ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 MISTLETOE LANE, REDDING, CALIFORNIA 96002

REGULAR MEETING OF THE GOVERNING BOARD
WEDNESDAY, JUNE 4, 2025, 4:00 P.M. (OPEN SESSION)

OUR DISTRICT GOALS

ENHANCE
student learning options and enrich communication

MEET
the social and emotional needs of students

HIRE AND RETAIN
the best

PROVIDE
safe, adequate, and secure operations

OUR GOVERNING BOARD

Troy Wright
Gloria Valles
Bonnie Hyatt
Andrew Shaddix
Robin Littau

In compliance with the Americans with Disabilities Act, the Enterprise Elementary School District will make available to any member of the public who has a disability, appropriate disability-related modifications or accommodations in order for that person to participate in the public meeting. Contact Tonya Cottrell at 530-224-4100, 1155 Mistletoe Lane, at least one (1) week prior to the scheduled meeting. We will make every effort to give primary consideration to expressed preferences or provide equally effective means of communication to ensure equal access to our public meetings. Documents presented to the members of the Governing Board for consideration at this meeting are available for public review in the District Office during business hours. The public is invited and encouraged to attend and participate in Board meetings. Persons wishing to address the Board may do so during the Opportunity for Public Comment, Public Forum, or Items from the Floor. Speakers are limited to a maximum of three minutes each. By law, the Board is not allowed to take action on matters that are not on the agenda.

1. **CALL TO ORDER** (3:30 P.M.)
2. **OPPORTUNITY FOR PUBLIC COMMENT ON CLOSED SESSION ITEMS**
3. **ADJOURNMENT TO CLOSED SESSION** Consider/Act upon:
   a. PUBLIC EMPLOYMENT: Speech Path, Teacher, Special Ed Aide, Cook, CIA Aide. [GC § 54957]
   b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: [GC § 54957]
   c. LABOR NEGOTIATIONS: [GC § 54957.6]
   d. LITIGATION: [GC § 54956.9]
   e. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent. [GC § 54957]
4. **RECONVENE TO OPEN SESSION** (4:00 P.M.)
5. **PLEDGE OF ALLEGIANCE**
6. **APPROVE AGENDA ORDER AND CONSENT AGENDA**
7. **(C) APPROVE MAY 28, 2025, BOARD MEETING MINUTES**
8. **REPORTS AND PUBLIC FORUM**
   - 8.1 **REPORTS**
     - 8.1.1 District Office Essential Piece
     - 8.1.2 EETA Report
     - 8.1.3 CSEA Report
     - 8.1.4 Superintendent's Report
   - 8.2 **PUBLIC FORUM**
   - 8.3 **ADMINISTRATIVE REPORTS**
     - 8.3.1 Williams Act Report
   - 8.4 **HUMAN RESOURCES REPORTS**
     - 8.4.1 Resignations
   - 8.5 **BUSINESS REPORTS**
     - 8.5.1 Financial Report
9. **ACTION ITEMS**
   - 9.1 **HUMAN RESOURCES ACTION**
     - 9.1.1 Approve Employment
     - 9.1.2 Approve Categorical Leave Requests 2025/26
     - **(PH)** 9.1.3 Approve EETA Sunshine Items to the District
     - **(PH)** 9.1.4 Approve District Sunshine Items to EETA
     - 9.1.5 Approve Extra Pay Activities
   - 9.2 **INSTRUCTION ACTION**
     - **(C)** 9.2.1 Approve CONAPP Submission
     - 9.2.2 Approve the 2025 LCAP for the District
     - 9.2.3 Approve the 2025 LCAP for Redding Collegiate Academy
     - 9.2.4 Approve the LCAP Federal Addendum for the District
     - 9.2.5 Approve the LCAP Federal Addendum for RCA
     - 9.2.6 District Local Indicators Report
     - 9.2.7 RCA Local Indicators Report
   - 9.3 **BUSINESS ACTION**
     - **(C)** 9.3.1 Approve Warrant Listings
     - **(C)** 9.3.2 Adopt Annual Resolutions #2513-2532

9.3.3 Approve District's Annual Budget 2025-2026

(PH) 9.3.4 Approve CIPA Compliance

10. **PLANNING MATTERS**
11. **CLOSING**

    11.1 Items from the Floor
    11.2 Future Meeting Dates
    11.3 Other Important Dates
    11.4 Adjournment to Closed Session

12. **CLOSED SESSION** to consider and/or take action on:

    a. PUBLIC EMPLOYMENT: Speech Path, Teacher, Special Ed Aide, Cook, CIA Aide. [GC § 54957]
    b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: [GC § 54957
    c. LABOR NEGOTIATIONS: [GC § 54957.6]
    d. LITIGATION: [GC § 54956.9]
    e. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent. [GC §5 4957]

13. **RECONVENE OPEN SESSION AND REPORT OF ACTION TAKEN IN CLOSED SESSION**
14. **ADJOURNMENT**

(PH) = PUBLIC HEARING; (C) = CONSENT ITEM

Heather Armelino
Superintendent and Secretary to the Board

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6. ESTABLISH AGENDA ORDER/ACTION ON CONSENT ITEMS

The agenda order has been developed in the order in which it has been printed and distributed. However, the order of the agenda may be modified.

Are there any requests for a change in the agenda order at this time?

Consent items being considered at this meeting include:

7.0 Approve Board Meeting Minutes from May 28, 2025
9.2.1 ConApp Submission
9.3.1 Approve Warrant Listings
9.3.2 Adopt Annual Resolutions #2513-2532

All items approved on the Consent motion will be written up in the minutes as if they had been acted upon individually. Members of the Board or audience who wish to have any item removed from the Consent agenda and placed as a discussion item may simply ask that this be done. The item will be removed from the Consent listing without debate.

Are there items that anyone wishes to remove from the Consent Agenda?

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

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7. MINUTES OF THE MAY 28, 2025 REGULAR BOARD MEETING

Approve the minutes of the May 28, 2025 Regular Board Meeting.

Proposed Action: Approval by consent vote.

MOTION MADE BY:_____
SECONDED BY:_____

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

MINUTES OF THE MAY 28, 2025 REGULAR MEETING OF THE GOVERNING BOARD

1225 MISTLETOE LANE, Mistletoe Gymnasium

Board President Hyatt called the meeting of the Enterprise Elementary School District Board of Education to order at 3:31 p.m.

1. Call to Order

There were no comments from the public.

2. Public Comment

The meeting was adjourned to Closed Session.

3. Closed Session

The meeting was reconvened to Open Session at 4:03 p.m.

4. Reconvene Open Session

BOARD MEMBERS
Troy Wright
Gloria Valles
Bonnie Hyatt
Andrew Shaddix
Robin Littau

EETA REPRESENTATIVE
Lori Duke, EETA President

CSEA REPRESENTATIVE
None

ADMINISTRATION
Heather Armelino, Superintendent
Deborah Williams, Chief Business Official
Meagan Hawley-Stone, Director of Human Resources
Tiffany Rodrigues, Instructional Services Director
Annie Payne, Director, Special Education Services
Courtney Haedrich, Principal, Alta Mesa Elementary School
Tina Croes, Principal, Boulder Creek School
Stephanie Dahlberg, Principal, Lassen View Elementary School
Joshua McAuliffe, Principal, PACE Academy ~ *Absent*
Kyle Vierra, Principal, Parsons Junior High School
Chuck Seligman, Principal, Redding Collegiate Academy
Cody Brawley, Principal, Mistletoe School
Scotti Gold, Principal, Shasta Meadows Elementary School
Adam Grooms, Principal, Rother Elementary School ~ *Absent*
Elise Towers, Assistant Principal, Boulder Creek School ~ *Absent*
Jeff Arndt, Assistant Principal, Boulder Creek School ~ *Absent*
Chelsea Cambronne, Assistant Principal, Mistletoe School
Caryn Emerson, Associate Principal, Parsons Jr. High School
Kristen Crites, Assistant Principal, Parsons Jr. High School
Ron Cushman, Maintenance and Operations Director

Parsons student Rebekah Pust led the Pledge of Allegiance.

5. Pledge of Allegiance

Parsons Special Concepts Choir performed.

6. Parsons Special Concepts Choir

Superintendent Armelino pointed out an error in the May 9, 2025 special board meeting minutes: Board Member Wright was incorrectly marked absent. Following this, Board Member Shaddix moved, and Board Member Wright seconded, to approve the agenda order and consent agenda as amended. (YES: Wright, Valles, Shaddix, Littau, Hyatt.)

7. Agenda Order/Consent Agenda

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On consent motion of Board Member Shaddix, seconded by Board Member Wright, the minutes of the April 2, 2025 Regular Meeting of the Board was approved. (YES: Wright, Valles, Shaddix, Littau, Hyatt.)

8.1 Minutes of April 2, 2025 Board Meeting

On consent motion of Board Member Shaddix, seconded by Board Member Wright, the minutes of the April 11, 2025 Special Meeting of the Board was approved. (YES: Wright, Valles, Shaddix, Littau, Hyatt.)

8.2 Minutes of the April 11, 2025 Special Board Meeting

On consent motion of Board Member Shaddix, seconded by Board Member Wright the minutes of the May 9, 2025 Special Meeting of the Board was approved as amended. (YES: Wright, Valles, Shaddix, Littau, Hyatt.)

8.3 Minutes of the May 9, 2025 Special Board Meeting

Upon their resignations, the following were recognized for their years of service to the District.

9.1.1 Recognition and Reception

Kelly Pagan, District Nurse, 5 years
Teresa Hernandez, CIA Aide at Boulder Creek, 6 years
Adam Grooms, Principal at Rother, 6 years
Morgan Thiemann, Teacher at Rother, 7 years
Olivia Beltran, Teacher, 18 years

The District recognized the following schools and employees:

For 15 Years of Service
Angie Bosetti, Lori Duke, Dimitri Kristensen, Lance Stone

For 20 Years of Service
Kendial Armstrong, Stephanie Feagin, Meagan Hawley-Stone, Randy Marlette, Amanda Ranney

For 25 Years of Service
Caryn Emerson, Debbie Fisher, Desiree Gilbert-Houston, Debra Kaschke, Brooke Ray, Scott Saiki, Karleen Speers

For 30 Years of Service
Tracy Hickle, Marie Powder, Elise Towers

For 35 Years of Service
Jane Banner, Beth Burdett

California Distinguished Schools
Boulder Creek
Lassen View

California Schools to Watch and Capturing Kids' Hearts National Showcase School
Mistletoe

Retirees: Christie Morris, Tami King, Elizabeth Hughes, Katherine Scharton, Caryn Emerson, David Hill, Elise Towers, Paula Soito, Jane Banner

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EESD Classified Employees of the Year
Kaylene Elliot, Lance Stone

EESD and Shasta County Employee of the Year
Dana Myers

Certificated Employees of the Year
Elementary School Teacher of the Year – Irma Gonzalez
Middle School Teacher of the Year – Jordan Litts
Certificated Employee of the Year – Brittany Moebes
ACSA Region 1 Superintendent of the Year- Heather Armelino

A fifteen minute reception immediately followed and lasted until 4:54 pm.

There was no EETA Report. — 9.1.2 EETA Report

There was no CSEA Report. — 9.1.3 CSEA Report

Superintendent Heather Armelino shared an update on the wellness coach grant, Reading Pals (afterschool community partners), and EESD homeless youth support. — 9.1.4 Superintendent's Report

Board Member Valles announced that Board President Hyatt earned her master's degree. — 9.2 Public Forum

Superintendent Heather Armelino outlined the Community Schools Grant implementation plans for Alta Mesa, Lassen View, Mistletoe, Parsons, PACE, Rother, and Shasta Meadows, detailing the services provided through the grant. Board President Hyatt expressed her gratitude for these services. — 9.3.1 Community Schools Grant School Site/Consortium Implementation Plans

Director of Human Resources Meagan Hawley-Stone reported the following resignations: — 9.4.1 Resignations

- Danielle Naretta, CIA Aide, Alta Mesa
- Cameron Williams, CIA Aide, Alta Mesa
- Jeffrey Arndt, Assistant Principal, Boulder Creek
- Teresa Hernandez, CIA Aide, Boulder Creek
- Brianna Cornwell, CIA Aide, Boulder Creek
- Jasmine Saechao, Special Ed Teacerh, Lassen View
- Lauren Boontjer, Teacher, Mistletoe
- Katherine Scharton, CIA Aide, Mistletoe
- Kristin Bowling, Director of Technology, Monte Vista
- Nichole Sandefur, Counselor, Parsons
- Addisen Whitmore, Behavior Tech Aide, Parsons
- Christine Hollies, Teacher, Parsons
- Tyler Murphy, Custodian, Rother
- Adam Grooms, K-5 Principal, Rother
- Morgan Thiemann, Special Ed Teacher, Rother
- Jeannie Sanders, Special Ed Aide, Rother
- Caitlyn Cronic, CIA Aide, Shasta Meadows
- Brittney Lanning, CIA Aide, Shasta Meadows

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Instructional Services Director Tiffany Rodrigues presented the Conference and Staff Development Report.

9.5.1 Conference and Staff Development Report

Mrs. Rodrigues presented the annual update of the District's Local Control and Accountability Plan for 2025. She described the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. A public hearing was held. There were no comments, and the public hearing was closed.

9.5.2 District 2025 Local Control Accountability Plan
PUBLIC HEARING

Mrs. Rodrigues went on to present the annual update of RCA Academy's Local Control and Accountability Plan for 2025. A public hearing was held. There were no comments, and the public hearing was closed.

9.5.3 RCA 2025 Local Control Accountability Plan
PUBLIC HEARING

Chief Business Official Deborah Williams shared the Financial Report. She went on to review the actuals and expenditures to date for the District and Redding Collegiate Academy.

9.6.1 Financial Report

She went on to report the current enrollment for EESD at 3,664, an increase of 81 from this time last year.

9.6.2 Enrollment Report

CBO Deborah Williams shared an overview of the draft District Budget for the 2025/2026 Fiscal Year. The budget reflects assumptions based on the May revisions of the Governor's initial budget proposal. The May revise saw a decrease in the COLA to the statutory COLA of 2.30%. The District's multi-year projection reflects a deficit for the first year out and a surplus the second year out. The budget represents preliminary estimates for revenues and expenditures that align with the District's LCAP. The budget for Redding Collegiate Academy was presented separately from the District General Fund Budget. A public hearing was held. There were no comments, and the public hearing was closed.

9.6.3 2025/2026 Budget Report
PUBLIC HEARING

Mrs. Williams then presented the report of the Citizens' Bond Oversight Committee, which oversees the projects and expenditures related to the Measure A, and Measure E GO Bonds. The district also completed the annual independent financial audit and performance audits of Measure A and Measure E bond activities. The committee met on April 7, 2025.

9.6.4 Citizens' Bond Oversight Committee Report

Mrs. Williams then presented the capital improvements report.

9.6.5 Capital Improvements Report

Superintendent Heather Armelino presented new and/or updated Board Policies and/or Administrative Regulations.

10.1.1 Board Policies & Administrative Regulations

1312.2 BP/AR Complaints Concerning Instructional Materials (updated)
1340 BP/AR Access to District Records (updated)
3311 BP/AR Bids (updated)
3311.1 BP/AR Uniform Public Construction Cost Accounting Procedures (new)
3312 BP Contracts (updated)
3516.5 BP Emergency Schedules (new)
3580 BP/AR District Records (updated)
4151 BP Employee Compensation (new)

5131 BP Conduct (new)
5131.8 BP Mobile Communication Devices (new)
5145.13 BP/AR Response to Immigration Enforcement (updated)
6159 BP/AR Individualized Education Program (updated)

Board Member Littau voiced her concerns about BP 1312.2. On motion of Board Member Valles, seconded by Board Member Wright new and/or updated Board Policies/Administrative Regulations were adopted by a four to one vote. (YES: Shaddix, Wright, Valles, Hyatt. NO: Littau.)

10.1.2 EESD Cell Phone Policy

Mrs. Armelino then introduced EESD's updated cell phone policy. On motion of Board Member Shaddix, seconded by Board Member Valles EESD's updated cell phone policy was adopted. (YES: Valles, Shaddix, Wright, Littau, Hyatt.)

10.2.1 Employment

Mrs. Hawley-Stone recommended the following persons for employment:
Certificated

- Anne DeCamp, Nurse, 1.0 FTE, Alta Mesa
- Chris Jackson, Teacher, 1.0 FTE, Boulder Creek
- Zowie Carter, Teacher, 1.0 FTE, Mistletoe
- Shana Barker, Teacher, 1.0 FTE, Mistletoe
- Hannah Garman, Teacher, 1.0 FTE, Mistletoe
- Tyler Duffy Coodlow, Teacher, 1.0 FTE, PACE
- Christian Spaschak, Teacher, 1.0 FTE, Shasta Meadows
- Megan Goetz, Teacher, 1.0 FTE, TBD
- Leah Diggle, Teacher, 1.0 FTE, TBD

Classified

- Sarah Ajero, Clerk II, 2.25 hours, Alta Mesa
- Amanda Silveria, CIA Aide, 3.67 hours, Boulder Creek
- Karen Pryatel, CIA Aide, 5.75 hours, Boulder Creek
- Maria McCready, Cook, 8.0 hours, Lassen View
- Alisha Moore, Clerk I, 5.0 hours, Mistletoe
- Taya York, SEPHA Aide, 5.75 hours, Lassen View
- Brycen Murphy, Cook, 5.0 hours, Parsons
- David Anderson, Cook, 8.0 hours, Parsons
- Cori Wallace, change in classification to SEPHA Aide, decrease to 5.75 hours, Rother
- Tammey Bell, CIA Aide, 5.75 hours, Rother
- Gabriel Peterson, CIA Aide, 3.67 hours, Shasta Meadows

On motion of Board Member Valles, seconded by Board Member Shaddix, the employment recommendations were approved. (YES: Littau, Valles, Shaddix, Wright, Hyatt.)

10.2.2 University of Idaho Agreement

On consent motion of Board Member Shaddix, seconded by Board Member Wright, the University Agreements were approved. (YES: Wright, Valles, Shaddix, Littau, Hyatt.)

Human Resources Director Meagan Hawley-Stone reviewed the Declaration of Need for Fully Qualified Teachers, and on motion of Board Member Wright, seconded by Board Member Littau, the declaration was approved. (YES: Shaddix, Valles, Littau, Wright, Hyatt.)	10.2.3	Declaration of Need 2025/2026
Mrs. Hawley-Stone presented the following negotiated MOUs with EETA for approval. Summer 2025 Expanded Learning Opportunities Program (ELOP) (March 10, 2025), Math Lead (May 16, 2025), Induction Mentor (April 7, 2025), Induction Mentor (May 11, 2023), Internship Candidate Mentor (October 18, 2024), and ESY and Compensatory Time (May 5, 2025). On motion of Board Member Shaddix, seconded by Board Member Wright, the EETA MOUs were approved. (YES: Valles, Littau, Shaddix, Wright, Hyatt.)	10.2.4	EETA MOUs
Mrs. Hawley-Stone presented the following negotiated MOUs with CSEA for approval. Article 23: Term (March 25, 2025), 2025/2026 Floating Holiday (April 25, 2025), and EXPAND! Group Leader and EXPAND! Site Facilitator Job Description (May 16, 2025). On motion of Board Member Wright, seconded by Board Member Littau, the CSEA MOUs were approved. (YES: Wright, Shaddix, Littau, Valles, Hyatt.)	10.2.5	CSEA MOUs
Mrs. Hawley-Stone presented the intersession administrator and classified management compensation. On motion of Board Member Shaddix, seconded by Board Member Wright, the intersession administrator and classified management compensation was approved. (YES: Shaddix, Wright, Valles, Littau, Hyatt.)	10.2.6	Administrator and Classified Management Summer Soar Compensation
Mrs. Hawley-Stone presented the administrative salary schedule. On motion of Board Member Littau, seconded by Board Member Shaddix the administrative salary schedule was approved. (YES: Wright, Valles, Littau, Shaddix, Hyatt.)	10.2.7	Administrative Salary Schedule
Mrs. Hawley-Stone presented the resource specialist caseload waiver request. The Lassen View resource teacher agreed to voluntarily go over their caseload, the bargaining unit was consulted and board approval was requested in order to meet all CDE requirements. On motion of Board Member Wright, seconded by Board Member Valles, the resource specialist caseload waiver request was approved. (YES: Valles, Littau, Shaddix, Wright, Hyatt.)	10.2.8	Resource Specialist Caseload Waiver Request
There were no trip requests.	10.3.1	Trip Request
Superintendent Heather Armelino presented the Preschool Program Self-Evaluation. On motion of board member Wright, seconded by Board Member Shaddix, the Preschool Program Self Evaluation was approved. (YES: Valles, Wright, Shaddix, Littau, Hyatt.)	10.3.2	Preschool Program Self Evaluation
Mrs. Rodrigues presented the revised 2024-2025 Intersession calendar for approval. On motion of Board Member Littau, seconded by Board Member Shaddix, the revised intersession calendar was approved. (YES: Littau, Shaddix, Wright, Valles, Hyatt.)	10.3.3	Revised 2024-2025 Intersession Calendar
Mrs. Rodrigues presented the renewal Dashboard Alternative School Status for PACE Academy for approval. On motion of Board Member Wright, seconded by	10.3.4	Renewal of Dashboard Alternative School

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Board Member Shaddix, the renewal was approved. (YES: Wright, Valles, Littau, Shaddix, Hyatt.)		Status for PACE Academy
Instructional Services Director Tiffany Rodrigues presented the Prop 28 Art and Music Plans for each school site and preschool. On motion of Board Member Shaddix, seconded by Board Member Valles, the Prop 28 plans were approved. (YES: Shaddix, Wright, Littau, Valles, Hyatt.)	10.3.5	Prop 28 Arts and Music Plans
Superintendent Armelino presented Reading Difficulty Risk Screeners, Amira and ROAR, for adoption. Board Member Littau asked about parent opt-out, and Mrs. Rodrigues confirmed parents can opt their student out. On motion of Board Member Wright, seconded by Board Member Shaddix, the K-2 Reading Difficulties Risk Screeners were adopted. (YES: Valles, Littau, Shaddix, Wright, Hyatt.)	10.3.6	K-2 Reading Difficulties Risk Screeners
On consent motion of Board Member Shaddix, seconded by Board Member Wright, the warrant listing was approved. (YES: Wright, Valles, Shaddix, Littau, Hyatt.)	10.4.1	Warrant Listings
On consent motion of Board Member Shaddix, seconded by Board Member Wright, the request to surplus and dispose of portables was approved. (YES: Wright, Valles, Shaddix, Littau, Hyatt.)	10.4.2	Surplus Portables
Deborah Williams, Chief Business Official, presented the developer fees agreement with Shasta County Office of Education (SCOE) for approval. On motion of Board Member Valles, seconded by Board Member Wright, the developer fee agreement was approved. (YES: Littau, Wright, Valles, Shaddix, Hyatt.)	10.4.3	Developer Fees Agreement with Shasta County Office of Education
Mrs. Williams shared the Prop 28 Arts and Music annual funding report for the district. Board Member Littau asked how it is allocated to each school. Mrs. Williams explained that the state determines per school allocation. On motion of Board Member Wright, seconded by Board Member Shaddix, the Prop: 28 arts and music in school funding annual report for EESD was approved. (YES: Shaddix, Valles, Wright, Littau, Hyatt.)	10.4.4	Prop 28: Arts and Music in School Annual Funding Report for EESD
Mrs. Williams provided an oral report on Redding Collegiate Academy's Prop 28 Arts and Music funding, noting the EESD report was in the agenda instead. Funds were used at one school site to serve 219 students, with no expenditures on salaries or benefits. On motion of Board Member Shaddix, seconded by Board Member Wright, the annual report was approved as amended. (YES: Wright, Littau, Shaddix, Valles, Hyatt.)	10.4.5	Prop 28: Arts and Music in School Annual Funding Report for RCA

Maintenance and Operations Director Ron Cushman presented resolution #2508, Project and Design Authorization for Mistletoe TK classrooms. On motion of Board Member Shaddix, seconded by Board Member Valles, Resolution #2508 was adopted. (YES: Valles, Wright, Shaddix, Littau, Hyatt.)	10.4.6	Resolution #2508 Project and Design Authorization for Mistletoe TK Classrooms
Mr. Cushman presented resolution #2509, Project and Design Authorization for Shasta Meadows TK classrooms. On motion of Board Member Shaddix, seconded by Board Member Wright, Resolution #2509 was adopted. (YES: Littau, Shaddix, Valles, Wright, Hyatt.)	10.4.7	Resolution #2509 Project and Design Authorization for Shasta Meadows TK Classrooms
Mr. Cushman presented resolution #2510, Project and Design Authorization for Lassen View gymnasium/classrooms. On motion of Board Member Shaddix, seconded by Board Member Valles, Resolution #2510 was adopted. (YES: Shaddix, Wright, Littau, Valles, Hyatt.)	10.4.8	Resolution #2510 Project and Design Authorization for Lassen View Gymnasium/ Classrooms
Mr. Cushman presented resolution #2511, Project and Design Authorization for Boulder Creek music classroom. On motion of Board Member Wright, seconded by Board Member Littau, Resolution #2511 was adopted. (YES: Wright, Littau, Valles, Shaddix, Hyatt.)	10.4.9	Resolution #2511 Project and Design Authorization for Boulder Creek Music Classroom
Mr. Cushman presented resolution #2512, Project and Design Authorization for Boulder Creek after school office. On motion of Board Member Wright, seconded by Board Member Shaddix, Resolution #2512 was adopted. (YES: Valles, Wright, Shaddix, Littau, Hyatt.)	10.4.10	Resolution #2512 Project and Design Authorization for Boulder Creek After School Office
Mr. Cushman presented the construction contract for Lassen View's cafe floor replacement. On motion of Board Member Valles, seconded by Board Member Wright, the construction contract was approved. (YES: Wright, Shaddix, Littau, Valles, Hyatt.)	10.4.11	Construction Contract for Lassen View Cafe Floor Replacement
There were no planning matters.	11.	Planning Matters
Maintenance and Operations Director Ron Cushman remarked on the great honor of Heather Armelino being recognized as Superintendent of the Year.	12.1	Items from the Floor
The next Regular Board Meeting of the Board will take place June 4, 2025 at 4:00 p.m. (Open Session).	12.2	Future Meeting Dates
The following Other Important Dates were shared: May 29: Parsons Open House 5:30 pm Graduation Dates:	12.3	Other Important Dates

June 3	**Boulder Creek**	6:00 pm	Simpson

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	Mistletoe	6:00 pm	Pathway	
June 4	**PACE**	10:00 am	Pace	
June 5	**Parsons**	6:00 pm	Civic	
June 6	**RCA 8th**	9:30 am	David Marr Theater	
	RCA 12th	11:00 am		

At 6:22 p.m., the meeting adjourned to Closed Session.

12.4 Adjourn to Closed Session

13. Closed Session

At 6:39 p.m., the meeting was reconvened to Open Session.

