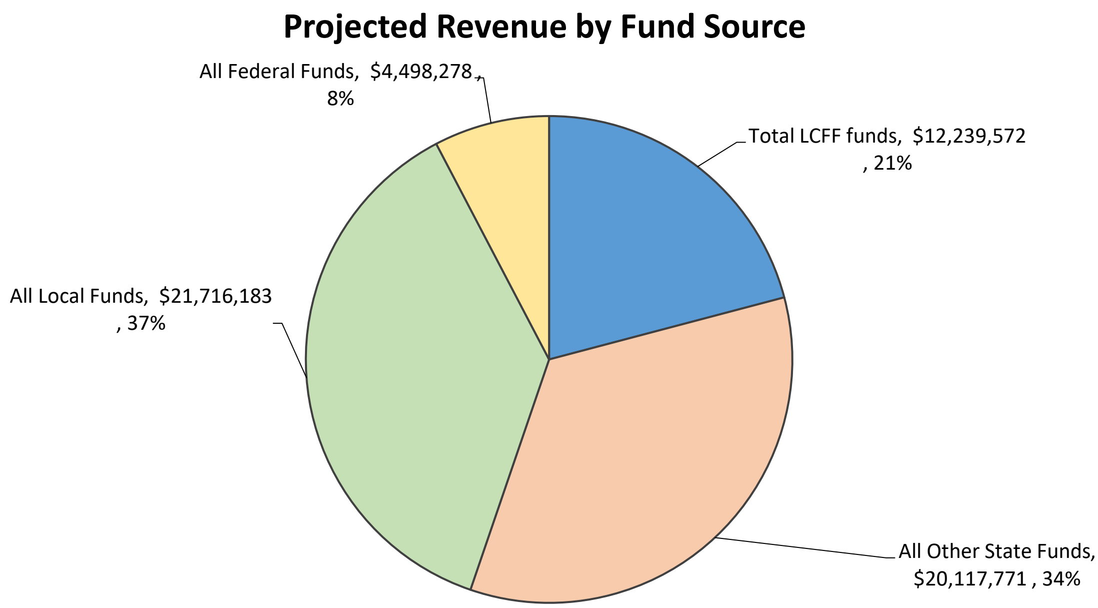
LCFF Budget Overview for Parents

County Office of Education (COE) Name: Sutter County Office of Education
CDS Code: 51-10512-0000000
School Year: 2026-27
LEA contact information: Kristi Johnson, Assistant Superintendent, Educational Services 530-822-2939

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

Budget Overview for the 2026-27 School Year



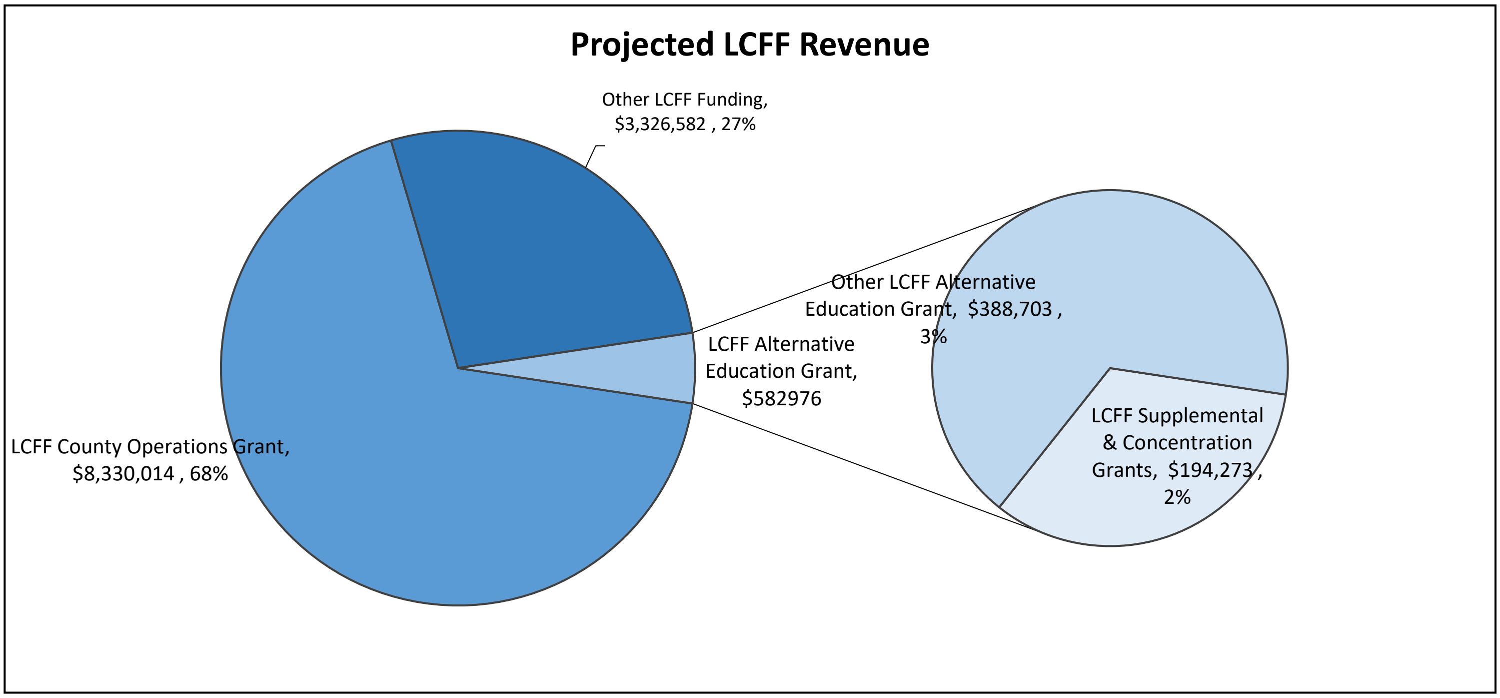
This chart shows the total general purpose revenue Sutter County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sutter County Office of Education is $58,571,804.00, of which $12,239,572.00 is Local Control Funding Formula (LCFF), $20,117,771.00 is other state funds, $21,716,183.00 is local funds, and $4,498,278.00 is federal funds.

Of the $20,117,771.00 attributed to All Other State Funds, $66,870.00 are attributed to the Student Support and Enrichment Block Grant.

LCFF Budget Overview for Parents

LCFF Budget Overview for the 2026-27 School Year

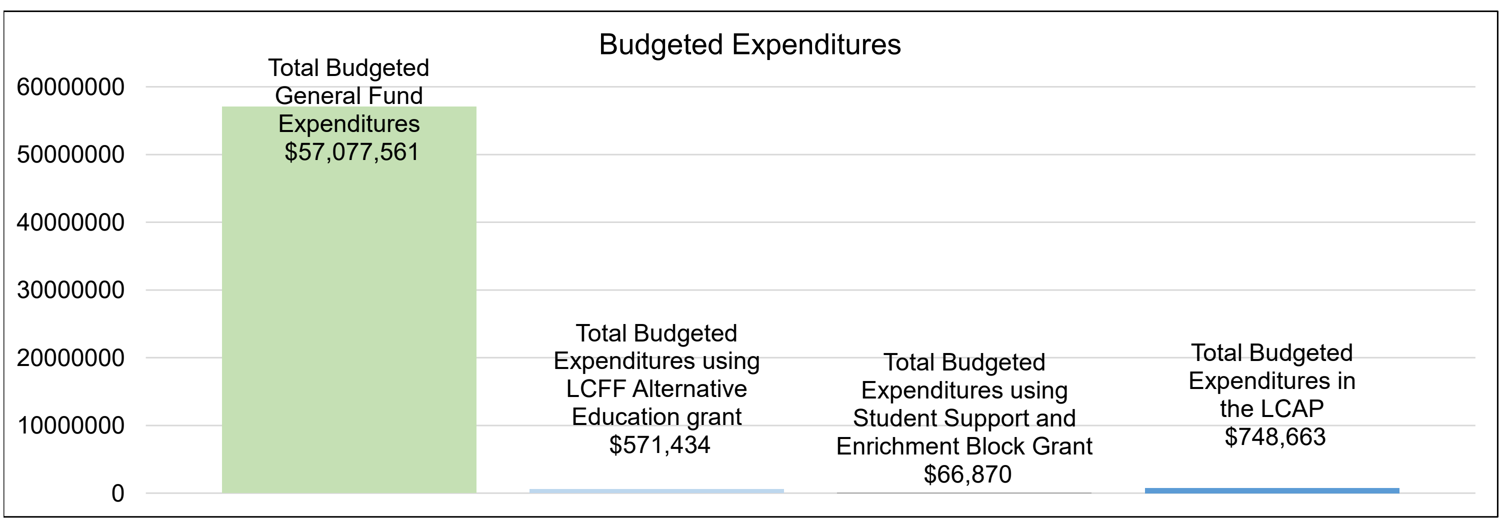


This chart shows the LCFF revenue Sutter County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Sutter County Office of Education is $12,239,572.00, of which $8,330,014.00 is attributed to the LCFF County Operations Grant, $582,976.00 is the attributed to the LCFF Alternative Education Grant, and $3,326,582.00 is other LCFF funds. Of the $582,976.00 attributed to the LCFF Alternative Education Grant, $194,273.00 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.

