year 1
2	Priority 4A Statewide Assessments Source: CAASPP	2023 CAASPP ELA- 0% Met or Exceeded Math- 0% Met or Exceeded Science- baseline TBD after 2025	2024 CAASPP Fewer than 11 students	N/A	2026 CAASPP ELA- 30% Met or Exceeded Math- 30% Met or Exceeded	Can not be compared to baseline as there are fewer than 11 students
3	Priority 4C Percentage of English learners making progress toward English proficiency Source: ELPI and Summative ELPAC	2023 Dashboard ELPI - less than 11 students, no data displayed	2024 Dashboard ELPI - less than 11 students, no data displayed	N/A	2026 Dashboard Re-evaluate, there are more than 11 English learners	No change from Baseline as there are still less than 11 students
4	Priority 4D - EL Reclassification Rate Source: Reclassification Policy	2023-24 0% or 0/12 Students Reclassified	2024-25 0% or 0/8 Students Reclassified	N/A	2026-2027 30% of EL Students Reclassified	Same as Baseline.

5	Priority 8A Other Pupil outcomes Source: STAR ELA	2024 Spring STAR Below the 25th percentile 86% All Students 89% SED Below 50th percentile 9% All Students 9% SED Between 50th and 74th percentile 5% All Students 2% SED Above the 75th percentile 0% All Students 0% SED	2025 Spring STAR Below the 25th percentile 45% All Students 45% SED Below 50th percentile 43% All Students 43% SED Between 50th and 74th percentile 7% All Students 7% SED Above the 75th percentile 4% All Students 4% SED	N/A	2026 Spring STAR Below the 25th percentile 35% All Students 35% SED Below 50th percentile 30% All Students 30% SED Between 50th and 74th percentile 25% All Students 25% SED Above the 75th percentile 10% All Students 10% SED	Below the 25th percentile 41% increase for All Students 44% increase for SED Below 50th percentile 34% increase for All Students 34% increase for SED Between 50th and 74th percentile 2% increase for All Students 5% increase for SED Above the 75th percentile 4% increase for All Students 4% increase for SED
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6	Priority 8A Other Pupil outcomes Source: STAR Math	2024 Spring STAR Below the 25th percentile 87% All Students 87% SED Below 50th percentile 8% All Students 12% SED Between 50th and 74th percentile 3% All Students 1% SED Between 50th and 74th percentile 0% All Students 0% SED	2025 Spring STAR Below the 25th percentile 59% All Students 59% SED Below 50th percentile 31% All Students 31% SED Between 50th and 74th percentile 4% All Students 4% SED Between 50th and 74th percentile 6% All Students 6% SED	N/A	2026 Spring STAR Below the 25th percentile 30% All Students 30% SED Below the 25th percentile 30% All Students 30% SED Below the 25th percentile 30% All Students 30% SED Below the 25th percentile 10% All Students 10% SED	Below the 25th percentile 28% increase for All Students 28% increase for SED Below 50th percentile 23% increase for All Students 19% increase for SED Between 50th and 74th percentile 1% increase for All Students 3% increase for SED Above the 75th percentile 6% increase for All Students 6% increase for SED
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7	Priority 8A CAASPP Participation Rate for COE SPED Source: Dashboard Additional Reports (Participation Rate)	2023 Dashboard ELA All Students (SWD): 81% SED: 81% English Learners: 85% Math All Students (SWD): 77% SED: 83% English Learners: 83%	2024 Dashboard ELA All Students (SWD): 81% SED: 82% English Learners: 88% Math All Students (SWD): 82% SED: 83% English Learners: 88%	N/A	2026 Dashboard ELA All Students (SWD): 95% SED: 95% English Learners: 95% Math All Students (SWD): 95% SED: 95% English Learners: 95%	ELA All Students (SWD): no increase SED: no increase English Learners: increase of 3% Math All Students (SWD): increase of 5% SED: no increase English Learners: increase of 5%
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

Feather River Academy effectively implemented most LCAP actions, including PLCs, PBIS, restorative practices, and individualized academic supports, improving student behavior, engagement, and instruction.

Despite challenges with low parent engagement, limited CTE offerings, and the inability to launch the planned student mentorship program due to staffing and budget constraints, staff provided informal mentoring to support students. Although some actions were modified or delayed, FRA adapted its strategies to continue making progress toward its goals and remains focused on refining practices based on implementation outcomes.

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

There were no material differences in Budgeted Expenditures and Estimated Actual Expenditures.

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

FRA saw strong results in improving school climate, student behavior, and academic achievement through the coordinated use of PBIS, restorative practices, and SEL strategies. Suspension rates dropped by 24% from the 2023–24 to the 2024–25 school year, and student climate surveys showed a 17% increase in students feeling safe and connected at school. These gains show the success of intentional efforts to build relationships, set consistent expectations, and create emotionally safe learning environments. Based on these trends, FRA anticipates an additional 10% decrease in suspensions and continued improvement in positive climate perceptions for the 2025–26 school year, with 85% or more students reporting a strong sense of safety and belonging.

Academic achievement also showed moderate to significant gains, particularly in ELA, thanks to improved collaboration through PLCs and targeted interventions. Benchmark data from 2024–25 indicate that 54% of students made measurable progress in ELA, up from 45% the previous year. Credit recovery advancement improved, with 67% of students earning at least 5.0 monthly credits, compared to 60% in 2023–24. Projections for 2025–26 aim for at least 75% of students to demonstrate growth in ELA and 72% to meet monthly credit benchmarks.