14. Reconvene to Open Session and Report of Action Taken in Closed Session

The following actions taken in Closed Session was reported:

On motion of Board Member Wright, seconded by Board Member Hyatt, the Classified Probationary Release of employee #492831 was unanimously approved.

On motion of Board Member Wright, seconded by Board Member Littau, the Classified Probationary Release of employee #492574 was unanimously approved.

On motion of Board Member Wright, seconded by Board Member Hyatt, the appointment of Assistant Superintendent was unanimously approved.

On motion of Board Member Wright, seconded by Board Member Hyatt, the contract for the Assistant Superintendent was unanimously approved.

Board President Hyatt gave an oral summary of the negotiated contract with the Assistant Superintendent of Instructional Services and a vote was taken. On motion of Board Member Wright, seconded by Board Member Shaddix, the contract was ratified. (YES: Valles, Littau, Wright, Shaddix, Hyatt.)

14.1 Approval/Ratification of Employment Agreement with Assistant Superintendent

The meeting was adjourned at 6:42 p.m.

15. Adjournment

_____
BONNIE HYATT, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 4th day of June, 2025.

_____
HEATHER ARMELINO
Secretary to the Governing Board

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8.1 RECOGNITION & REPORTS

8.1.1 DISTRICT OFFICE ESSENTIAL PIECE

Computer Support Technician Jim Wolfe will be presented with the Essential Piece Award for the Month of June in recognition of his dedication and service to the Enterprise Elementary School District community.

8.1.2 EETA REPORT

None.

8.1.3 CSEA REPORT

None.

8.1.4 SUPERINTENDENT'S REPORT

District Update.

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8.2 PUBLIC FORUM

Any individual or group representative may address the Board at this time on any subject not covered by an item on the agenda. Additional opportunities to address the Board will be provided during the course of the meeting as various items are considered. The Board of Education reserves the right to limit the time allotted to each speaker to three minutes and the number of times an individual is allowed to address the Board on a given subject.

Does anyone wish to address the Board?

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8.3.1 WILLIAMS ACT REPORT

Education Code 35186 requires districts to report quarterly to the Board any complaints received regarding emergency facility needs, teachers in misassignment, and concerns regarding instructional materials as mandated by the Williams Act. There were no complaints filed for this quarterly reporting period.

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Academic School Year 2024-2025

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Enterprise Elementary School District

Form Completed By: Tonya Cottrell Title: Administrative Assistant

Quarterly Report Submission Date: *(Please check one)*

- ☐ October 2024
- ☐ January 2025
- ☐ April 2025
- ☑ July 2025

Date for information to be reported publicly at governing board meeting: 06/04/2025

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignments			
Facilities Conditions			
TOTALS	0	0	0

Heather Armelino

Print Name of District Superintendent

Heather Armelino

Signature of District Superintendent

05/28/2025

Date

Submit by the 15th of the month to: Barbara Erlei at berlei@shastacoe.org

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8.4.1 RESIGNATIONS

Director of Human Resources, Meagan Hawley-Stone will report the resignations.

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8.5.1 FINANCIAL REPORT

The District's current financial report will be presented.

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Fund Balance Summary (SACS)

Fund 01 - General		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	43,924,419.00	37,180,872.61		6,743,546.39	15%
Federal Revenue	(8100-8299)	2,919,492.00	876,853.00		2,042,639.00	70%
Other State Revenue	(8300-8599)	8,149,944.00	5,063,707.13		3,086,236.87	38%
Other Local Revenue	(8600-8799)	3,869,936.00	3,705,883.63		164,052.37	4%
Total Revenues		**58,863,791.00**	**46,827,316.37**		**12,036,474.63**	**20%**
EXPENDITURES						
Certificated Salaries	(1000-1999)	23,381,498.00	20,663,806.35	2,049,846.00	667,845.65	3%
Classified Salaries	(2000-2999)	10,421,606.00	9,093,723.28	811,211.13	516,671.59	5%
Employee Benefits	(3000-3999)	15,068,465.00	12,091,264.82	1,084,822.09	1,892,378.09	13%
Books and Supplies	(4000-4999)	3,277,101.00	1,171,229.13	487,862.05	1,618,009.82	49%
Services & Operating Expenses	(5000-5999)	8,597,245.00	7,447,887.01	930,672.14	218,685.85	3%
Capital Outlay	(6000-6999)	1,072,620.00	1,090,296.38	100,005.30	(117,681.68)	(11)%
Other Outgo	(7100-7299, 7400-7499)	174,000.00	206,959.00	.00	(32,959.00)	(19)%
Transfer of Indirect Costs	(7300-7399)	(260,171.00)	.00	.00	(260,171.00)	100%
Total Expenditures		**61,732,364.00**	**51,765,165.97**	**5,464,418.71**	**4,502,779.32**	**7%**
Operating Surplus/(Deficit)		**(2,868,573.00)**	**(4,937,849.60)**	**(10,402,268.31)**		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8900-8929)	345,000.00	750,000.00		(405,000.00)	(117)%
Interfund Transfers Out	(7600-7629)	25,000.00	.00	.00	25,000.00	100%
Total Other Financing Sources/Uses		**320,000.00**	**750,000.00**	**.00**	**(430,000.00)**	**(134)%**
Net Surplus/(Deficit)		**(2,548,573.00)**	**(4,187,849.60)**	**(9,652,268.31)**		
Beginning Fund Balance		**22,920,639.00**	**22,920,639.15**	**22,920,639.15**		
Net Ending Fund Balance		**20,372,066.00**	**18,732,789.55**	**13,268,370.84**		
**** calculated ****						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		6,061,912.00	.00			
BoardDesignated - 9780		12,100,000.00	.00			
Reserve Economic Uncertainties - 9789		2,000,000.00	.00			
UnDesignatedUnAppropriated - 9790		210,154.00	.00			
Ending Fund Balance		**20,372,066.00**	**.00**			

Fund Balance Summary (SACS)

Fund 09 - Redding Collegiate		Budget	Actual	Encumbrance	Balance	Avail
					Fiscal Year 2025 through 06/01/2025	
REVENUES						
LCFF Revenue Sources	(8010-8099)	3,115,399.00	2,173,660.00		941,739.00	30%
Federal Revenue	(8100-8299)	2,944.00	.00		2,944.00	100%
Other State Revenue	(8300-8599)	300,446.00	141,745.15		158,700.85	53%
Other Local Revenue	(8600-8799)	31,112.00	41.19		31,070.81	100%
Total Revenues		**3,449,901.00**	**2,315,446.34**		**1,134,454.66**	**33%**
EXPENDITURES						
Certificated Salaries	(1000-1999)	1,298,802.00	1,165,146.13	112,599.73	21,056.14	2%
Classified Salaries	(2000-2999)	132,908.00	118,446.24	11,954.57	2,507.19	2%
Employee Benefits	(3000-3999)	622,175.00	449,689.93	44,966.64	127,518.43	20%
Books and Supplies	(4000-4999)	299,642.00	143,913.11	34,452.31	121,276.58	40%
Services & Operating Expenses	(5000-5999)	1,052,146.00	123,578.56	1,127.73	927,439.71	88%
Transfer of Indirect Costs	(7300-7399)	126,413.00	.00	.00	126,413.00	100%
Total Expenditures		**3,532,086.00**	**2,000,773.97**	**205,100.98**	**1,326,211.05**	**38%**
Operating Surplus/(Deficit)		**(82,185.00)**	**314,672.37**	**109,571.39**		
Beginning Fund Balance		**565,402.00**	**565,402.65**	**565,402.65**		
Net Ending Fund Balance		**483,217.00**	**880,075.02**	**674,974.04**		
**** calculated ****						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		273,280.00	.00			
BoardDesignated - 9780		209,937.00	.00			
Ending Fund Balance		**483,217.00**	**.00**			

9.1.1 EMPLOYMENT

Board Members will discuss employment recommendations in Closed Session. Recommendations for employment will be reported and acted upon in open session.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL.

MOTION MADE BY:_____
SECONDED BY:_____

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9.1.2 CATEGORICAL LEAVE REQUEST

The following teachers have requested a one-year leave of absence from their regular assignment for the 2025/2026 school year.

Tamarie Achernecht
Corinne Gibilisco
Irma Gonzalez
Terri Reed
Rachel Lamkin
Suzie Buster
Christina Stevenson
Kaela Kunde
Abby Webb

It is recommended the Board consider and approve these requests.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY:_____
SECONDED BY:_____

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Memo

DATE: **MAY 12, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **MEAGAN HAWLEY-STONE, HUMAN RESOURCES**

RE: **CATEGORICAL LEAVE REQUESTS**

The following certificated employees have requested a one year leave of absence from a regular teaching assignment for the 2025/2026 school year. Please present the leave request to the Board for their consideration and approval:

Name	Site	Categorical Position	FTE
Tamarie Ackernecht	AM	Site Literacy	1.0
Corinne Gibilisco	BC	Site Literacy	1.0
Irma Gonzalez	LV	Site Literacy	1.0
Terri Reed	MI	Site Literacy	1.0
Rachel Lamkin	RO	Site Literacy	1.0
Suzi Buster	TBD	TOA – Math Coach	1.0
Christina Stevenson	SM	Site Literacy	1.0
Kaela Kunde	MV	TOA – Ed Tech	1.0
Abby Webb	DO	Site Literacy (District)	1.0

9.1.3 EETA SUNSHINE ITEMS FOR BARGAINING WITH DISTRICT, 2025-2026

"Sunshine Proposal"

The Enterprise Elementary Teachers' Association submits the following items for negotiation with the Enterprise Elementary School District:

1. Article 4: Compensation
2. Article 5: Add Site Literacy Job Duties
3. Article 6: Insurance
4. Article 9: Duty Time Allocation
5. Article 10: Instructional Time
6. Article 11: Starting and Ending Times
7. Article 13: Class Size
8. Article 14: Hours and Responsibilities

A public hearing will be held at this time.

Any discussion or questions before we vote?

Proposed Action: Approval of items for negotiation.

MOTION MADE BY:_____
SECONDED BY:_____

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Received
MAY 23 2025
EESD
HR Department

May 23, 2025

Regarding: EETA Sunshine 2025-2026

We intend to open official negotiations for the 2025-2026 school year with the below numbered articles. The following are our sunshine items for board approval at the May board meeting.

Article 4: Compensation
Article 5: Add Site Literacy Job Duties
Article 6: Insurance
Article 9: Duty Time Allocation
Article 10: Instructional Time
Article 11: Starting and Ending Times
Article 13: Class Size
Article 14: Hours and Responsibilities
ADD Articles:

Sincerely,

Lori Duke
EETA President

Megan Belcastro
Bargaining Chair

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9.1.4 DISTRICT SUNSHINE ITEMS FOR BARGAINING WITH EETA, 2025/2026

"Sunshine Proposal"

The Enterprise Elementary School District submits the following items for negotiation with the Enterprise Elementary Teachers' Association:

1. Article 4: Compensation
2. Article 6: Insurance

A public hearing will be held at this time.

Any discussion or questions before we vote?

Proposed Action: Approval of items for negotiation.

MOTION MADE BY:_____
SECONDED BY:_____

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: **MAY 27, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **MEAGAN HAWLEY-STONE, HUMAN RESOURCES**

RE: **EETA SUNSHINE ITEMS FOR 2025/26 NEGOTIATIONS**

The District requests to sunshine the following for the 2025/26 negotiations:

1. Article 4: Compensation
2. Article 6: Insurance

Please present to the Board at their June 4, 2025, meeting for approval.

9.1.5 APPROVE EXTRA-PAY ACTIVITIES/COACHES/CLUBS

The activities/coaches/clubs are presented to the Board for approval.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY:_____
SECONDED BY:_____

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Extra Pay Activities 24/25

Activity	Stipend	Advisor/Coach
Alta Mesa		
4/5 Boys Basketball	$931	Jimmy Havlina
4/5 Co-Ed Soccer	$931	Dana Randolph
4/5 Girls Basketball (1/2 unit)	$465.50	Keeley Tuggle
4/5 Girls Basketball (1/2 unit)	$465.50	Kobi Bova
4/5 Softball	$931	Kobi Bova
Art Club	$484	Lori Duke
Art Club	$484	Dana Randolph
Leadership (2nd unit)	$484	Christina Huelman
Boulder Creek		
4/5 Boys Basketball	$931	Jeff Hansen
4/5 Flag Football	$931	Matthew McGarry
4/5 Girls Basketball	$931	Rick Reddaway
4/5 Softball	$931	Kylee Carrell
Baseball	$1,526	Jacob Bowen
Boys B Basketball	$1,909	Daniel Collins
Choreography (2 units)	$968	Micah Duclos
Girls Soccer	$1,526	Adrian Sherwin
Softball	$1,526	Dawn Schell
Tennis	$1,503	Leanne Wilson
Track	$1,503	Erlee Dawn Eoff
Track	$1,503	Kaela Kunde
Lassen View		
4/5 Flag Football	$931	Vernon Garcia
4/5 Softball	$931	Stephanie Feagin
Boys Basketball	$931	Travis Drewek
Girls Basketball	$931	Kacy McClung
K-5 Athletic Director (1/2 unit)	$930	Kacy McClung
Kindness Club	$484	Stephanie Feagin
STEM Club (2nd unit)	$484	Amanda Chadwick
Student Council (2nd unit)	$484	Lisa Billeci
Yearbook	$484	Danielle Gonzales
Mistletoe		
4/5 Boys Basketball	$931	Jacob Hernandez
4/5 Flag Football	$931	David Cummings
4/5 Girls Basketball	$931	Terri Hudson
Baseball	$1,526	Hayden Montgomery
Drama Club (2 units)	$484	Kayla Valencia
Drama Club (2 units)	$484	Teresa Cate
Track	$1,503	Karle Nye
PACE		
Reading Club	$484	Rachel Walker
Parsons		
Baseball	$1,526	Corrie Carter
Baseball	$1,526	Kaleb Mileham
Boys B Basketball	$1,909	Noah Baxter

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Cheerleading	$1,765	Amy Smith
Cheerleading	$1,765	Celeen Rubalcava
Choreography	$484	Micah Duclos
Choreography	$484	Brittney Stone
Choreography	$484	Tiffany Rodrigues
Girls C Basketball	$1,526	Matt Howard
Tennis	$1,503	Kyle Nunn
Tennis	$1,503	Jeff Walton
Track	$1,503	Sarah Vierra
Track	$1,503	Denice Rojas
Wrestling Club	$484	Denice Rojas
Wrestling Club	$484	Celeen Rubalcava
RCA		
Rother		
4/5 Flag Football	$931	Marcus Price
4/5 Softball	$931	Elisa Parker
Boys Basketball	$931	Elisa Parker
Shasta Meadows		
4/5 Flag Football	$931	Katherine Tegerstrand
4/5 Softball	$931	Andree Burgess
Boys Basketball	$931	Rebecca Bauder
Girls Basketball	$931	Cameron Lievense
K-5 Athletic Director (1/2 unit)	$930	Erin Silva
District		
Extra Duty Assignment	**Additional Duty Days or Amount**	**Name**
ELOP (After School & Intersession)	5	Tiffany Rodrigues

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9.2.1 APPROVE CONAPP APPLICATION FOR FUNDING

The CONAPP Request for Funding is submitted for Board approval.

It is recommended that the Board approve the District's application for funding through CONAPP.

Proposed Action: Consent approval.

MOTION MADE BY:_____
SECONDED BY:_____

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Enterprise Elementary School District

INTEROFFICE MEMO

Date: May 27, 2025

To: Heather Armelino, Superintendent

From: Tiffany Rodrigues, Director of Instructional Services

RE: Application for funding - Consolidated Application

Every year, the Consolidated Application (ConApp) is used by the California Department of Education to distribute categorical funds from various state and federal programs. Each year the school district is required to submit the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.

Please place the Consolidated Application 2024-2025 Spring Data Collection on the June 4, 2025 board meeting agenda for approval of the Spring submission which is on June 30, 2025 and is subject to revision.

Thank you,

Tiffany Rodrigues

Tiffany Rodrigues

Director of Instructional Services

9.2.2 APPROVE 2025 LOCAL CONTROL AND ACCOUNTABILITY PLAN FOR THE DISTRICT

Having conducted several meetings to receive input and conducting a public hearing at the May 28, 2025, Regular Meeting of the Governing Board, Director of Instructional Services Tiffany Rodrigues will share the District's Local Control and Accountability Plan (LCAP).

It is recommended that the Board approve and adopt the District's Local Control and Accountability Plan.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

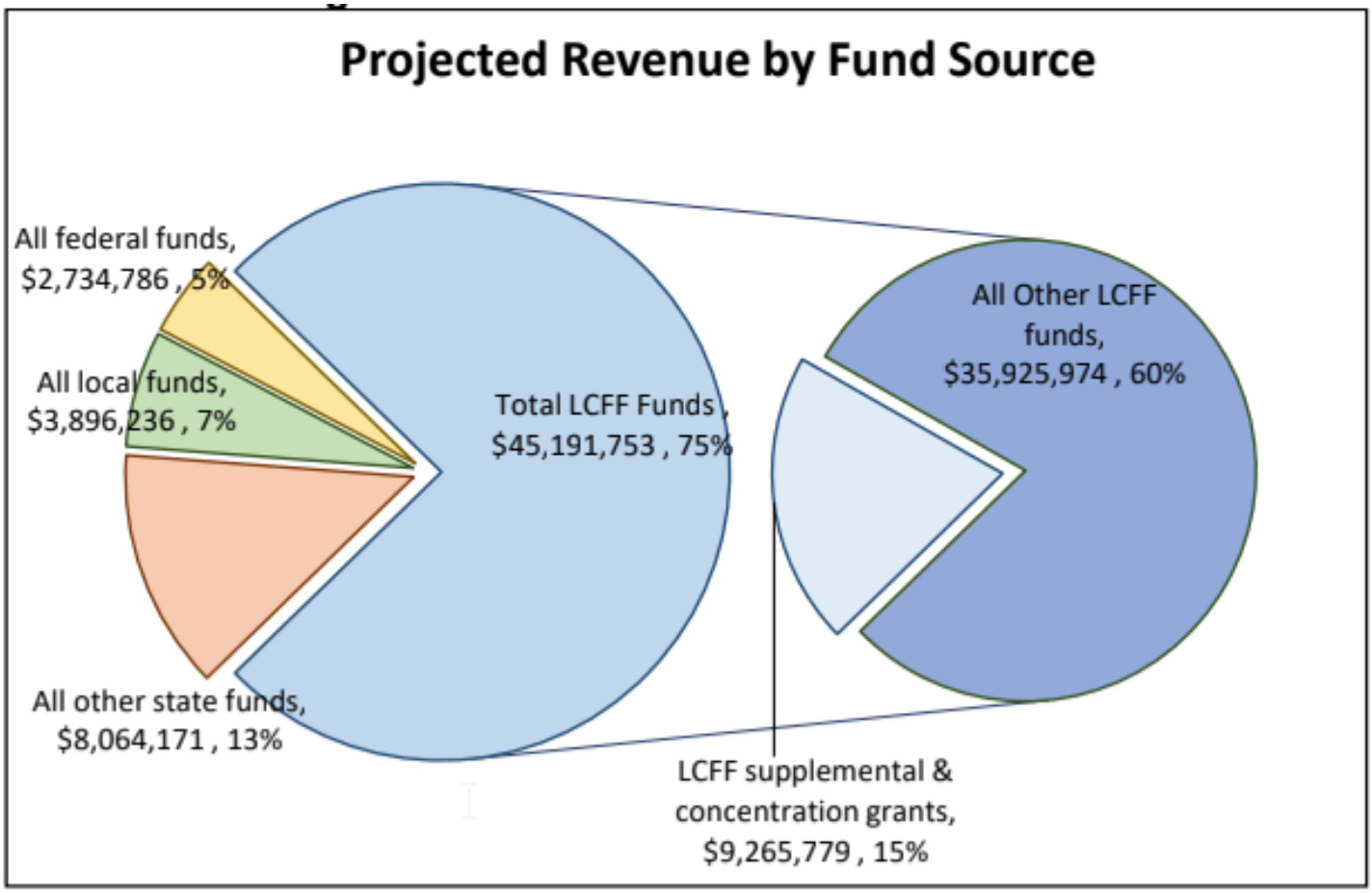
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Enterprise Elementary School District Redding, CA 96002
CDS Code: 45 69971 0000000
School Year: 2025-26
LEA contact information:
Heather Armelino
Superintendent
harmelino@eesd.net
(530) 224-4100

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

Budget Overview for the 2025-26 School Year



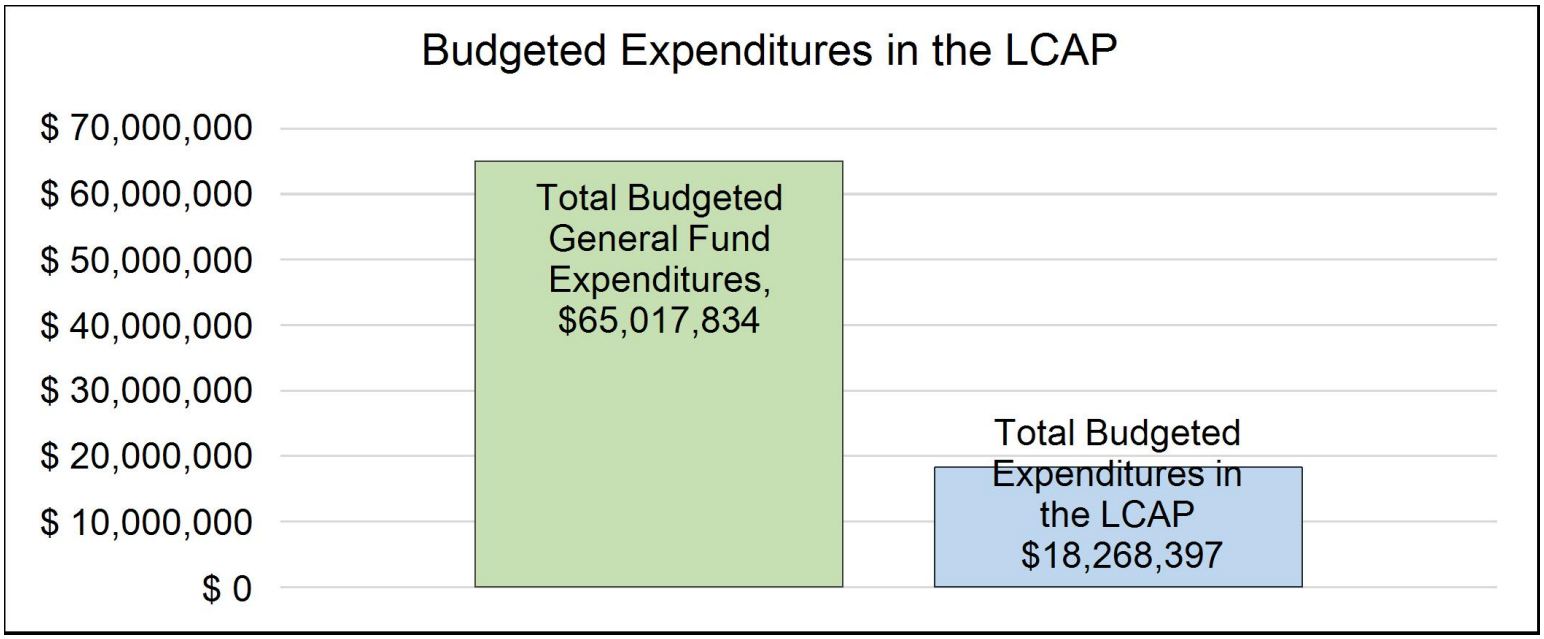
This chart shows the total general purpose revenue Enterprise Elementary School District Redding, CA 96002 expects to receive in the coming year from all sources.

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The text description for the above chart is as follows: The total revenue projected for Enterprise Elementary School District Redding, CA 96002 is $59,886,946, of which $45,191,753 is Local Control Funding Formula (LCFF), $8,064,171 is other state funds, $3,896,236 is local funds, and $2,734,786 is federal funds. Of the $45,191,753 in LCFF Funds, $9,265,779 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Enterprise Elementary School District Redding, CA 96002 plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Enterprise Elementary School District Redding, CA 96002 plans to spend $65,017,834 for the 2025-26 school year. Of that amount, $18,268,397 is tied to actions/services in the LCAP and $46,749,437 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

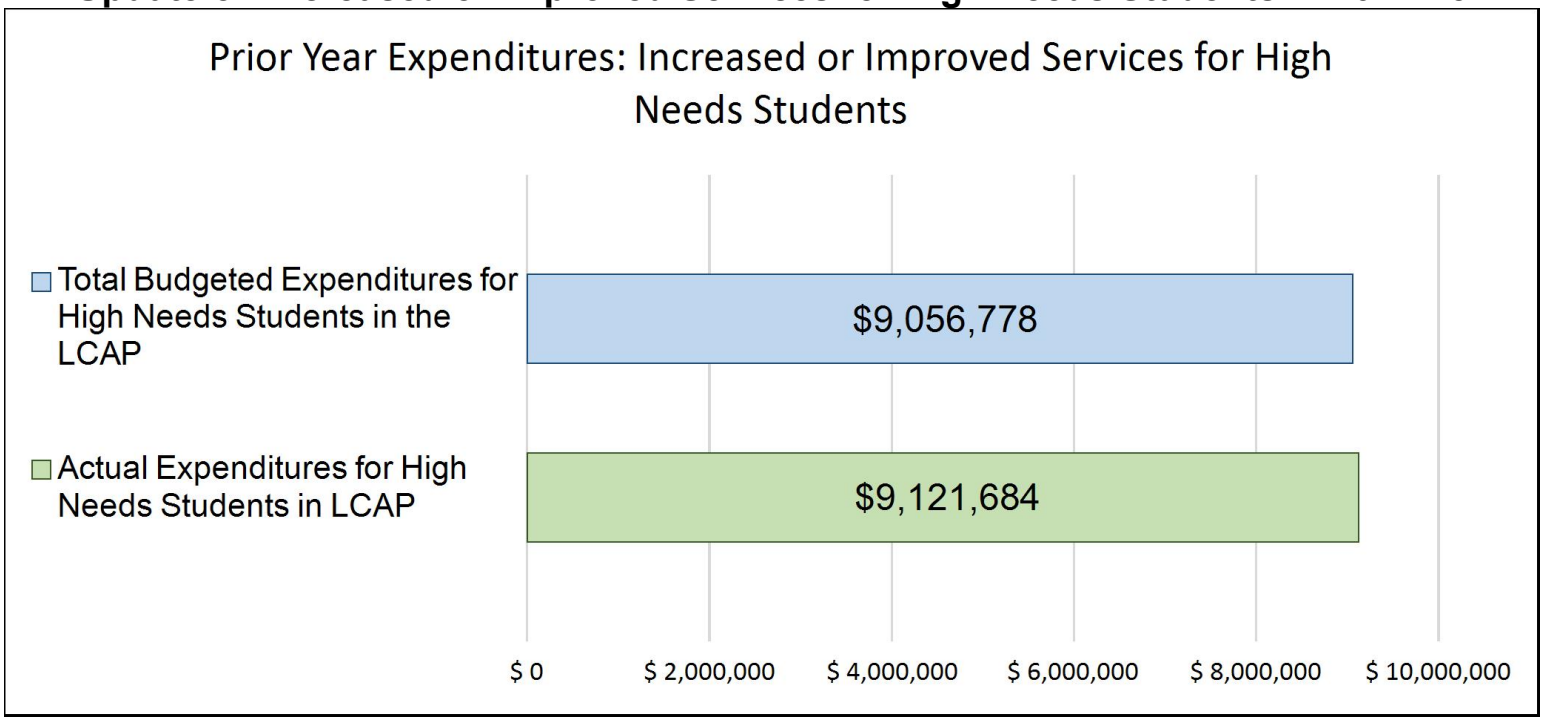
Classroom teachers, administrators, state adopted curriculum, custodial and maintenance, insurance and utilities

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

In 2025-26, Enterprise Elementary School District Redding, CA 96002 is projecting it will receive $9,265,779 based on the enrollment of foster youth, English learner, and low-income students. Enterprise Elementary School District Redding, CA 96002 must describe how it intends to increase or improve services for high needs students in the LCAP. Enterprise Elementary School District Redding, CA 96002 plans to spend $10,591,169 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Enterprise Elementary School District Redding, CA 96002 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Enterprise Elementary School District Redding, CA 96002 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Enterprise Elementary School District Redding, CA 96002's LCAP budgeted $9,056,778 for planned actions to increase or improve services for high needs students. Enterprise Elementary School District Redding, CA 96002 actually spent $9,121,684 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $64,906 had the following impact on Enterprise Elementary School District Redding, CA 96002's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Enterprise Elementary School District Redding, CA 96002	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Plan Summary [2025-26]

General Information

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

Located on the east side of Redding, California, Enterprise Elementary School District (EESD) is the largest elementary school district in Shasta County. As of the 2024 California School Dashboard, EESD served 3,317 students across eight schools.