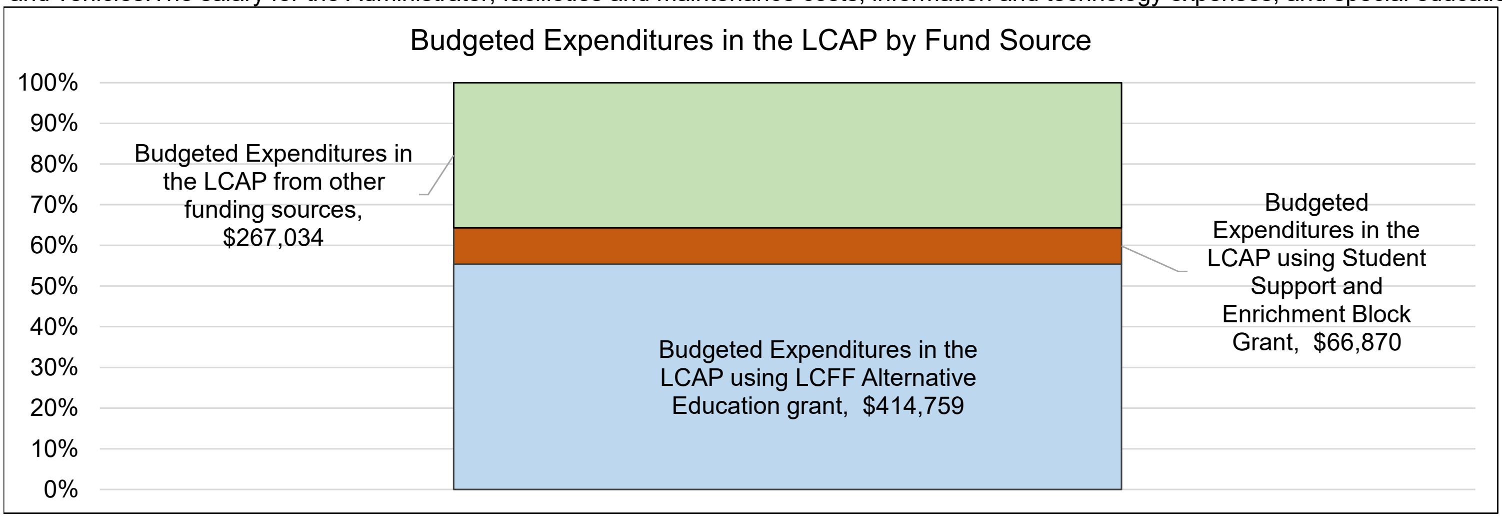


This chart provides a quick summary of how much Sutter County Office of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Sutter County Office of Education plans to spend $57,077,561.00 for the 2026-27 school year. Of that amount, $571,434.00 is attributed to the Alternative Education Grant and $66,870.00 is attributed to the Student Support and Enrichment Block Grant. $56,328,898.00 of the General Fund Budgted 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, facilioties and maintenance costs, information and technology expenses, and special education



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

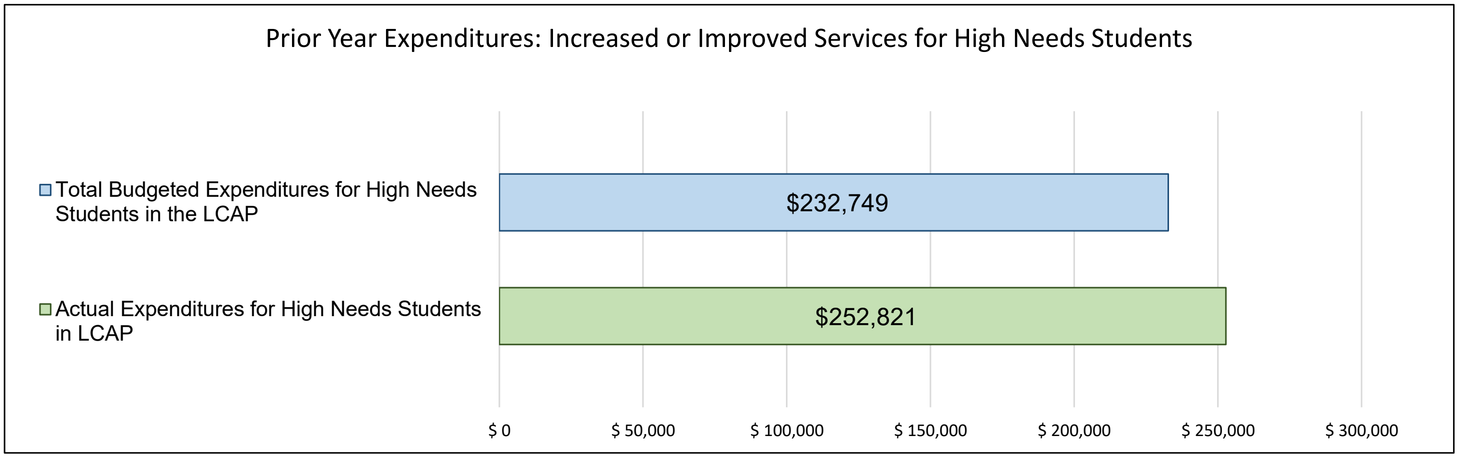
The text description of the above chart is as follows: Sutter County Office of Education plans to spend $748,663.00 on actions/services in the LCAP. Of those funds, $414,759.00 is attributed to the Alternative Education Grant and $66,870.00 is attributed to the Student Support and Enrichment Block Grant.

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

In 2026-27, Sutter County Office of Education is projecting it will receive $194,273.00 based on the enrollment of foster youth, English learner, and low-income students. Sutter County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter County Office of Education plans to spend $266,644.00 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 2025-26



This chart compares what Sutter County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sutter County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Sutter County Office of Education's LCAP budgeted $232,749.00 for planned actions to increase or improve services for high needs students. Sutter County Office of Education actually spent $252,821.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary 2026-2027

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.

Fully accredited by the Western Association of Schools and Colleges (WASC), Feather River Academy (FRA) serves as a County Community School under the governance of the Sutter County Superintendent of Schools. The institution provides a rigorous, individualized alternative educational framework for students in grades 9 through 12.

The academy serves students who are at risk of expulsion, have been formally expelled, or have been referred via judicial, probationary, or voluntary parental channels. FRA is committed to maintaining a secure and academically demanding environment that fosters personal accountability and prepares students for integration into both local and global communities.

Upon admission, students undergo a formal goal-setting process to establish an Individualized Learning and Success Plan, which is meticulously monitored by a multi-disciplinary team of educators and counselors. The curriculum is delivered through a structured independent study model led by credentialed faculty, ensuring instructional alignment with the county's established standards.

Student Demographics and Dashboard Data

As of the 2024-25 academic year, FRA serves 23 students, with enrollment typically between 25 and 35. 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: 2
- Instructional Aides: 2
- Counselor: 1.0
- Support Specialists: 0.4
- Attendance & Outreach: 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 are often incomplete for subgroups with fewer than 11 students, and status and change data are displayed only for subgroups with 11 to 29 students. As a result, much of FRA's student outcome data is collected and analyzed locally.

FRA receives Equity Multiplier funding, which is allocated based on thresholds for student instability and socioeconomic disadvantage 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.

2025 CA School Dashboard

Suspension Rate (FRA)

39.6% of ALL students suspended at least one day (Increased 39.6% from 2024 Dashboard) - Red

38.7% of SED students suspended at least one day (Increased 2.6% from 2024 Dashboard) - Red

42% of Hispanic students suspended at least one day (Increased 11.6% from 2024 Dashboard) - Red

Suspension Rate (SPED)

4.6% of ALL students suspended at least one day (Increased 2.3% from 2024 Dashboard) - Red

4.7% of SED students suspended at least one day (Increased 3.5% from 2024 Dashboard) - Red

5% of Hispanic students suspended at least one day (Increased 2.9% from 2024 Dashboard) - Red

STAR ELA and Math (FRA)

45% of students in ELA and 49% in Math score below the 25th percentile

42% of students in ELA and 44% in Math score between the 25th and 49th percentile

9% of students in ELA and 5% in Math score between the 50th and 74th percentile

4% of students in ELA and 2% in Math score above the 75th percentile

ELA (Special Education)

107.4 points below standard - All Students - improved by 28.2 points from 2023

92.8 points below standard - SED - improved by 42.8 points from 2023

153.1 points below standard - White improved by 47.3 points from 2023

104.5 points below standard - English learners - improved by 24.1 points from 2023

117.3 points below standard - Hispanic - improved by 3.5 points from 2023

Math (Special Education)

130.1 points below standard - All Students - improved by 33.6 points from 2023

121 points below standard - SED - improved by 38.5 points from 2023

130.5 points below standard - White improved by 42.1 points from 2023

84.5 points below standard - English learners - improved by 23.6 points from 2023

94.8 points below standard - Hispanic - improved by 2.9 points from 2023

The 2025 California School Dashboard results present a mixed picture of student outcomes, highlighting both significant areas of concern and encouraging evidence of academic growth. The data indicate that improving student engagement, behavior, and access to instruction must remain a primary focus, while academic interventions and instructional improvements appear to be yielding positive results for many student groups.

Student Engagement and School Climate

Suspension data remain the most significant challenge across both the FRA and Special Education programs. Within the FRA program, suspension rates increased substantially, with 39.6% of all students suspended at least one day, representing a dramatic increase from the 2024 Dashboard and resulting in a Red performance level. Similar trends are evident among socioeconomically disadvantaged students (38.7%) and Hispanic students (42%), both of whom experienced notable increases in suspension rates and remain in the Red category.

While suspension rates within Special Education programs are considerably lower than those observed in FRA, increases across all reported student groups are also concerning. Suspension rates rose to 4.6% for all students, 4.7% for socioeconomically disadvantaged students, and 5.0% for Hispanic students, resulting in Red performance levels across all groups.

These outcomes suggest that while staff continue to address significant behavioral and social-emotional needs, existing interventions have not yet resulted in the sustained reductions in exclusionary discipline needed to improve outcomes. Given the instructional time lost through suspensions, continued emphasis on restorative practices, positive behavior supports, trauma-informed approaches, and proactive intervention systems will be essential moving forward.

Academic Achievement – FRA

STAR assessment results for FRA students indicate substantial academic needs. In ELA, 87% of students scored below the 50th percentile, with 45% scoring below the 25th percentile. Similarly, in mathematics, 93% of students scored below the 50th percentile, including 49% scoring below the 25th percentile. Only a small percentage of students performed at or above grade-level expectations, with 13% in ELA and 7% in mathematics scoring at or above the 50th percentile.

These results reflect the significant learning gaps often experienced by students served within FRA programs and reinforce the need for intensive academic intervention, targeted instruction, and consistent progress monitoring. At the same time, the data provide a clear baseline from which to measure future growth and guide resource allocation.

Academic Achievement – Special Education

In contrast to the suspension data, Special Education academic indicators demonstrate meaningful improvement across nearly all student groups in both ELA and mathematics.

In ELA, all students improved by 28.2 points from 2023, while socioeconomically disadvantaged students improved by 42.8 points. White students demonstrated the largest gain, improving by 47.3 points, while English learners improved by 24.1 points. Hispanic students also showed improvement, though at a more modest rate of 3.5 points.

Mathematics results reveal a similar pattern of growth. All students improved by 33.6 points, socioeconomically disadvantaged students improved by 38.5 points, White students improved by 42.1 points, and English learners improved by 23.6 points. Hispanic students improved by 2.9 points.

Although all student groups remain well below the state standard, these improvements suggest that instructional supports, specialized services, intervention strategies, and staff efforts are positively impacting student learning. The consistent gains across multiple student groups demonstrate progress toward closing achievement gaps and improving academic outcomes for students with disabilities.

Overall Reflection

The 2025 Dashboard highlights a critical need to address student behavior and engagement while continuing to build upon academic gains. Rising suspension rates, particularly within FRA programs, remain a significant barrier to student success and must be addressed through systemic efforts to strengthen school climate, increase student connectedness, and expand preventive supports.

At the same time, the notable improvements in Special Education academic performance demonstrate that focused instructional practices and targeted interventions are producing measurable results. The challenge moving forward will be to sustain and accelerate academic growth while reducing exclusionary discipline practices so that students remain engaged in learning environments where they can access the support needed to succeed.