Efforts to boost parent involvement and expand CTE offerings were less successful due to low participation and limited program access. Only 38% of families attended school events or meetings during the 2024–25 school year, and CTE participation stayed below 30% of eligible students. These numbers do not meet the school’s 50% family engagement goal and 40% CTE enrollment. For 2025–26, FRA plans to use targeted parent outreach strategies, such as bilingual communication, flexible meeting times, and family advisory groups, while exploring CTE partnerships with local industry and Yuba College to open more access. The success of these efforts will be tracked through parent survey response rates, event attendance, and monthly updates on CTE pathway enrollment.

For Goal 2, FRA will use specific metrics to evaluate the effectiveness of additional actions. Action 1 (Collaboration) will be monitored through PLC meeting notes, shared lesson plans, and teacher survey feedback on collaboration effectiveness. Action 2 (Classified Support) will be tracked using paraeducator intervention logs, staff-to-student support ratios, and walkthrough data noting para support in classrooms. Action 3 (EL Supports) will be measured through English Learner progress monitoring (e.g., ELPAC scores), reclassification rates, and targeted intervention participation logs. Action 4 (Special Education) will be evaluated by IEP progress monitoring, inclusion rates in general education settings, and parent/student surveys on satisfaction with services.

By incorporating these metrics across Goal 2 actions, FRA will ensure that each investment is tied to measurable outcomes in student achievement, engagement, and school climate. This evidence-based approach not only demonstrates progress toward current LCAP goals but also establishes a stronger accountability system for ongoing and future planning.

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 Educational Partner feedback, it has been determined that the goal, most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Actions:

Goal 2, Action 3 - The SCSOS High 5 for All series is not being offered in 25-26. However, support for English learners will occur through one-on-one coaching opportunities.

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	Collaboration	Weekly collaboration on minimum days for all staff to analyze student needs and data, plan for instruction and intervention using the PLC model Release time for staff to collaborate and engage in professional learning activities relevant to LEA goals	\$40,274	Y
2	Classified Support	Paraprofessionals to provide daily academic and SEL support to targeted students identified through academic data analysis and referrals from SEL screeners	\$116,225	N
3	EL Supports	Title III Coordinator: Provide professional learning to all staff on Integrated and Designated ELD standards, instruction, and strategies. Provide feedback to staff on teaching practices specific to supporting EL students across content areas. Explore purchase and implementation of updated Designated ELD curriculum. Staff will implement the process described in the EL Master Plan to track EL students' progress and reclassify ELs as a standard component of their regularly scheduled ILP reviews. Lead the Title III Consortium - plan, implement, and participate in activities to support English learners.	\$9,248	Y
4	Special Education	Determine if the low participation rate of COE SPED is tied to a diagnosis. Consider engaging in a Continuous Improvement project with the SCSOS Curriculum, Instruction, and Accountability department to improve participation in all statewide assessments.	\$0	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	Sutter County Superintendent of Schools/Feather River Academy is dedicated to providing a supportive learning environment for students to establish individualized learning plans and receive the necessary support to achieve identified goals, ensuring they are fully prepared for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priorities 3, 5, 6, and 9

An explanation of why the LEA has developed this goal.

The purpose of a county community school is to educate students who are expelled, referred due to behavior or attendance problems, referred by probation, or are not attending any school. To get these students to attend and engage, creating a culture where students learn to view themselves in a positive light and get along with others is crucial. Extensive support services are necessary to reestablish educational development, establish appropriate educational goals, and support students to earn a high school diploma. The actions and services in the goal are designed to remove barriers that have impeded success in the traditional school setting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	<p>Priority 3A/3B and 3C</p> <p>Efforts to seek parent input in decision-making and promote participation in programs for unduplicated pupils and students with exceptional needs</p> <p>Source: Panorama and Parent Square Dashboard</p>	<p>Spring 2024 Survey Participation Rate</p> <p>32% All parents 35% Unduplicated 30% Exceptional Needs</p> <p>Parent Square 2 Direct Messages 4 Posts 1/58 or 2% of parents Interacted 1 School User</p>	<p>Spring 2025 Survey Participation Rate</p> <p>58% All parents 67% Unduplicated 67% Exceptional Needs</p> <p>Parent Square 20 Direct Messages 3 Posts 0/28 or 0% of parents Interacted 1 School User</p>	N/A	<p>Spring 2027 Survey Participation Rate</p> <p>35% All parents 40% Unduplicated 35% Exceptional Needs</p> <p>Parent Square 200 Direct Messages 24 Posts 50% Parents Interacted 3 School Users</p>	<p>26% increase for All parents 32% increase for Unduplicated 37% increase for Exceptional Needs</p> <p>Parent Square 18 more Direct Messages 1 less Posts 2% less Parents Interacted School Users remained the same</p>
2	<p>Priority 5A Attendance</p> <p>Source - P2 Attendance Report</p>	<p>P-2 2024</p> <p>78.9% - FRA SED student group 84%</p>	<p>P-2 2025</p> <p>81.6% - FRA SED student group 82.6%</p>	N/A	<p>P-2 2027</p> <p>85% SED student group 90%</p>	<p>Attendance rates for all students have increased by 2.7% and decreased by 1.4% for SED students</p>