The district is comprised of various school configurations: Four elementary schools serving Transitional Kindergarten (TK) through 5th grade, two TK–8 schools, one Dashboard Alternative School serving TK through 8th grade, and one middle school serving grades 6–8. Additionally, EESD operates three district-run preschools, providing early education opportunities to its youngest learners.EESD schools have earned recognition at the state and national levels, including the California Distinguished School Award, Title I High Achievement Award, National School to Watch, and honors from the California Business for Education Excellence. Each school is committed to fostering a positive learning environment, delivering rigorous and relevant academics, and preparing students for success in college, careers, and life.

EESD proudly serves a diverse student population. Over 71% of students are socioeconomically disadvantaged, and the district's demographics include: 19.5% Hispanic, 9% two or more races, 9% Asian, 2% American Indian, and 2% African American. EESD is also home to over 160 English Learner (EL) students, representing 5% of the student population, making it the district with the largest EL population in Shasta County. Guided by the vision to "empower every child, every day to create a better world," EESD grounds all decisions in this mission. The district's success is driven by outstanding administrators, educators, and support staff—92% of whom are fully credentialed and considered highly qualified.

Equity Multiplier School: PACE Academy (2025–26)

Agenda for June 4, 2025 Regular Board Meeting

PACE Academy is a Dashboard Alternative School that serves students with significant behavioral needs. The school has a current enrollment of 35 students, 89% of whom are socioeconomically disadvantaged. All students and white students are in the red on the CA Dashboard for Suspension rates (36.1%). Chronic absenteeism improved by 11% but still stands at 44.1%

EESD remains committed to supporting PACE Academy through targeted interventions and resources, ensuring that every student has access to the support they need to thrive.

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Reflections: Annual Performance

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

Successes:
According to the 2024 CA School Dashboard, there were no student groups in "red" for Suspensions.
The district improved by 6.4% (from 21.5% to 15.1%) students chronically absent.
The district improved by 5.2 points in difference from standard in ELA (from -21.1 to -15.9) and by 3.9 points in Math (from -44.4 to -40.5).
Early Literacy: As of Trimester 2 of 2024-25, 57% of first and second-grade students are at or above standard on the Basic Phonics Skills Test (BPST). First grade (65%) and Second grade (49%).

Identified Needs:
The following state indicators contain student groups that are identified in "red" on the 2024 CA School Dashboard:
English Language Arts: African Americans and LTELs
Math: Foster Yout, and LTELs
Chronic Absenteeism: African Americans

Reflections: Technical Assistance

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

EESD is in Differentiated Assistance for three student groups: FY, Homeless, and SWD in the areas of suspensions, ELA, and Math. A DA committee was established (March 2024) to focus on alternatives to suspensions with representation from Parsons, Rother, and Shasta Meadows and included administrators, counselors, gen ed and special ed teachers. The MTSS committee is revising Tier 2 behavior plans, and the DA committee is planning for professional development in de-escalation and restorative justice, and identifying alternatives to suspensions that provide accountability and support for students. The committee met on 3/13/24 and 5/23/24. Special ed staff met on 1/29/24 to discuss alternatives and reported to the DA committee The district is in consultation with the Shasta County Office of Education

Agenda for June 4, 2025 Regular Board Meeting

regarding resources and professional development (meetings held on 1/16/24, and 2/9/24). Monthly administrator meetings will review suspension data by month and YTD with comparison data from the previous year to identify a trendline. A behavioral support program was implemented in '24-'25 as part of our SIS to provide better tracking of disciplinary incidents and allow for increased positive reinforcement and communication with parents and students. CAASPP participation rates were a factor for homeless students, and school sites have been informed to support participation. ELA and Math initiatives are being developed through professional development, coaching, supplemental materials, and extended learning opportunities. The District has established a primary focus on literacy and in effective Tier 1 instruction to meet a range of student needs. This is supported through collaboration, goal-setting, progress monitoring, and ongoing professional development.
The district is intentionally identifying the effect size of actions in this LCAP from the "Visible Learning: Influences of Student Learning" to incorporate researched strategies that yield the greatest effect on student growth.

Continuous Improvement Monitoring(CIM) Targeted Areas not met for SWD are: LRE/Inclusion, ELA, Math, and Suspensions. In addition to the actions noted above, the CIM team worked to identify ways to increase inclusion by analyzing school schedules for additional opportunities to include SWD in gen ed and to analyze goals and services as to how well they were meeting LRE.

2024-25 Update:
Of the three student groups, all but one have moved out of the red on the CA Dashboard. Foster Youth students remained in the red in Math:
Suspension Rate: Homeless (orange), Foster Youth (orange), and SWD (Yellow)
ELA: Homeless (yellow), Foster Youth (yellow), and SWD (orange)
Math: Homeless (orange) and SWD (orange)

These results show that the actions have improved outcomes and indicate the District will be out of DA after the 2-year required period and is improving metrics for CIM. EESD is committed to continuing the work to help these student groups and see more improvement.

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.

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Monitoring and Evaluating Effectiveness

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

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Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	EESD met with and gathered input from teachers on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. 01/29/24: Sped Collaboration Meeting - LCAP input February 2024: Staff Survey Input 03/04/24: Rother - Equity Multiplier input 03/04/24: Site staff meetings - LCAP input March/April 2024: - Site Council/Parent Advisory - LCAP & Equity Multiplier input 03/25/24: Rother & PACE - Equity Multiplier input on goals, metrics, actions 05/22/24: Public Hearing 2024-2027 LCAP February 2025: Staff Survey Input 3/3/25: Site Staff meetings: LCAP input March 2025: Site Council/Parent Advisory - LCAP & Equity Multiplier input 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP
Principals/Administrators	EESD met with and gathered input from principals/administrators on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests.

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Educational Partner(s)	Process for Engagement Top
	02/07/24: Administrative Council meeting - LCAP input 03/04/24: Site staff meetings - LCAP input 03/25/24: Rother & PACE - Equity Multiplier input on goals, metrics, actions 05/22/24: Public Hearing 2024-2027 LCAP 2/26/25: Administrative Council meeting - LCAP input 3/3/25: Site Staff meetings: LCAP input March 2025: Site Council/Parent Advisory - LCAP & Equity Multiplier input 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP
Other School Personnel	EESD met with and gathered input from other school personnel on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. February: Staff Survey Input 03/04/24: Rother - Equity Multiplier input 03/04/24: Site staff meetings - LCAP input March/April 2024: - Site Council/Parent Advisory - LCAP & Equity Multiplier input 03/25/24: Rother & PACE - Equity Multiplier input on goals, metrics, actions 05/22/24: Public Hearing 2024-2027 LCAP February 2025: Staff Survey Input 3/3/25: Site Staff meetings: LCAP input March 2025: Site Council/Parent Advisory - LCAP & Equity Multiplier input 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP
Local Bargaining Units	EESD met with and gathered input from local bargaining units. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests.

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Educational Partner(s)	Process for Engagement
	02/05/24: Bargaining unit meeting - LCAP input 05/22/24: Public Hearing 2024-2027 LCAP 5/5/25: Bargaining unit Meeting (EETA) 3/18/25: Bargaining unit Meeting (CSEA) 05/28/25: Public Hearing 2024-2027 LCAP
Parents	EESD provided opportunities to gather input from parents on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. February 2024: Family Survey Input 02/07/24: Mid-Year LCAP Update to the Board 03/13/24: DELAC Meeting March/April 2024: - Site Council/Parent Advisory - LCAP & Equity Multiplier input 03/28/24: Preschool Parent Advisory Council February 2025: Family Survey Input 02/05/25: Mid-Year LCAP Update to the Board 03/19/25: DELAC Meeting 3/27/25: Educational Partners Meeting March 2025: - Site Council/Parent Advisory - LCAP & Equity Multiplier input 05/28/25: Public Hearing 2024-2027 LCAP
Students	EESD provided opportunities to gather input from students. The most participation was from the surveys given to students 3rd-8th grades. February 2024: Student Survey Input 05/22/24: Public Hearing 2024-2027 LCAP February 2025: Student Survey Input 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP
Community	EESD provided opportunities to gather input from the community on several occasions. Each meeting provided a time for this educational

Agenda for June 4, 2025 Regular Board Meeting

Educational Partner(s)	Process for Engagement
	partner group to see the plans at the time of the meeting, provide feedback, and make requests. 01/16/24: Differentiated Assistance meeting with SCOE 02/07/24: Mid-Year LCAP Update to the Board 02/09/24: SCOE meeting regarding Differentiated Assistance 03/28/24: LCAP community input meeting 05/22/24: Public Hearing 2024-2027 LCAP 02/05/25: Mid-Year LCAP Update to the Board 3/27/25: Educational Partners Meeting 4/22/25: SELPA Board Public Hearing for Input on District LCAP 05/28/25: Public Hearing 2024-2027 LCAP

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

Influence: The input from educational partners was instrumental in creating the LCAP.
Teachers request to use certain supplemental programs (Goal 1.1), continued small class sizes (Goal 1.7)
Teachers, Staff, Local Bargaining Units, and Administrators encouraged more professional development opportunities (Goal 1.2) as well as continuing collaboration (Goal 1.3). They all mentioned wanting to maintain a counselor at each site (Goal 2.4).
Parents were specific in asking for continued interventions (Goal 1.4), academic supports for EL students (Goal 1.8), Extended Day Learning (Goal 1.10), well-rounded opportunities for their students (Goals 2.3 and 2.8), increased communication (Goal 2.2), and safety (Goal 2.10).

Equity Multiplier:
A meeting was held with Educational Partners at PACE on March 25, 2024. The direct results were to reduce staff/student ratios (Goal 3.1) and increase professional development in behavior management for alternative ed. students (Goal 3.2).

Meetings with Rother Educational Partners occurred on March 4, 2024 and March 25, 2024. These meetings influenced the decisions to hire an additional intervention teacher (Goal 4.1), math coach (Goal 4.3), and PE teacher (Goal 4.2) to support academics, as well as increase behavior support with an additional Behavior Tech (Goal 4.4) and provide Professional Development (Goal 4.5).

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Goals and Actions

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Goal

Goal #	Description	Type of Goal
1	Ensure all students progress toward meeting/exceeding standards by providing and investing in highly qualified staff, as well as robust standards-aligned instructional materials and resources	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CAASPP ELA from 2021 has gone from 41.9% at or exceeding standard to 42.3% in 2023. For math the district went from 33.5% meeting or exceeding to 31.6%.
As the effects of the pandemic are still apparent in student achievement, the district must continue to focus on essential standards, accelerated learning, and additional academic support for students who are struggling in order to address unfinished learning and decrease the achievement gap that exists for low income, ELL, and FY.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students who make progress toward meeting standards as measured by CAASPP. Pupil Achievement (Priority 4)	In 2023, 42% of students met or exceeded grade level standard on the CAASPP test in English/Language Arts and 32% in Math. ELA: 3rd: 39%, 4th: 36%, 5th: 41%, 6th: 41%, 7th: 47%, 8th: 50%	In 2024, 46% of students met or exceeded grade level standard on the CAASPP test in English/Language Arts and 35% in Math. ELA: 3rd: 46%, 4th: 41%, 5th:		50% or more of students will meet/exceed standards in ELA and at least 43% in math.	Gained 4% in ELA, have 4% left to meet target. Gained 3% in Math, have 8% left to meet target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
		Math: 3rd: 37%, 4th: 36%, 5th: 25%, 6th: 37%, 7th: 32%, 8th: 26%	48%, 6th: 36%, 7th: 56%, 8th: 48% Math: 3rd: 45%, 4th: 36%, 5th: 36%, 6th: 29%, 7th: 37%, 8th: 29%			
1.2	Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC Pupil Achievement (Priority 4)	As reported on the 2023 Dashboard, 52.1% of students were making progress towards English language proficiency according to the ELPAC.	As reported on the 2024 Dashboard, 45.7% of students were making progress towards English language proficiency according to the ELPAC.		At least 60% of students will be making progress toward English language proficiency as measured by ELPAC.	Decreased by 6.4%, now have 14.3% left to meet target
1.3	EL Reclassification Rate Pupil Achievement (Priority 4)	In 2023 14.7% of EL Students were reclassified as English proficient.	In 2024 10.2% of EL Students were reclassified as English proficient.		At least 15% of EL students will be reclassified as English proficient.	Decreased by 4.5%, now have 4.8% left to meet target.
1.4	Early Literacy:BPST (1st & 2nd gr) Pupil Achievement (Priority 4)	2024 T2 Basic Phonics Skills Test (BPST) data reflects the percent of students meeting grade level standard: 1st: 55% 2nd: 48%	2025 T2 Basic Phonics Skills Test (BPST) data reflects the percent of students meeting grade level standard: 1st: 65% 2nd: 49%		At least 65% of students in 1st graders & 60% of 2nd graders will meet grade level benchmarks as measured by the BPST.	Met the target of 65% for 1st graders. Gained 1% in 2nd grade, have 11% to meet target.
1.5	Early Literacy: Letter Sounds (TK & K) Pupil Achievement (Priority 4)	2024 T2 TK & K Letter Sounds Assessment reflects the percent of students meeting grade level standard:	2024 T2 TK & K Letter Sounds Assessment reflects the percent of students		At least 90% of students in TKers & 90% of Kindergarteners will meet grade	Decreased by 11% for TK, now have 14% left to meet target. Met the

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
		TK: 87% K: 87%	meeting grade level standard: TK: 76% K: 90%		level benchmarks as measured by the Letter Sounds Assessment.	target of 90% for Kindergartners.
1.6	Implementation of State Standards: Conditions of Learning (Priority 2)	100% of teachers implement state board adopted academic content and performance standards for all students, including the programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	100% of teachers implement state board adopted academic content and performance standards for all students, including the programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.		100% of teachers will continue to implement state board adopted academic content and performance standards for all students, including the programs and services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language	Met the target.
1.7	Sufficient access to standards-aligned instructional materials. Basic Services: Conditions of Learning (Priority 1)	Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.	Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.		Every pupil in the school district will have sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.	Met the target.
1.8	Access to Broad Course of Study (Priority 7)	All students have access to and are enrolled in a broad	All students have access to and are enrolled in a broad		All students will have access to and are enrolled in	Met the target.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel Top
		course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.	course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.		a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.	50
1.9	Credentialed Teachers Basic Services: Conditions of Learning (Priority 1) Maintenance	In 2023-24 school year, 96% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	In 2024-25 school year, 92% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.		96% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Decreased by 4%, now have 4% to meet target.

Goal Analysis [2024-25]

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

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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.

All actions were implemented.

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.

Expenditures were less than budgeted for several reasons. Our instructional materials needs were not as great as anticipated and cost were less than anticipated. We were unable to hire a Site Lit teacher at one of our campuses. We will save money on running our own summer program. We over budgeted for our intersession program, and we had savings due to unfilled vacancies.

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

Action 1.1- Instructional Materials - Deemed effective based on Metric 1.1 (gained 4% in ELA & 3% in Math), Metric 1.4 (met the target of 65% for 1st graders & gained 1% in 2nd grade), Metric 1.5 (met target for Kindergarten), Metric 1.6 (met target), and Metric 1.7 (met target). Still need to improve in Metrics 1.2 and 1.3.
Action 1.2- Professional Development - Deemed effective based on Metric 1.1 (gained 4% in ELA & 3% in Math), Metric 1.4 (met the target of 65% for 1st graders & gained 1% in 2nd grade), Metric 1.5 (met target for Kindergarten), Metric 1.6 (met target), and Metric 1.7 (met target). Still need to improve in Metrics 1.2, 1.3, and 1.9.
Action 1.3- Collaboration - Deemed effective based on Metric 1.1 (gained 4% in ELA & 3% in Math), Metric 1.4 (met the target of 65% for 1st graders & gained 1% in 2nd grade), and Metric 1.5 (met target for Kindergarten), Still need to improve in Metrics 1.2, 1.3 and 1.9.
Action 1.4 - Academic Intervention - Deemed effective based on Metric 1.1 (gained 4% in ELA & 3% in Math), Metric 1.4 (met the target of 65% for 1st graders & gained 1% in 2nd grade), Metric 1.5 (met target for Kindergarten), Metric 1.6 (met target), and Metric 1.7 (met target). Still need to improve in Metrics 1.2 and 1.3.
Action 1.5 - Effective Use of Technology - Deemed effective based on Metric 1.1 (gained 4% in ELA & 3% in Math), Metric 1.4 (met the target of 65% for 1st graders & gained 1% in 2nd grade), Metric 1.5 (met target for Kindergarten), Metric 1.6 (met target), Metric 1.7 (met target) and Metric 1.8 (met target). Still need to improve in Metrics 1.2 and 1.3.
Action 1.6 - Math & Science - Deemed effective based on Metric 1.1 (gained 3% in Math), Metric 1.6 (met target), and Metric 1.7 (met target).
Action 1.7 - Class Size Reduction - Deemed effective based on Metric 1.1 (gained 4% in ELA & 3% in Math), Metric 1.4 (met the target of 65% for 1st graders & gained 1% in 2nd grade), Metric 1.5 (met target for Kindergarten), Metric 1.6 (met target), and Metric 1.7 (met target). Still need to improve in Metrics 1.2 and 1.3.
Action 1.8 - EL Support- Parts of the action seemed effective, but still need improvement in Metrics 1.2 and 1.3.
Action 1.9 - Special Education Support (CIM) - Deemed effective based on Metric 1.1 (gained 4% in ELA & 3% in Math)
Action 1.10 - Extended Day Learning - Deemed effective based on Metric 1.1 (gained 4% in ELA & 3% in Math), Metric 1.4 (met the target of 65% for 1st graders & gained 1% in 2nd grade), and Metric 1.5 (met target for Kindergarten.
Action 1.11 - Math and ELA (DA & CIM) - Deemed effective based on Metric 1.1 (gained 4% in ELA & 3% in Math)

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

Based on the needs assessments/results, this goal, the metrics, target outcomes, and actions will remain for 2025-26 except for the addition of an Independent Study Teacher (Action 1.7).

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Materials	Along with the use of adopted-curriculum, using supplemental programs and materials to address achievement gaps and accelerate learning TK-8. Including but not limited to iReady, Renaissance, IXL, RazKids (Title I), NextGen Math (AMIMDBG). (Comprehensive Instructional Programs - effect size .72, Math Programs- effect size .42, Phonics Instruction - effect size .70).	$247,858.00	Yes
1.2	Professional Development	Provide professional development to equip teachers with the skills needed to meet diverse learner needs (including materials and supplies) via staff development days,release days, summer trainings, coaching, and after-school opportunities to build capacity in effective instruction, CCSS, curriculum implementation: literacy, science, math, social studies, academic language development, ELD standards (integrated & designated), UDL, and PE (AMIMDBG). Afterschool trainings on the Science of Reading. (Several teaching strategies - effect sizes vary) New Teachers will participate in the district's 2-year Research to Action program (specific professional development designed for teachers new to the district), Teacher Induction, and internships if needed, including mentor teachers for new teachers. Attend relevant conferences (Title II) (Professional Development Programs - effect size 1.2) Summer Training opportunities for staff (LREBG)	$1,074,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Instructional Coaches for certificated staff (LREBG)		
1.3	Collaboration	Twenty weekly collaboration hours will be provided to teachers during the school year with a focus on teaching & learning using of student data or evidence of learning in order to build collective teacher efficacy (effect size 1.57) District participation and support of Reach Higher Shasta efforts to improve student outcomes countywide.	$1,151,491.00	Yes
1.4	Academic Intervention	Provide aide support and supplemental instructional materials to deliver small group, targeted instruction for underperforming students (LI, ELL, FY). May include aides in TK/K classrooms to decrease staff:student ratio (Reduced class size - effect size .21) Use of Analytics program to identify and monitor academic needs(Performance Matters - Title I) 2025-26 - Begin implementing Reading Difficulty Risk Screener to identify instructional needs and offer early intervention (Amira for Kindergarten: $2200 for licenses and $4,000 for headphones); $22,841 for PD to train staff. Site Literacy teachers serve each elementary school site to provide coaching in effective instruction & intervention (Title I), with a District Literacy coach and District Teacher coach providing additional support to site literacy teachers and classroom teachers (LREBG) (Small group learning - effect size .47). Sites will maintain library services/materials/Chromebooks/digital programs (Follett/Destiny, Title Peek) to provide ongoing access to books at appropriate reading levels for students.	$3,698,616.00	Yes
1.5	Effective Use of Technology	Continue instructional technology, Edtech, coach (LREBG) to provide ongoing professional development for teachers and in the effective use of	$1,355,146.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology to support student learning. Coaching will focus on integrating Google Suite for Education and enhancing digital literacy to support mastery of California Standards and readiness for 21st century learning. Upgrade classroom interactive whiteboards. (Information communications technology - effect size .47) Maintain funding for digital learning programs to support instruction. (Online and digital tools - effect size .29) Purchase and/or replace technology infrastructure/tools/equipment, including cybersecurity tools. Maintain classified and certificated support staff to support technology assets. Ensure Access/Connectivity for students - 1:1 devices; Internet access if needed (Technology with elementary students - effect size .44)		
1.6	Math & Science	Math lead teachers at each school (2 at K-8 sites) will assist in collaboration and professional development in effective math instruction. Funding to make Science Camp accessible for 5th-grade students (i.e. Lassen, etc.). .3 FTE teacher to coordinate and implement 5th-grade science lessons and related field trips. Materials for 6-8th STEAM classes. (Science Programs - effect size .48).	$90,947.00	Yes
1.7	Class Size Reduction	The district will maintain reduced teacher:student ratios in TK-3 classes to increase service and opportunities for students. Additional teachers allows for an average class size of 22 students (Reducing class size - effect size .21)(LREBG), Hire a dedicated Independent Study Teacher for Long Term IS as a flexible option for students requiring an alternative learning pathway.	$1,201,269.00	Yes
1.8	EL Support	Maintain interpreter services and family liaison support to promote ELL progress and family engagement (Title III).	$70,622.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Additional tutoring groups will be offered, during school day (Supplemental Concentration) and/or after school (ELOP). Classroom schedules will include designated daily time for English Language Development (ELD) instruction. Additional ELD Aide support. Provide professional development for all teachers who teach integrated and designated ELD (cost in Action 1.2).		
1.9	Special Education Support (CIM)	Special Education staff will review with general education teachers, at least annually, student goals, services, accommodations and modifications for students they serve. Special Education specific professional development will occur a minimum of 3x a year, with monthly collaboration meetings facilitated by the Special Education Director (cost in action 1.3). General education teachers will receive annual training on inclusive practices, Universal Design for Learning (UDL), and effective instructional strategies for SWD (effect size 0.77), supporting access to core instruction (see cost in Action 1.2). Site administrators will receive targeted professional development from the SELPA and Sp Ed Director on effective school-level implementation and oversight of supports for SWD.	$120,211.00	No
1.10	Extended Day Learning	Extended day learning opportunities, which may include before and/or after-school tutoring, will be offered 3–4 days per week and facilitated by certificated or classified staff. Services may include transportation and will be supported through partnerships with community-based organizations, as outlined in the district's ELOP Plan.	$4,582,815.00	No
1.11	Math & ELA (DA & CIM)	As part of the District's Differentiated Assistance and CIM efforts to improve student outcomes in ELA and Math, the district will implement the following evidence-based strategies:	$2,000.00	No

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Action #	Title	Description	Total Funds	Contributing
		Use of instructional materials in foundational reading that align with the science of reading (Cost in Goal 1.1). Provide small-group, targeted reading intervention to 1st/2nd grade students performing below benchmark with regular progress monitoring (cost in Goal 1.4) . Provide professional development to teachers in TK-2 on foundational reading instruction according to the science of reading. Implement the use of supplemental programs, such as Next Gen Math and IXL, to target individualized needs (cost in Goal 1.1). Establish a math lead teacher at every school to support effective math instruction and provide professional development (cost in Goal 1.6) Adopt district-wide high-leverage teaching strategies. District literacy/instructional leaders will conduct classroom walkthroughs to support effective literacy instruction practices (cost in Goal 1.2)		