As FRA plans for the upcoming year, priorities include strengthening Multi-Tiered Systems of Support (MTSS), expanding restorative and trauma-informed practices, increasing attendance and engagement efforts, and continuing to refine evidence-based instructional interventions. Through these efforts, FRA can build upon academic successes while addressing the behavioral challenges reflected in the Dashboard data.

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.

Learning Recovery Emergency Block Grant (LREBG)

LREBG funds ($64,277) will be used in the 2026/27 school year for a paraprofessional (Goal 2, Action 2, Classified Support) to provide targeted support to students' academic and SEL needs.

The identified need for this action is based on the high-need population of the students served at FRA and the diverse academic and social emotional needs they exhibit. The additional staff to student ration provides a safe and conducive environment for students.

The effectiveness of this action will be measured using local STAR assessment results (Goal 2, Metrics 1-4 and Goal 4 Metric 1).

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	Staff Meeting for Local Indicator Tools/LCAP Goals & Actions- February 25, 2026 Staff Meetings for facilitated Improvement Project work around LCAP Goals & Actions- 9/14/25, 10/15/2025, 12/3/2025, 1/28/2026, 3/25/2026, 4/26/2026, 5/27/2026
Parents	Fall (10/23-10/31) and Spring (3/16-3/27) Panorama Survey Back to School Night October 23, 2025 Open House April 30, 2026
Students	Fall (11/1-11/15) and Spring (4/10-4/28) Panorama Survey Back to School Night: Oct 23, 2025 Open House 4/30/26 Student Leadership meets monthly.
SELPA	April 13, 2026
Parent Advisory	Meetings on October 8, 2025, April 14, 2026
Other Partners (Foster Youth Services, Plan for Expelled Youth)	Community School Advisory (Parents, School Staff, Community Partners) - April 23, 2026
ELAC/DELAC	Less than 25 English learner students; therefore, there is no established ELAC/DELAC
Board	Mid-Year Update - February 11, 2026 Public Hearing - June 10, 2026 Board Approval - June 17, 2026

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

Certificated and Classified Staff:

Goal 2, Action 2 – Paraprofessional Support. At FRA, paraprofessionals remain a vital component of the instructional program, providing targeted academic assistance and reinforcing positive student behaviors. Based on ongoing staff feedback and site needs, paraprofessional assignments have been strategically aligned to ensure consistent support across all classrooms. Their work continues to strengthen student engagement, facilitate access to curriculum, and support the implementation of school-wide PBIS and restorative practices. As a result, staff report improved classroom management, increased on-task behavior, and more individualized support for students requiring additional assistance.

Goal 3, Action 1 – Comprehensive Student Support Services: FRA continues to prioritize a multidisciplinary approach to student support by maintaining key classified positions, including probation officers and attendance/outreach staff. These roles have proven essential in addressing barriers to student success. Probation officers provide mentorship, accountability, and coordination with external agencies, while attendance and outreach staff actively monitor student attendance, conduct home visits, and strengthen communication with families. As a result of these coordinated efforts, the school has observed improved student attendance patterns, increased family engagement, and a reduction in chronic absenteeism.

Additionally, FRA has sustained a low teacher-to-student ratio, which remains a cornerstone of its instructional model. This structure allows staff to deliver highly individualized instruction, build meaningful relationships with students, and respond promptly to both academic and behavioral needs. Staff feedback consistently highlights this approach as a key factor in promoting student progress and fostering a supportive learning environment.

Goals 2 and 4 – Professional Learning and Continuous Improvement: FRA has continued to utilize designated minimum days and structured professional development opportunities to enhance instructional quality. These sessions focus on strengthening staff capacity in areas such as data-driven instruction, differentiated teaching practices, trauma-informed strategies, and student engagement techniques. Staff collaboration during these times has supported the refinement of instructional practices and alignment across classrooms.

Feedback from certificated staff indicates that these professional learning opportunities have contributed to more intentional lesson design, improved use of student data to guide instruction, and increased consistency in classroom practices. As a result, FRA is seeing continued progress in instructional delivery and a stronger alignment between academic supports and student needs.

Parents and Community:

Goal 3, Action 2 – Transportation and Access to School: Ongoing engagement with families and students at FRA continues to highlight transportation as one of the most significant barriers to consistent school attendance. In response, FRA has maintained a strong focus on providing transportation supports, including bus passes, individualized transportation solutions, and targeted outreach for students experiencing attendance challenges. These efforts have contributed to improved daily attendance and increased access to in-person instruction. Feedback from families reflects a high level of appreciation for these supports, and the school will continue to refine and expand transportation options to further reduce barriers and reengage students who may otherwise struggle to attend regularly.

Goal 3, Action 3 – Academic Support and Tutoring: Input from parents and community partners has reinforced the importance of providing additional academic support opportunities for students. While tutoring services have been offered, participation has remained limited. In response, FRA has begun adjusting its approach by embedding academic support within the school day, including targeted intervention periods and integrating tutoring into elective or structured instructional time. These adjustments aim to increase student access, remove after-school barriers, and provide more immediate, consistent academic assistance. The school will continue to monitor participation and effectiveness to ensure these supports are meeting student needs and contributing to improved academic outcomes.

Goal 4, Action 3 – Mental Health and Social-Emotional Support: FRA remains committed to addressing the social-emotional and mental health needs of its students through a comprehensive system of support. On-site counseling services, including both individual and group sessions, continue to be available and are coordinated with local mental health agencies to ensure students receive timely and appropriate care. In addition, staff-facilitated groups and classroom-based social-emotional learning opportunities have been expanded to build coping skills, resilience, and positive peer interactions. Feedback from students, families, and staff indicates that these services are a critical component of student success, and FRA will continue to strengthen and expand these supports as part of its overall approach to student well-being.

Students:

Goal 1 (Actions 3, 4, 5) & Goal 2 (Action 1) – Instructional Practices and Student Engagement: Student feedback continues to serve as a key driver in refining instructional practices at FRA. Through surveys and informal feedback opportunities, students have expressed a strong preference for increased direct instruction, structured classroom lessons, and opportunities for collaborative learning over predominantly independent, computer-based coursework. In response, FRA has expanded the use of teacher-led instruction, small-group activities, and classroom discussions to foster greater engagement and strengthen relationships between students and staff.

Additionally, students have identified hands-on, experiential learning as a significant factor in their motivation to attend and actively participate in school. Programs such as Career Technical Education (CTE), particularly the Culinary Arts pathway, continue to demonstrate high levels of student interest and engagement. As a result, FRA is working to expand opportunities for applied learning experiences that connect academic content to real-world skills and career exploration.

Goal 3, Action 2 – Transportation and Attendance Support: Consistent with prior feedback, transportation remains one of the most critical needs identified by students. FRA has continued to prioritize transportation solutions, including bus passes and individualized support, to reduce barriers to attendance. These efforts have contributed to improved access to campus and increased student participation. Transportation remains a central component of the school’s strategy to address chronic absenteeism and ensure equitable access to educational opportunities.

Goal 4 (Actions 3, 5, 6, 7, 8) – Mental Health and Student Wellness: Students at FRA continue to emphasize the importance of mental health supports as part of their overall success. In response, the school has maintained and expanded access to counseling services, including both individual and group-based support. Partnerships with local agencies allow for on-site mental health services, ensuring students receive timely and appropriate care. In addition, staff-led social-emotional learning (SEL) groups and classroom-based supports have been strengthened to promote coping skills, emotional regulation, and positive peer relationships. These efforts contribute to a more supportive school climate and improved student well-being.

Student Voice and School Culture – Enrichment and Leadership Opportunities: Student leadership groups have expressed a desire for increased opportunities to engage in school-wide enrichment activities, including guest speakers, assemblies, and community-building events.

In response, FRA is increasing its investment in student-driven initiatives and expanding access to enrichment experiences that align with student interests. These opportunities are designed to enhance school connectedness, expose students to diverse perspectives, and support both academic and social-emotional development.

FRA engaged in meaningful consultation with educational partners throughout the development of the LCAP and the required Equity Multiplier focus goal. Educational partner input was gathered through meetings, surveys, school climate data reviews, Parent Advisory meetings, staff collaboration sessions, student discussions, and ongoing communication with families and community agencies. Participants included students, parents/guardians, certificated and classified staff, community partners, and Sutter County Superintendent of Schools personnel.

Feedback from educational partners identified several priority areas impacting student success, including chronic absenteeism, student engagement, school connectedness, academic intervention needs, behavioral supports, and access to mental health and social-emotional services. Students emphasized the importance of building positive relationships with staff, creating engaging learning opportunities, and increasing opportunities for student voice and leadership. Parents highlighted the need for improved communication, transportation support, academic guidance, and continued access to counseling and behavioral supports. Staff identified the importance of restorative practices, PBIS implementation, targeted interventions, and expanded student support systems.

This consultation process directly informed the development of Feather River Academy's Equity Multiplier focus goal and associated actions. As a result, the LCAP includes targeted supports such as restorative practices, PBIS Tier 2 implementation, social-emotional learning supports, leadership opportunities for students, academic interventions, attendance outreach, family engagement strategies, and coordinated systems of support designed to improve outcomes for students identified through the Equity Multiplier criteria. Continuous feedback from educational partners will remain an ongoing component of implementation and progress monitoring throughout the LCAP cycle.

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%	24/25 SARC Fully Credentialed & properly assigned 3 or 60% Out of Field 2 or 40% Incomplete or N/A 0	25/26 SARC Fully Credentialed & properly assigned 75% Out of Field 25% Incomplete or N/A 0 or 0%	Fully Credentialed & properly assigned Decreased .8 or 3.6% Out of Field Increased .7 or 18.2% Incomplete or N/A Decreased .8 or 14.3%

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

4	Priority 2A Implementation of State Academic Standards Source: Local Indicator Tool for Questions #1 and #4	Spring 2024 **Question #1** ELA - 5 Full Implementation and Sustainability ELD - 3 Initial Implementation Math - 5 Full Implementation and Sustainability NGSS- 5 Full Implementation and Sustainability HSS - 5 Full Implementation and Sustainability **Question #4** CTE - 2 Beginning Development Health Education - 3 Initial Implementation PE - 3 Initial Implementation VAPA - 2 Beginning Development World Language - 1 Exploration and Research	Spring 2025 **Question #1** ELA-5 Full Implementation and Sustainability ELD - 5 Initial Implementation and Sustainability Math-5 Full Implementation and Sustainability NGSS- 4 Full Implementation HSS - 5 Full Implementation and Sustainability **Question #4** CTE - 4 Full Implementation Health Education - 5 Full Implementation and Sustainability PE - 5 Full Implementation and Sustainability VAPA - 4 Full Implementation World Language - 4 Full Implementation	Spring 2026 **Question #1** ELA-5 Full Implementation and Sustainability ELD - 5 Initial Implementation and Sustainability Math-5 Full Implementation and Sustainability NGSS- 4 Full Implementation HSS - 5 Full Implementation and Sustainability **Question #4** CTE - 4 Full Implementation Health Education - 5 Full Implementation and Sustainability PE - 5 Full Implementation and Sustainability VAPA - 4 Full Implementation World Language - 4 Full Implementation	Spring 2027 **Question #1** ELA - 5 Full Implementation and Sustainability ELD- 4 Full Implementation Math - 5 Full Implementation and Sustainability NGSS - 4 Full Implementation HSS - 5 Full Implementation and Sustainability **Question #4** CTE- 4 Full Implementation Health Education - 4 Full Implementation PE- 4 Full Implementation VAPA- 3 Initial Implementation World Language- 3 Initial Implementation	**Question #1** ELA -Same as Baseline ELD- Increased 2 levels Math - Same as Baseline NGSS - Declined 1 level HSS - Same as Baseline **Question #4** CTE- increased 2 levels Health Education - increased 2 levels PE- increased 2 levels VAPA- increased 2 levels World Language- increased 3 levels