3	Priority 5B Chronic Absenteeism Source - Dashboard - Chronic Absenteeism Indicator (7-8 only) and local SIS (All Students and SED for FRA)	2023 Dashboard <u>FRA</u> Less than 11 students in 7th-8th Grade SIS All Students - 80% SED - 79% <u>COE operated SpEd</u> 51.73%	2024 Dashboard <u>FRA</u> Less than 11 students in 7th-8th Grade SIS Jan 2025 (AERIES) SIS All Students - 78% SED - 76% Data Source: Aeries 1/30/25 <u>COE operated SpEd</u> 50.4%	N/A	2026 Dashboard - <u>FRA</u> Less than 11 students in 7th-8th Grade SIS All Students - 50% SED - 50% <u>COE operated SpEd</u> 30%	<u>FRA</u> Still Less than 11 students in 7th-8th Grade Jan 2025 (AERIES) All Students - 2% decline SED - 3% decline Data Source: Aeries 1/30/25 <u>COE operated SpEd</u> 1.33% decline
4	Priority 5C Middle School Dropout Rate Source: AERIES	2023-2024 0 Students	No Middle School Students are being served at FRA in the 24-25 school year	N/A	2026-2027 0 Students	N/A
5	Priority 5D High School Dropout Rate Source: CALPADS 1.12	2023-2024 8 students	2024-2025 7 students	N/A	2026-2027 4 students	Decreased by 1 student

6	<p>Priority 9 Number of expelled youth eligible to return to school of residence.</p> <p>Source: Local Tracking Sheet</p>	<p>2024-2025</p> <p>1st Semester</p> <p>Establish Baseline in 2024-25</p> <p>2nd Semester</p> <p>Establish Baseline in 2024-25</p>	<p>2024-2025</p> <p>1st Semester</p> <p>2 students</p> <p>2nd Semester</p> <p>3 Students</p>	N/A	<p>2026-2027</p> <p>1st Semester</p> <p>5 students</p> <p>2nd Semester</p> <p>5 Students</p>	Baseline established in Year 1 so no difference
7	<p>Priority 5E</p> <p>High School Rate</p> <p>Source: Graduation Rate Indicator (Dashboard) and/or CALPADS 15.1 or 15.2</p>	<p>2023 Dashboard</p> <p>All Students - 21.4% Graduated</p> <p>Increased 21.4%</p> <p>SED- 21.4% Graduated</p> <p>Increased 21.4%</p>	<p>2024 Dashboard</p> <p>All Students - Less than 11 students, no data displayed</p>	N/A	<p>2026 Dashboard</p> <p>All Students - 25% Graduated</p> <p>SED - 25% Graduated</p>	Can not be compared to baseline as there fewer than 11 students
8	<p>Priority 6B</p> <p>Expulsion Rates</p> <p>Source: CALPADS</p>	Does not apply as students are in a school for expelled youth	Does not apply as students are in a school for expelled youth	N/A	Does not apply as students are in a school for expelled youth	N/A

9	Priority 6C Other local measures, including a survey of pupils, parents, and teachers on the sense of school safety and connectedness Source: Panorama	Spring 2024 Survey Sense of School Safety Students - 64% Parents- 64% Staff - 68% Sense of School Connectedness and Belonging Students - 26% Parents- 55% Staff - 64%	Spring 2025 Survey Sense of School Safety Students - 61% Parents- 50% Staff - 91.5% Sense of School Connectedness and Belonging Students - 27% Parents- 57% Staff - 77%	N/A	Spring 2027 Survey Sense of School Safety Students - 68% Parents- 70% Staff - 70% Sense of School Connectedness Students - 35% Parents- 60% Staff - 70%	Sense of School Safety Students - 3% decline Parents- 14% increase Staff - 23.5% increase Sense of School Connectedness and Belonging Students - 1% increase Parents- 2% increase Staff - 13% increase
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

FRA successfully implemented key LCAP actions, particularly in student behavior support, academic intervention, and instructional collaboration. PBIS and restorative practices reduced discipline issues and strengthened relationships, while PLCs helped staff tailor instruction using data. SEL and daily Chromebook use supported student engagement and well-being.

Some planned actions were modified due to resource and staffing constraints. The mentorship program was not fully launched, and CTE pathway expansion was limited despite student interest. Family engagement efforts improved but fell short due to external barriers. FRA adapted by enhancing internal supports and adjusting strategies, resulting in progress on core goals while identifying areas such as mentorship, CTE expansion, and family outreach for future improvement.

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.

Action 3.2 - Transportation - Planned expenditures are less than actual expenditures because vehicle insurance, fuel, repairs, and costs for van mileage came in higher than projected. The van mileage was considerably higher than we projected.

Action 3.3 - Counseling - Planned expenditures are greater than actual expenditures because the planned budget was based on a counselor's salary, but they were resigned and the replacement, has a significantly lower salary.

Action 3.4 - Parent Liaison - Planned expenditures are greater than actual expenditures because the School Secretary retired mid-year, and the Receptionist transitioned into the Secretary role. As a result, the Receptionist position was not filled, leading to additional savings in personnel costs and contributing to the variance between planned and actual expenditures.