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Goals and Actions

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Goal

Goal #	Description	Type of Goal
2	Foster a culture of safety and belonging with meaningful partnerships that provide a well-rounded educational experience.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district's chronic absenteeism rate increased from 8% pre-pandemic, peaking at 39.8% in 2023, and landing at 21.5% in 2023. Likewise, suspensions have been higher than the state average (3.5%) at 6.8% in 2023. This speaks to the need to increase students' engagement and connection with school in a positive manner and address social-emotional and behavioral challenges. By increasing connectivity with students and families, multiple opportunities for activities, clubs, sports, and other well-rounded educational offerings, as well as active 2-way communication, the district can improve in all metrics. School safety remains of paramount importance. The effects of the pandemic have led to an increased need for social-emotional support as evidenced by survey responses, increased counseling referrals and threat assessments, and an increase in suspensions. As a result, the district has developed actions to increase efforts to support student well-being at the Tier 1 prevention level and Tier 2 intervention level. Additionally, measures to provide physical safety on campus will be increased/improved so that educational partners' input remains high with regard to feeling safe at school and knowing what to do in an emergency. These include the need for improved/increased transportation, counseling and behavior tech support, professional development, health services, SRO, facility upgrades, etc.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absence Rate Pupil Engagement (Priority 5)	According to the 2023 CA Dashboard, the district's Chronic	According to the 2024 CA Dashboard, the		The district average for Chronic	Reduced by 6%. .5% to goal.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel Top
		Absenteeism rate was 21.5%. Site Absenteeism rates: Alta Mesa: 22.5% Boulder Creek (TK-8): 14.2% Lassen View: 25.5% Mistletoe (TK-8): 24% Parsons Jr. High: 13.8% Rother: 35% Shasta Meadows: 25.9%	district's Chronic Absenteeism rate was 15.5%. Site Absenteeism rates: Alta Mesa: 12.7% Boulder Creek (TK-8): 7.8% Lassen View: 21.1% Mistletoe (TK-8): 14.5% Parsons Jr. High: 12.8% Rother: 28.5% Shasta Meadows: 19.1%		Absenteeism will be below 15%	
2.2	Suspension Rate School Climate (Priority 6)	According to the 2023 CA Dashboard, the district's overall suspension rate was 6.8%. Site Suspension rates: Alta Mesa: 4.2% Boulder Creek (TK-8): 4.8% Lassen View: 4% Mistletoe (TK-8): 4.2% Parsons Jr. High: 14.6% Rother:11.2% Shasta Meadows: 3.1%	According to the 2024 CA Dashboard, the district's overall suspension rate was 5.2%. Site Suspension rates: Alta Mesa: 3.1% Boulder Creek (TK-8): 3.3% Lassen View: 3% Mistletoe (TK-8): 3.8% Parsons Jr. High: 10.4% Rother:5.8% Shasta Meadows: 3.4%		Reduce overall suspension rate to 5.5% or less.	Reduced by 1.3%. Surpassed goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
2.3	Student Survey Data Pupil Engagement (Priority 5)	In 2024, 78% of students answered "yes" or "most of the time" to the question, "I like my school."	In 2025, 77% of students answered "yes" or "most of the time" to the question, "I like my school."		Maintain an average of 80% or more of positive responses on student survey question, "I am happy at this school/I like my school."	Reduced by 1%.
2.4	Parent Survey Participation Parent Involvement (Priority 3)	In 2024, 550 parents responded to their school's survey. Site Parent responses: Alta Mesa: 43 Boulder Creek: 178 Lassen View: 62 Mistletoe: 57 PACE: 10 Parsons: 43 Rother: 55 Shasta Meadows: 102	In 2025, 830 parents responded to their school's survey. Site Parent responses: Alta Mesa: 67 Boulder Creek: 201 Lassen View: 56 Mistletoe: 159 PACE: 12 Parsons: 167 Rother: 55 Shasta Meadows: 87		800 parents/families will respond to the school survey.	Increased by 280 responses. Surpassed goal.
2.5	School Attendance Rate Pupil Engagement (Priority 5)	In March 2024, overall attendance rate was 94.1% Alta Mesa - 93.7 Boulder Creek - 94.9 Lassen View - 93.1 Mistletoe - 94.7 PACE - 89.4 Parsons - 92.4 Rother - 92.3	In March 2025, overall attendance rate was 94% Alta Mesa - 94.11 Boulder Creek - 95.8 Lassen View - 93.7 Mistletoe - 92.98 PACE - 82.45 Parsons - 92.75		By March 2024, overall attendance rate will be 95% or greater.	Maintained. 1% increase needed to meet goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Shasta Meadows - 93.6	Rother - 91.5 Shasta Meadows - 95.23			
2.6	Middle School Dropout Rate Pupil Engagement (Priority 5)	No students have dropped out of Middle School in 2023-2024	No students have dropped out of Middle School in 2024-2025		By 2023-24 no students will have dropped out of Middle School.	Maintained.
2.7	Student Survey: School Climate (Priority 6)	In 2024, 96% of students reported yes or mostly/maybe that "my school helps me know what to do in an emergency."	In 2025, 96% of students reported yes or mostly/maybe that "my school helps me know what to do in an emergency."		90% or more of students will report that "my school helps me know what to do in an emergency."	Maintained.
2.8	School Facilities maintained in good repair. Basic Services (Priority 1)	0 Identified Instances where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) as of January 2024	0 Identified Instances where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) as of January 2025		0 Identified Instances where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	Maintained
2.9	Expulsion Data School Climate: Engagement (Priority 6)	There were 0 expulsions as of P2 in 2023-24 as of January 2024.	There were 0 expulsions as of P2 in 2024-25 as of January 2025.		The district will have 0 expulsions.	Maintained.

Goal Analysis [2024-25]

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

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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.

All actions were implemented except the following:
Hiring K-5 art teacher (2.3) - Due to no qualified applicants. Position remains open in hopes to fill in 2025-26.

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.

Our expenditures were greater than budgeted for several reasons. We actually underspent due to vacancies. We also were unable to hire an art teacher. But we designated more administrative support for Multi-tiered Systems of Support. All items combined for a net result of spending more than budgeted.

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

Action 2.1- Attendance Support - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 6%), and Metric 2.5 (maintaintained overall attendance. 1% needed to meet goal).
Action 2.2 - Supporting Parent Involvement - Deemed effective based on Metric 2.4 (increased participation by 280 responses, and surpassed goal).
Action 2.3 - Well-Rounded Education, Sports, and Activities - Deemed effective based on Metric 2.3 (remained within 3% of goal based on student survey results), and Metric 2.5 (maintaintained overall attendance. 1% needed to meet goal).
Action 2.4 - Student and Staff Well-being - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 6%), Metric 2.2 (reduced Suspension rate by 1.3% and surpassed goal), Metric 2.3 (remained within 3% of goal based on student survey results), Metric 2.5 (maintaintained overall attendance. 1% needed to meet goal), and Metric 2.6 (maintained 0 jr. high students dropping out of school).
Action 2.5 - School Climate - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 6%), Metric 2.2 (reduced Suspension rate by 1.3% and surpassed goal), and Metric 2.5 (maintaintained overall attendance. 1% needed to meet goal), Metric 2.3 (remained within 3% of goal based on student survey results), Metric 2.5 (maintaintained overall attendance. 1% needed to meet goal), and Metric 2.6 (maintained 0 jr. high students dropping out of school).
Action 2.6 - Transportation- Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 6%), and Metric 2.5 (maintaintained overall attendance. 1% needed to meet goal).
Action 2.7 - Promoting Healthy Living - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 6%), Metric 2.2 (reduced Suspension rate by 1.3% and surpassed goal), Metric 2.5 (maintaintained overall attendance. 1% needed to meet goal), and Metric 2.6 (maintained 0 jr. high students dropping out of school), Metric 2.7 (Maintained students responses, surpassing goal), and Metric 2.9 (Maintained 0 expulsions).
Action 2.8 - Jr. High Opportunities - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 6%), Metric 2.3 (remained within 3% of goal based on student survey results), Metric 2.5 (maintaintained overall attendance. 1% needed to meet goal), and Metric 2.6 (maintained 0 jr. high students dropping out of school).

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Action 2.10 - Safety - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 6%), Metric 2.3 (remained within 3% of goal based on student survey results), and Metric 2.7 (Maintained students responses, surpassing goal), and Metric 2.9 (Maintained 0 expulsions).

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

Based on the needs assessments/results, this goal, the metrics, target outcomes, and actions will remain for 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Support	Schools will utilize SART teams to intervene with families of students with poor attendance. Includes professional development for staff and paid time and/or substitute teachers to release staff for meetings. Funding for attendance incentives ($2/student to site budgets) (approx. $7,000) Attendance monitoring service through A2A and positive messaging($50,000)	$37,932.00	Yes
2.2	Supporting Parent Involvement	Communication with parents, including parents of individuals/students with exceptional needs and parents of unduplicated pupils, will be provided by, but not limited to, the following: School Messenger, ParentSquare (Title I), Newsletters, other communication software (including but not limited to Zoom, WeVideo, etc.) district/school website, and Reader Boards. Each school site will offer Family Night events to welcome parents to the school. The district will offer Parent Ed Classes. Site funds to support school site parent engagement ($1,000/site = $8,000) The district will provide staff development on parent involvement (cost included in goal 1.2).	$170,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Annual Surveys will be given to gather parent input, as well as general educational partners' input meetings, Parent Advisory, DELAC, and Site Councils. Maintain a Communications Coordinator to provide ongoing messaging for parents and schools.		
2.3	Well-Rounded Education, Sports, and Activities	Each school site will offer multiple opportunities for students to participate in extracurricular activities, including athletics and other clubs (i.e., Art, Garden/Greenhouses, Odyssey/GATE) to promote student engagement. (Extracurricular Programs - effect size .20, Creativity Programs - effect size .62) 1st, 2nd, & 3rd-grade swim lesson opportunity ($33,000) The District will maintain a horticulture teacher (50%) to develop horticulture lessons and support teachers with implementation. Maintain garden/greenhouse personnel, materials, and hydroponic systems. Maintain Art and Music teachers and supplies for K-5 (Prop 28) Replace/update P.E. Equipment to support physical activity. (AMIMDBG)	$539,158.00	Yes
2.4	Student and Staff Well-being	The district will continue to prioritize student well-being by maintaining school counselors and behavior techs/wellness coaches at each school site. Counselors will participate in monthly School Counselor Collaborative meetings hosted by the Shasta County Office of Education, attend suicide prevention training at least every other year, engage in additional professional learning and monthly district-level meetings, and implement relevant school counseling curriculum and resources. Counselors will utilize targeted intervention materials (i.e., Zones of Regulation)to teach social and self-management skills or other self-management skills, and help establish/monitor supportive spaces such as classroom calm corners and/or sensory rooms/wellness centers. (Behavioral Intervention Programs - effect size .62). All schools will implement a tiered approach to prevention and education, including:	$1,378,446.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Bullying prevention and positive behavior recognition strategies (Decreasing Disruptive Behavior – Effect Size: 0.34), Internet safety education (CIPA) for grades 3–8, suicide and drug prevention education for grades 7–8, additional well-being initiatives such as assemblies, guest speakers, school-wide campaigns, and family engagement. The district will also continue to support community mentor programs, including fingerprinting costs, through partnerships such as 5 Peaks and Catalyst (LREBG-funded). Each qualifying site will participate in the California Community Schools Program which provides an designated Community Connector to serve as a liaison between students/families and community resources.		
2.5	School Climate	To promote a positive school climate, school sites will: Implement Leader in Me SEL/leadership curriculum (TK–8) (Title IV, Self-Efficacy – Effect Size: 0.92) Train new staff in 7 Habits and Capturing Kids' Hearts (Title II, Motivation/Character Programs – Effect Size: 0.34) Assign Assistant Principals or Teacher on Assignment to support implementation of MTSS Continue PBIS with behavior tracking in PowerSchool (BEH) Support continued implementation of Restorative Justice practices	$849,562.00	Yes
2.6	Transportation Services	Transportation services will be offered to students with disabilities, foster youth, and homeless students to support regular attendance and equitable access to education. Additionally, the district will provide transportation for students living outside the designated walk zones, as staffing permits, to ensure safe access to school.	$288,000.00	Yes
2.7	Promoting Healthy Living	The district will utilize the following to promote healthy living: Tobacco Use Prevention Education program (TUPE Grant) will be implemented in jr. high. Vape Detectors will be installed/maintained in bathrooms serving students in 6-8 grades; add 4th/5th grade bathrooms in '25-'26.	$256,064.00	Yes

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Agenda for June 4, 2025 Regular Board Meeting

Action #	Title	Description	Total Funds	Contributing
		Maintain Health services including district nurses, LVN, and health clerks at sites. Health curriculum presentations in 5th grade and jr. high. Certified Wellness Coaches may support students with goals to promote health.		
2.8	Jr. High Opportunities	STEAM: the three campuses that serve junior high students are provided funds for materials to integrate STEAM activities in an elective, after-school club, or integrated into core science class. Music: all three of these campuses will provide music (choir and/or band) as an elective taught a dedicated music teacher, with funding for Music instrument repairs (Prop 28), supplies (Prop 28), and field trips (AMIMDBG) Art: all three campuses will offer an Art elective. (Extracurricular Programs - effect size .20, Creativity Programs - effect size .62) WEB: all three campuses will offer Where Everyone Belongs clubs for eighth grade students to mentor sixth grade students, including a summer camp to train student WEB leaders. (Positive Peer influences - effect size .53) College Visits: all three campuses are provided funding to facilitate a college campus visit. Gear Up: all three campuses will participate in the Gear Up grant partnership with Simpson University as grant availability allows, to promote college and career awareness as well as provide support to students for school success in preparation for high school and beyond. Administrator participation with Reach Higher Shasta in efforts to support transition from 8th to 9th grade and share academic and attendance data.	$540,492.00	Yes
2.9	Facilities and Maintenance	Playground surfaces and/or equipment will be updated to improve safety where most needed. Complete upgrade of and maintain HVAC systems and safety improvements made to facilities.	$300,000.00	No

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Agenda for June 4, 2025 Regular Board Meeting

Action #	Title	Description	Total Funds	Contributing
2.10	Safety	The district will use the service of Raptor Technology to effectively screen and monitor all school visitors and volunteers. Maintain security cameras at school sites to improve visibility and safety. Upgrades to the telephone systems to maintain communication as needed. The district will implement maintain a Safety Notification system (Catapult) The district will contract with RPD for an SRO to serve all school sites.	$236,487.00	Yes
2.11	Alternatives to Suspensions (DA and CIM)	As part of differentiated assistance and CIM, the district will engage in the following activities to reduce suspension rates: Consultation with County Office of Education Establishment of Differentiated Assistance and CIM Committee Professional Development in Restorative Justice, De-escalation, Leader in Me, Capturing Kids' Hearts (new teachers) (cost in Goal 1.2) Implementation of BEH to improve tracking discipline data and provide positive reinforcement (cost in Goal 2.5) Wellness Coaches Use of Alternatives: Saturday School, Buddy classrooms, After school, Structured Day, Restoration Projects, Peer Court	$3,000.00	No

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Goals and Actions

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Goal

Goal #	Description	Type of Goal
3	PACE's socioeconomically disadvantaged students will improve outcomes with reductions in suspensions and chronic absenteeism.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

90% of PACE students are SED and attend this alternative school to address behavioral challenges in order to be successful at a comprehensive school and have extremely high rates of suspension and chronic absenteeism. Underlying needs must be addressed in order to improve attendance, suspension rates, and engage in academic learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension of Socio-economically Disadvantaged (SED) students at PACE	According to the 2023 CA Dashboard, the suspension rate for SED students at PACE was 36.2%.	According to the 2024 CA Dashboard, the suspension rate for SED students at PACE was 35.7%		Reduce suspension rate to 30% or less	Reduced by .5%
3.2	Chronic absenteeism of Socio-economically Disadvantaged (SED) students at PACE	According to the 2023 CA Dashboard, the chronic absenteeism rate for SED students at PACE was 60.5%	According to the 2024 CA Dashboard, the chronic absenteeism rate		Reduce chronic absenteeism rates to 25% or less	Reduced by 17.9%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for SED students at PACE was 42.6%			

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Goal Analysis [2024-25]

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

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

Additional adults support was implemented and outcomes have improved in suspensions and chronic absenteeism. Stable staffing is a challenge but was greatly improved this school year. The transiency of the student population makes growth over time challenging. When students are experiencing success, they return to their school of origin. That makes it more difficult to show gains in data.

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.

Expenditures were less than budgeted due to unfilled vacancies.

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

Action 3.1 - Reduced adult-to-student ratio- Deemed effective due to Metric 3.1 (Suspension rates reduced by .5%) and Metric 3.2 (Chronic Absenteeism reduced by 17.9%).

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

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Reduced adult-to-student ratio	Additional staffing will be used to allow for lower adult:student ratios in order to reduce disruptive behaviors (effect size .82), foster positive adult-	$73,132.00	No

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Action #	Title	Description	Total Funds	Contributing
		student relationships (effect size .62), and support student self-regulation (effect size .66).		

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Goals and Actions

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Goal

Goal #	Description	Type of Goal
4	Rother students will improve outcomes in target areas of suspension, chronic absenteeism, and ELA performance.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspensions rates at Rother	According to the 2023 CA Dashboard, suspension rates for specific subgroups as follows: Socioeconomically Disadvantaged - 12.2% Students with Disability - 11.3% White - 14.4% Two or More Races - 11.6%	According to the 2024 CA Dashboard, suspension rates for specific subgroups as follows: Socioeconomically Disadvantaged - 6.0% Students with Disability - 4.8% White - 6.8%		All 4 identified student groups will reduce suspensions by 2% by CA Dashboard 2026.	2024 CA Dashboard SED - decreased 6.2% SWD - decreased 6.5% W - decreased 7.5% TOM - decreased 11.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
			Two or More Races - 0%			
4.2	Chronic Absenteeism at Rother	According to the 2023 CA Dashboard, chronic absenteeism rates were as follows: Two or More Races - 47.6%	According to the 2024 CA Dashboard, chronic absenteeism rates were as follows: Two or More Races - 27.6%		Students of Two or More Races will reduce chronic absenteeism by 5% by CA Dashboard 2026.	2024 CA Dashboard TOM - decreased by 27.6%
4.3	English Language Arts at Rother	According to the 2023 CA Dashboard, the following subgroup scored as follows: Hispanic - 94.5 points below standard	According to the 2024 CA Dashboard, the following subgroup scored as follows: Hispanic - 70.6 pts. below standard		Increase 3 points toward standard for Hispanic students by CA Dashboard 2026.	2024 CA Dashboard Increased significantly by 23.9 pts.

Goal Analysis [2024-25]

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

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

All actions were implemented successfully.

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.

Expenditures were slightly more than budgeted due to pay raises.

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

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Action 4.1 - Reading Intervention Teacher - Deemed effective based on Metric 4.3 (ELA for Hispanics increased significantly).
Action 4.2 - PE Teacher - Deemed effective based on Metric 4.3 (ELA for Hispanics increased significantly).
Action 4.3 - Instructional Coach- Deemed effective based on Metric 4.3 (ELA for Hispanics increased significantly).
Action 4.4 - Behavior Support - Deemed effective based on Metric 4.1 (all subgroups decreased on Suspension rates) and Metric 4.2 (Chronic Absenteeism decreased by 27.6%)
Action 4.5 - Professional Development - Deemed effective based on Metric 4.3 (ELA for Hispanics increased significantly), Metric 4.2 (Chronic Absenteeism decreased by 27.6%), and Metric 4.3 (ELA for Hispanics increased significantly).

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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.

This goal has been met and is considered closed. Rother no longer qualifies for Equity Multiplier funds after Year 1. The actions that denoted added staff of PE teacher and math coach are unsustainable without the additional funding and will not continue. Other one-time funds will be used to continue .4 Reading Intervention Teacher. Community School Funds will be used to fund additional behavior tech. District funding will continue all professional development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Reading Intervention Teacher	An additional .4 FTE teacher to provide targeted reading intervention (effect size .82), prioritizing grades 1st-3rd. WIll collaborate with classroom teachers, review data, and provide progress monitoring toward identified outcomes/benchmarks (effect size .97). Emphasis on effective instruction of foundational skills, such as: phonological awareness (effect size .74), phonics (effect size .48), repeated reading (effect size .80)	$0.00	No
4.2	PE Teacher	A PE teacher will be utilized to support targeted reading groups w/ scaffolding (effect size .82) and use play to foster resilience, health, and well-being (effect size .52) as well as reduce absences. Utilize outdoor activities to promote group or team interactions through shared challenges (effect size .49).	$0.00	No

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Action #	Title	Description	Total Funds	Contributing
4.3	Instructional Coach: math focus	Instructional math coach will support teachers in building collective teacher efficacy through (effect size 1.34) planning instruction, analyzing data to identify needs and oversee targeted intervention, Support implementation of core curriculum, Everyday Math, and supplemental programs, such as i-Ready, Next Gen Math, IXL (effect size .59). Coach will model and support implementation of effective teaching strategies, such as: direct/explicit instruction (effect size .59), specific skill instruction/practice (effect size .73), mathematical reasoning to solve practical problems (effect size .98), providing feedback and cues to advance (effect size 1.01), cooperative learning (effect size .62).	$0.00	No
4.4	Behavior Support	Increased behavior tech aide support for fostering positive student behavior through de-escalation strategies, practicing positive behaviors, and providing increased supervision.	$0.00	No
4.5	Professional Development	Staff will have the opportunity for professional development to build capacity in areas that may include: supporting positive student behavior, de-escalation, student goal-setting (effect size .60), direct instruction (effect size .56), effective classroom discussion (effect size .82), explicit teaching strategies (effect size .63), feedback (effect size 1.01), and success criteria (effect size .64), collective teacher efficacy (effect size 1.34). Professional development in coaching and teaching strategies.	$0.00	No

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Agenda for June 4, 2025 Regular Board Meeting

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

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Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,265,779	$950,798

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
25.845%	0.000%	$0.00	25.845%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Materials **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** LEA-wide	Access and interaction with research-based, standards-aligned curriculum and supplemental programs to meet student needs LEA-wide due to large percentage of low-income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** LEA-wide	Identify effective instructional strategies and build capacity in staff to meet student needs LEA-wide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9
1.3	**Action:** Collaboration **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** LEA-wide	Identify effective instructional strategies, promote teacher efficacy to meet students LEA-wide due to the large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.9
1.4	**Action:** Academic Intervention **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** LEA-wide	Address Tier 2 academics with differentiated, small group instruction LEA-wide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1.5	**Action:** Effective Use of Technology **Need:**	Access to digital curriculum and tools to support student achievement LEA-wide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** LEA-wide		
1.6	**Action:** Math & Science **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** LEA-wide	Provide programs, opportunities and supplies for standard mastery of math and science LEA-wide due to large percentage of low income students.	1.1, 1.6, 1.7
1.7	**Action:** Class Size Reduction **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** LEA-wide	Create lower adult to student ratios LEA-wide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4,1.5, 1.6, 1.7
2.1	**Action:** Attendance Support **Need:** High rates of chronic absenteeism. **Scope:**	Increasing positive communication with families and providing needed resources, LEA wide due to high percentage of Low Income students.	2.1, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Supporting Parent Involvement **Need:** Low participation of families of English learners, Foster Youth, and Low Income students. **Scope:** LEA-wide	Increase connectivity and 2-way communication of families, LEA wide due to high percentage of Low Income students.	2.4
2.3	**Action:** Well-Rounded Education, Sports, and Activities **Need:** Under-resourced students lack opportunities for experiences that provide a foundation for further learning and development. **Scope:** LEA-wide	Provides opportunities to learning, engagement, and development, LEA wide due to high percentage of Low Income students.	2.3, 2.5
2.4	**Action:** Student and Staff Well-being **Need:** Students and staff report a lack of motivation, fatigue, and poor mental health evidenced by survey responses, increased counseling referrals and threat assessments, and an increase in suspensions.	Responds to social-emotional needs of staff and students, LEA-wide to due to large percentage of low-income students.	2.1, 2.2 , 2.3, 2.5, 2.6

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	**Action:** School Climate **Need:** Students and staff lack of motivation, fatigue, and poor mental health evidenced by survey responses, increased behavior referrals, and an increase in suspensions. **Scope:** LEA-wide	Responds to social-emotional needs of staff and students, LEA-wide to due to large percentage of low-income students.	2.1, 2.2, 2.3, 2.5, 2.6
2.6	**Action:** Transportation Services **Need:** Under-resourced students lack consistent transportation to and from school. **Scope:** LEA-wide	Provides transportation for students and promote attendance, LEA wide due to large percentage of low income students.	2.1, 2.5
2.7	**Action:** Promoting Healthy Living **Need:** Under-resourced students lack access to health services and information of healthy living, as well as receive discipline consequences for unhealthy choices.	Provide students with education and services for healthier living, LEA wide due to high percentage of low income students.	2.1, 2.2, 2.5, 2.6, 2.7, 2.9

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.8	**Action:** Jr. High Opportunities **Need:** Under-resourced students lack opportunities for experiences that provide a foundation for further learning and development. **Scope:** Schoolwide	Provides opportunities to learning, engagement, and development, LEA wide due to high percentage of Low Income students.	2.1, 2.3, 2.5, 2.6
2.10	**Action:** Safety **Need:** Safe and orderly environments are crucial for learning environments, and may not be provided outside of school hours for unduplicated students. **Scope:** LEA-wide	Provide clean, safe, and well-maintained facilities for consistent and orderly school operations, LEA wide due to large percentage of low income students.	2.1, 2.3, 2.7

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** EL Support **Need:** Achievement gap in English Learners **Scope:** Limited to Unduplicated Student Group(s)	Providing designated ELD instruction and additional supports, LEA-wide due to EL enrollment at each school site.	1.2, 1.3

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

N/A

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.

Hired an instructional coach to help teachers across the district implement highly effective teaching strategies and foundational reading programs. Continued to increase literacy teachers, counselors, behavior techs, and classroom aides.