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	Sprint 2026	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** 32% (8/25) All Students 32% (8/25) SED Students **CTE** 76% (19/25) All Students 76% (19/25)SED Students	Spring 2026 **VAPA** 25% All Students 25% SED Students **CTE** 75% All Students 75% 26/35 SED Students	**VAPA** Increased by 11% All Students Increased by 11% SED Students **CTE** Increased by 38% All Students Increased by 33% SED Students

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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 continued to make meaningful progress in implementing the actions and services outlined in its LCAP, with a continued focus on improving student engagement, academic achievement, school climate, and social-emotional supports. During the 2025–26 school year, FRA strengthened the use of PLCs, instructional practices to better meet the diverse academic and behavioral needs of students. Staff participated in ongoing professional development related to restorative practices, PBIS, trauma-informed strategies, and effective classroom management, which contributed to a more consistent and supportive learning environment across the campus.

FRA also expanded opportunities for CTE and hands-on learning experiences aligned with student interests and post-secondary goals. The continued implementation of student-centered instructional days and supplemental in-person support helped increase student participation and engagement with the Edgenuity curriculum. School climate initiatives, including PBIS incentives, restorative conversations, and relationship-building activities, contributed to improved student behavior and stronger connections between students and staff.

While FRA experienced several successes in implementing planned actions, challenges remained in areas such as chronic absenteeism, student transiency, and access to consistent on-site mental health services. Staffing shortages and limited availability of community mental health providers required the school to utilize alternative supports, including referrals to outside agencies, increased counselor check-ins, and collaboration with families and probation services when appropriate. Despite these challenges, FRA remained committed to adapting services to meet student needs and maintaining a safe, structured, and academically supportive environment for all students.

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.

Goal 1, Action 1 – Staffing. Metric used to evaluate effectiveness: Metric 1, Properly Credentialed and Appropriately Assigned Teachers. Action 1 was partially effective in ensuring students had access to qualified instructional staff. According to the 2024–25 SARC outcome reported in Metric 1, 60% of teachers were fully credentialed and properly assigned, 40% were identified as out of field, and no teachers were reported as incomplete or N/A. Compared with the baseline, the percentage of fully credentialed and properly assigned teachers decreased by 3.6 percentage points, while the percentage identified as out of field increased by 18.2 percentage points. Therefore, although FRA maintained the staffing necessary to operate its instructional program, the metric does not demonstrate improvement from baseline in appropriate assignment. Continued attention to recruitment, assignment, and retention of appropriately credentialed staff is warranted.

Goal 1, Action 2 – Class Size Reduction. Metrics used to evaluate effectiveness: Goal 2, Metrics 5 and 6, STAR ELA and Math. Action 2 was partially effective in supporting academic progress by maintaining an additional certificated staff member so students could receive more individualized monitoring, ILP support, and just-in-time intervention. Spring 2026 STAR ELA results show that the percentage of All Students and SED students scoring below the 25th percentile decreased to 42%, compared with 45% in Spring 2025; the percentage scoring between the 50th and 74th percentile increased from 7% to 9%. In mathematics, the percentage scoring below the 25th percentile decreased from 59% in Spring 2025 to 49% in Spring 2026. However, 86% of students in ELA and 93% in mathematics remained below the 50th percentile. These outcomes indicate that maintaining a low student-to-teacher ratio and individualized support is contributing to some academic improvement, particularly in mathematics, but significant achievement needs remain.

Goal 1, Action 3 – Curriculum/Standards Implementation. Metrics used to evaluate effectiveness: Metrics 2 and 4, Student Access to Standards-Aligned Instructional Materials and Implementation of State Academic Standards. Action 3 was effective in maintaining access to standards-aligned materials and strengthening standards implementation. Metric 2 shows that in Spring 2026, ELA, ELD, Math, NGSS, and HSS were all rated at Level 5, Full Implementation and Sustainability, for access to standards-aligned instructional materials. Metric 4 further shows continued Full Implementation and Sustainability in ELA, ELD, Math, and HSS, with NGSS at Full Implementation. These results indicate that continued use of Edgenuity, professional learning, PLC collaboration, and increased emphasis on teacher-led/student-centered instruction have supported consistent access to and implementation of academic standards. The action will continue to be strengthened through expanded professional development, differentiated instruction, data-driven practices, and increased student-centered instructional days.

Goal 1, Action 4 – VAPA. Metrics used to evaluate effectiveness: Metrics 4 and 6, Implementation of State Academic Standards/Broad Course of Study. Action 4 was effective in expanding VAPA access compared with baseline, although participation declined from the prior year. Metric 4 shows VAPA implementation increased from Level 2, Beginning Development, at baseline to Level 4, Full Implementation, in Spring 2026. Metric 6 shows that 32% of All Students and 32% of SED students participated in VAPA in Spring 2026, compared with 21% for both groups at baseline. This represents an 11-percentage-point increase from baseline. However, participation declined from 42% of All Students and 43% of SED students in Spring 2025. Therefore, the action has expanded VAPA access over the LCAP cycle but has not produced consistent year-over-year growth, supporting continued refinement of VAPA opportunities.

Goal 1, Action 5 – CTE. Metrics used to evaluate effectiveness: Metrics 4 and 6, Implementation of State Academic Standards/Broad Course of Study. Action 5 was effective in substantially expanding access to CTE and career-connected learning. Metric 4 shows CTE implementation increased from Level 2, Beginning Development, at baseline to Level 4, Full Implementation, in Spring 2026. Metric 6 shows CTE enrollment increased from 38% of All Students and 43% of SED students at baseline to 76% for both groups in Spring 2026. This represents an increase of 38 percentage points for All Students and 33 percentage points for SED students from baseline and exceeds the Year 3 target of 75% participation. These results indicate that expanded CTE and hands-on learning opportunities have been effective in increasing student access to career-focused learning. FRA will continue offering Culinary, Career Exploration, and career-planning opportunities through Xello to build on this progress.

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.

Following a review of input from educational partners, it has been determined that the current LCAP goals, metrics, and the majority of actions will be maintained for the upcoming cycle, as they continue to align with identified student needs and site priorities. However, the following adjustments have been made to better reflect program effectiveness and partner feedback:

Revised Actions:

- Goal 1, Action 3**:** Updated to expand professional development beyond blended learning and standards implementation to include targeted academic support, restorative practices, differentiated instruction, classroom management, relationship-building, and data-driven practices that address both academic and social-emotional student needs. It also adds a stronger focus on PLC collaboration, continuous improvement, measurable outcomes, and increases student-centered days from two to five.
- Goal 1, Action 4**:** Removing the Beauty of Paint contract in 2026-27

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.	$118,253	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.	$139,294	Y
3	Curriculum/ Standards Implementation	Continue Edgenuity Online Platform Professional development during the 2026–2027 school year will focus on targeted academic support, skill development, restorative practices, and meaningful student-teacher engagement. Staff will participate in ongoing training aligned with curriculum and standards implementation, differentiated instruction, classroom management, relationship-building strategies, and data-driven instructional practices to better support students' academic and social-emotional needs. PLCs, collaboration opportunities, and continuous improvement practices will continue to strengthen instructional effectiveness, student engagement, and overall academic achievement. Student-centered days will increase from two to five. Expand Student-Centered Days from 2 days per week to 3 to increase student engagement.	$23,398	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	$6,208	N
5	CTE	Offer additional sections for Culinary and add a section for Career Exploration. Use Xello to explore career interests, identify potential career pathways, and develop postsecondary goals. Students complete career interest surveys, research colleges and careers, build individualized plans, and connect their academic progress to future educational and workforce opportunities.	$39,996	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 toward English proficiency (4E) and English learner reclassification rates (4F) are not typically reported in the metrics and actions below due to student data privacy, given 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 on CSU/UC completion (4B), successful completion of CTE courses (4C), or the percentage of pupils who 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

1	Priority 4A Statewide Assessments Source: Dashboard	2023 Dashboard- no performance level ELA <11 students Math <11 students Science- baseline TBD after 2025 Special Education 2023 Dashboard ELA 135.6 points below standard - All Students 135.6 points below standard - SED 167.3 points below standard - White 108.6 points below standard - English learners Math 163.7 points below standard - All Students 159.5 points below standard - SED 195.2 points below standard - White 128.1 points below standard - English learners	2024 Dashboard - no performance level ELA <11 students Math <11 students Science <11 students Special Education 2024 Dashboard ELA 109.8 points below standard - All Students 95 points below standard - SED 155.2 points below standard - White 98.8 points below standard - English learners 98.3 points below standard - Hispanic Math 135.3 points below standard - All Students 119.1 points below standard - SED 179.6 points below standard - White	2025 Dashboard - no performance level ELA <11 students Math <11 students Science <11 students Special Education 2025 Dashboard ELA 107.4 points below standard - All Students 92.8 points below standard - SED 130.5 points below standard - White 84.5 points below standard - English learners 94.8 points below standard - Hispanic Math 130.1 points below standard - All Students 121 points below standard - SED 153.1 points below standard - White	FRA 2026 Dashboard- Re-evaluate if there are more than 11 students Special Education 2023 Dashboard ELA 110 points below standard - All Students 110 points below standard - SED 120 points below standard - White 95 points below standard - English learners Math 40 points below standard - All Students 140 points below standard - SED 160 points below standard - White 100 points below standard - English learners	FRA No change from Baseline as there are still less than 11 students Special Education ELA All Students - improved by 28.2 points SED - improved by 42.8 points White - improved by 36.8 points English learners - improved by 24.1 points Hispanic - improved by 3.5 points Math All Students - improved by 33.6 points SED - improved by 38.5 points White - improved by 42.1 points English learners - improved by 23.6 points