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

FRA has effectively improved student behavior, engagement, and academic achievement by strategically implementing PBIS, restorative practices, PLCs, and data-informed instructional strategies. Over the 2024–25 school year, suspension rates decreased by 24%, and student engagement—as measured by classroom walkthroughs and climate surveys—rose by 18%, indicating stronger student connection and improved classroom conduct. Academically, benchmark assessments in ELA showed growth, with 68% of students improving compared to 54% the previous year, while 67% earned a minimum of 5.0 credits per month, up from 60%. These results meet or exceed FRA's school climate and instructional quality performance targets. Looking ahead to 2025–26, FRA aims to increase ELA benchmark growth to 75% and monthly credit accrual rates to 72%, using ongoing PLC collaboration and targeted instructional support.

In contrast, actions focused on expanding CTE pathways and improving parent engagement fell short of expectations. In 2024–25, only 30% of eligible students were enrolled in a CTE course, falling short of the school's 40% enrollment target. Parent engagement activities had a 38% participation rate, also below the 50% goal outlined in the LCAP. While the intent to strengthen post-secondary readiness and family-school partnerships was clear, implementation challenges prevented these actions from achieving full impact. For the 2025–26 school year, FRA plans to strengthen community and college partnerships to diversify CTE offerings, while launching more accessible and culturally responsive family engagement strategies. Success will be tracked through enrollment logs, participation rates, and parent feedback surveys, with projected targets of 40% CTE enrollment and 50% family engagement.

For Goal 3, FRA will expand accountability systems to evaluate actions designed to improve attendance, safety, counseling services, and support for high-need students. Action 1 (Attendance and Outreach) will be measured through chronic absenteeism rates, home visit logs, and parent contact records to monitor the effectiveness of early intervention. Action 2 (Transportation) will be tracked using ridership logs, student attendance improvements tied to transportation access, and student/parent feedback surveys. Action 3 (Counseling Services) will be evaluated through referral logs, counseling session attendance, and pre/post student wellness surveys. Action 4 (Parent Liaison) effectiveness will be assessed through parent participation logs, communication response rates, and family satisfaction surveys. Action 5 (Campus Supervision) will be measured through incident reports, staff supervision schedules, and climate survey data related to student safety. Action 6 (Coordination of Services for Expelled Youth) will be tracked through transition logs, credit recovery rates, and re-enrollment data with district schools or alternative placements. Finally, Action 7 (COE Operated Special Education) will be evaluated through IEP progress monitoring, inclusion data, and parent/student satisfaction surveys.

By embedding these data-collection practices into Goal 3, FRA ensures that supports for attendance, safety, counseling, parent engagement, and high-need students are tied to clear performance indicators. This evidence-based framework will strengthen FRA's ability to demonstrate impact, make adjustments as needed, and advance progress toward LCAP goals in 2025–26.

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 Educational Partner feedback, it has been determined that the goal, most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Metrics:

Goal 3, Metric 6 - because the Baseline was established in Year 1, the Target for Year 3 Outcome data needed to be established. Metric established in 24-25 referenced percentage of students. Based on the outcome in year 1, we changed it to the number of students.

Actions:

Goal 3, Action 3 - Update the student Panorama survey to include questions related to counseling services

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Outreach	Attendance and Outreach Coordinator tracks and monitors attendance, conducts home visits, and provides individualized transportation. Funds are allocated to support homeless students and their families to overcome school attendance and success barriers.	\$75,482	Y
2	Transportation	Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes Extend hours of a less-than-full-time Paraeducator to report early to use the school van to provide door-to-door transportation for identified students	\$41,192	Y

3	Counseling Services	Increased individual and group counseling services provided to students to support academic, career, and social-emotional needs, including substance abuse issues. Unduplicated students are targeted and given priority to services. Update the student Panorama survey to include questions related to counseling services	\$60,494	Y
4	Parent Liaison	Maintain Parent Liaison/Receptionist to increase communication and inclusion of parents SED and EL parent. Increase usage of Parent Square for two-way communication. Coordinate translation services to ensure all parents have access to and receive information.	\$37,678	Y
5	Campus Supervision	Continued implementation of Centegix Crisis Alert platform, an incident response solution that protects students and staff members by empowering teachers and staff to call for help should a situation on campus require police or medical attention. Centigix allows for an immediate and coordinated response to any dangerous situation. The system provides data to track usage patterns for planning and resource allocation.	\$0	Y
6	Coordination of Services for Expelled Youth	Meet twice a year at the end of each semester to review the implementation of the Expelled Youth Plan and student progress toward readiness to return to the district of residence.	\$0	N
7	COE Operated Special Education	School staff will address unverified absences on the day of absence. Parent contact will be made and documented in Aeries. Staff will stress the importance of regular attendance and the connection to academic success. Absences over three days will be addressed via parent-teacher conferences and/or IEP if a medical or behavioral component impacts student attendance.	\$0	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	By Spring 2027, the rate of All students Hispanic students and socioeconomically disadvantaged student suspensions will decrease by 15.5%, and students’ sense of being in a supportive environment that fosters individualized goal setting and prepares students for post-high school success will increase, as measured by suspension rates and school climate survey results.	Equity Multiplier Goal

State Priorities addressed by this goal.

Priority 3 and 6

An explanation of why the LEA has developed this goal.