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	44:1	24:1

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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 tha percent
Staff-to-student ratio of certificated staff providing direct services to students	21:1	17:1

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2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	35,852,006	9,265,779	25.845%	0.000%	25.845%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,591,169.00	$5,994,480.00	$300,000.00	$1,382,748.00	$18,268,397.00	$13,595,875.00	$4,672,522.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$247,858.00	$75,000.00	$76,876.00		$95,982.00	$247,858.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,012,678.00	$62,000.00	$870,224.00	$142,454.00		$62,000.00	$1,074,678.00	
1	1.3	Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,151,491.00	$0.00	$1,151,491.00				$1,151,491.00	
1	1.4	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,405,406.00	$293,210.00	$2,607,889.00			$1,090,727.00	$3,698,616.00	
1	1.5	Effective Use of Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,164,929.00	$190,217.00	$1,230,118.00	$125,028.00			$1,355,146.00	
1	1.6	Math & Science	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$48,981.00	$41,966.00	$90,947.00				$90,947.00	
1	1.7	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,201,269.00	$0.00	$1,201,269.00				$1,201,269.00	
1	1.8	EL Support	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools		$66,622.00	$4,000.00	$46,460.00			$24,162.00	$70,622.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.9	Special Education Support (CIM)	Students with Disabilities	No			All Schools		$120,211.00	$0.00	$120,211.00				$120,211.00	
1	1.10	Extended Day Learning	All	No			All Schools TK-8		$2,037,574.00	$2,545,241.00		$4,582,815.00			$4,582,815.00	
1	1.11	Math & ELA (DA & CIM)	Students with Disabilities FY, Homeless	No			All Schools TK-8		$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.1	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$37,932.00	$37,932.00				$37,932.00	
2	2.2	Supporting Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$125,311.00	$45,160.00	$85,694.00			$84,777.00	$170,471.00	
2	2.3	Well-Rounded Education, Sports, and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$458,674.00	$80,484.00	$337,934.00	$201,224.00			$539,158.00	
2	2.4	Student and Staff Well-being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,265,324.00	$113,122.00	$849,000.00	$529,446.00			$1,378,446.00	
2	2.5	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$780,317.00	$69,245.00	$792,462.00	$40,000.00		$17,100.00	$849,562.00	
2	2.6	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$288,000.00	$280,000.00			$8,000.00	$288,000.00	
2	2.7	Promoting Healthy Living	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$256,064.00	$0.00	$256,064.00				$256,064.00	
2	2.8	Jr. High Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Boulder Creek,		$427,892.00	$112,600.00	$316,987.00	$223,505.00			$540,492.00	

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	Mistletoe, Parsons 6-8									
2	2.9	Facilities and Maintenance	All	No			All Schools		$0.00	$300,000.00			$300,000.00		$300,000.00	
2	2.10	Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$236,487.00	$236,487.00				$236,487.00	
2	2.11	Alternatives to Suspensions (DA and CIM)	Students with Disabilities FY, Homeless	No			Specific Schools: Rother, Parsons, PACE TK-8		$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.1	Reduced adult-to-student ratio	All	No			Specific Schools: PACE Academy K-8		$73,132.00	$0.00		$73,132.00			$73,132.00	
4	4.1	Reading Intervention Teacher	All Underperforming students	No			Specific Schools: Rother Elementary Priority: 1st, 2nd, 3rd		$0.00	$0.00		$0.00			$0.00	
4	4.2	PE Teacher	All	No			Specific Schools: Rother 1st - 5th		$0.00	$0.00		$0.00			$0.00	
4	4.3	Instructional Coach: math focus	All Underperforming students	No			Specific Schools: Rother 1st - 5th		$0.00	$0.00		$0.00			$0.00	
4	4.4	Behavior Support	All	No			Specific Schools: Rother TK-5th		$0.00	$0.00		$0.00			$0.00	
4	4.5	Professional Development	All	No			Specific Schools: Rother TK-5th		$0.00	$0.00				$0.00	$0.00	

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2025-26 Contributing Actions Table

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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
35,852,006	9,265,779	25.845%	0.000%	25.845%	$10,465,958.00	0.000%	29.192 %	**Total:**	$10,465,958.00
								LEA-wide Total:	$10,102,511.00
								Limited Total:	$46,460.00
								Schoolwide Total:	$316,987.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$870,224.00	
1	1.3	Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,151,491.00	
1	1.4	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,607,889.00	
1	1.5	Effective Use of Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,230,118.00	
1	1.6	Math & Science	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,947.00	

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Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,201,269.00	
1	1.8	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$46,460.00	
1	1.9	Special Education Support (CIM)				All Schools	$120,211.00	
1	1.10	Extended Day Learning				All Schools		
1	1.11	Math & ELA (DA & CIM)				All Schools	$2,000.00	
2	2.1	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,932.00	
2	2.2	Supporting Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,694.00	
2	2.3	Well-Rounded Education, Sports, and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$337,934.00	
2	2.4	Student and Staff Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$849,000.00	
2	2.5	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$792,462.00	
2	2.6	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,000.00	
2	2.7	Promoting Healthy Living	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$256,064.00	
2	2.8	Jr. High Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Boulder Creek, Mistletoe, Parsons 6-8	$316,987.00	
2	2.10	Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$236,487.00	

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2024-25 Annual Update Table

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Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,053,215.00	$17,127,054.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Materials	Yes	$732,916.00	413,366
1	**1.2**	Professional Development	Yes	$1,192,667.00	1,190,284
1	**1.3**	Collaboration	Yes	$1,223,163.00	1,271,375
1	**1.4**	Academic Intervention	Yes	$3,490,421.00	3,417,969
1	**1.5**	Effective Use of Technology	Yes	$1,419,629.00	1,323,816
1	**1.6**	Math & Science	Yes	$99,435.00	45,295
1	**1.7**	Class Size Reduction	Yes	$1,176,389.00	1,156,134
1	**1.8**	EL Support	Yes	$107,043.00	74,934
1	**1.9**	Special Education Support	No		
1	**1.10**	Extended Day Learning	No	$3,433,423.00	2,896,297
1	**1.11**	Math & ELA (DA)	No		

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)
2	2.1	Attendance Support	Yes	$34,634.00	36,894
2	2.2	Supporting Parent Involvement	Yes	$316,065.00	258,858
2	2.3	Well-Rounded Education, Sports, and Activities	Yes	$827,212.00	440,476
2	2.4	Student and Staff Well-being	Yes	$1,583,332.00	1,482,623
2	2.5	School Climate	Yes	$294,835.00	689,630
2	2.6	Transportation Services	Yes	$278,603.00	254,334
2	2.7	Promoting Healthy Living	Yes	$233,931.00	251,512
2	2.8	Jr. High Opportunities	Yes	$465,982.00	775,236
2	2.9	Facilities and Maintenance	No	$525,000.00	556,523
2	2.10	Safety	Yes	$222,310.00	208,163
2	2.11	Alternatives to Suspensions (DA)	No		
3	3.1	Reduced adult-to-student ratio	No	$56,841.00	38,508
4	4.1	Reading Intervention Teacher	No	$49,834.00	45,582

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	PE Teacher	No	$90,555.00	108,396
4	**4.3**	Instructional Coach: math focus	No	$156,502.00	151,059
4	**4.4**	Behavior Support	No	$30,218.00	28,120
4	**4.5**	Professional Development	No	$12,275.00	11,670

2024-25 Contributing Actions Annual Update Table

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6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
8,811,898	$9,056,778.00	$9,121,684.00	($64,906.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Materials	Yes	$225,000.00	21,489		
1	1.2	Professional Development	Yes	$816,957.00	1,004,619		
1	1.3	Collaboration	Yes	$1,223,163.00	1,271,375		
1	1.4	Academic Intervention	Yes	$2,284,110.00	2,293,618		
1	1.5	Effective Use of Technology	Yes	$1,296,654.00	1,163,545		
1	1.6	Math & Science	Yes	$99,435.00	45,295		
1	1.7	Class Size Reduction	Yes	$1,142,205.00	1,156,132		
1	1.8	EL Support	Yes	$83,770.00	49,881		
2	2.1	Attendance Support	Yes	$34,634.00	36,894		
2	2.2	Supporting Parent Involvement	Yes	$304,065.00	166,865		
2	2.3	Well-Rounded Education, Sports, and Activities	Yes	$297,537.00	253,162		
2	2.4	Student and Staff Well-being	Yes	$17,500.00	3,003		
2	2.5	School Climate	Yes	$200,415.00	632,450		

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated A Percentage Improved Services (Input Percentage)
2	2.6	Transportation Services	Yes	$270,603.00	250,938		
2	2.7	Promoting Healthy Living	Yes	$233,931.00	251,512		
2	2.8	Jr. High Opportunities	Yes	$304,489.00	312,743		
2	2.10	Safety	Yes	$222,310.00	208,163		

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2024-25 LCFF Carryover Table

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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)
33,332,946	8,811,898	0	26.436%	$9,121,684.00	0.000%	27.365%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Plan Summary

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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.

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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.

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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:

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- 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.”

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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- **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 th English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

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Instructions

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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.

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- 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

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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 students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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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.

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

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An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

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An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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- 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.

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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:

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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.

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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 2 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.

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- 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.

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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."

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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.

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- 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.

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Actions:

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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.

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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.

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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

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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 n assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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- 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*

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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 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.

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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

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- 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.

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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.

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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.

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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.

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Metric(s) to Monitor Effectiveness

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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.

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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- 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.***

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- **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.

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Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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- 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.

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

LCFF Carryover Table

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

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

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

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- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

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9.2.3 APPROVE THE 2025 LOCAL CONTROL AND ACCOUNTABILITY PLAN FOR REDDING COLLEGIATE ACADEMY

Having conducted several meetings to receive input and conducting a public hearing at the May 28, 2025, Regular Meeting of the Governing Board, Director of Instructional Services Tiffany Rodrigues will share the Local Control and Accountability Plan (LCAP) for Redding Collegiate Academy.

It is recommended that the Board approve and adopt this Local Control and Accountability Plan.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

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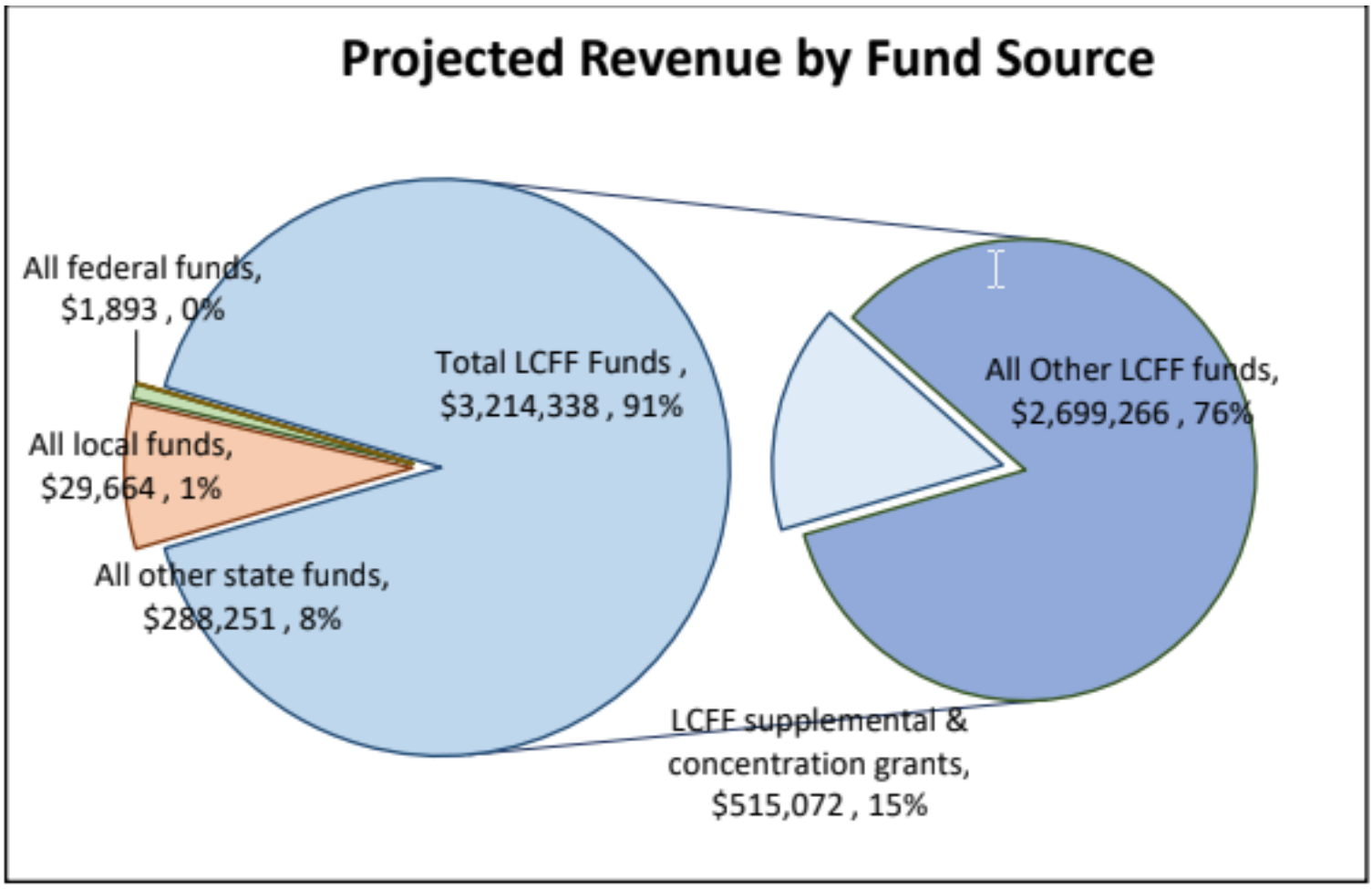
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redding Collegiate Academy - Enterprise Elementary School District
CDS Code: 45699710135848
School Year: 2025-26
LEA contact information:
Heather Armelino
Superintendent

(530) 224-4100

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

Budget Overview for the 2025-26 School Year

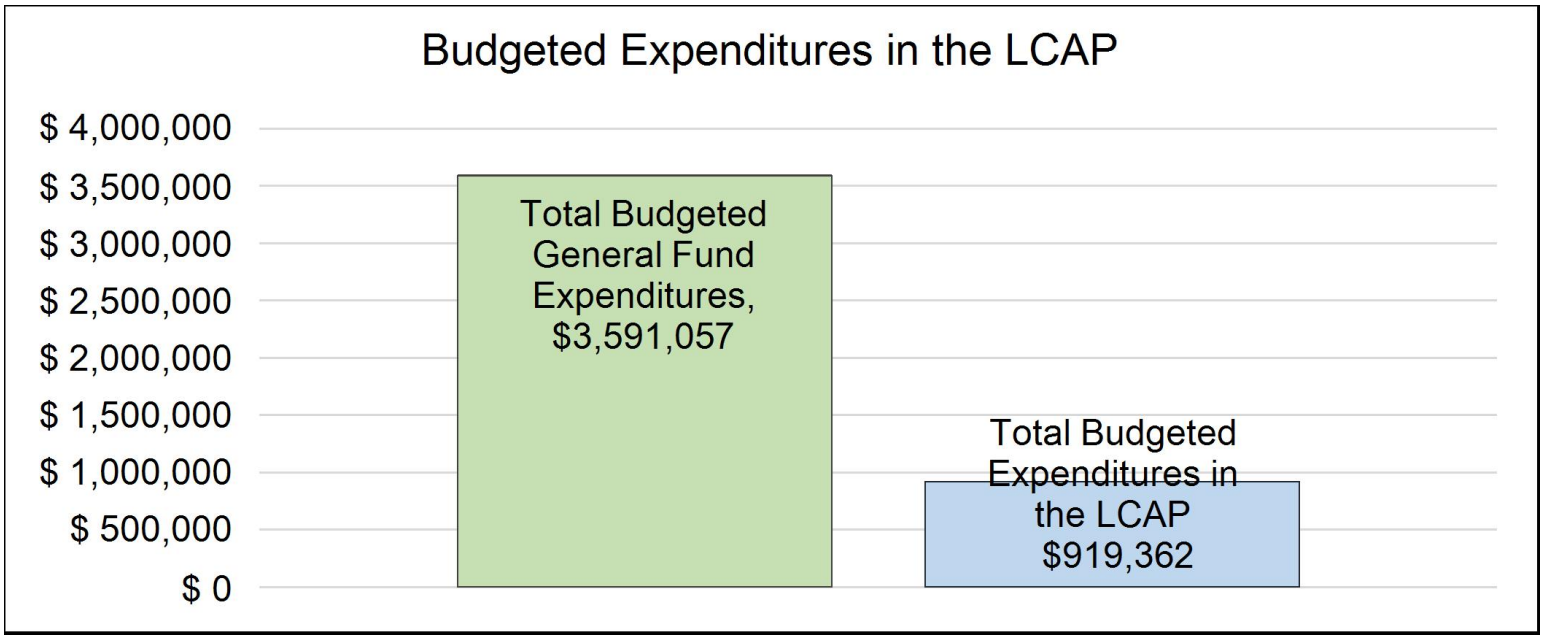


This chart shows the total general purpose revenue Redding Collegiate Academy - Enterprise Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redding Collegiate Academy - Enterprise Elementary School District is $3,534,146, of which $3214338 is Local Control Funding Formula (LCFF), $288251 is other state funds, $29664 is local funds, and $1893 is federal funds. Of the $3214338 in LCFF Funds, $515072 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Redding Collegiate Academy - Enterprise Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redding Collegiate Academy - Enterprise Elementary School District plans to spend $3591057 for the 2025-26 school year. Of that amount, $919362 is tied to actions/services in the LCAP and $2,671,695 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

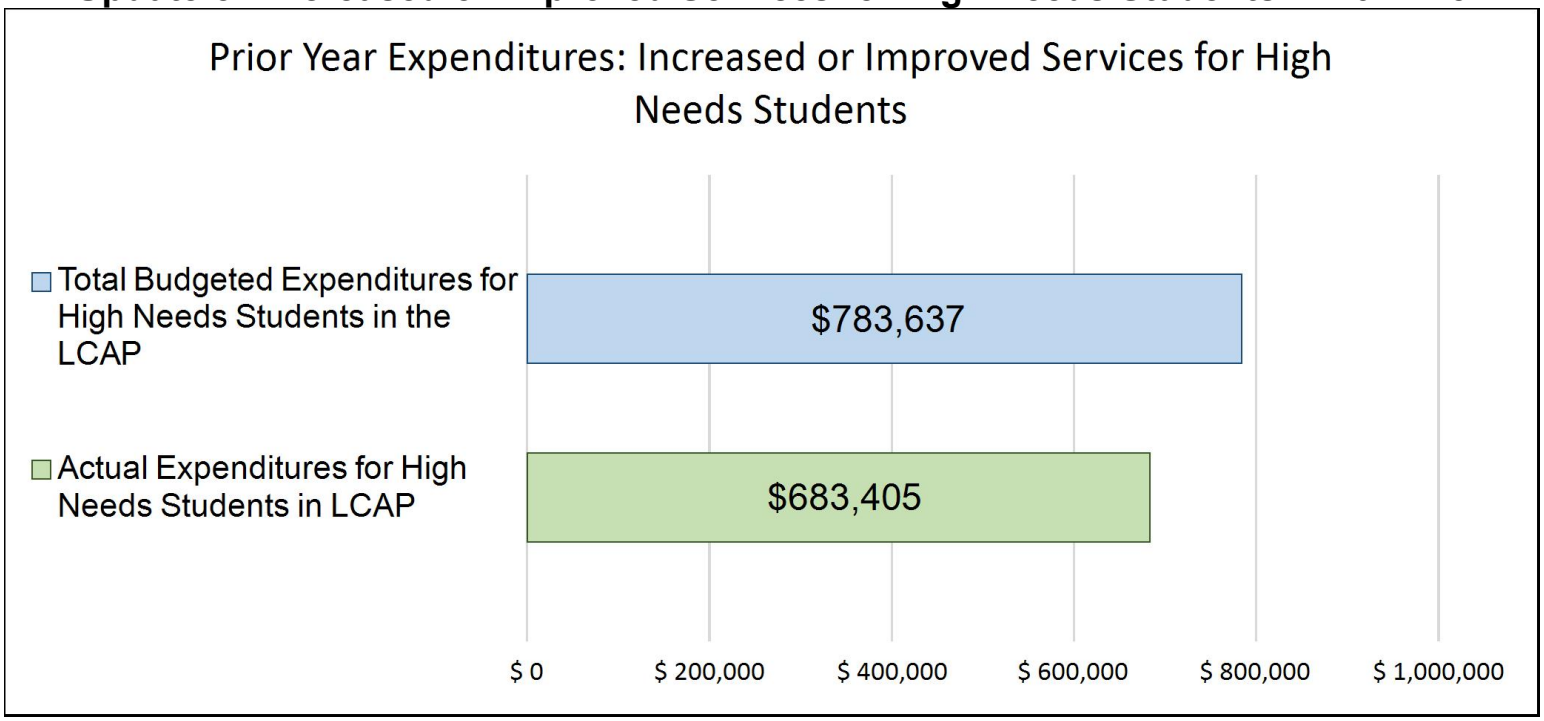
Classroom teachers, administrators, aides, curriculum, supplemental instructional supplies, safety measures, custodial, maintenance, utilities, and insurance are not included in the LCAP.

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

In 2025-26, Redding Collegiate Academy - Enterprise Elementary School District is projecting it will receive $515072 based on the enrollment of foster youth, English learner, and low-income students. Redding Collegiate Academy - Enterprise Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redding Collegiate Academy - Enterprise Elementary School District plans to spend $810449 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Redding Collegiate Academy - Enterprise Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redding Collegiate Academy - Enterprise Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Redding Collegiate Academy - Enterprise Elementary School District's LCAP budgeted $783637 for planned actions to increase or improve services for high needs students. Redding Collegiate Academy - Enterprise Elementary School District actually spent $683405 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $100,232 had the following impact on Redding Collegiate Academy - Enterprise Elementary School District's ability to increase or improve services for high needs students:

There were some instructional materials and memberships that came in less than budgeted or were not purchased such as Edgenuity, Franklin Covey, A+ and archery supplies. There were other programs such as Gate and science camp that did not happen. There was also a vacant classroom aide position that did not get filled which resulted in the actual expenditures for 2024-25 less than the total budgeted expenditures.

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
Redding Collegiate Academy - Enterprise Elementary School District	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Plan Summary [2025-26]

General Information

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

Redding Collegiate Academy (RCA) is a K–12 Independent Study charter school currently serving 234 students from Transitional Kindergarten through 12th grade. RCA offers a flexible, high-quality academic program tailored to meet the unique needs of each student and family. With a commitment to academic excellence and personalized learning, RCA empowers students to thrive in an environment that respects individuality and fosters curiosity.

Why Families Choose RCA:
Families join RCA for a variety of meaningful reasons, including:
The ability to progress through curriculum at a personalized pace
The freedom to customize their child's learning journey
Access to a dedicated and knowledgeable staff with a strong reputation for building positive, supportive relationships
The flexibility to accommodate frequent travel or residency in remote areas
Support for students managing health challenges that limit attendance in traditional school settings
A preference for a smaller, more personal learning environment
A desire for a break from the social pressures of traditional public schools
The opportunity to pursue enrichment activities and educational experiences not typically available in conventional settings
A welcoming community of like-minded homeschool families, offering collaboration and peer support

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RCA is more than a school—it's a community where students are inspired to think critically, explore their passions, and prepare for a bright future.

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Reflections: Annual Performance

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

Successes:
According to the 2024 CA School Dashboard, there were no student groups in red. RCA improved by 2.6% points in Chronic Absenteeism.
Suspensions and Graduation rates are in the blue, and Chronic Absenteeism is in the green.
Socioeconomically disadvantaged students increased by 26.2 Difference from Standard (DFS) points in ELA.
Early Literacy: As of Trimester 2 of 2024-25, 62% of students are at or above standard on the Basic Phonics Skills Test (BPST) in 1st grade (57%) and 2nd grade (67%).

Identified Needs:
According to the 2024 CA School Dashboard:
RCA decreased by .5 points in ELA, changing from yellow to orange. White students declined by 3.1 points in DFS, changing from yellow to orange.
RCA decreased by 6.4% to 10.7% of students being"prepared" for College/Career.
RCA decreased by 9.7 points in Math, changing from yellow to orange. White students declined by 5.9 points in DFS, changing from yellow to orange.

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

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Support for Identified Schools

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

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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

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Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	RCA met with and gathered input from teachers on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. 01/29/24: Sped Collaboration Meeting - LCAP input February 2024: Staff Survey Input 03/04/24: Site staff meeting - LCAP input March/April 2024: - Site Council/Parent Advisory - LCAP 05/22/24: Public Hearing 2024-2027 LCAP February 2025: Staff Survey Input 3/3/25: Site Staff meetings: LCAP input March 2025: Site Council/Parent Advisory - LCAP 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP
Principal/Administrator	RCA met with and gathered input from the principal on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. 02/07/24: Administrative Council meeting - LCAP input 03/04/24: Site staff meetings - LCAP input 05/22/24: Public Hearing 2024-2027 LCAP 2/26/25: Administrative Council meeting - LCAP input

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Educational Partner(s)	Process for Engagement
	3/3/25: Site Staff meetings: LCAP input March 2025: Site Council/Parent Advisory - LCAP 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP
Other School Personnel	RCA met with and gathered input from other school personnel on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. February: Staff Survey Input 03/04/24: Site staff meetings - LCAP input March/April 2024: - Site Council/Parent Advisory - LCAP 03/25/24: Rother & PACE - Equity Multiplier input on goals, metrics, actions 05/22/24: Public Hearing 2024-2027 LCAP February 2025: Staff Survey Input 3/3/25: Site Staff meetings: LCAP input March 2025: Site Council/Parent Advisory - LCAP & Equity Multiplier input 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP
Parents	RCA provided opportunities to gather input from parents on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. February 2024: Family Survey Input 02/07/24: Mid-Year LCAP Update to the Board 03/13/24: DELAC Meeting March/April 2024: - Site Council/Parent Advisory - LCAP February 2025: Family Survey Input 02/05/25: Mid-Year LCAP Update to the Board 03/19/25: DELAC Meeting 3/27/25: Educational Partners Meeting March 2025: - Site Council/Parent Advisory - LCAP

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Educational Partner(s)	Process for Engagement
	05/28/25: Public Hearing 2024-2027 LCAP
Students	RCA provided opportunities to gather input from students. The most participation was from the surveys given to students 3rd-8th grades. February 2024: Student Survey Input 05/22/24: Public Hearing 2024-2027 LCAP February 2025: Student Survey Input 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP
Community	RCA provided opportunities to gather input from the community on several occasions. Each meeting provided a time for this educational partner group to see the plans at the time of the meeting, provide feedback, and make requests. 01/16/24: Differentiated Assistance meeting with SCOE 02/07/24: Mid-Year LCAP Update to the Board 02/09/24: SCOE meeting regarding Differentiated Assistance 03/28/24: LCAP community input meeting 05/22/24: Public Hearing 2024-2027 LCAP 02/05/25: Mid-Year LCAP Update to the Board 3/27/25: Educational Partners Meeting 05/28/25: Public Hearing 2024-2027 LCAP

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

Influences: The input from educational partners was instrumental in creating the LCAP. Specifically, continuing small class sizes, well-rounded opportunities for students, communication efforts, and safety.