			114.3 points below standard - English learners 120.2 points below standard - Hispanic	104.5 points below standard - English learners 117.3 points below standard - Hispanic		Hispanic - improved by 2.9 points
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	2025 CAASPP ELA- 0% Met or Exceeded Math- 0% Met or Exceeded	2026 CAASPP ELA- 30% Met or Exceeded Math- 30% Met or Exceeded	Same as Baseline
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	2025 Dashboard ELPI - less than 11 students, no data displayed	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	2025-26 0% or 0/13 Reclassified	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	2026 Spring STAR **Below the 25th percentile** 42% All Students 42% SED **Below 50th percentile** 44% All Students 44% SED **Between 50th and 74th percentile** 9% All Students 9% SED **Above the 75th percentile** 4% All Students 4% SED	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** 44% increase for All Students 47% increase for SED **Below 50th percentile** 46% increase for All Students 46% increase for SED **Between 50th and 74th percentile** 4% increase for All Students 7% increase for SED **Above the 75th percentile** 4% increase for All Students 4% increase for SED

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	2026 Spring STAR **Below the 25th percentile** 49% All Students 49% SED **Below 50th percentile** 44% All Students 44% SED **Between 50th and 74th percentile** 5% All Students 5% SED **Above the 75th percentile** 2% All Students 2% SED	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** 38% increase for All Students 38% increase for SED **Below 50th percentile** 36% increase for All Students 32% increase for SED **Between 50th and 74th percentile** 2% increase for All Students 4% increase for SED **Above the 75th percentile** 2% increase for All Students 2% increase for SED

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%	2025 Dashboard ELA All Students (SWD): 100% SED: 87% English Learners: 75% Math All Students (SWD): 100% SED: 87% English Learners: 75%	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): increase of 19% SED: increase of 6% English Learners: decrease 10% Math All Students (SWD): increase of 23% SED: increase of 4% English Learners: decrease of 8%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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 carried out the majority of its planned LCAP actions, including the continued implementation of PLCs, PBIS, restorative practices, and targeted academic interventions. These efforts have contributed to improvements in student behavior, increased classroom engagement, and more consistent instructional practices across classrooms. Staff collaboration and a focus on individualized support have strengthened the school’s ability to respond to diverse student needs.

At the same time, the site experienced challenges in several areas. Family participation remained lower than desired despite ongoing outreach efforts, and the expansion of CTE opportunities was limited due to staffing and scheduling constraints. Additionally, the planned formal student mentorship program was not fully implemented due to budget and personnel limitations. In response, staff incorporated informal mentoring and relationship-building strategies to ensure students continued to receive guidance and support.

While some actions required modification or were delayed, FRA remained responsive and adjusted its approach to maintain forward progress. The school continues to use implementation data and stakeholder feedback to refine its practices, strengthen areas of need, and ensure alignment with its goals for student achievement, engagement, and overall school climate.

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.

Goal 2, Action 1 – Collaboration. Metrics used to evaluate effectiveness: Metrics 1, 2, 5, and 6, Statewide Assessments/CAASPP and STAR ELA and Math. Action 1 was partially effective in supporting improved academic outcomes through weekly PLC collaboration, analysis of student data, and planning for instruction and intervention. The action specifically provides weekly collaboration time for staff to analyze student needs and data and plan instruction using the PLC model. Because FRA continues to have fewer than 11 students represented in Dashboard academic performance data, local STAR results provide an important measure of effectiveness. Spring 2026 STAR ELA results show 42% of All Students and SED students below the 25th percentile compared with 45% in Spring 2025, while the percentage between the 50th and 74th percentile increased from 7% to 9%. In mathematics, the percentage below the 25th percentile improved from 59% to 49%. These results demonstrate some academic improvement associated with increased data analysis, collaboration, and targeted instructional planning; however, the large percentage of students remaining below the 50th percentile demonstrates the need to continue and strengthen this action.

Goal 2, Action 2 – Classified Support. Metrics used to evaluate effectiveness: Metrics 5 and 6, STAR ELA and Math. Action 2 was partially effective in providing targeted academic and SEL support to students identified through academic data and SEL screeners. The paraprofessional action provides daily targeted support and is supported with LREBG funds. STAR outcomes provide evidence of improvement in portions of the achievement distribution. In ELA, the percentage of students below the 25th percentile declined from 45% in Spring 2025 to 42% in Spring 2026. In mathematics, the percentage below the 25th percentile declined more substantially, from 59% to 49%. At the same time, 86% of students remained below the 50th percentile in ELA and 93% remained below the 50th percentile in mathematics. Therefore, the additional classified support appears to be contributing to incremental academic improvement, but the magnitude of student need remains significant. The action will continue with one paraprofessional, with ongoing monitoring of STAR results to determine whether targeted support produces continued growth.

Goal 2, Action 3 – EL Supports. Metrics used to evaluate effectiveness: Metrics 3 and 4, English Learner Progress and Reclassification Rate, with STAR performance used as a local supplemental measure. Action 3 was not yet demonstrably effective in producing the targeted EL outcomes, although systems and staff capacity to support English learners were strengthened. Metric 3 continues to have fewer than 11 students for publicly reportable ELPI data, limiting the ability to evaluate progress through the Dashboard. Metric 4 shows that 0 of 13 English learners were reclassified in 2025–26, unchanged from the 0% baseline. The action nevertheless provides professional learning on Integrated and Designated ELD, feedback on instructional practices, implementation of the EL Master Plan during ILP reviews, and Title III support. Because the available outcome metrics have not yet demonstrated improvement in EL progress or reclassification, FRA will continue strengthening Designated and Integrated ELD instruction and monitoring individual EL progress locally until sufficient student counts permit public reporting.

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.

Following a review of input from educational partners, it has been determined that the current LCAP goals, metrics, and the majority of actions will be maintained for the upcoming cycle, as they continue to align with identified student needs and site priorities. However, the following adjustments have been made to better reflect program effectiveness and partner feedback:

Revised Action:

- Goal 2, Action 2: reducing paraprofessional support from two to one.
- Goal 2, Action 4: removing action related to Special Education. Data being tracked in local plan(s)

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	$37,006	Y

2	Classified Support	Provide a paraprofessional to deliver daily targeted academic and social-emotional learning (SEL) support to students identified through academic data analysis and referrals from SEL screeners. The paraprofessional will provide individualized and small-group assistance, reinforce classroom instruction, support students in accessing grade-level and standards-aligned content, and provide targeted SEL and behavioral support under the direction of certificated staff. Research supports the use of targeted academic intervention and social-emotional supports to improve student outcomes, particularly for students experiencing academic and behavioral challenges. Research on school-based SEL interventions has found that students participating in evidence-based SEL programs demonstrate improvements in social-emotional skills, classroom behavior, school engagement, and academic performance. CASEL reports that a meta-analysis of 213 school-based SEL studies found an average 11-percentile-point improvement in academic achievement for students participating in SEL programming compared with students who did not receive systematic SEL instruction. Research supported by the Institute of Education Sciences also recognizes the role paraprofessionals can play in delivering targeted academic and behavioral interventions when they are provided appropriate guidance and support from certificated staff. Metrics being used to monitor the impact of the action: Goal 2, Metric 5 – STAR ELA and Goal 2, Metric 6 – STAR Math. These metrics will be used to determine whether students receiving targeted academic and SEL support demonstrate improved academic performance over time. LREBG Funds supporting this action: $64,277 in the 2026–27 school year.	$58,719	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.	$12,564	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
1	Priority 3A/3B and 3C Efforts to seek parent input in decision-making and promote participation in programs for unduplicated pupils and students with exceptional needs Source: Panorama and Parent Square Dashboard	Spring 2024 Survey Participation Rate 32% All parents 35% Unduplicated 30% Exceptional Needs Parent Square 2 Direct Messages 4 Posts 1/58 or 2% of parents interacted 1 School User	Spring 2025 Survey Participation Rate 58% All parents 67% Unduplicated 67% Exceptional Needs Parent Square 20 Direct Messages 3 Posts 0/28 or 0% of parents interacted 1 School User	Spring 2026 Survey Participation Rate 42% All parents 42% Unduplicated 42% Exceptional Needs Parent Square 17 Direct Messages 5 Posts 8/28 or 29% of parents interacted 2 School User	Spring 2027 Survey Participation Rate 35% All parents 40% Unduplicated 35% Exceptional Needs Parent Square 200 Direct Messages 24 Posts 50% Parents Interacted 3 School Users	10% increase for All parents 7% increase for Unduplicated 12% increase for Exceptional Needs Parent Square 15 more Direct Messages 1 more post 27% more Parents Interacted 1 More School User
2	Priority 5A Attendance Source - P2 Attendance Report	P-2 2024 78.9% - FRA SED student group 84%	P-2 2025 81.6% - FRA SED student group 82.6%	P-2 2026 80.56% - FRA SED student group 79.5%	P-2 2027 85% SED student group 90%	Attendance rates for all students have increased by 1.66% and decreased by 4.5% for SED students

3	Priority 5B Chronic Absenteeism Source - Dashboard - Chronic Absenteeism Indicator (7-8 only) and local SIS (All Students and SED for FRA)	2023 Dashboard **FRA** Less than 11 students in 7th-8th Grade SIS All Students - 80% SED - 79% **COE operated SpEd** 51.73%	2024 Dashboard **FRA** Less than 11 students in 7th-8th Grade SIS Jan 2025 (AERIES) SIS All Students - 78% SED - 76% **COE operated SpEd** 50.4%	2025 Dashboard FRA Less than 11 students in 7th-8th Grade SIS All Students - 57% SED -62%	2026 Dashboard - **FRA** Less than 11 students in 7th-8th Grade SIS All Students - 50% SED - 50%	**FRA** Still Less than 11 students in 7th-8th Grade All Students - 23% decline SED - 17% 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	No Middle School Students are being served at FRA in the 25-26 school year	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	2025-2026 5 students	2026-2027 4 students	Decreased by 3 students
6	Priority 9 Number of expelled youth eligible to return to school of residence. Source: Local Tracking Sheet	2024-2025 1st Semester EstablishBaseline in 2024-25 2nd Semester Establish Baseline in 2024-25	2024-2025 **1st Semester** 2 students **2nd Semester** 3 Students	2025-2026 **1st Semester** 9 students **2nd Semester** 5 Students	2026-2027 **1st Semester** 5 students **2nd Semester** 5 Students	**1st Semester** 7 more students **2nd Semester** 2 students

7	Priority 5E High School Rate Source: Graduation Rate Indicator (Dashboard) and/or CALPADS 15.1 or 15.2	2023 Dashboard All Students - 21.4% Graduated Increased 21.4% SED- 21.4% Graduated Increased 21.4%	2024 Dashboard All Students - Less than 11 students, no data displayed	2025 Dashboard All Students - Less than 11 students, no data displayed All students Graduated - 19.3% SED Graduated - 19.3%	2026 Dashboard All Students - 25% Graduated SED - 25% Graduated	All Students Can not be compared to baseline as there fewer than 11 students SED Declined 2.1%
8	Priority 6B Expulsion Rates Source: CALPADS	Does not apply as students are in a school for expelled youth	Does not apply as students are in a school for expelled youth	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
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%	Spring 2026 Survey **Sense of School Safety** Students - 98% Parents- 70% Staff - 100% **Sense of School Connectedness and Belonging** Students - 42% Parents-80% Staff - 69%	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 - 34% increase Parents- 6% increase Staff - 32% increase **Sense of School Connectedness and Belonging** Students - 16% increase Parents- 25% increase Staff - 5% increase

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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 demonstrated continued progress in implementing key actions identified within the LCAP, particularly in the areas of student behavior support, academic intervention, instructional collaboration, and school climate. The ongoing implementation of PBIS and restorative practices contributed to a reduction in behavioral incidents, strengthened student-to-staff relationships, and promoted a more positive and supportive campus environment. PLCs continued to support staff collaboration through the use of student data, differentiated instruction, and shared instructional strategies designed to address the diverse academic and behavioral needs of FRA students.