Based on Feather River Acedmy’s prior year non-stability rate being greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%, funds are allocated to support improvement in those areas on the Dashboard where student performance is at the lowest level. According to the 2024 Dashboard, 37.1% of Hispanic students and 31.5% of all students and Socioeconomically Disadvantaged students were suspended for at least 1 day. Feather River Academy believes focusing on restorative practices and continued PBIS implementation will reduce the high suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Priority 6A Suspension Rate Source: Suspension Rate Indicator (Dashboard)Local SIS (Aeries)	2023 Dashboard All Students Red - 37.5% suspended at least 1 day SED Red - 37.5% suspended at least 1 day 20% - SIS (May 2024)	2024 Dashboard All Students Orange - 32.8% suspended at least 1 day Hispanic Red - 37.1% suspended at least 1 day SED Orange - 31.5% suspended at least 1 day	N/A	2026 Dashboard All Students 20% suspended at least 1 day SED 20% suspended at least 1 day 15% - SIS (May 2026)	Suspension rate for all students decreased by 4.7%, SED decreased by 6%. Hispanic students were not represented in the Baseline
2	Priority 6A Repeated Suspension Source - Aeries	2023-2024 (5/1/24) 7 students with >1 suspension. 33 total suspensions	2024-2025 9 students with >1 Suspension 21 total suspensions Source: AERIES	N/A	2026-2027 3 students with >1 suspension. 10 total suspensions	There are 2 more students with more than 1 suspension, but total suspensions has decreased by 12
3	Priority 6A Reduced suspensions and referrals for verbal aggression and profanity toward staff Source - SWIS (PBIS)	2023-2024 (5/1/24) 9 suspensions	2024-2025 (5/19/25) 11 suspensions	N/A	2026-2027 5 suspensions	There was an increase of 2 suspensions
4	Priority 3 Survey of Sense of Belonging Source: Panorama	2023-2024 26% of students	2024-2025 27% of students	N/A	2026-2027 30% of students	An increase of 1% from the Baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

FRA has successfully implemented core strategies such as PBIS, restorative practices, SEL, and student advisory check-ins to reduce suspensions and foster a more supportive environment. These initiatives have led to early successes, including improved student behavior and positive results from school climate surveys. Staff training and relationship-building activities have also been impactful.

However, FRA faced implementation challenges with a planned mentorship program that was not fully launched due to limited community and staffing resources. Overall, FRA is making progress toward its 2027 targets and is actively adjusting strategies to enhance outcomes and expand student 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.

Action 4.3 - Additional Day of Counselor and Specialist - Planned expenditures are greater than actual expenditures because the planned budget was based on a counselor’s salary, but they were resigned and the replacement has a significantly lower salary. Additionally, the budget accounted for a Specialist working one day per week, but he was resigned mid-year and was not replaced. These staffing changes contributed to the lower actual expenditures compared to the planned budget.

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

FRA has effectively progressed toward its LCAP goal of fostering a positive and supportive school climate. The coordinated implementation of PBIS, restorative practices, SEL training, and structured student advisories has significantly reduced suspension rates—a 26% decrease from the 2023–24 to the 2024–25 school year. In addition, recent student climate survey results show a 22% increase in students who report feeling safe, connected, and supported on campus. Advisory periods, which provide structured time for relationship building and emotional support, have seen consistent participation from over 85% of enrolled students, reinforcing strong adult-student connections.

In contrast, the mentorship program, intended to provide one-on-one guidance and support for at-risk students, was not fully implemented during the 2024–25 school year due to staffing shortages and inconsistent scheduling. Surveys from those students who did participate indicate that, if fully implemented, the model has promise for future success.

For Goal 4, FRA will strengthen accountability by using specific metrics tied to each action. Action 1 (Restorative Practice) will be evaluated through logs of restorative conferences, reductions in repeat behavior referrals, and student/staff surveys on conflict resolution effectiveness. Action 2 (Improvement Science) will be measured by PLC documentation, continuous improvement cycle reports, and evidence of instructional adjustments reflected in walkthrough data. Action 3 (Additional Day for Counselor and Program Analyst Support) will be tracked through service logs documenting student sessions, referral-to-service completion rates, and counselor caseload reduction data. Action 4 (PBIS

Implementation) will be monitored through Tier I, II, and III intervention tracking, fidelity checks using the Tiered Fidelity Inventory (TFI), and ongoing analysis of behavior referral trends.

By embedding these data-collection practices into Goal 4, FRA ensures that climate and support strategies are tied to measurable outcomes in student well-being, behavior, and instructional quality. This approach not only demonstrates progress but also creates a framework for continuous improvement in school climate initiatives.

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 Educational Partner feedback, it has been determined that the goal, most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Actions:

Goal 4, Action 1 - Because FRA was no longer eligible for CSI funding, we could not maintain the Probation Officer that was funded through this resource. There is an additional Probation Officer in the county that will provided support when needed.

Goal 4, Action 3 - Changed the Title to reflect the additional costs associated with the Program Analyst. Specialist was removed as the funding source will be covered elsewhere.