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Goals and Actions

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Goal

Goal #	Description	Type of Goal
1	Ensure all students progress toward meeting/exceeding standards by providing and investing in highly qualified staff, as well as robust standards-aligned instructional materials and resources	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

RCA is a unique school in that it is an independent study charter school. RCA must continue to focus on essential standards, accelerated learning, and additional academic support for students who are struggling in order to address unfinished learning and decrease the achievement gap that exists for low income, ELL, and FY. Actions are needed in order to demonstrate comparable achievement to other school sites in the district and state.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students who make progress toward meeting standards as measured by CAASPP. Pupil Achievement (Priority 4)	In 2023, 43.36% of students met or exceeded grade level standard on the CAASPP test in English/Language Arts and 18.6% in Math. ELA: 3rd-5th: Not enough students to disseminate data, 6th: 33%, 7th: 52%, 8th: 48%, 11th: 49%	In 2024, 44.65% of students met or exceeded grade level standard on the CAASPP test in English/Language Arts and 16.96% in Math. ELA: 3rd-4th: Not enough students to disseminate data, 5th: 58%, 6th:		50% or more of students will meet/exceed standards in ELA and at least 25% in math according to CAASPP.	Increased by 1.29% in ELA, have 5.35% left to meet target. Decreased by 1.64% in Math, have 8% left to meet target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
		Math: 3rd-5th: Not enough students to disseminate data, 6th: 42%, 7th: 37%, 8th: 13%, 11th: 9%	64%, 7th: 46%, 8th: 58%, 11th: 28% Math: 3rd-4th: Not enough students to disseminate data, 5th: 33%, 6th: 18%, 7th: 23%, 8th: 19%, 11th: 6%			
1.2	Early Literacy/BPST (1st & 2nd gr) Pupil Achievement (Priority 4)	2024 T2 Basic Phonics Skills Test (BPST). Data reflects the percent of students meeting grade level standard: Total: 76% 1st: 78% 2nd: 75%	2025 T2 Basic Phonics Skills Test (BPST). Data reflects the percent of students meeting grade level standard: Total: 62% 1st: 57% 2nd: 67%		At least 80% of students in 1st & 2nd grade will meet grade level benchmarks as measured by the BPST.	Decreased by 14%, now have 18% left to meet target.
1.3	IXL Reading Pupil Achievement (Priority 4)	In T2 2024, 41% of I students scored at or above grade level in ELA. 2024 T2 IXL Snapshot 2* assessment data reflecting the percent of students scoring at or above grade level standard: Reading: 2nd: 75%, 3rd: 100%, 4th: 38%, 5th: 43%, 6th: 75%, 7th: 55%, 8th: 53%*	In T2 2025, 61% of I students scored at or above grade level in ELA. 2025 T2 IXL Snapshot 2 assessment data reflecting the percent of students scoring at or above grade level standard: Reading: 2nd: 100%, 3rd: 92%, 4th: 100%, 5th:		At least 65% of students will score at or above grade level in Reading as measured by IXL.	Increased by 20% in Reading in IXL, have 4% left to meet target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
		9th: 60%, 10th: 67%, 11th: 14%, 12th: 22% *in 2024, 2-8th grade students were assessed through iReady.	83%, 6th: 56%, 7th: 76%, 8th: 61% 9th: 44%, 10th: 70%, 11th: 35%, 12th: 17%			
1.4	IXL Math Pupil Achievement (Priority 4)	In T2 2024, 9% of students scored at or above grade level in math. 202 T2 IXL Snapshot 2* assessment data reflecting the percent of students scoring at or above grade level standard: Math: 2nd: 46%, 3rd: 100%, 4th: 13%, 5th: 29%, 6th: 13%, 7th: 33%, 8th: 30%* 9th: 27%, 10th: 9%, 11th: 0%, 12th: 0% *in 2024, 2-8th grade students were assessed through iReady.	In T2 2025, 32% of students scored at or above grade level in math. 2025 T2 IXL Snapshot 2 assessment data reflecting the percent of students scoring at or above grade level standard: Math: 2nd: 100%, 3rd: 92%, 4th: 75%, 5th: 50%, 6th: 27%, 7th: 22%, 8th: 15% 9th: 36%, 10th: 15%, 11th: 19%, 12th: 8%		At least 50% of students will score at or above grade level in Math as measured by IXL.	Increased by 23% in Mathin IXL, have 18% left to meet target.
1.5	Sufficient access to standards-aligned instructional materials. Basic Services: Conditions of Learning (Priority 1)	Every pupil at RCA has sufficient access to standards-aligned instructional materials as evidenced by annual textbook audit.	Every pupil at RCA has sufficient access to standards-aligned instructional materials as evidenced by		Every pupil in the school district has sufficient access to standards-aligned instructional materials as evidenced by	Met Target.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			annual textbook audit.		annual textbook audit.	
1.6	Access to Broad Course of Study (Priority 7)	All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.	All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.		All students have access to and are enrolled in a broad course of study including courses described under EC 51210, 51220(a)-(i), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils, as evidenced by student course enrollment in PowerSchool.	Met Target.
1.7	Implementation of State Standards: Conditions of Learning (Priority 2)	The implementation of state board-adopted academic content and performance standards for all students, including the programs and services to enable English learners to access the CCSS and	The implementation of state board-adopted academic content and performance standards for all students, including the programs and		The implementation of state board adopted academic content and performance standards for all students, including the programs and	Met Target.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
		the ELD standards for purposes of gaining academic content knowledge and English language proficiency	services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.		services to enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	
1.8	Credentialed Teachers Basic Services: Conditions of Learning (Priority 1) Maintenance	In 2023-24, 45% of teachers in RCA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	In 2024-25, 55% of teachers in RCA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.		50% of teachers in RCA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Surpassed target by 5%.

Goal Analysis [2024-25]

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

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

All actions were implemented. RCA is seeing success with incorporating instruction and materials to meet student needs.

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.

Our expenditures came in less than budgeted for several reasons. We purchased an online software for instructional materials that was more cost effective than the software that we originally planned to procure. We had a vacancy in a classroom aide position that we were unable to fill. And lastly, our technology support salaries came in lower than originally budgeted.

Agenda for June 4, 2025 Regular Board Meeting

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

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Action 1.1- Instructional Materials - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.5 (met target), and Metric 1.6 (met target). RCA needs more time to show growth in Metric 1.2.
Action 1.2- Professional Development - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.5 (met target), and Metric 1.6 (met target). RCA needs more time to show growth in Metric 1.2.
Action 1.3- Collaboration - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), and Metric 1.5 (met target). RCA needs more time to show growth in Metric 1.2.
Action 1.4 - Academic Intervention - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.5 (met target), and Metric 1.6 (met target). RCA needs more time to show growth in Metric 1.2.
Action 1.5 - Effective Use of Technology - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.5 (met target), Metric 1.6 (met target), and Metric 1.7 (met target). RCA needs more time to show growth in Metric 1.2.
Action 1.6 - Class Size Reduction - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math), Metric 1.3 (Increased by 20% in ELA), Metric 1.4 (Increased by 23% in Math), Metric 1.6 (met target), and Metric 1.7 (met target). RCA needs more time to show growth in Metric 1.2.
Action 1.7 - EL Support- Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math)
Action 1.8 - Special Education Support - Deemed effective for ELA and looking to increase support in math based on Metric 1.1 (increased by 1.29% in ELA, but decreased by 1.64% in Math)

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.

There are no changes planned for this goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Materials	Along with the use of adopted curriculum, using supplemental programs (including but not limited to IXL,) (Math Programs- effect size , etc.) and materials to meet	$73,706.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		student needs (Comprehensive Instructional Programs - effect size .72, Phonics Instruction - effect size .70). May include digital curriculum. (AMIMDBG)		
1.2	Professional Development	Provide professional development (including materials and supplies) via staff development days,release days, summer trainings, coaching, and after-school opportunities to build capacity in effective instruction, CCSS, curriculum implementation: literacy, science, math, social studies, academic language development, ELD standards (integrated & designated), UDL. Afterschool trainings on the Science of Reading. (Several teaching strategies - effect sizes vary) New Teachers will participate in the district's 2-year Research to Action program (specific professional development designed for teachers new to the district), Teacher Induction, and internships if needed. Mentor teachers for new teachers. Attend relevant conferences (Title II) (Professional Development Programs - effect size 1.2) Instructional Coach for certificated staff	$65,261.00	Yes
1.3	Collaboration	Twenty weekly collaboration hours will be provided to teachers during the school year with a focus on teaching & learning and use of student data or evidence of learning and build collective teacher efficacy (effect size 1.57)	$62,938.00	Yes
1.4	Academic Intervention	Aide support and supplementary materials to provide small group, targeted instruction to underperforming students (LI, ELL, FY). May include aides in TK classrooms to decrease staff:student ratio (Reducing class size - effect size .21) Use of Analytics program to determine academic need (Performance Matters - Title I)	$66,687.00	Yes

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Agenda for June 4, 2025 Regular Board Meeting

Action #	Title	Description	Total Funds	Contributing
1.5	Effective Use of Technology	Continue instructional technology coaching (Edtech coach) to provide staff development and training for teachers and students to enhance learning, as well as certificated coaching on Chromebooks. Focus is to prepare our students for 21st century learning and mastery of California Standards and continued implementation of Google Suite for Education. Upgrade classroom smartboards. (Information communications technology - effect size .47) Maintain funding for digital learning programs to support instruction. (Online and digital tools - effect size .29) Purchase and/or replace technology infrastructure/tools/equipment, including cybersecurity tools. Maintain classified and certificated support staff to support technology assets. Ensure Access/Connectivity for students - 1:1 devices; Internet access if needed (Technology with elementary students - effect size .44)	$245,690.00	Yes
1.6	Class Size Reduction	Maintain reduced teacher:student ratios in TK-3 classes to increase service and opportunities for students. Additional teachers allows for an average class size of 22 students (Reducing class size - effect size .21)	$130,062.00	Yes
1.7	EL Support	Maintain interpreter services and family liaison support to promote ELL progress (Title III). Additional tutoring groups will be offered, during school day (Supplemental Concentration) or after school (ELOP). Classroom schedules will indicate daily, designated ELD instruction. Professional development for all teachers who teach integrated and designated ELD (cost in Action 1.2)		Yes

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Action #	Title	Description	Total Funds	Contributing
1.8	Special Education Supports	Special ed staff will be provided training in the development, implementation, and revision of effective Behavior Intervention Plans. Special ed staff will be provided professional development on deescalation strategies, supporting positive behavior, Site administrators will receive training in de-escalation and safe restraint procedures, such as ProAct, and ongoing professional development on alternatives to suspension.		No

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Goals and Actions

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Goal

Goal #	Description	Type of Goal
2	Foster a culture of safety and belonging with meaningful partnerships that provide a well-rounded educational experience.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

RCA is unique in that it is a charter school for Independent Study. Many students attend this school because of preference or need to have a different school environment. We still strive to offer ways for students to engage and connect with school in a positive manner and address social-emotional and behavioral challenges. By increasing connectivity with students and families, multiple opportunities for activities, clubs, sports, and other well-rounded educational offerings, as well as active 2- way communication, the RCA can improve in all metrics. School safety remains of paramount importance. The effects of the pandemic have led to an increased need for social-emotional support as evidenced by survey responses, increased counseling referrals and threat assessments. As a result, the RCA has developed actions to increase efforts to support student well-being at the Tier 1 prevention level and Tier 2 intervention level. Additionally, measures to provide physical safety on campus will be increased/improved so that educational partners input remains high with regard to feeling safe at school and knowing what to do in an emergency. These include the need for improved/increased transportation, counseling and behavior tech support, professional development, health services, SRO, facility upgrades, etc

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absence Rate Pupil Engagement (Priority 5)	According to the 2023 CA Dashboard, RCA's Chronic Absenteeism rate was 9.8%.	According to the 2024 CA Dashboard, RCA's Chronic Absenteeism rate was 7.1%.		The Chronic Absenteeism rate will be below 8%.	Reduced by 2.7%. Surpassed goal by .9%.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
2.2	Suspension Rate School Climate (Priority 6)	According to the 2023 CA Dashboard, the suspension rate of unduplicated students was at 0%	According to the 2024 CA Dashboard, the suspension rate of unduplicated students was at 0%		Maintain 1% or less suspension rate.	Maintained goal.
2.3	Student Survey Data Pupil Engagement (Priority 5)	In 2024, 91% of students answered "yes" or "most of the time" to the question, "I like my school."	In 2024, 91% of students answered "yes" or "most of the time" to the question, "I like my school."		Maintain an average of 90% or more of positive responses on student survey question, "I am happy at this school."	Maintained goal.
2.4	Pupil outcomes in subject areas described in 51210 and 51220 (a)-(i), including Social Studies, PE, Art, Health, Music) Other Pupil Outcomes (Priority 8)	In 2023-24, all students have access to well-rounded educational opportunities as indicated in class schedules.	In 2024-25, all students have access to well-rounded educational opportunities as indicated in class schedules.		All students have access to well-rounded educational opportunities as indicated in class schedules.	Maintained goal.
2.5	Parent Survey Participation Parent Involvement (Priority 3)	In 2024, 58 parents responded to their school's survey.	In 2025, 63 parents responded to their school's survey.		At least 90 parents/families will respond to the school survey.	Increased by 5. 27 parents until goal is reached.
2.6	By 2024, at least 90 parents/families will respond to the school survey.	As of January 2024 the suspension rate for students with disabilities is 0%.	As of January 2025 the suspension rate for students with disabilities is 0%.		The suspension rate for students with disabilities will maintain 1% or less.	Maintained goal.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
2.7	School Facilities maintained in good repair. Basic Services (Priority 1)	0 Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0 Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)		0 Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	Maintained goal.
2.8	Expulsion Data School Climate: Engagement (Priority 6)	RCA had 0 expulsions in 2023-24.	RCA had 0 expulsions in 2024-25 as of February 2025.		RCA will have 0 expulsions.	Maintained goal.

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Goal Analysis [2024-25]

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

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

All actions were implemented. RCA has unique challenges due to the nature of being an Independent Study school. Keep in constant communication with families and students has been a big part of the successes.

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.

Our expenditures came in less than budgeted as we planned for more extracurricular activities than we were able to participate in.

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

Action 2.1- Attendance Support - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 2.7%), and Metric 2.4 (maintained goal).
Action 2.2 - Supporting Parent Involvement - Deemed effective based on Metric 2.5 (increased participation by 5).
Action 2.3 - Well-Rounded Education, Sports, and Activities - Deemed effective based on Metric 2.3 (remained above goal),and Metric 2.4 (maintained goal).

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Action 2.4 - Student and Staff Well-being - Deemed effective based on Metric 2.1 (reduced Chronic Absenteeism by 6%), Metric 2.2 (reduced Suspension rate by 1.3% and surpassed goal), Metric 2.3 (remained within 3% of goal based on student survey results), Metric 2.5 (maintaintained overall attendance. 1% needed to meet goal), and Metric 2.6 (maintained 0 jr. high students dropping out of school).
Action 2.5 - School Climate - Deemed effective based on Metric 2.3 (remained above goal)
Action 2.6 - Supporting Healthy Living - Deemed effective based on Metric 2.3 (remained above goal)
Action 2.7 - Facilities- Deemed effective based on Metric 2.7 (maintained goal)
Action 2.8 - Safety - Deemed effective based on Metric 2.6 (maintained goal) and Metric 2.9 (maintained goal).

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

There are not cahnges to the goal, metrics, target outcomes, or actions in 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance/Enrollment Support	RCA will utilize SART teams to intervene with families of students with poor attendance. Includes professional development for staff and paid time and/or subtime for meetings. Includes marketing for the community to know of RCA.	$5,000.00	Yes
2.2	Promoting Parent Involvement	Communication with parents will be provided by, but not limited to, the following: School Messenger, Remind, Newsletters, district/school website. RCA will offer Family events to welcome parents to the school. RCA families have access to district sponsored Parent Ed Classes, such as Love & Logic or Beyond Consequences. The district will provide staff development on parent involvement (cost included Goal 1.2). Annual Surveys will be given to gather parent input, as well as general educational partner input meetings and Site Councils. The district will employ a Communications Coordinator to maintain and develop messaging for parents and schools.	$16,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Well-Rounded Education, Sports, and Activities	RCA will maintain multiple opportunities for students to participate in extracurricular activities, including athletics and other clubs. Science Camp opportunities. Supplemental enrichment partnerships with community organizations (art, music, dance, physical fitness, etc,) RCA will provide an Archery program. (AMIMDBG) GATE offered to students with exceptional skills.	$58,801.00	Yes
2.4	Student/Staff Well-being	The district will maintain counselors and behavior techs at each school site in order to support the mental health and well-being of students. (LREBG) To support the implementation of an effective school counseling program, district counselors will purchase materials and participate in the monthly School Counselor Collaborative provided by the Shasta County Office of Education, annual suicide prevention trainings, other professional development, and monthly district meetings. Counselors will utilize intervention curriculum/materials (i.e., Zones) for addressing social skills or other self-management skills, and help develop support resources such as classroom calm corners and/or sensory rooms/wellness centers. (Behavioral Intervention Programs - effect size .62).	$30,087.00	
2.5	School Climate	SEL and Leadership curriculum (Leader in Me) for teachers grades TK-8 (Self-efficacy - effect size .92). Staff will be trained in the "7 Habits of Highly Effective People," and Capturing Kids' Hearts (Motivation/Character Programs - effect size .34). (AMIMDBG) PBIS- Behavior tracking in PowerSchool. RCA will be trained in Restorative Justice practices.	$120.00	

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Action #	Title	Description	Total Funds	Contributing
2.6	Supporting Healthy Living	Tobacco Prevention program (TUPE) will be implemented in jr. high. Maintain Health services including district nurses, and LVN Health curriculum in 5th grade and jr. high.		
2.7	Facilities and Maintenance	Maintain HVAC systems and safety improvements made to facilities.		
2.8	Safety	RCA will use the service of Raptor Technology to effectively screen and monitor all school visitors and volunteers. Maintain security cameras around the school to improve visibility and safety. Upgrades to the telephone systems Safety Notification system (Catapult)		

Agenda for June 4, 2025 Regular Board Meeting

Goals and Actions

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Goal

Goal #	Description	Type of Goal
3	RCA will implement strategies and activities to increase awareness and preparedness for College & Career.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

RCA has been building a high school program over the last few years and now has over 100 students enrolled in grade 9-12. This has resulted in an increased need for a registrar to ensure appropriate course enrollment and transcripts. Currently, RCA does not have a CTE pathway and needs to develop one. They also have not had any students participate in AP exams or college preparation exams. The percentage of students who have successfully completed A-G courses is also very low at 4%. RCA needs to focus on preparing its high school students for UC/CSU entrance (A-G requirements).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	High School Graduation Rate Pupil Engagement (Priority 5)	RCA's graduation rate was 100% for 2022-23.	RCA's graduation rate was 100% for 2024-25.		In 2025-26, RCA's graduation will 95% or greater.	Maintained. Goal was reached.
3.2	A-G Courses	10.8% of pupils in 2023-24 have successfully completed courses that satisfy the requirements for entrance to the University of California	15.8% of pupils in 2024-25 have successfully completed courses that satisfy the requirements for entrance to the		20% of pupils will successfully complete courses that satisfy the requirements for entrance to the University of	Increased by 5%. Need 4.2% to reach goal.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Basel
		and the California State University	University of California and the California State University		California and the California State University	
3.3	High School Dropout rate Pupil Engagement (Priority 5)	0 students dropped out of high school in 2023-24.	0 students dropped out of high school in 2024-25 as of January 2025.		By 2026-27, no high school students will drop out of school.	Maintained. Goal was reached.
3.4	Middle School dropout Rate	No middle school students have dropped out of school as of January 2024.	No middle school students have dropped out of school as of January 2025.		By 2026-27, no middle school students will drop out of school.	Maintained. Goal was reached.
3.5	College Preparedness Assessments	In 2023-24, 5 students (13.5%) met the college/career indicator by completing at least two semesters of college coursework.	In 2024-25, 17 students (44.7%) met the college/career indicator by completing at least two semesters of college coursework.		10% of pupils will participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness	Maintained. Goal was reached.
3.6	CTE Course Completion	No pupils who successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards	In 2024-25, 6 students (15.8%) successfully completed courses that satisfy the requirements for career technical education sequences or programs of study		10% or more of pupils will successfully complete courses that satisfy the requirements for career technical education sequences or programs of study	Still working toward goal.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and frameworks as of January 2024.	that align with state board-approved career technical education standards and frameworks.		that align with state board-approved career technical education standards and frameworks.	

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Goal Analysis [2024-25]

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

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

All actions were implemented.

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.

Expenditures were slightly more than budgeted due to pay raises.

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

Action 3.1- CTE Pathways- Deemed effective based on Metric 3.6 (met goal)
Action 3.2- Registrar- Deemed effective based on Metric 3.1 (reached goal) and Metric 3.3 (maintained goal).
Action 3.3- College Prep Exams- Deemed effective based on Metric 3.5 (met goal).
Action 3.4- Ethnic Studies- Deemed effective based on Metric 3.1 (reached goal).
Action 3.5 - Membership- Deemed effective based on Metric 3.2 (increased by 5%) and Metric 3.3 (maintained goal).

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

There will be no changes to the goal, metrics, target outcomes, or actions in 2025-26.

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

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Actions

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Action #	Title	Description	Total Funds	Contributing
3.1	CTE Pathways	RCA will offer a Career Tech Ed sequence aligned with state board-approved standards and frameworks. (Resource 7370 Science, Engineering & Ag secondary programs)	$35,000.00	No
3.2	Registrar	RCA will increase registrar services to support increased completion of A-G and CTE courses. Naviance for course tracking.	$124,664.00	Yes
3.3	College Prep Exams	RCA will implement activities to encourage students to take college preparedness to increase college and career readiness.	$0.00	No
3.4	Ethnic Studies	RCA will offer Ethnic Studies curriculum.		No
3.5	Membership	RCA will maintain memberships to stay on the forefront of information for students to be college and Career ready (WASC Membership, A Plus)	$5,086.00	Yes

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

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Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$514425	$38754

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
19.082%	0.000%	$0.00	19.082%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Materials **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** Schoolwide	Access and interaction with research-based, standards-aligned curriculum and supplemental programs to meet student needs schoolwide due to large percentage of low-income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness Top
1.2	**Action:** Professional Development **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** Schoolwide	Identify effective instructional strategies and build capacity in staff to meet student needs schoolwide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
1.3	**Action:** Collaboration **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** Schoolwide	Identify effective instructional strategies, promote teacher efficacy to meet students schoolwide due to the large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5
1.4	**Action:** Academic Intervention **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** Schoolwide	Address Tier 2 academics with differentiated, small group instruction schoolwide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
1.5	**Action:** Effective Use of Technology **Need:**	Access to digital curriculum and tools to support student achievement schoolwide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** Schoolwide		
1.6	**Action:** Class Size Reduction **Need:** Achievement gap in English Learners, Foster Youth, and Low Income students. **Scope:** Schoolwide	Create lower adult to student ratios LEA-wide due to large percentage of low income students.	1.1, 1.2, 1.3, 1.4, 1.6, 1.7
2.1	**Action:** Attendance/Enrollment Support **Need:** High rates of chronic absenteeism and declining enrollment. **Scope:** LEA-wide	Increasing positive communication with families and providing needed resources, LEA wide due to high percentage of Low Income students.	2.1, 2.5
2.2	**Action:** Promoting Parent Involvement **Need:** Low participation of families of English learners, Foster Youth, and Low Income students.	Increase connectivity and 2-way communication of families, LEA wide due to high percentage of Low Income students.	2.4

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Well-Rounded Education, Sports, and Activities **Need:** Under-resourced students lack opportunities for experiences that provide a foundation for further learning and development. **Scope:** LEA-wide	Provides opportunities to learning, engagement, and development, LEA wide due to high percentage of Low Income students.	2.3, 2.5
3.2	**Action:** Registrar **Need:** Small percentage of students completing CTE or A-G requirements. **Scope:** Schoolwide	Registrar will manage schedules and help students and families plan to graduate with requirements met, school-wide due to large percentage of low-income students.	3.1, 3.2, 3.3, 3.5, 3.6
3.5	**Action:** Membership **Need:** Special circumstances for independent study students **Scope:**	Memberships help answer questions and give guidance to issues pertaining to I.S students, school-wide due to large percentage of low income students.	3.1

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** EL Support **Need:** Achievement gap in English Learners **Scope:** Limited to Unduplicated Student Group(s)	Providing designated ELD instruction and additional supports.	1.1

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.

N/A

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.

RCA plans to use additional concentration grant funding to decrease staff to student ratio and continue to focus on individual student learning.

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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 tha percent
Staff-to-student ratio of classified staff providing direct services to students		219:1
Staff-to-student ratio of certificated staff providing direct services to students		18:1

Agenda for June 4, 2025 Regular Board Meeting

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2695874	514425	19.082%	0.000%	19.082%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$810,449.00	$108,913.00	$0.00	$0.00	$919,362.00	$689,911.00	$229,451.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Materials		Yes	School wide				$0.00	$73,706.00	$40,000.00	$33,706.00			$73,706.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$65,261.00	$0.00	$65,261.00				$65,261.00	
1	1.3	Collaboration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$62,938.00	$0.00	$62,938.00				$62,938.00	
1	1.4	Academic Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$35,475.00	$31,212.00	$66,687.00				$66,687.00	
1	1.5	Effective Use of Technology	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$209,236.00	$36,454.00	$245,690.00				$245,690.00	
1	1.6	Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$130,062.00	$0.00	$130,062.00				$130,062.00	
1	1.7	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners										
1	1.8	Special Education Supports	Students with Disabilities	No			Specific Schools: RCA									

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Attendance/Enrollment Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.2	Promoting Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$13,809.00	$2,451.00	$16,260.00				$16,260.00	
2	2.3	Well-Rounded Education, Sports, and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$12,769.00	$46,032.00	$48,801.00	$10,000.00			$58,801.00	
2	2.4	Student/Staff Well-being							$30,087.00	$0.00		$30,087.00			$30,087.00	
2	2.5	School Climate							$0.00	$120.00		$120.00			$120.00	
2	2.6	Supporting Healthy Living														
2	2.7	Facilities and Maintenance														
2	2.8	Safety														
3	3.1	CTE Pathways	All	No			9-12		$5,610.00	$29,390.00		$35,000.00			$35,000.00	
3	3.2	Registrar	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$124,664.00	$0.00	$124,664.00				$124,664.00	
3	3.3	College Prep Exams	All	No			All Schools 9-2		$0.00	$0.00	$0.00				$0.00	
3	3.4	Ethnic Studies	All	No			9-12									
3	3.5	Membership	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$5,086.00	$5,086.00				$5,086.00	

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2025-26 Contributing Actions Table

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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
2695874	514425	19.082%	0.000%	19.082%	$810,449.00	0.000%	30.063 %	**Total:**	$810,449.00
								LEA-wide Total:	$70,061.00
								Limited Total:	$0.00
								Schoolwide Total:	$740,388.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Materials	Yes	Schoolwide			$40,000.00	
1	1.2	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		$65,261.00	
1	1.3	Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income		$62,938.00	
1	1.4	Academic Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income		$66,687.00	
1	1.5	Effective Use of Technology	Yes	Schoolwide	English Learners Foster Youth Low Income		$245,690.00	
1	1.6	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income		$130,062.00	
1	1.7	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners			

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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 (%)
2	2.1	Attendance/Enrollment Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
2	2.2	Promoting Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income		$16,260.00	
2	2.3	Well-Rounded Education, Sports, and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		$48,801.00	
3	3.2	Registrar	Yes	Schoolwide	English Learners Foster Youth Low Income		$124,664.00	
3	3.5	Membership	Yes	Schoolwide	English Learners Foster Youth Low Income		$5,086.00	

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2024-25 Annual Update Table

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Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$928,646.00	$791,258.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Materials	Yes	$70,778.00	16400
1	**1.2**	Professional Development	Yes	$57,459.00	56843
1	**1.3**	Collaboration	Yes	$55,893.00	57558
1	**1.4**	Academic Intervention	Yes	$70,157.00	51285
1	**1.5**	Effective Use of Technology	Yes	$251,184.00	213106
1	**1.6**	Class Size Reduction	Yes	$126,912.00	128459
1	**1.7**	EL Support	Yes		0
1	**1.8**	Special Education Supports	No		0
2	**2.1**	Attendance/Enrollment Support	Yes	$5,000.00	2092
2	**2.2**	Promoting Parent Involvement	Yes	$1,000.00	592
2	**2.3**	Well-Rounded Education, Sports, and Activities	Yes	$50,748.00	23233

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)
2	**2.4**	Student/Staff Well-being		$29,593.00	30410
2	**2.5**	School Climate		$428.00	0
2	**2.6**	Supporting Healthy Living			0
2	**2.7**	Facilities and Maintenance			0
2	**2.8**	Safety			0
3	**3.1**	CTE Pathways	No	$77,444.00	77444
3	**3.2**	Registrar	Yes	$125,506.00	129129.50
3	**3.3**	College Prep Exams	No		0
3	**3.4**	Ethnic Studies	No		0
3	**3.5**	Membership	Yes	$6,544.00	4707

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2024-25 Contributing Actions Annual Update Table

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6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
558,320	$783,637.00	$683,405.00	$100,232.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Materials	Yes	$47,778.00	16400		
1	1.2	Professional Development	Yes	$57,459.00	56843		
1	1.3	Collaboration	Yes	$55,893.00	57558		
1	1.4	Academic Intervention	Yes	$70,157.00	51285		
1	1.5	Effective Use of Technology	Yes	$251,184.00	213106		
1	1.6	Class Size Reduction	Yes	$126,912.00	128459		
1	1.7	EL Support	Yes				
2	2.1	Attendance/Enrollment Support	Yes	$5,000.00	2092		
2	2.2	Promoting Parent Involvement	Yes	$1,000.00	592		
2	2.3	Well-Rounded Education, Sports, and Activities	Yes	$38,748.00	23233		
3	3.2	Registrar	Yes	$125,506.00	129130		
3	3.5	Membership	Yes	$4,000.00	4707		

2024-25 LCFF Carryover Table

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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)
2,563,692	558,320	0	21.778%	$683,405.00	0.000%	26.657%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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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.