FRA also expanded SEL supports and continued integrating technology into daily instruction through consistent Chromebook use and online learning platforms such as Edgenuity. These efforts helped improve student engagement, increase access to coursework, and provide students with greater flexibility in meeting academic goals. Staff continued participating in professional development focused on trauma-informed practices, classroom management, differentiated instruction, and relationship-centered approaches to support student success.

Although many planned actions were successfully implemented, several initiatives required modification due to staffing limitations, student attendance challenges, and resource constraints. Efforts to expand mentorship opportunities and additional CTE pathways were limited during the school year despite ongoing student interest and identified need. Family engagement efforts improved through increased communication, home outreach, and ParentSquare messaging; however, participation remained inconsistent due to transportation barriers, work schedules, and other external factors impacting families.

In response to these challenges, FRA adjusted implementation strategies by strengthening internal supports, increasing individualized student check-ins, expanding counselor outreach, and prioritizing relationship-building practices across the campus. As a result, FRA continued to make progress toward its core LCAP goals while identifying mentorship opportunities, expanded CTE access, attendance improvement, and enhanced family engagement as ongoing areas of focus for continuous 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.

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.

Goal 3, Actions 1 – Attendance and Outreach and 2 – Transportation. Metrics used to evaluate effectiveness: Metrics 2 and 3, Attendance and Chronic Absenteeism. Actions 1 and 2 were partially effective in reducing attendance barriers and chronic absenteeism. Action 1 provides attendance monitoring, home visits, outreach, and individualized transportation, while Action 2 addresses transportation barriers through personalized transportation and bus passes. Metric 2 shows FRA's overall attendance rate was 80.56% in 2025–26 compared with the 78.9%

baseline, an increase of 1.66 percentage points; however, SED attendance declined from 84% at baseline to 79.5%. Metric 3 provides stronger evidence of improvement: chronic absenteeism declined from 80% to 57% for All Students and from 79% to 62% for SED students from baseline to the 2025 outcome. These results indicate that attendance outreach and transportation supports are helping reduce chronic absenteeism and remove barriers to school access, but the decline in the SED attendance rate demonstrates that additional targeted intervention for unduplicated students remains necessary.

Goal 3, Action 3 – Counseling Services. Metrics used to evaluate effectiveness: Metric 9, School Safety and Connectedness, and Metric 2, Attendance. Action 3 was effective in supporting improved perceptions of safety and connectedness, while attendance outcomes remain mixed. Counseling services provide individual and group support for students' academic, career, social-emotional, and substance-use needs, with unduplicated students prioritized. From Spring 2024 to Spring 2026, student-reported school safety increased from 64% to 98%, and student connectedness/belonging increased from 26% to 42%. Parent-reported safety increased from 64% to 70%, and parent connectedness increased from 55% to 80%. These substantial improvements indicate that counseling and related student supports are contributing to a more supportive school environment. However, because overall attendance was 80.56% and SED attendance was 79.5% in 2025–26, continued counseling and targeted SEL supports remain necessary to address barriers affecting consistent engagement.

Goal 3, Action 4 – Parent Liaison/Family Communication. Metric used to evaluate effectiveness: Metric 1, Parent Participation and ParentSquare Engagement. Action 4 was partially effective. Spring 2026 Panorama participation was 42% for All Parents, unduplicated-student parents, and parents of students with exceptional needs. Although this represents improvement over the 32% All Parent baseline, it declined from the 58% participation achieved in Spring 2025. ParentSquare engagement, however, improved substantially: 29% of parents interacted with communications in Spring 2026 compared with 2% at baseline, and the number of school users increased from one to two. These results suggest that expanded communication strategies improved two-way digital engagement but did not produce consistent growth in survey participation. Accordingly, the formal Parent Liaison position was eliminated for the coming year while School Secretary support, ParentSquare, translation, and language supports will continue to address family communication needs.

Goal 3, Action 5 – Campus Supervision. Metric used to evaluate effectiveness: Metric 9, School Safety. Action 5 was effective in supporting a safe school environment. The action maintains the Centegix Crisis Alert platform to allow immediate and coordinated responses to campus safety incidents. Panorama school-safety results improved substantially from baseline to Spring 2026: student perceptions of safety increased from 64% to 98%, parent perceptions increased from 64% to 70%, and staff perceptions increased from 68% to 100%. While these results reflect the combined influence of multiple school-climate actions and cannot be attributed solely to Centegix, the strong improvement in Metric 9 supports continuation of campus supervision and emergency-response systems as part of FRA's comprehensive approach to school safety.

Goal 3, Action 6 – Coordination of Services for Expelled Youth. Metric used to evaluate effectiveness: Metric 6, Number of Expelled Youth Eligible to Return to the District of Residence. Action 6 was effective in strengthening the process for monitoring students' readiness to return to their districts of residence. FRA meets twice each year to review implementation of the Expelled Youth Plan and individual student progress. Metric 6 shows that 2 students were identified as eligible to return in the first semester and 3 in the second semester of 2024–25, compared with 9 students in the first semester and 5 in the second semester of 2025–26. The increase in students identified as ready to return indicates that the coordination and review process is functioning as intended to monitor progress and facilitate successful transitions back to districts of residence.

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.

Following a review of input from educational partners, it has been determined that the current LCAP goals, metrics, and the majority of actions will be maintained for the upcoming cycle, as they continue to align with identified student needs and site priorities. However, the following adjustments have been made to better reflect program effectiveness and partner feedback:

Revised Actions:

- Goal 3, Action 2: eliminated extra hours for paraeducator to support transportation
- Goal 3, Action 3: Panorama survey was updated in 25-26. Will be utilized with changes moving forward.
- Goal 3, Action 4: Parent Liaison position was eliminated
- Goal 3, Action 7: Action removed. Practice is fully implemented

Revised Metric:

- Goal 3, Metric 3.3: eliminated COE SPED data because associated actions were removed.

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.	$87,786	Y
2	Transportation	Address transportation barriers by providing personalized transportation by school staff and/or providing bus passes	$31,708	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. Utilize Panorama Survey	$54,263	Y
4	Parent Liaison	Maintain School Secretary support to strengthen communication, family engagement, and inclusion for all parents, including socioeconomically disadvantaged and English Learner families. Continue expanding ParentSquare use to enhance two-way communication between the school and families, while coordinating translation and language support services.	$38,305	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

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 Academy'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

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	2025 CA Dashboard All Students Red - 39.6% Suspended at least 1 day Increased 8% SED Red - 42% Suspended at least 1 day. Increased 11.6% Hispanic Red - 38.7% Suspended at least 1 day. Increased 2.6%	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 increased by 2.1%, SED increased by 4.5%. Hispanic students increased by 1.6%
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	2025-2026 6 students with > 1 suspension 28 total suspensions. Source: AERIES (5/8/2026)	2026-2027 3 students with >1 suspension. 10 total suspensions	There is 1 less students with more than 1 suspension, Total suspensions has decreased by 5 students

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 11 suspensions	2025-2026 6 suspensions	2026-2027 5 suspensions	There was a decline of 3 suspensions
4	Priority 3 Survey of Sense of Belonging Source: Panorama	2023-2024 26% of students	2024-2025 27% of students	2025-2026 42 % of students	2026-2027 30% of students	An increase of 16% from the Baseline

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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 continued to effectively implement key strategies outlined within the LCAP, including PBIS, restorative practices, SEL, and regular student advisory check-ins designed to strengthen student engagement and improve school climate. These efforts contributed to measurable progress during the 2024–25 school year, including reductions in student suspensions, improved classroom behavior, and increased positive feedback on student climate and connectedness surveys. Staff collaboration, ongoing professional development, and intentional relationship-building activities further supported the creation of a more structured, supportive, and student-centered learning environment.

FRA also expanded the use of restorative conversations, individualized student support meetings, and consistent behavioral interventions to proactively address student needs and strengthen trust between students and staff. As a result, students demonstrated increased participation in school activities, improved attendance trends, and greater engagement within the classroom setting. School climate data and classroom walkthrough observations reflected continued improvement in student behavior, peer interactions, and overall campus culture.

While several actions demonstrated positive outcomes, FRA experienced challenges fully implementing a planned mentorship program due to limited staffing capacity, scheduling constraints, and difficulties securing consistent community partnerships and volunteer participation. Although the program was not implemented at the level originally anticipated, FRA continued providing individualized support through counselors, advisory periods, outreach staff, and targeted student check-ins to ensure students received ongoing academic and social-emotional support services.

Moving into the 2025–26 school year, FRA will continue refining and expanding support systems to better meet the needs of its student population. Planned improvements include strengthening community partnerships, increasing opportunities and career exploration, expanding student wellness supports, and continuing staff training in restorative practices, SEL, trauma-informed strategies, and relationship-centered approaches. FRA remains committed to achieving its 2027 LCAP targets by utilizing data-informed decision-making, monitoring student outcomes, and adjusting interventions and supports to improve student engagement, behavior, attendance, and academic success.

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

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.

The 2025 California School Dashboard shows that the overall suspension rate did not improve as intended. The suspension rate increased to 39.6% for All Students, 42% for socioeconomically disadvantaged students, and 38.7% for Hispanic students, indicating that the actions associated with Goal 4 have not yet resulted in the desired reduction in the overall suspension rate. At the same time, local Aeries and SWIS data show evidence of progress in specific areas targeted by the Goal 4 actions. The number of students with more than one suspension decreased from 9 students in 2024–25 to 6 students in 2025–26, demonstrating progress toward the target of reducing repeated suspensions. In addition, suspensions associated with verbal aggression and profanity toward staff decreased from 11 in 2024–25 to 6 in 2025–26. These results indicate that Goal 4 actions have been partially effective. The actions appear to be having a positive impact on repeated suspensions and specific behavioral concerns; however, they have not yet produced the intended improvement in the overall Dashboard suspension rate. FRA will continue to use Improvement Science, restorative practices, PBIS, counseling and re-entry supports, and student engagement strategies to identify contributing factors, refine interventions, and monitor progress toward reducing overall and repeated suspensions.