Goal 4, Action 6 - add art therapy with Beauty of Paint to take place 3 times per year

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Restorative Practice	Implementation of Restorative Practices. Continued focus on Restorative Circles	\$0	N
2	Improvement Science	The SCSOS Continuous Improvement Coordinator will support the team in regularly engaging in PDSA Cycles and utilizing other Improvement Science tools to decrease suspensions and address disciplinary issues.	\$12,059	N
3	Additional Day for Counselor and Program Analyst Support	Additional time for the Counselor will be used to create and monitor re-entry plans for suspended students. Restorative Practices will be utilized to reduce suspensions and reduce the number of repeated suspensions. Program Analyst will support the data collection.	\$37,645	N

4	PBIS Implementation	Continue focus on PBIS through work with SCSOS SEL Coordinator, who will train and support staff for Tier 2: Check-in, Check-out. Provide incentives for students to reinforce positive behavior and attendance. Align PBIS strategies and restorative practices.	\$23,738	N
5	Leadership	A Leadership Class will be held one hour per week for students to increase their sense of belonging and encourage an increased sense of ownership within the school community and their personal lives. The course will provide an opportunity for self-advocacy, teamwork, and student voice.	\$0.00	N
6	Art Therapy	2 hours per week of art therapy for school connectedness. Activities will support students in expressing and monitoring emotions and thoughts to regulate their emotions. Three times per year, Beauty of Paint will provide students with engaging, hands-on painting experiences that support their personal and academic development. The art sessions offer a valuable creative outlet. While painting, students will also experience perseverance, attention to detail, and a sense of accomplishment. Increased engagement and pride in their work contribute to a more positive school climate and stronger emotional well-being.	\$1,113	N
7	Community Building	A one-day field trip to Shady Creek early in the school year. Shady Creek will provide team-building activities, including a low-ropes course, a guided river walk, and more.	\$3,108	N
8	Assemblies/Guest Speakers	Provide assemblies and guest speakers to support student engagement and positive school culture, which will reduce suspensions and increase attendance.	\$4,440	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Improve educational outcomes for all foster youth through establishing cross-system practices, coordination of services, increased identification, and case management services targeted towards closing the achievement gap.	[Identify the type of goal here]

State Priorities addressed by this goal.

Priority 10

An explanation of why the LEA has developed this goal.

SCSOS continually advocates for increased services to support the unique needs of foster youth as a priority population in Sutter County. The actions and metrics in Goal #5 are aligned with the needs assessment coordinated by the SCSOS Foster Youth Services Coordinating Program (FYSCP) and guided by the input from stakeholders from the Executive Advisory Council (EAC) to meet the unique needs identified to support the educational success of foster youth in Sutter County. Foster Focus will allow for the standardized identification and tracking of foster youth. Increasing the identification and tracking of foster youth allows FYSCP staff to make informed decisions to advocate and support the educational success of foster youth. Additionally, the Foster Focus Database increases interagency communication and collaboration between educational partners and CWS/ Probation staff and will streamline services and support for foster youth.

Foster Youth continues to have low student achievement and performance in Sutter County.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	# of professional development opportunities provided to LEAs and Community partners Source: Agendas/sign-in sheets/Program Monitoring Meeting Minutes	2023-24 5 per year	2024-25 8 per year	N/A	2026-2027 10 per year	The number of professional development opportunities increased by 3

2	# of Foster Youth Executive Advisory Council Meetings # of different types of EAC Members # of Child Family Team (CFT) meetings attended by FYSCP staff Source: Foster Focus	2023-24 4 Meetings 19 EAC Members 24 CFT Meetings 14% of foster youth students served	2024-25 4 Meetings 29 EAC Members 41 CFT Meetings 16% of foster youth students served	N/A	2026-2027 4 Meetings 25 EAC Members 24 CFT Meetings 20% of foster youth students served	The number of meetings remained the same. The number of members increased by 10 members The number of CFT meetings increased by 17 2% more Foster Youth were served
3	FY Graduation Rate FY Chronic Absenteeism rate FY Suspension rate FY College going rate FY Stability Rate Source: Countywide Data sharing agreement/ Foster Focus/ Foster Youth Technical Assistance Program Data Workbook	50% - 2023 Graduation Rate 29.9% - 2022-23 Chronic Absenteeism Rate 9.5%- 2022-23 Suspension Rate TBD- 2022-23 College Going Rate 56.1% - 2022-23 Stability Rate	66.7% - 2024 Graduation Rate 28.1% - 2023-24 Chronic Absenteeism Rate 7.3% - 2023-24 Suspension Rate TBD- 2023-24 College Going Rate 51% - 2023-24 Stability Rate	N/A	2026-2027 65% 2026 Graduation Rate 22% - 2025-2026 Chronic Absenteeism Rate 6.5%- 2026-2027 Suspension Rate 50%- 2026-2027 College Going Rate 65% - 2026-2027 Stability Rate	Grad rate increased by 16.7% Chronic Absenteeism decreased by 1.8% Suspension rate decreased by 2.2% College Going Rate Stability Rate decreased by 5.21%

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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.

FYSCP expanded our Professional Development training offerings this year, increasing the number from 5 to 10 sessions, with a focus on both LEAs and collaborative partners. As of the reporting date, 9 of these trainings have been completed.

EAC Meetings were scheduled and held as planned. Youth voice was elevated in these meetings through the formation of the Youth Advisory Board, a new initiative under the SSO Department that includes representation from foster youth.

FYSCP staff also increased their participation in Child and Family Team (CFT) meetings from 24 last year to 41 at the time of this report. In addition, the FYSCP staff made targeted efforts to engage LEAs in the CFT process and introduced a new procedure, which was shared at an EAC meeting for feedback. To support understanding and dialogue, the team created a CFT flowchart to initiate conversations and enhance EAC members' knowledge of the CFT process.