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Plan Summary

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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.

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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:

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- 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.”

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

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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.

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- 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

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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 students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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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.

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

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An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

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An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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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.

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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:

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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

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- 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.

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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 2 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.

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- 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.

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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."

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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.

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- 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.

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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.

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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.

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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

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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 n assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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- 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*

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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 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.

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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

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- 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.

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Projected Additional 15 percent LCFF Concentration Grant

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- 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.

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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.

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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.

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Metric(s) to Monitor Effectiveness

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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.

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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- 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 —

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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.***

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- **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.

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Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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- 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.

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

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9.2.4 APPROVE LCAP FEDERAL ADDENDUM FOR ENTERPRISE ELEMENTARY SCHOOL DISTRICT

The Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum has been prepared and is presented for approval by the Board.

It is recommended that the Board approve the LCAP Federal Addendum.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

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Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2024-2025

Date of Board Approval
6-04-2025

LEA Name
Enterprise Elementary School District
Redding, CA 96002

CDS Code:
45 69971 0000000

Link to the LCAP:
(optional)
https://www.eesd.net/district/lcap

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

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Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Enterprise Elementary's goals are for all students to receive high-quality instruction in order to ensure proficiency on current academic standards, for staff and students to access rigorous and relevant learning tools, resources, and professional development in order to ensure student learning, and for all schools to cultivate systems of supports for staff and student personal, social, emotional, and academic growth. Action items include, but are not limited to, supporting, training, and maintaining staffing of credentialed teachers, counselors, and classified staff, providing current and standard-aligned curriculum, maintaining low student-to-teacher ratio, providing parent involvement opportunities, and transportation for students for extended day tutoring. We also employ a family liaison/interpreter to support EL families, site literacy coaches at each site to serve the needs of underachieving students, and behavior tech aides to support students in emotional and social education. Actions that are supported with Title I funds to provide supplemental academic support to low-achieving students include support from site literacy coaches for small group instruction, access to digital programs that help student academic growth, and transportation for homeless students to increase attendance. Staff development and professional development activities using Title II funds include increased collaboration for teachers, new teacher credentialing support, and professional development sessions throughout the school year. Title III funds are allocated to hiring specific staff that only work with EL students, purchasing curriculum for supplemental English acquisition, and trainings for staff on the ELD framework. Low-income and EL students are provided with better supports and services because of the continued professional development and investment in programs and curriculum that supplement the adopted curriculum.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Enterprise Elementary's mission is to empower every student, every day, to create a better world. Budgets are developed and aligned with student achievement and need in mind. All resources, including federal and state, are looked at to determine the base level of support and supplemental support to achieve those established goals and objectives. Our district thoroughly examines processes and programs that we implement, takes continued input from stakeholders, uses data to determine the effectiveness of new initiatives, and keeps the ultimate goal of student success at the forefront of all purchases. Student data drives decisions at the site level (through site literacy coaches and teachers) and up through the district level. Using assessment and analytics programs have made collecting and analyzing student data a more efficient and useful process. Information regarding such decisions is presented to staff and families through newsletters, posted online, and presented to our board. Input is gathered through LCAP partner meetings, Site Councils meetings, Leadership Team meetings, ELAC (at each site), DELAC meetings, staff meetings, surveys, parent meetings, and Administrative Council meetings. Each site develops a School Plan for Student Achievement, taking survey data, student achievement, and other factors in mind. With several groups constantly gaining knowledge and adding input, financial decisions become aligned with our vision.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

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TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

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TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

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ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Percentage of students who have qualified according to the Educational Benefits Survey since all students now receive free lunch. Currently the district is at 73% socioeconomic disadvantaged students.

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ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary Human Resources department and Shasta County's Office of Education both annually monitor that all teachers meet state certification requirements and are teaching under their appropriate authorization. Enterprise Elementary School District notifies all parents of their "Right to Know" teacher qualifications and if their child is taught four or more consecutive weeks by a teacher who has not met state certifications. These parents receive a "Four Week Letter." We also post these notifications on our website.
Any teacher without proper credentials cannot be compensated. Because of the annual monitoring, if a teacher is without appropriate credentials, Enterprise Elementary ensures that the teacher gets a permit through California Commission on Teacher Credentialing, which qualifies the teacher to be in the classroom.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

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	• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

EESD has regular 1 way and 2 way communication with parents through digital apps, phone calls, emails, texts, and face-to-face meetings. Regular reports on progress are provided to families with the understanding that the school and home partnership is essential for the students' success. Sites hold parent and family events, conference twice a year, as well as Back to School and Open House.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

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ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary holds an annual Title I Parent meeting. This meeting is advertised through mailers and digital communication to all families, as well as posted on our website. At this meeting, parents review the Title I plan, get answers to questions, and give input. EESD supports schools in having numerous school activities for parent involvement. Each site builds capacity of parents and school staff to build partnerships for student success. Along with frequent newsletters sent home at the classroom, site, and district levels, many sites send home progress reports. EESD schedules parent/teacher conferences twice a year and encourages parent/teacher meetings if needed throughout the year. Each site invites parents be a part of the Site Council and holds parent engagement nights that are academically themed (STEAM Night, Technology Night, Math Night, etc.).

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

All eight sites in Enterprise Elementary are identified as Title I schools. Each site is providing specialized services to support academically at-risk students. The site literacy coaches help with developing unique plans to meet student needs, providing small group instruction, coaching classroom teachers on strategies to improve student learning, and using data to guide instructions. Each site also utilizes digital programs to gather and analyze student performance data. These are schoolwide programs and help all students at-risk of not meeting state standards. The district uses a literacy coach and math coach to serve all sites in targeted instruction strategies. The district has established a charter that serves students who are in need of increased adult and social-emotional/behavioral support during the school day. Each site has a full-time counselor and has adopted a social-emotional curriculum.

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Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has established a multi-tiered system of supports at each site. Teachers collaborate weekly on student needs and analyze data to identify students who would most benefit from intervention. Building level teams meet at least once a month, consisting of the site principal, site literacy coach, school counselor, and school psychologist. Teachers present cases to the team as a means of problem-solving and matching student needs to more intensive interventions. Goals are established and the team determines the intervals at which each case is revisited to monitor progress. In addition, formal meetings are held with parents to address students most at-risk for continued progress.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary supports our homeless children and youth with attendance by providing transportation. Transportation can include, but is not limited to, bus passes, gas gift cards, and ride services. Twice a year we purchase and distribute clothing and self-care items to each student and provide gift cards for other essential purchases. Families are offered on-site after school care without charge. Our Homeless Liaison makes referrals for family services and health needs and connects families to other community services.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Assessment data of preschool students is shared with elementary schools. Visits to Transitional kindergarten or Kindergarten classes are arranged. Students with disabilities all have transition IEP's with the elementary school they will attend after preschool. School hold TK/K "Meet & Greets" and "Round-ups" in Spring and late summer for families interested in our schools.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary coordinates correspondence between our elementary and junior high schools. Data and student information is transferred, and staff hold parent information nights to make the school transition smooth. Our middle schools all connect with the local high school district by arranging several presentations and time for students to meet with the high school counselors in planning the transition into high school. Assessment data is shared with the high school as well. Students are made aware of A-G requirements to assist in preparation for college. All middle schools also engage in college campus visits. Middle school administrators participate in a county effort to coordinate with high school administrators to identify eighth-graders most at-risk so that interventions and support are put in place as they transition to high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each site is given funds to develop a program for gifted and talented students. Some schools choose to participate in Odyssey of the Mind to address this need. Students have the opportunity for accelerated learning determined on an individual basis.
Every school has 1:1 Chromebooks in all grades. The district employs an educational technology coach to assist teachers with the implementation of technology in the classroom to enhance learning and support the development of digital literacy skills in students.

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TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Enterprise Elementary provides support for new teachers with a self-run program called "Research to Action." This program matches new teachers to experienced teachers, provides time to observe classes, and meets throughout the school year. We also pay for teacher inductions programs to have our new teachers clear their credentials and gain further professional development.
All school leaders, teachers, and administrators are given several professional development opportunities, from summer conferences to full professional learning days throughout the school year. We have provided professional development sessions after school all year. Each site has a leadership team whose memberships change annually, giving different teachers opportunities to be a part of leadership decision at their site. Special opportunities, such as leading extracurricular groups, being a teaching vice principal, and helping at events, as well as other committee opportunities (PBIS, Hope Teams, etc.) are all opportunities given to teachers to gain leadership experience. Evaluations are conducted annually for all temporary and probationary staff, and bi-annually for all tenured staff. These evaluations are used to gauge growth and improvement.
Title II funds are used to provide the professional development opportunities that include summer learning, after school hours, and conference attendance for staff throughout the year.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All funding decisions are done at the district level. All teachers in the district are given the same opportunities for professional development since need is the same at each site.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Analysis of student achievement data (CAASPP scores, district assessments, ELPAC scores, etc.) is used to determine the effectiveness of professional development activities. By considering weaknesses in the data, professional learning opportunities are planned or arranged to meet the needs of teachers to help their students. Yearly assessments are used throughout the year, as well as district data every trimester. Sites use their own formative data regularly to determine need and find trainings they wish to attend. The district also uses parent, student, and staff surveys to determine needs. Surveys are given once a year. Site Councils are at each site to help gain input from other partners in regard to needs for professional development. Staff is surveyed regularly for input on professional development. Administrators meet every two weeks and have the opportunity to share best practices and discuss concerns. In these meetings, needs for professional development are often determined and addressed.
Title II funds are used for professional development. The use of these funds has assisted our staff in helping the needs of low-performing students who are receiving aid due to Title I part A funds, as well as improving the education of English Learners who benefit from supplemental assistance from Title III funds.

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TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary sends teachers and school leaders to ELPAC and ELD trainings. Subsequently, trainings specifically to improve instruction and assessment of English Learners are offered throughout the year at afterschool professional development meetings and during longer 1-day professional development days. Some classified and certificated staff are trained in specific techniques to run small language groups for English development and then run groups at each site throughout the year.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant children and youth are given licenses to the English development digital programs (i.e. Rosetta Stone, etc.), along with individual instruction and time to use the program throughout the day. Headphones have been purchased in order to use the program properly. Students are given this program throughout the summer as well.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;

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- enhance the core program; and
- are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary offers Structured English Immersion to all our EL students. Each site determines need based on classroom data, state test data, and ELPAC data. The SEI programs, along with supplemental EL Language groups during and after school, are developed based on needs of current students in the groups and classes. Designated ELD classes are embedded in middle school students' schedules and small group designated ELD instruction groups for primary students The district has acquired supplemental ELD curriculum for use in classrooms grades 3-8 in addition to core adopted ELA/ELD curriculum.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary schools all monitor the success of English learners (EL). The district monitors RFEP students for 4 years and communicates with each site, gaining input of achievement and support needs for each student who reclassified. Each site includes EL students in their Building Level Team meetings, where they meet monthly or bimonthly to look at individual student growth and needs. Plans are created to help EL students achieve goals. At determined intervals (bi-weekly, monthly, etc.), each student is monitored for growth at the site level. The district provides resources, information, and trainings for all sites to ensure that implementation of programs and services for ELs is consistent. Each site (with 21 or more EL students) holds their own English Language Advisory Committee (ELAC) meetings throughout the school year to gain input from other stakeholders as well. The district holds District level advisory meetings (DELAC) to monitor sites, determine need, adjust the EL Master Plan, and find where support needs to be placed for success at each site.

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TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV fund is used to partner with Franklin Covey to provide training and resources on the "7 Habits" and "Leader In Me." Activities around these programs will be used to support well-rounded education and create a dynamic school culture at each site.

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Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

EESD uses several measures to determine needs. Student and parent surveys are given annually, student attendance is monitored, and extracurricular activities (total counts and participation) have been tracked. We have found that students that participate in the well-rounded opportunities develop a sense of belonging to their school.

What activities will be included within the support for a well-rounded education?

Activities to be used for supporting well-rounded education will be based around creating dynamic school culture.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Follow-up surveys for families, tracking of participation in extracurricular events, and closely monitoring attendance rates will all be used determine future programming.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Indicators and measures include student and family surveys, student discipline data (drug and violence incidents) including referrals and suspensions, and parent input from Site Councils and Educational Partner meetings.

What activities will be included within the support for safety and health of students?

Activities for supporting safe and healthy students may include, but are not limited to, school-based mental health services, drug and violence prevention education, multi-tiered system of supports development, and plans to reduce exclusionary discipline practices.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Survey Data, suspensions and referral data comparisons annually, and feedback regarding services provided.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Classroom observations, staff, student, and family surveys, and professional development feedback specifically regarding use of technology we all be used to determine need for improvement of effective use of technology.

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What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

In order to support the effective use of technology, we plan to continue instructional technology support of our teachers using teacher coaches, purchase of teacher devices, and professional development for teachers on effective use of technology in the classroom for individualized support. We will also include parent education in parenting in a digital world.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Continued monitoring of technology use in classrooms, feedback from staff, students, and families through surveys and meetings.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

May 15, 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

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9.2.5 APPROVE LCAP FEDERAL ADDENDUM FOR RCA

The Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum has been prepared and is presented for approval by the Board.

It is recommended that the Board approve the LCAP Federal Addendum for RCA.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

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Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2024-2025

Date of Board Approval
6-04-2025

LEA Name
Redding Collegiate Academy - Enterprise Elementary School District

CDS Code:
45699710135848

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

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Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Redding Collegiate Academy's goals are for all students to receive high-quality instruction in order to ensure proficiency on current academic standards, for staff and students to access rigorous and relevant learning tools, resources, and professional development in order to ensure student learning, and to cultivate systems of supports for staff and student personal, social, emotional, and academic growth all through a unique, independent study format. . Action items include, but are not limited to, supporting, training, and maintaining staffing of credentialed teachers, counselors, and classified staff, providing current and standard-aligned curriculum, maintaining low student-to-teacher ratio, providing parent involvement opportunities, and have several extracurricular opportunities. Actions that are supported with Title I funds to provide supplemental academic support to low-achieving students include support from intervention materials, workshops for small group instruction, and access to digital programs that help student academic growth. Staff development and professional development activities using Title II funds include increased collaboration for teachers, new teacher credentialing support, and professional development sessions throughout the school year. Title III funds are allocated to hiring specific staff that only work with EL students, purchasing curriculum for supplemental English acquisition, and trainings for staff on the ELD framework. Low-income and EL students are provided with better supports and services because of the continued professional development and investment in programs and curriculum that supplement the adopted curriculum.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

RCA is a part of Enterprise Elementary's mission to empower every student, every day, to create a better world. Budgets are developed and aligned with student achievement and need in mind. All resources, including federal and state, are looked at to determine the base level of support and supplemental support to achieve those established goals and objectives. The district and charter school thoroughly examine processes and programs that we implement, take continued input from stakeholders, use data to determine the effectiveness of new initiatives, and keep the ultimate goal of student success at the forefront of all purchases. Student data drives decisions at RCA and up through the district level. Using assessment and analytics programs have made collecting and analyzing student data a more efficient and useful process. Information regarding such decisions is presented to staff and families through newsletters, posted online, and presented to our board. Input is gathered through LCAP partner meetings, Site Councils meetings, Leadership Team meetings, DELAC meetings, staff meetings, surveys, parent meetings, and Administrative Council meetings.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

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TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

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TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

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ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Percentage of students who have qualified according to the Educational Benefits Survey since all students now receive free lunch.

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ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary Human Resources department and Shasta County's Office of Education both annually monitor that all teachers meet state certification requirements and are teaching under their appropriate authorization. Enterprise Elementary School District notifies all parents of their "Right to Know" teacher qualifications and if their child is taught four or more consecutive weeks by a teacher who has not met state certifications. These parents receive a "Four Week Letter." We also post these notifications on our website.
Any teacher without proper credentials cannot be compensated. Because of the annual monitoring, if a teacher is without appropriate credentials, Enterprise Elementary ensures that the teacher gets a permit through California Commission on Teacher Credentialing, which qualifies the teacher to be in the classroom.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

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	• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

RCA regularly engages families through students meetings and family surveys.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary holds an annual Title I Parent meeting. This meeting is advertised through mailers and digital communication to all families, as well as posted on our website. At this meeting, parents review the Title I plan, get answers to questions, and give input. EESD supports schools in having numerous school activities for parent involvement. RCA builds capacity of parents and school staff to build partnerships for student success. Along with frequent newsletters sent home at the classroom, site, and district levels, RCA regularly notifies families of student progress. RCA invites parents be a part of the Site Council.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

RCA is identified as a Title I school. They provide specialized services to support academically at-risk students. RCA also utilizes digital programs to gather and analyze student performance data. These are schoolwide programs and help all students at-risk of not meeting state standards. The district has established a charter that serves students who are in need of increased adult and social-emotional/behavioral support during the school day. Each site has a counselor and has adopted a social-emotional curriculum.

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Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Under Enterprise Elementary School District, RCA uses an established a multi-tiered system of supports. Teachers collaborate weekly on student needs and analyze data to identify students who would most benefit from intervention. Building level teams meet at least once a month, consisting of the site principal, site literacy coach, school counselor, and school psychologist. Teachers present cases to the team as a means of problem-solving and matching student needs to more intensive interventions. Goals are established and the team determines the intervals at which each case is revisited to monitor progress. In addition, formal meetings are held with parents to address students most at-risk for continued progress.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary supports our homeless children and youth with attendance by providing transportation. Transportation can include, but is not limited to, bus passes, gas gift cards, and ride services. Twice a year we purchase and distribute clothing and self-care items to each student and provide gift cards for other essential purchases. Families are offered on-site after school care without charge. Our Homeless Liaison makes referrals for family services and health needs and connects families to other community services.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Assessment data of preschool students is shared with elementary schools. Visits to kindergarten classes are arranged. Students with disabilities all have transition IEP's with the elementary school they will attend after preschool.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RCA's unique structure makes coordination between elementary, junior high and high school classes seamless. Data and student information is transferred, and staff hold parent meetings to explain expectations and create unique plans for student success. Students are made aware of A-G requirements to assist in preparation for college. Middle and High school students also engage in college campus visits. RCA's academic counselor coordinates and counsels students on their unique pathways to complete courses and gain credits, whether it be A-G requirements or a CTE track.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RCA's unique structure makes it so gifted and talented students can accelerate their learning and experience extracurricular programs outside of the school.

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TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

As a part of Enterprise Elementary, RCA gets to support new teachers by taking advantage of the district-provided self-run program called "Research to Action." This program matches new teachers to experienced teachers, provides time to observe classes, and meets throughout the school year. We also pay for teacher inductions programs to have our new teachers clear their credentials and gain further professional development.
All school leaders, teachers, and administrators are given several professional development opportunities, from summer conferences to full professional learning days throughout the school year. We have provided professional development sessions after school all year. RCA's leadership team, whose memberships change annually, giving different teachers opportunities to be a part of leadership decisions on site. Special opportunities, such as leading extracurricular groups and helping at events, as well as other committee opportunities (PBIS, Hope Teams, etc.) are all opportunities given to teachers to gain leadership experience. Evaluations are conducted annually for all temporary and probationary staff, and bi-annually for all tenured staff. These evaluations are used to gauge growth and improvement.
Title II funds are used to provide the professional development opportunities that include summer learning and conference attendance for staff throughout the year.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All funding decisions are done at the district level. All teachers in the district are given the same opportunities for professional development since need is the same at each site.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Analysis of student achievement data (CAASPP scores, district assessments, ELPAC scores, etc.) is used to determine the effectiveness of professional development activities. By considering weaknesses in the data, professional learning opportunities are planned or arranged to meet the needs of teachers to help their students. Yearly assessments are used throughout the year, as well as local data every trimester. RCA uses their own formative data regularly to determine need, adjust instruction, and find trainings they wish to attend. RCA also uses parent, student, and staff surveys to determine needs. Surveys are given once a year. Site Councils are at each site to help gain input from other partners in regard to needs for professional development. Staff is surveyed regularly for input on professional development. Administrators meet every two weeks and have the opportunity to share best practices and discuss concerns. In these meetings, needs for professional development are often determined and addressed.
Title II funds are used for professional development. The use of these funds has assisted our staff in helping the needs of low-performing students who are receiving aid due to Title I part A funds, as well as improving the education of English Learners who benefit from supplemental assistance from Title III funds.

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TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RCA sends teachers and school leaders to ELPAC and ELD trainings. Subsequently, trainings specifically to improve instruction and assessment of English Learners are offered throughout the year at afterschool professional development meetings and during longer 1-day professional development days. Some district classified and certificated staff are trained in specific techniques to run small language groups for English development and then run groups at each site throughout the year.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant children and youth are given licenses to the Rosetta Stone English development program, along with individual instruction and time to use the program throughout the day. Headphones have been purchased in order to use the program properly. Students are given this program throughout the summer as well.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;

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- enhance the core program; and
- are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RCA offers Structured English Immersion to all our EL students. Classroom teachers determine need based on classroom data, state test data, and ELPAC data. The SEI programs, along with supplemental EL Language groups during and after school, are developed based on needs of current students in the groups and classes. Designated ELD classes are embedded in middle school students' schedules and small group designated ELD instruction groups for primary students

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enterprise Elementary school district and RCA monitor the success of English learners (EL). The district monitors RFEP students for 4 years and communicates with each site, gaining input of achievement and support needs for each student who reclassified. Plans are created to help EL students achieve goals. At determined intervals (bi-weekly, monthly, etc.), each student is monitored for growth at the site level. The district provides resources, information, and trainings for all sites to ensure that implementation of programs and services for ELs is consistent. If RCA enrolls 21 or more EL students, they will hold their own English Language Advisory Committee (ELAC) meetings throughout the school year to gain input from other stakeholders as well. The district holds District level advisory meetings (DELAC) to monitor sites, determine need, adjust the EL Master Plan, and find where support needs to be placed for success at each site.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV fund is used to partner with Franklin Covey to provide training and resources on the "7 Habits" and "Leader In Me." Activities around these programs will be used to support well-rounded education and create a dynamic school culture at RCA.

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Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

9.2.6 LOCAL INDICATORS REPORT FOR EESD

The District's local indicators will be shared.

It is recommended that the board approve the local indicators report for EESD.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Enterprise Elementary School District Redding, CA 96002	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025	180.3	165.3	10	5				

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language	1					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The district provides ongoing training in building trusting relationships. Two-way communication is offered through digital platforms, town halls and forums, parent advisory committees, and conferences. A Spanish interpreter is present at all meetings where interpretation is deemed necessary.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

An area of growth is to be more intentional about learning about families' strengths, cultures, languages, and goals for their children. The district has developed communication plans as well as a comprehensive offering of multimedia messaging between school sites, the district, and families, including capabilities in more languages.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The district will improve engagement with underrepresented families by offering more parent education opportunities and providing more formated of communication including an increase in social media, videos, podcasts, and parent engagement opportunities

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district offers multiple avenues for meeting with parents to support student learning beyond parent conferences twice a year. Educational Partners attend a yearly Educational Partner's meeting to give input and Site Councils meet regularly to review data and give input at a site level. two-way communication through a digital platform give staff and families direct access to communicate regarding student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The district needs to provide staff with greater professional development on partnering with families as there are diverse needs across the district.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The district will improve in using creative measures and formats to communicate and build partnerships with families for their students' outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district maintains advisory groups and provides training for its members. These groups provide input on decisions. Each school site develops unique family engagement activities supported by LCAP funds. Regular communication cadences are developed at each site.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district can continue to focus on exploring more creative mediums of two-way communication to receive more input.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district will attempt to improve the engagement of underrepresented families by incentivizing district-sponsored events to seek input.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Overall, students' responses are positive in terms of school safety and connectedness. 77% of students answered "yes" or "most of the time" to the question, "I like my school." 96% of students answered "yes" or "mostly/maybe" to the question, "My school helps me know what to do in an emergency." The results indicate strengths in feeling safety but also a need to continue to foster nurturing staff-student relationships. We would like to see more students feel that staff care about them and would help them if they reported bullying.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Some of the barriers the continued rebound from the pandemic, knowing students need come to school regularly, but there was an increase in student responses about feeling connected to school and activities due to the release of health guidelines. There is a consistebnt increase in attendance and participation in extra curricular activities.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

For improvement purposes, the district is continuing to invest in staff development for goal-setting with Franklin Covey's "7 Habits of Highly Effective People" and the "Leader In Me." We are also training new teachers in Capturing Kids' Hearts for social/emotional learning. The district will maintain previous offerings of students' sports and activities to increase engagement.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students have access to a broad course of study as evidenced by their enrollment in PowerSchool courses that are aligned with CA course codes. All teacher assignments are verified through a credential analyst; Enterprise has 0 misassigned teachers. A 4-week letter would be sent to notify parents if a teacher is misassigned.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All sites and student groups have access to a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are currently no barriers.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

No revisions will be made at this time.

9.2.7 LOCAL INDICATORS REPORT FOR REDDING COLLEGIATE ACADEMY

RCA's local indicators will be shared.