Goal 4, Action 2 – Improvement Science. Metrics used to evaluate effectiveness: Metrics 1, 2, and 3, Suspension Rate, Repeated Suspensions, and Suspensions/Referrals for Verbal Aggression and Profanity. Action 2 was partially effective in supporting continuous improvement around student discipline. The action uses PDSA cycles and Improvement Science tools specifically to decrease suspensions and address disciplinary issues. Outcome data are mixed. The 2025 Dashboard suspension rate increased to 39.6% for All Students, 42% for SED students, and 38.7% for Hispanic students, indicating that the broader suspension-rate outcome has not yet improved as intended. However, local data show that students with more than one suspension declined from 9 in 2024–25 to 6 in 2025–26, and SWIS data show suspensions related to verbal aggression/profanity declined from 11 to 6. These results indicate that the Improvement Science approach is producing improvement in specific behavioral patterns and repeated suspensions, but has not yet resulted in improvement in the overall Dashboard suspension rate. Continued PDSA cycles will therefore focus on identifying the drivers of first-time and repeated suspensions and testing targeted interventions.

Goal 4, Action 3 – Additional Day for Counselor and Program Analyst Support. Metrics used to evaluate effectiveness: Metrics 1 and 2, Suspension Rate and Repeated Suspensions. Action 3 was partially effective in reducing repeated suspensions. The additional counselor time is specifically used to create and monitor re-entry plans for suspended students, while the Program Analyst supports data collection. Metric 2 shows that the number of students with more than one suspension decreased from 9 in 2024–25 to 6 in 2025–26, demonstrating progress toward the Year 3 target of 3 students. However, total suspensions increased from 21 to 28, and the 2025 Dashboard suspension rate remained

Red. Therefore, re-entry planning and additional counseling appear to be helping reduce the number of students experiencing repeated suspensions, but the action has not yet been sufficient to reduce overall exclusionary discipline to the desired level. Continued monitoring of individual re-entry plans and repeat-suspension data will be used to refine this action.

Goal 4, Action 5 – Leadership. Metric used to evaluate effectiveness: Metric 4, Student Sense of Belonging. Action 5 was effective in improving students' reported sense of belonging and connectedness. The Leadership advisory provides bi-weekly opportunities for student voice, self-advocacy, leadership development, teamwork, collaboration, and positive peer relationships. Panorama results show that the percentage of students reporting a sense of belonging increased from 26% at baseline to 42% in 2025–26, a 16-percentage-point increase and already above the Year 3 target of 30%. This outcome indicates that structured opportunities for student leadership, voice, and relationship-building are contributing positively to school connectedness. FRA will therefore continue the Leadership advisory with a clarified focus on belonging, student ownership, and engagement.

Goal 4, Action 6 – Enrichment. Metric used to evaluate effectiveness: Metric 4, Student Sense of Belonging. Action 6 was effective as part of the coordinated strategy to increase student engagement and connectedness. Enrichment activities were designed to align with restorative practices and provide students with additional opportunities to participate in meaningful, relationship-centered school experiences. Student sense of belonging increased from 26% at baseline to 42% in 2025–26, exceeding the Year 3 target of 30%. Because Metric 4 reflects the combined impact of multiple school-climate strategies, the improvement cannot be attributed solely to enrichment; however, the results support the conclusion that enrichment contributed as part of the broader strategy to increase student connectedness. Action 6 is being removed for 2026–27 because Equity Multiplier funds will no longer be used for this action, rather than because the action was determined to be ineffective.

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.

Following a review of input from educational partners, it has been determined that the current LCAP goals, metrics, and the majority of actions will be maintained for the upcoming cycle, as they continue to align with identified student needs and site priorities. However, the following adjustments have been made to better reflect program effectiveness and partner feedback:

- Goal 4, Action 1: updated action description to better articulate Restorative Practice Implementation for 26-27.
- Goal 4, Action 5: updated action description to better reflect the purpose of the Leadership Class
- Goal 4, Action 6-8: actions removed. No longer utilizing Equity Multiplier Funds.

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
		FRA will continue implementing Restorative Practices as a foundational component of its school climate and student support systems. A continued emphasis will be placed on strengthening student	$0	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. Revised: FRA will continue strengthening its implementation of PBIS through ongoing collaboration with the SCSOS SEL Coordinator, who will provide training, coaching, and support to staff in implementing Tier 2/3 interventions, including the Check-In, Check-Out (CICO) model. The school will continue providing student incentives and recognition systems designed to reinforce positive behavior, improve attendance, and increase student engagement. PBIS strategies will remain aligned with restorative practices to create a consistent, relationship-centered approach focused on accountability, behavioral growth, conflict resolution, and the development of a positive and supportive school climate.	$22,481	N
5	Leadership	A Leadership advisory will be held bi-weekly to increase students' sense of belonging, strengthen school connectedness, and encourage greater ownership within the school community and their personal lives. It will provide opportunities for student voice, self-advocacy, leadership development, teamwork, and collaboration while promoting positive peer relationships and engagement in school culture.	$0	N
6	Enrichment	Contract with *Fullmind* to provide restorative practice-aligned enrichment activities for students	$32,410	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.	Broad Goal

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	2025-2026 9 per year	2026-2027 10 per year	The number of professional development opportunities increased by 4

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	2025-2026 4 Meetings 29 EAC Members 44 CFT Meetings 17% of foster youth students served	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 20 3% 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	54.2 % 2024-25 Graduation Rate 38.7% - 2024-25 Chronic Absenteeism Rate 18.8% - 2024-25 Suspension Rate 7.7%- 2024-25 College Going Rate 41.2% % - 2024-25 Stability Rate	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 4.2% Chronic Absenteeism increased by 8.8% Suspension rate increased by 9.3% College Going Rate Baseline established in 2025-26 Stability Rate decreased by 14.9%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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.

Overall, planned actions were largely implemented, with some areas expanded and others impacted by external challenges. The Foster Youth Services Coordinating Program (FYSCP) increased Professional Development offerings from five to ten sessions, exceeding the original plan and strengthening capacity among LEAs and partners.

Educational Advisory Council (EAC) meetings were held as scheduled and continued to support cross-system coordination. Youth Voice via the Youth Advisory Board supported the elevation of foster youth voice, strengthening alignment of services to student needs.

Coordination of services and case management efforts expanded, as FYSCP staff increased participation in Child and Family Team (CFT) meetings from 24 in 2023–24 to 41 in 2025–26, with 43 meetings attended to date this year. Staff developed, utilized, and shared a CFT flowchart with partners to clarify roles and improve collaboration, supporting more consistent engagement across agencies.

While Actions 1–3 were implemented as planned or expanded, Action 4 (Title IV-E MOU) was delayed due to leadership changes within Child Welfare Services (CWS), again. Additional challenges included leave of the CFT facilitator and inconsistent staffing across partner agencies. In response, FYSCP developed and shared protocols and reference materials to support consistency and onboarding.

Despite strong implementation and increased coordination, outcomes this year did not reflect prior gains. Data indicate declines in academic performance and increases in student engagement concerns for foster youth, highlighting the need to strengthen the impact of supports of student outcomes and a deeper dive into this data.

Material Differences Between Planned and Actual Implementation:
Professional Development offerings exceeded the original plan, and a Youth Advisory Board was added. The Title IV-E MOU was not completed as scheduled due to CWS leadership changes. CFT participation exceeded expectations, though staffing variability impacted consistency. One significant accomplishment that was not listed in the goal but that should be mentioned is that we are awaiting final approval of a Sutter County ESSA Transportation MOU.

Overall, implementation strengthened systems, collaboration, and case management; however, challenges in interagency stability and delayed agreements, along with declining student outcomes, indicate a need for continued focus on alignment and effectiveness of supports.

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 accommodations to date in making progress toward the goal.

Grouped Actions 5.1 through 5.3 demonstrate partial effectiveness in improving collaboration, system coordination, and service delivery for foster youth. Expanded Professional Development and increased participation in Child and Family Team (CFT) meetings strengthened staff capacity, cross-system collaboration, and coordination of services. The development, use, and sharing of tools such as the CFT flowchart improved role clarity and supported more consistent partner engagement. The addition of the Youth Advisory Board further enhanced opportunities to incorporate foster youth voice into program planning.

These efforts contributed to stronger systems for identification, case management, and alignment of services. However, unlike the previous year, these improvements have not translated into positive student outcomes. Current data reflect declines in academic performance and increases in student engagement concerns for foster youth, indicating limited effectiveness in achieving the intended impact on student achievement.

Delays in implementing the Title IV-E MOU, along with staffing instability and changes within partner agencies, reduced the overall effectiveness of services by impacting consistency and continuity of support. While the actions have been effective in strengthening structures and collaboration, additional focus is needed to ensure these efforts result in improved academic and engagement outcomes for foster youth.

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.

Changes to Goal, Metrics, Actions, and Services

Based on reflection of implementation and Educational Partner feedback, the goal will remain unchanged, as it continues to address the critical need to improve educational outcomes for foster youth through coordinated systems of support. Most metrics and actions will also remain in place to ensure continuity and allow for deeper implementation.

Metrics:
No additional changes to metrics are proposed at this time. Previously corrected baseline data for Goal 5, Metric 3 will continue to be used to ensure accurate progress monitoring. Current outcome data, including declines in academic performance and increased engagement concerns, will serve as a focus for ongoing monitoring and refinement of strategies.

Actions/Services:
Actions 1–3 will continue with an emphasis on strengthening the impact of existing practices, including targeted Professional Development, expanded CFT participation, and increased alignment of services to student needs. The use of Foster Focus will continue to be monitored to support effective data-sharing and collaboration among LEAs and partner agencies.

Action 4 (Title IV-E MOU) will remain in place with renewed focus and prioritization. Based on implementation challenges, including leadership changes within Child Welfare Services (CWS), additional efforts will be made to stabilize partnerships and re-engage in the MOU development process to support long-term program sustainability.