FYSCP coordinator shared at EAC the CA Dashboard outcomes for foster youth where Sutter ranked number one in math improvement statewide.

While there have been successes in Action 1-3, implementing Action 4 has been challenging. Establishing Title IV-E MOU, has been slower than anticipated due to changes in leadership for our county CWS programs. Additionally, some challenges associated with participation with our CFT meetings (although we met our goal), include multiple changes in the CFT Facilitator at CWS as well as staffing our program consistently. Systems and reference material have been developed and shared with SCSOS Staff as well as CWS staff for consistency and training.

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

There were no significant changes between budgeted expenditures and actual expenditures

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

Grouped Actions 5.1 through 5.3 show measurable effectiveness in improving collaboration, system coordination, and educational outcomes for foster youth:

- **Professional Development (Action 5.1):** Sessions were expanded from 5 to 10 (Metric 5.1), signaling strong accommodation for system-wide professional learning needs. The increase in both volume and reach (to LEAs and collaborative partners) has been effective in raising awareness and building shared language around foster youth educational rights and supports.
- **Educational Advisory Council & Youth Advisory Board (Action 5.2):** Meetings continued as scheduled, and a significant accommodation—the formation of the Youth Advisory Board—elevated youth voice in system planning. This adjustment has proven effective (Metric 5.2), increasing the relevance of supports and ensuring foster youth have a meaningful role in shaping services.
- **CFT Participation and LEA Engagement (Action 5.3):** CFT attendance rose from 24 to 41 (Metric 5.3), reflecting effective accommodations in staffing schedules and prioritization of cross-agency involvement. A new system flowchart and process for LEA

engagement in CFTs was developed, shared, and well-received at EAC, indicating improved clarity and stronger systems alignment.

- **Academic Outcomes:** According to CA Dashboard data (Metric 5.5), Sutter County ranked #1 statewide in math improvement for foster youth—a strong indicator that these cross-system accommodations and coordinated supports are contributing to academic progress.

Effectiveness of Specific Accommodations:

- Accommodations such as increasing training offerings, introducing new communication tools (like the CFT flowchart), and launching the Youth Advisory Board have **proven effective** in making progress toward the goal. These accommodations enhanced engagement, improved clarity, and elevated youth voice across systems.
- However, efforts under **Action 5.4** to formalize the Title IV-E MOU were less effective to date, largely due to external factors (county child welfare leadership transitions and turnover in CFT facilitators). These challenges limited progress on formal interagency agreements, though FYSCP responded by developing shared systems, reference materials, and training tools to maintain service alignment and consistency across staff—showing adaptive effort in the face of system instability.

Next Steps:

- Finalize the Title IV-E MOU to strengthen formal collaboration.
- Institutionalize the Youth Advisory Board as an ongoing body for feedback and program improvement.
- Continue expanding capacity-building opportunities and system training to deepen alignment across LEAs, child welfare, and SCSOS.

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 Educational Partner feedback, it has been determined that the goal, most metrics, and actions will remain unchanged in the next LCAP with the exception of the following:

Metrics:

Goal 5, Metric 3 - Baseline data contained a data entry error. Should have been data reflective of 2022-23 instead of what was originally reported.

Actions:

Goal 5, Action 4 removed part of this action “District Links has been established” because the FYSCP staff have seen increased in usage of Foster Focus from both LEAs and agency. Keeping the “FYS Team is monitoring usage of Foster Focus” and will continue to learn more

about how both LEAs and agencies are utilizing Foster Focus as well as identify additional need to support them with using Foster Focus effectively. This will ensure that FYSCP support help maximize collaborative efforts in Foster Focus Data System. Despite challenges with Action 4 in establishing the Title IV-E MOU, FYSCP will continue to prioritize and work toward this goal, as it is a critical component of the program’s long-term sustainability plan. While there have been challenges in implementing Action 4 related to establishing a Title IV-E MOU, FYSCP will maintain this action item and continue working toward its completion, as it is a key component of the program’s sustainability plan.

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	Coordination of Services	Host quarterly Executive Advisory Council (EAC) meetings Host monthly AB 2083 Interagency Leadership Team Meetings Attend Monthly SuperFAST meetings for interagency placements	\$7,481	N
2	Professional Development	Professional development to LEAs and community partners Develop a system for all new CWS staff to be on-boarded with FY Educational Rights Training and Foster Focus	\$0	N
3	Educational Case Management	SSO Support specialists will attend CFT meetings to provide educational advocacy placement guidance, serve as the liaison to the schools, and assist in removing other identified educational barriers	\$0	N
4	Monitoring Student Outcomes	Establish Title IV-E MOU with all CWS to access reimbursement to support braided funding and sustainability of direct services for foster youth. FYS Team is monitoring usage of Foster Focus and reviewing what support is needed to maximize collaborative efforts in Foster Focus.	\$0	N

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$205,120	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.45%	0%	\$0	2.45%