Additionally, refinements will focus on improving consistency in cross-system collaboration, strengthening case management practices, and ensuring that existing structures more effectively translate into improved academic and engagement outcomes for foster youth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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	$7,776	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 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$194,273	$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
2.23%	0.0%	$0.00	2.23%

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

1.2, 2.1, and 2.3	**2026 Spring ELA STAR - All Students and SED Students** Below the 25th percentile - 42% Between the 25th and 49th percentile - 44% Between the 50th and 74th percentile - 9% 75th and above percentile - 4% **2025Spring ELA STAR - All Students and SED Students** Below the 25th percentile - 45% Between the 25th and 49th percentile - 43% Between the 50th and 74th percentile - 7% 75th and above percentile -4% **2026 Spring Math STAR - All Students and SED Students** Below the 25th percentile - 49% Between the 25th and 49th percentile - 44% Between the 50th and 74th percentile - 5% 75th and above percentile 2% **2025 Spring Math STAR - All Students and SED Students** Below the 25th percentile - 59% Between 25th and 49th percentile - 31% Between 50th and 74th percentile - 4% 75th and above percentile -6% **2025 CAASPP - All Students and SED (Results were the same)** ELA- 0% Met or Exceeded Math- 0% Met or Exceeded	A performance gap between All Students and Unduplicated Students cannot be determined due to differences in student group sizes. However, based on the data, 86% of All Students in ELA and 93% in math scored 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 enable instructional planning and interventions to address the significant challenges faced by our specific student population. Although ELs are not a significant student group, their numbers are increasing. In addition, Educational Partner feedback from certificated and classified staff, parents, and students indicated a desire to prioritize and maintain the low student-to-teacher ratio.	CAASPP/Dashboard and STAR - ELA and Math

	2024 CAASPP - All Students and SED (Results were the same) ELA- 14.28% Met or Exceeded Math- 0% Met or Exceeded **There are less than 11 EL and 0 Foster Youth therefore, data is not displayed/disaggregated	These actions are provided on an LEA-wide basis, and we expect that all students who do not meet or exceed standards or perform below the 25th percentile academically will 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 feedback from our educational partners on these services will be positive and will continue to inform our academic support.	

3.1, 3.2, 3.3, 3.4, and 3.5	**2025-26 Attendance** All Students - 81% and SED - 80% **2024-25 Attendance** All Students - 81.6% and SED - 82.6% **Chronic Absenteeism Rate (2024 and 2025 Dashboard)** Dashboard -Less than 11 students at 7th-8th Grade 23/24 Dataquest (Grades 7-12) All Students -78% and SED -76% **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 **There are less than 11 EL and 0 Foster Youth; therefore, data is not displayed/disaggregated **2025 Suspension Rates** All Students - 40% SED - 42% Hispanic - 39% **2024 Suspension Rates** All Students - 32.8% SED - 31.5% Hispanic - 37.1%	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. 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.	Attendance Rates Chronic Absenteeism Rates Suspension Rate

	**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.		

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

Local Control and Accountability Plan Instructions

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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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;
    - o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- 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 #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- 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 %)**
  - o 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)**
  - o 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)**
  - o 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)**
  - o 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).

California Department of Education
November 2024

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 8,718,717	$ 194,273	2.228%	0.000%	2.228%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 266,644	$ 4,806	$ -	$ 129,476	$ 400,926.00	$ 312,055	$ 88,871

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	2	Class Size Reduction	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 139,294	$ -	$ 26,372	$ -	$ -	$ 112,922	$ 139,294	0.000%
2	1	Collaboration	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 37,006	$ -	$ 32,927	$ 4,079	$ -		$ 37,006	0.000%
2	3	EL Supports	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 12,564	$ -			$ -	$ 12,564	$ 12,564	0.000%
3	1	Attendance and Outreach	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 84,886	$ 2,900	$ 84,886		$ -	$ 2,900	$ 87,786	0.000%
3	2	Transportation	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 31,708	$ 30,618		$ -	$ 1,090	$ 31,708	0.000%
3	3	Counseling Services	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 54,263	$ 53,536	$ 727	$ -	$ -	$ 54,263	0.000%
3	4	Parent Liaison	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 38,305	$ -	$ 38,305		$ -	$ -	$ 38,305	0.000%
3	5	Campus Supervision	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -		$ -	0.000%
										$ -		$ -	$ -		$ -	0.000%
										$ -		$ -	$ -		$ -	0.000%
										$ -			$ -	$ -	$ -	0.000%
										$ -		$ -	$ -	$ -	$ -	0.000%
										$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
										$ -	$ -		$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 8,718,717	$ 194,273	2.228%	0.000%	2.228%	$ 266,644	0.000%	3.058%	Total:	$ 266,644
								LEA-wide Total:	$ 266,644
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Class Size Reduction	Yes	LEA-wide	All	All Schools	$ 26,372	0.000%
2	1	Collaboration	Yes	LEA-wide	All	All Schools	$ 32,927	0.000%
2	3	EL Supports	Yes	LEA-wide	All	All Schools	$ -	0.000%
3	1	Attendance and Outreach	Yes	LEA-wide	All	All Schools	$ 84,886	0.000%
3	2	Transportation	Yes	LEA-wide	All	All Schools	$ 30,618	0.000%
3	3	Counseling Services	Yes	LEA-wide	All	All Schools	$ 53,536	0.000%
3	4	Parent Liaison	Yes	LEA-wide	All	All Schools	$ 38,305	0.000%
3	5	Campus Supervision	Yes	LEA-wide	All	All Schools	$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 398,530.00	$ 422,724.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	2	Class Size Reduction	Yes	$ 134,162	$ 140,106
2	1	Collaboration	Yes	$ 40,274	$ 41,781
2	3	EL Supports	Yes	$ 9,248	$ 9,248
3	1	Attendance and Outreach	Yes	$ 75,482	$ 90,577
3	2	Transportation	Yes	$ 41,192	$ 41,695
3	3	Counseling Services	Yes	$ 60,494	$ 60,853
3	4	Parent Liaison	Yes	$ 37,678	$ 38,464
3	5	Campus Supervision	Yes	$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 183,405	$ 232,749	$ 219,705	$ 13,044	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Class Size Reduction	Yes	$ 25,400	$ 26,526.00	0.000%	0.000%
2	1	Collaboration	Yes	$ 32,200	$ 33,359.00	0.000%	0.000%
2	3	EL Supports	Yes	$ -		0.000%	0.000%
3	1	Attendance and Outreach	Yes	$ 73,001	$ 88,404.00	0.000%	0.000%
3	2	Transportation	Yes	$ 31,878		0.000%	0.000%
3	3	Counseling Services	Yes	$ 32,592	$ 32,952.00	0.000%	0.000%
3	4	Parent Liaison	Yes	$ 37,678	$ 38,464.00	0.000%	0.000%
3	5	Campus Supervision	Yes	$ -		0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 8,603,878	$ 183,405	0.000%	2.132%	$ 219,705	0.000%	2.554%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan (LCAP) Action Tables Data Entry Instructions

These instructions are provided to assist local educational agencies (LEAs) using the Microsoft© Excel Spreadsheets to complete the Action Tables for the 2026–27 LCAP.

The LCAP Action Tables Template is available on the California Department of Education's (CDE's) LCAP web page. Ensure that you are using the most recent version of the Action tables by downloading the Excel file to your computer and comparing the date on the Title Page to the file you are using. The most recent version of the Action Tables file is July 2023, titled "lcapactiontables2024".

Introduction

Along the bottom of the workbook there are six tabs; these tabs are titled:

- 'Title Page',
- 'Total Planned Expenditure Table',
- 'Contributing Actions Table',
- 'Annual Update (AU) Table',
- 'Contributing Actions AU Table' and
- 'LCFF Carryover Table'.

The LEA will enter data in the 'Total Planned Expenditure Table', 'Annual Update (AU) Table', 'Contributing Actions AU Table', and the 'LCFF Carryover Table' tabs. This data will automatically populate the other pages of the Action Tables with the information. With the exception of the Total Planned Expenditure 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 'Title Page' is "inward facing" and is intended for use by LEA personnel. The information contained in the following remaining tabs are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditure 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

2026–27 LCAP, 2026–27 will be the coming LCAP Year and 2025–26 will be the current LCAP Year.

Total Planned Expenditure Table Instructions

Ensure that you are on the 'Total Planned Expenditure Table' worksheet by clicking on the 'Total Planned Expenditure Table' tab in the lower left-hand side.

- **LCAP Year**: Input "2025–26" to start.
- **1. Projected LCFF Base Grant**: Input the total amount of LCFF funding the LEA estimates it will receive for the 2025–26 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(8).

  See California *Education Code* (*EC*) sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the 2025–26 school 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%).
- The following sections should reflect what was submitted with the 2025–26 LCAP (see pages 25-27 of the LCAP template instructions for more information):
  - Goal #
  - Action #
  - Action Title
  - Student Group(s)
  - Contributing to Increased or Improved Services?
    - If "Yes" is entered into the Contributing column, then the following columns should be completed:
      - Scope
      - Unduplicated Student Group(s)
      - Location
  - Time Span
  - Total Personnel

- Total Non-Personnel
- LCFF Funds
- Other State Funds
- Local Funds
- Federal Funds

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%).

Contributing Actions Table Instructions

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 Instructions

In the Annual Update Table, provide the following information for each action in the LCAP for the 2025–26 LCAP year:

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

Contributing Actions Annual Update Table Instructions

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 2025–26 LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the 2025–26 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%).

LCFF Carryover Table Instructions

- **9. Estimated Actual LCFF Base Grant**: Input the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

Saving Instructions

Once all the information has been entered for the 2025–26 LCAP year, save the Excel file as '2025actiontables'. After saving the file use 'Save As' to save the file again, however, rename the file to '2026actiontables'. Remember to periodically save as you enter information for the 2026–27 LCAP.

2026–27 Total Planned Expenditure Table Instructions

- **LCAP Year**: Input "2026–27".

- **1. Projected LCFF Base Grant**: Input the total amount of LCFF funding the LEA estimates it will receive for the 2026–27 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the 2026–27 school year.

- **LCFF Carryover — Percentage**: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the 2025–26 LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%)

- Add or delete items from the following sections as necessary for the 2026–27 LCAP year:
  - Goal #

        - Action #
        - Action Title
        - Student Group(s)
        - Contributing to Increased or Improved Services?
            - If "Yes" is entered into the Contributing column, then the following columns should be completed:
                - Scope
                - Unduplicated Student Group(s)
                - Location
        - Time Span
        - Total Personnel
        - Total Non-Personnel
        - LCFF Funds
        - Other State Funds
        - Local Funds
        - Federal Funds

- **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%).

2026–27 Contributing Actions Table Instructions

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.

2026–27 Annual Update Table Instructions

Information will not be entered in the Annual Update Table for 2026–27 at this time. This information will be completed as part of the Annual Update for the 2027–28 LCAP.

2026–27 Contributing Actions Annual Update Table Instructions

Information will not be entered in the Annual Update Table for 2026–27 at this time. This information will be completed as part of the Annual Update for the 2027–28 LCAP.

2026–27 LCFF Carryover Table Instructions

Information will not be entered in the LCFF Carryover Table for 2026–27 at this time. This information will be completed as part of the Annual Update for the 2027–28 LCAP.

Printing Instructions

The 2026–27 LCAP will include the following tables:

- 2025–26 Annual Update Table
- 2025–26 Contributing Actions AU Table
- 2025–26 LCFF Carryover Table
- 2026–27 Total Expenditures Table
- 2026–27 Contributing Actions Table

California Department of Education
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