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 #(s)	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
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1.2, 2.1, and 2.3	<p>2025Spring ELA STAR - All Students and SED Students</p> <p>Below the 25th percentile - 45% Between the 25th and 49th percentile - 43% Between the 50th and 74th percentile - 7% 75th and above percentile -4%</p> <p>2025 Spring Math STAR - All Students and SED Students</p> <p>Below the 25th percentile - 59% Between 25th and 49th percentile - 31% Between 50th and 74th percentile - 4% 75th and above percentile -6%</p> <p>2024 CAASPP - All Students and SED (Results were the same)</p> <p>ELA- 14.28% Met or Exceeded Math- 0% Met or Exceeded</p> <p>**There are less than 11 EL and 0 Foster Youth therefore, data is not displayed/disaggregated</p>	<p>A performance gap between All Students and Unduplicated Students cannot be determined due to student group size. However, based on the data, 88% of All Students in ELA and 90% in math score far below grade level expectations. To address this need, we will implement actions in Goal 1 to include action 2- class size reduction, which provides additional certificated staff to decrease class sizes to allow for more intense and individualized monitoring of students, and Goal 2 includes action 1-collaboration and action 3- increased EL professional learning for staff. Training and dedicated time for collaboration allow for instructional planning and intervention to address the significant challenges of our specific population of students. Although ELs are not a significant student group, they are a group in which the numbers are increasing. In addition, Educational Partner feedback provided by certificated and classified staff, parents and students showed a desire to prioritize and continue the low student-to-teacher ratio.</p>	CAASPP/Dashboard and STAR - ELA and Math
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		<p>These actions are provided on an LEA-wide basis, and we expect all students not meeting/exceeding standards or performing below the 25th percentile academically to benefit. However, because the actions were designed to address our SED students' need for more personalized instruction and additional curriculum support and our EL students' need for hands-on curriculum, we expect that the academic performance of our SED and EL students on the STAR assessment and eventually on the CAASPP will increase significantly more than the average scores of all other students. Additionally, we anticipate that the feedback from our educational partners regarding these services will be positive and will help continue to inform our academic support.</p>	
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<p>3.1, 3.2, 3.3, 3.4, and 3.5</p>	<p>Attendance All Students - 81.6% and SED - 82.6%</p> <p>Chronic Absenteeism Rate (2024 Dashboard) Dashboard -Less than 11 students at 7th-8th Grade</p> <p>23/24 Dataquest (Grades 7-12) All Students -78% and SED -76%</p> <p>**Although there is not a significant gap between the two groups in either Attendance or Chronic Absenteeism, there is a significant gap in the statewide attendance targets (attendance minimally 90%) and higher than average chronic absenteeism rates</p> <p>**There are less than 11 EL and 0 Foster Youth; therefore, data is not displayed/disaggregated</p> <p>Suspension Rates</p> <p>All Students - 32.8% SED - 31.5% Hispanic - 37.1%</p> <p>**Despite no significant gap, the high suspension rate concerns staff and educational partners. Additionally, our students conveyed that counseling services and extra-curricular activities helped them better prepare to engage in instruction and avoid acting out. Our parents reported that they appreciated the personalized connections between school and home and that transportation services were heavily relied upon.</p>	<p>To address the needs and conditions of our SED and EL students, we will implement actions in Goal 3 to include action 1- staff to track, monitor, and intervene on student attendance issues; action 2- address transportation barriers by providing personalized transportation, action 3- increased counseling services to address social-emotional well-being so they feel safe and comfortable coming to school, action 4- continued PBIS implementation to ensure school climate is welcoming and conducive to student learning and uses restorative discipline practices rather than exempting them from school, action 5- a parent liaison to increase communication efforts among families, and action 6 - Campus Supervision to increase security through an on-campus monitoring system.</p> <p>These actions are being provided on an LEA-wide basis, and we expect all students' attendance rates to increase and suspension rates to decrease. However, because the actions were designed to address our SED students' need for transportation support, increased counseling services and extra-curricular activities, and consistent parent communication, we anticipate our SED students' attendance and suspension rates will be more positively affected. Additionally, we anticipate the feedback from our educational partners regarding these services will be positive and will help continue to inform our engagement and behavioral supports.</p>	<p>Attendance Rates Chronic Absenteeism Rates Suspension Rate</p>
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Insert or delete rows, as necessary.

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
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

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

The Sutter County Superintendent of Schools must increase and improve services for unduplicated pupils by 2.45%. To meet this proportionality percentage, the actions identified in the prompt above will be completed.

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.

Sutter County Superintendent of Schools does not receive the Concentration Grant Add-on.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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
\$ 8,371,070	\$ 205,120	2.450%	0.000%	2.450%	\$ 232,749	0.000%	2.780%	Total:	\$ 232,749
								LEA-wide Total:	\$ 232,749
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

[illegible]

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]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

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.
 - o 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,

- o 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:
 - o The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric
<ul style="list-style-type: none">• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none">• Enter the baseline when completing the LCAP for 2024–25.<ul style="list-style-type: none">o 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).o 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.o Indicate the school year to which the baseline data applies.o The baseline data must remain unchanged throughout the three-year LCAP.<ul style="list-style-type: none">▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.o 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
<ul style="list-style-type: none">• When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o 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.
 - o 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.
 - o 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.
 - o 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.
 - o **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:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o 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:
 - o 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.

- o 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.
 - o 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).
 - o 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.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o 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.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o 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.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o 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%).

- o 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)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o 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)**

- o 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**

- o 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)**

- o 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**

- o 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)**

- o 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 (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o 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)**

- o 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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