It is recommended that the board approve the local indicators report for RCA.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

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2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Redding Collegiate Academy - Enterprise Elementary School District	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025	11	5	6					

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

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3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts					5	
World Language			3			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

RCA builds trusting relationships with its community partners by modeling communications practices from "Capturing Kids Hearts" and "Leader In Me," programs adopted and fully implemented by our LEA. These communication practices are present at a high level within parent/teacher/student meetings, the School Site Council, all TK-12 classrooms, staff members, and our public. RCA's relational success has a considerable impact on the learning community, as is reflected in positive student engagement and outcomes in social-emotional development and academics.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

RCA will continue strengthening its full implementation and sustainability by adhering to the following reflective practice: analysis of communications experiences, reflection on the outcomes of those experiences, evaluation of the effectiveness of interactions, integration of new practices based on what has been learned, conduction of collaborative review of new practices, and documentation new practices. These practices are systemic and present in all media of communication, reaching all students, teachers, families, and community partners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

RCA will continue to equitably communicate with all community partners through parent/teacher/student conferences (in-person and virtually), newsletters, publishing to the internet (Instagram, Facebook, YouTube, and the school website), through digital communication platforms, school digital reader board, telephonics, and both virtual and on-site engagement opportunities.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5

Practices	Rating Scale Number
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

RCA is a homeschool charter school where each family has a personalized learning plan for their child. Ongoing training and support is provided to assist parents in learning how to use instructional materials and teach content. The school also provides access to counseling support, community connect referrals, and partnerships with the EDD.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

RCA will continue to provide staff with regular professional development in partnering with families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

RCA will continue to improve in using creative measures and formats to communicate and build partnerships with families for their students' outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

RCA maintains advisory groups and provides training for its members. These groups provide input on decisions. RCA develops unique family engagement activities supported by LCAP funds.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

RCA has a very stout system of 2 way communication. As described earlier. Almost to the degree that needs to be tamed.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

RCA, along with EESD, will attempt to improve the engagement of underrepresented families by incentivizing district-sponsored events to seek input.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Overall, RCA students' and other EESD students responses are positive in terms of school safety and connectedness. 91% of students answered "yes" or "most of the time" to the question, "I like my school." 96% of students answered "yes" or "mostly" to the question, "My school helps me know what to do in an emergency." The results indicate strengths in feeling safe but also a need to continue to foster nurturing staff-student relationships. We would like to see more students feel that staff care about them and would help them if they reported bullying.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Some of the barriers this year may be related to rebounding from the pandemic, knowing they can come to school regularly, but there was an increase in student responses about feeling connected to school and activities due to the release of health guidelines.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

For purposes of improvement, the district has invested in staff development for goal-setting with Franklin Covey's "7 Habits of Highly Effective People" and the "Leader In Me." We are also training new teachers in Capturing Kids' Hearts for social/emotional learning. RCA will maintain previous offerings of students' sports and activities to increase engagement. RCA has also developed several partnerships with local community vendors to servce students in physical education and music.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students have access to a broad course of study as evidenced by their enrollment in PowerSchool courses that are aligned with CA course codes. All teacher assignments are verified through a credential analyst. A 4-week letter would be sent to notify parents if a teacher is misassigned.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All student groups have access to a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are currently no barriers.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

No revisions will be made at this time

9.3.1 WARRANT LISTINGS

Payment of commercial warrants from the General, Special Reserve, and Capital Projects funds are presented to the Board for ratification.

Due to the length of the Warrant Listings document, it is not printed into the agenda. Should anyone wish to view the entire document, it is available at the District Office during regular business hours.

PROPOSED ACTION: APPROVAL BY CONSENT VOTE

MOTION MADE BY:_____
SECONDED BY:_____

9.3.2 ADOPT BOARD RESOLUTIONS #2513-2532, ANNUAL RESOLUTIONS NECESSARY FOR THE OPERATION OF THE DISTRICT

It is recommended that the Board approve Resolutions #2513 through #2532, Annual Resolutions Necessary for the Operation of the District. The attached memorandum from Deborah Williams, CBO, provides a brief explanation for each of the resolutions recommended.

PROPOSED ACTION: ADOPTION BY CONSENT

MOTION MADE BY:_____
SECONDED BY:_____

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **May 23, 2025**

TO: **Heather Armelino, Superintendent**

FROM: **Deborah Williams, CBO**

RE: **Annual Resolutions for 2025/2026**

At various times throughout the year we ask the Board to approve a variety of resolutions necessary for the operation of the district. These cover such areas as signature authorization; revolving cash fund authorization, deferred maintenance transfers, inter-fund transfers, etc. Each year we attempt to consolidate many of these resolutions into a single agenda item. Following is a list of the attached resolutions with a brief explanation of each item:

2513 **Approving Contracting with the Department of Education for Providing Child Care and Development Services and to authorize Designated Personnel to Sign Child Care Contract Documents** -Authorizes entering into local agreement contracts.

2514 **Authorizes the County Superintendent and County Auditor to Draw Separate Payroll Warrants in The Names of Individual District Employees** -Authorizes the processing of payroll warrants.

2515 **Authorizing the Superintendent, CBO, Board Clerk and the Board President to Sign Warrants**-Authorizes signatures for regular commercial warrants.

2516 **Authorizing the CBO to Sign Contracts, Correspondences, Notices, Reports, And Documents. In the Absence of The Superintendent-**Authorizes the CBO to sign correspondences, notices, reports, documents, contracts and instruments which are authorized or approved by the Board in the Superintendent's absence.

2517 **Authorizing the Superintendent and the CBO to Sign Cafeteria Checks and Authorizing Revolving Cash Funds**-Establishes the revolving cash amounts and custodians for each, as well as cafeteria fund signatories.

2518 **Authorizing Budget Revisions for the 2025/2026 School Year**-Authorizes budget revisions as necessary throughout the year.

2519 **Authorization for 2025/2026 Interfund Temporary Cash Transfers**-The District may experience temporary cash flow needs that can be facilitated with temporary transfers from other funds available.

2520 **Designation of The Official Representative and Alternate Representative of The Shasta-Trinity Schools Insurance Group Joint Powers Authority Board of Directors-**Establishes representative and an alternative representative to the local JPA.

2521 **Restricting General Fund Ending Balance for the 2024/2025 School Year-**Restricts ending balances for various purposes.

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2522 **Support of Applications for Eligibility Determination and Funding Authorization to Sign Applications and Associated Documents for the 2025/2026 School Year**

2523 **Authorizing Transfers Between the School Facilities Fund (Fund 35) and The Building Fund (Fund 21)**-The District will execute transfers between these funds to meet the financial requirements of current and future facility projects.

2524 **Authorizing Transfers Between the General Fund (Fund 01) to the Special Reserve for Post-Employment Benefits Fund (Fund 20)**-Authorizes transfers of funds for future post-employment benefits.

2525 **Authorizing Transfers Between the General Fund (Fund 01) And the Deferred Maintenance Fund (Fund 14)**-Provides for the transfer, commitment, and expenditure of funds in order to continue to separately account for the program's expenditures.

2526 **Authorizing Transfers Between the General Fund (Fund 01) and the Preschool Fund (Fund 12)-**Throughout the fiscal year revenues and expenditures occur in the district General Fund which must be transferred to the Preschool Fund.

2527 **Authorizing Transfers between the General Fund (Fund 01) and the Capital Facilities Fund (Fund 25)**-Throughout the fiscal year expenditures occur in the district General Fund which must be transferred to the Capital Facilities Fund.

2528 **Authorizing Transfers Between the General Fund (Fund 01) and Special Reserve for Capital Projects Funds (Fund 40), the Special Reserve for Non-Capital Projects (Fund 17) and Pupil Transportation Equipment Fund (Fund 15)**-Provides for the transfer of funds from the General Fund to restricted funds to be used for future needs of the district for capital projects or bus replacement.

2529 **Authorizing Transfers between the General Fund (Fund 01) and the Cafeteria Fund (Fund 13)**-Throughout the fiscal year revenues and expenditures occur in the district General Fund which must be transferred to the Cafeteria Fund.

2530 **Authorizing Transfers Between the General Fund (Fund 01) and the Building Fund (Fund 21)-** Throughout the fiscal year revenues and expenditures occur in the district General Fund which must be transferred to the Building Fund.

2531 **Authorizing Transfers between the General Fund (Fund 01) and the RCA Charter Fund (Fund 09)**-Throughout the fiscal year revenues and expenditures occur in the district General Fund which must be transferred to the RCA Charter Fund.

2532 **Authorizing Year End Budget Transfers for the 2024/2025 School Year**-Authorizes the Superintendent and CBO to make year-end transfers, or to grant such authority to the County Superintendent.

Please place this on the June 4, 2025 regular agenda as a business action consent item. The requested action would be to approve the resolutions listed above.

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1155 Mistletoe Lane, Redding, CA 96002 ▪ Phone: (530) 224-4100 ▪ FAX: (530) 224-4101 ▪ www.eesd.net

Empowering every child, every day to create a better world

RESOLUTION FOR CALIFORNIA STATE PRESCHOOL
PROGRAM CONTINUED FUNDING APPLICATION

This resolution is adopted to certify approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency's current California State Preschool Program contract and Prekindergarten and Family Literacy Support contract, if applicable, will be automatically renewed for fiscal year (FY) 2025–2026. This resolution further authorizes the designated representative(s) below to sign the CFA and all related FY 2025–2026 contract documents.

RESOLUTION #2513

BE IT RESOLVED that the Governing Board of the ENTERPRISE ELEMENTARY SCHOOL DISTRICT authorizes that the person/s who are listed below, are authorized to sign the transactions for the Governing Board.

NAME	TITLE	SIGNATURE
Heather Armelino	Superintendent	_____
Deborah Williams	Chief Business Official	_____

PASSED AND ADOPTED THIS fourth day of June 2025, by the Governing Board of the Enterprise Elementary School District, of Shasta County, in the State of California.

I, _____, Clerk of the Governing Board of the Enterprise Elementary School District, of Shasta County, in the State of California, certify that the forgoing is a full, true and correct copy of a resolution adopted by the said Board at a meeting held at a regular public place of meeting and the resolution is on file in the office of said Board.

_____ _____
Clerk's Signature Date

Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2514

AUTHORIZING THE COUNTY SUPERINTENDENT AND THE COUNTY AUDITORS TO DRAW SEPARATE PAYROLL WARRANTS IN THE NAMES OF INDIVIDUAL DISTRICT EMPLOYEES FOR THE FISCAL YEAR OF 2025-2026

WHEREAS, the Education Code provides that the Governing Board may authorize the County Superintendent to draw separate payroll warrants in the names of the individual district employees for the respective amounts set forth herein.

NOW, THEREFORE, BE IT RESOLVED that the Shasta County Superintendent and County Auditors are hereby authorized to sign and draw payroll warrants in the names of the individual District employees of the Enterprise Elementary School District for the 2025/2026 school year, and to provide other services as authorized by Education Code Section #42646.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2515

AUTHORIZING THE SUPERINTENDENT, CBO, BOARD PRESIDENT, AND BOARD CLERK TO SIGN WARRANTS FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, Education Code Section #4632 provides that the Governing Board may authorize an officer or employee to sign warrants in its name.

NOW THEREFORE BE IT RESOLVED, that the District Superintendent, CBO, the Board President, and the Board Clerk are hereby authorized to sign all commercial warrant orders in the name of the Board of Education of the Enterprise Elementary School District for the 2025/2026 school year.

PASSED APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2516

AUTHORIZING THE CBO TO SIGN CONTRACTS, CORRESPONDENCES, NOTICES, REPORTS, AND DOCUMENTS IN THE ABSENCE OF THE SUPERINTENDENT

WHEREAS, the State of California Education Code Section 42632 provides that the Governing Board may authorize an officer or employee to sign orders in its name, and

WHEREAS, the State of California Education Code Section 17604 provides that the Governing Board may delegate the power to contract to its district Superintendent or designee, and

WHEREAS, the Enterprise Elementary School District Board Policy Section 3312 provides that the Governing Board may delegate this power to the Superintendent or designee,

NOW, THEREFORE, BE IT RESOLVED that in the absence of the Superintendent, and the CBO is hereby authorized to sign contracts, correspondences, notices, reports and documents in the name of the Trustees of the Enterprise Elementary School District for the 2025/2026 school year.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution# 2517

AUTHORIZING THE SUPERINTENDENT AND THE CBO TO SIGN CAFETERIA CHECKS AND AUTHORIZING REVOLVING CASH FUNDS FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, Education Code Section #4632 provides that the governing Board may authorize an officer or employee to sign orders in its name; and

WHEREAS, in the course of ordinary business affairs it becomes necessary to purchase supplies, materials, stamps, and other small items on a cash basis; and

WHEREAS, observing the regular warrant schedule would necessarily hinder the procurement of such supplies.

NOW, THEREFORE, BE IT RESOLVED that the District Superintendent and the CBO are hereby authorized to sign all Cafeteria Fund checks in the name of the Board of Education of the Enterprise Elementary School District for the 2025/2026 school year; and

BE IT FURTHER RESOLVED that revolving cash fund be authorized as follows, with the appointed custodians of said funds as listed:

District	$15,000.00	Heather Armelino, District Superintendent Deborah Williams, Chief Business Officer

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2518

AUTHORIZING BUDGET REVISIONS
FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, The Enterprise Elementary School District adopts its final budget in June of each year; and

WHEREAS, it is necessary to revise this budget throughout the fiscal year in order to meet changing requirements; and

WHEREAS, the Board of Trustees desires that these revisions be made in an efficient and effective manner.

NOW, THEREFORE, BE IT RESOLVED that the District Superintendent and the CBO are authorized to effect such budget revisions, within and between major object codes, as become necessary throughout the year and that these revisions be summarized and reported to the Board on a periodic basis.

PASSED, APPROVED AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2519

AUTHORIZATION FOR 2025/2026 INTERFUND TEMPORARY CASH TRANSFERS

WHEREAS, the Enterprise Elementary School District may experience temporary cash flow needs; and

WHEREAS, the Enterprise Elementary School District has other funds available to provide temporary transfers to the General Fund; and

WHEREAS, the Enterprise Elementary School District wishes to reimburse these funds within the next 120 calendar days;

NOW, THEREFORE, BE IT RESOLVED that the Enterprise Elementary School District Board of Trustees hereby authorizes the District Superintendent or the CBO, to effect such transfers as may be needed to facilitate cash flow.

PASSED, APPROVED AND ADOPTED by the Enterprise Board of Trustees, County of Shasta, California, this fourth day of June, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2520

DESIGNATION OF THE OFFICIAL REPRESENTATIVE AND ALTERNATE REPRESENTATIVE TO THE SHASTA-TRINITY SCHOOLS INSURANCE GROUP JOINT POWERS AUTHORITY BOARD OF DIRECTORS FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, the Enterprise Elementary School District is a member of the Shasta-Trinity Schools Insurance Group Joint Powers Authority; and

WHEREAS, a representative and an alternate representative are required to be designated by each member district;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Enterprise Elementary School District of Shasta County, in a regular public meeting assembled this fourth day of June 2025, designates the Director of Human Resources, as the official representative to the Shasta-Trinity Schools Insurance Group's Board of Directors, and CBO, as the official alternate representative; and are hereby authorized to sign documents and perform all items pertaining to the interest of the Board of Directors as a legislative body pursuant to the terms of the Shasta Trinity Joint Powers Authority Agreement.

BE IT FURTHER RESOLVED that the designated official representative or designated official alternate representative, whichever is present, but not both, may vote on the Enterprise Elementary School District's behalf to expand the lines of coverage provided by the Shasta-Trinity Schools Insurance Group to include any other risk management, insurance, or self-funded program(s) authorized by law.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2521

RESTRICTING GENERAL FUND ENDING BALANCE
FOR THE 2024/2025 SCHOOL YEAR

WHEREAS, The Enterprise Elementary School District may have budgeted but unexpended proceeds of taxes at the end of the fiscal year, June 30, 2025, and

WHEREAS, the exact amount in this fund is not currently determinable, and

WHEREAS, the Board of Education has determined the need for an ending balance to finance the general operating purposes of the district.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Enterprise Elementary School District hereby restricts any General Fund monies from revenues and beginning balances not expended during the 2024/2025 fiscal year for purposes of employees' salaries and benefits, books, supplies, equipment, and contracted services.

PASSED, APPROVED AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2522

SUPPORT OF APPLICATIONS FOR ELIGIBILITY DETERMINATION AND FUNDING AUTHORIZATION TO SIGN APPLICATIONS AND ASSOCIATED DOCUMENTS FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, the Enterprise Elementary School District intends to file applications for funding under the School Facility Program as provided in Chapter 12.5, Part 10, Division 1, commencing with Section 17070.1, et. Seq., of the Education Code; and

WHEREAS, a condition of processing the various applications under the School Facility Program is a resolution in support of those applications from the Enterprise Elementary School District Board of Education and signatures of the Enterprise Elementary School District Administration; and

WHEREAS, the Enterprise Elementary School District wishes to submit applications for eligibility determination and funding for programs including, but not limited to, modernization, new construction (*career technical education, joint use, charter school, and/or overcrowding relief grant*);

NOW, THEREFORE, BE IT RESOLVED that the Enterprise Elementary School District Board of Education is in support of necessary applications under the School Facility Program and that the individuals identified below are authorized to sign all documents and papers associated with the applications for funding:

1. Heather Armelino, Superintendent
2. Deborah Williams, Chief Business Official

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

_____
Bonnie Hyatt, President

_____
Robin Littau, Clerk

_____
Gloria Valles, Member

_____
Troy Wright, Member

_____
Andy Shaddix, Member

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2523

AUTHORIZING TRANSFERS BETWEEN THE SCHOOL FACILITIES FUND (FUND 35) AND THE BUILDING FUND (FUND 21) FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, the Enterprise Elementary School District operates various funds in order to effectively carry on its operations, and;

WHEREAS, the district is participating in the State School Facility Program, and;

WHEREAS, it will be necessary to effect transfers between the School Facilities Fund and the Building Fund in order to make the necessary expenditures from those funds during the 2025/2026 school year.

NOW, THEREFORE, BE IT RESOLVED that the Enterprise Elementary School District Board of Trustees hereby authorizes the District Superintendent and the CBO to effect the transfers between the School Facilities Fund and the Building Fund as they deem necessary in order to meet the financial requirements of current and future facility projects.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2524

AUTHORIZING TRANSFER BETWEEN THE GENERAL FUND (FUND 01) AND SPECIAL RESERVE FUND FOR POST EMPLOYMENT BENEFITS (FUND 20)

WHEREAS, Enterprise Elementary School District has established a Retiree Benefit Trust,

WHEREAS, the District desires to fund its actuarial occurred liabilities for past service costs and future retirement costs,

WHEREAS, this provides for the transfer of funds between the retiree benefit fund and the General Fund to be used for future post employment benefits,

NOW, THEREFORE, BE IT RESOLVED that the Enterprise Elementary School District Board of Trustees hereby authorizes the District Superintendent and the CBO to effect the transfer of the actuarially determined required minimum contribution from the General Fund to the Retiree Benefit Fund and Special Reserve Fund for Post Employment Benefits as they deem necessary during the 2025/2026 school year.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2525

AUTHORIZING TRANSFERS BETWEEN THE GENERAL FUND (FUND 01) AND THE DEFERRED MAINTENANCE FUND (FUND 14) FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, the Enterprise Elementary School District participates in the state Deferred Maintenance Program, and

WHEREAS, to conform to GAAP, LEAs that wish to use Fund 14 for purposes of deferred maintenance of its facilities must commit revenue sources as revenue to the special revenue fund and not as an interfund transfer, and

WHEREAS, the District desires to continue to commit revenue as necessary in an efficient manner in compliance with California Education Code, GAAP, and CDE,

NOW, THEREFORE, BE IT RESOLVED that the Enterprise Elementary School District Board of Trustees hereby authorizes the District Superintendent and the CBO to commit resources and effect the transfer of $250,000 from the General Fund to the Deferred Maintenance Fund at the appropriate time.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2526

AUTHORIZING TRANSFERS BETWEEN THE GENERAL FUND (FUND 01) AND THE PRESCHOOL FUND (FUND 12) FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, the Enterprise Elementary School District operates a State Preschool Program; and

WHEREAS, throughout the fiscal year revenues and expenditures occur in the district General Fund which must be transferred to the Preschool Fund; and

WHEREAS, the Board desires to effect these transfers in an efficient manner in compliance with the California Education Code.

NOW THEREFORE BE IT RESOLVED, that the Governing Board of the Enterprise Elementary School District hereby authorizes the District Superintendent and the CBO to effect transfers between the General Fund and the Preschool Fund as they deem necessary during the 2025/2026 school year.

PASSED APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2527

AUTHORIZING TRANSFERS BETWEEN THE GENERAL FUND (FUND 01)
AND THE CAPITAL FACILITIES FUND (FUND 25)
FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, throughout the fiscal year revenues and expenditures occur in the district General Fund which must be transferred to the Capital Facilities Fund; and

WHEREAS, the Board desires to effect these transfers in an efficient manner in compliance with the California Education Code.

NOW THEREFORE BE IT RESOLVED, that the Governing Board of the Enterprise Elementary School District hereby authorizes the District Superintendent and the Assistant Superintendent of Business Services/CBO to effect transfers between the General Fund and the Capital Facilities Fund as they deem necessary during the 2025/2026 school year.

PASSED APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2528

AUTHORIZING TRANSFERS BETWEEN THE GENERAL FUND (FUND 01) THE SPECIAL RESERVE FOR CAPITAL PROJECTS FUND (FUND 40), THE SPECIAL RESERVE FOR NON CAPITAL PROJECTS (FUND 17) AND THE PUPIL TRANSPORTATION EQUIPMENT FUND (FUND 15) FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, the Enterprise Elementary School District approved its 2024/2025 budget, and

WHEREAS, the 2025/2026 budget does not include transfers between the General Fund and the Special Reserve for Capital Projects Fund, the Special Reserve for non-Capital Projects, and the Pupil Transportation Equipment Fund; and

WHEREAS, the District desires to provide the authority to move these funds, and

NOW THEREFORE BE IT RESOLVED, that the Governing Board of the Enterprise Elementary School District hereby authorizes the District Superintendent and the CBO, to effect transfers between the General Fund and the Special Reserve for Capital Projects Fund, the Special Reserve for non-Capital Projects and/or the Pupil Transportation Equipment Fund as they deem necessary during the 2025/2026 school year.

PASSED APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2529

AUTHORIZING TRANSFERS BETWEEN THE GENERAL FUND (FUND 01) AND THE CAFETERIA FUND (FUND 13) FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, the Enterprise Elementary School District maintains a number of separate funds in order to transact business within the district; and

WHEREAS, throughout the fiscal year it becomes necessary to transfer cash and expenditures between these funds; and

WHEREAS, the Board desires to effect these transfers in an efficient manner in compliance with the California Education Code.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Enterprise Elementary School District hereby authorizes the District Superintendent and the CBO to effect transfers between the General Fund and the Cafeteria Fund as they deem necessary during the 2025/2026 school year.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

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Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2530

AUTHORIZING TRANSFERS BETWEEN THE GENERAL FUND (FUND 01) AND THE BUILDING FUND (FUND 21) FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, the Enterprise Elementary School District maintains a number of separate funds in order to transact business within the district; and

WHEREAS, throughout the fiscal year it becomes necessary to transfer cash and expenditures between these funds; and

WHEREAS, the Board desires to effect these transfers in an efficient manner in compliance with the California Education Code.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Enterprise Elementary School District hereby authorizes the District Superintendent and the CBO to effect transfers between the General Fund and the Building Fund as they deem necessary during the 2025/2026 school year.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2531

AUTHORIZING TRANSFERS BETWEEN THE GENERAL FUND (FUND 01) AND THE RCA CHARTER FUND (FUND 09) FOR THE 2025/2026 SCHOOL YEAR

WHEREAS, the Enterprise Elementary School District maintains a number of separate funds in order to transact business within the district; and

WHEREAS, throughout the fiscal year it becomes necessary to transfer cash and expenditures between these funds; and

WHEREAS, the Board desires to effect these transfers in an efficient manner in compliance with the California Education Code.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Enterprise Elementary School District hereby authorizes the District Superintendent and the CBO to effect transfers between the General Fund and the RCA Charter Fund as they deem necessary during the 2025/2026 school year.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

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Heather Armelino
Secretary to the Board of Education

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Enterprise Elementary School District
1155 Mistletoe Lane
Redding, CA 96002

Resolution #2532

AUTHORIZING YEAR-END BUDGET TRANSFERS
FOR THE 2024/2025 SCHOOL YEAR

WHEREAS, Education Code #42601 enables the Governing Board to authorize such transfers of District funds as may be necessary to pay the obligations of the district,

NOW, THEREFORE, BE IT RESOLVED that the District Superintendent and the CBO are authorized to make such transfers between the Reserve for contingencies and any expenditure classification or balance any expenditure classifications of the budget of the district as are necessary to permit the payment of obligations of the district incurred during the 2024/2025 school year, or to grant such authorization to the county Superintendent of Schools.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, County of Shasta, California, this fourth day of June 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Enterprise Board of Education at a regular meeting held on June 4, 2025.

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Heather Armelino
Secretary to the Board of Education

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9.3.3 ANNUAL BUDGET FOR 2025/2026

The annual budget for 2025/2026 is presented to the board for approval.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **MAY 29, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CBO**

RE: **ANNUAL BUDGET FOR 2025/26 - EESD AND RCA**

The Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) regulations require a two-step process to approve LCAPs. Schools must hold two separate board meetings: one for a public hearing and, subsequently, to adopt the LCAP. In support of this process, we run a parallel two-step budget adoption process. Accordingly, the Draft Budget for the 2025/26 fiscal year was presented to the Board for a public hearing on May 28, 2025, along with the District's LCAP. The second step is to take the budget adoption to the June Board meeting for adoption in coordination with adoption of the LCAP.

This memo summarizes the EESD and RCA budgets for 2025/26, the Proposed Budget, as prepared and presented in the detailed SACS reporting forms, and highlights any changes to the Draft Budget presented to the Board in May. The SACS documents total over 100 pages, detailing the revenues and expenditures in each fund to operate our schools. These forms are too large for inclusion in the body of this agenda item; however, they will be available for the Board and for public inspection at the District Office at least three days prior to the Board Meeting.

The proposed budget is expected to be a fluid, evolving document, and is based upon a series of assumptions that may be subject to change. We will adjust our budget, as necessary, once the current fiscal year is closed and the State budget is adopted.

The District is projected to have a Positive Certification for the 2025/2026 fiscal year. This means the District will be able to meet its financial obligations for the 2025/2026 fiscal year and two subsequent years.

This item is being placed on the June 4, 2025 Board Agenda. It is recommended the Governing Board approve the 2025/2026 Annual Budget for EESD and RCA.

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Education Funding: LCFF, LCAP, ADA

The Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) are the framework for education funding in California. The LCFF is a weighted student formula which is designed to equalize funding for all students (Base Grant), then provides additional funding enhancements (K-3 Grade Span Adjustment, Transitional Kindergarten and Supplemental and Concentration Grants) for certain designated student groups. The LCFF is a long-term funding plan focused on COLA-adjusted funding targets

The LCFF funding methodology is built on two fundamental factors: ADA and UPC. ADA (Average Daily Attendance) remains the most significant factor. Schools are funded for each *day* a student *attends* class. UPC, or Unduplicated Pupil Count, is a significant factor for school districts like EESD, who have high targeted group populations (EL, foster youth, and low income). EESD supports a student population of 72.5% UPC, which qualifies for additional Supplemental and Concentration (S&C) Grant funding.

The LCAP is a multi-year planning tool, which outlines the District's priorities for student learning with supporting budget allocations. The LCAP specifically details a three-year static strategic plan, supported by detailed budget/expenditure plans for students, including specific plans for serving UPC students. The LCAP provides transparency in reporting the District's plans to increase or improve services to students in consideration of overall funding increases. Implementation of these goals over the multi-year period is highly dependent on the availability and allocation of state monies to support service increases.

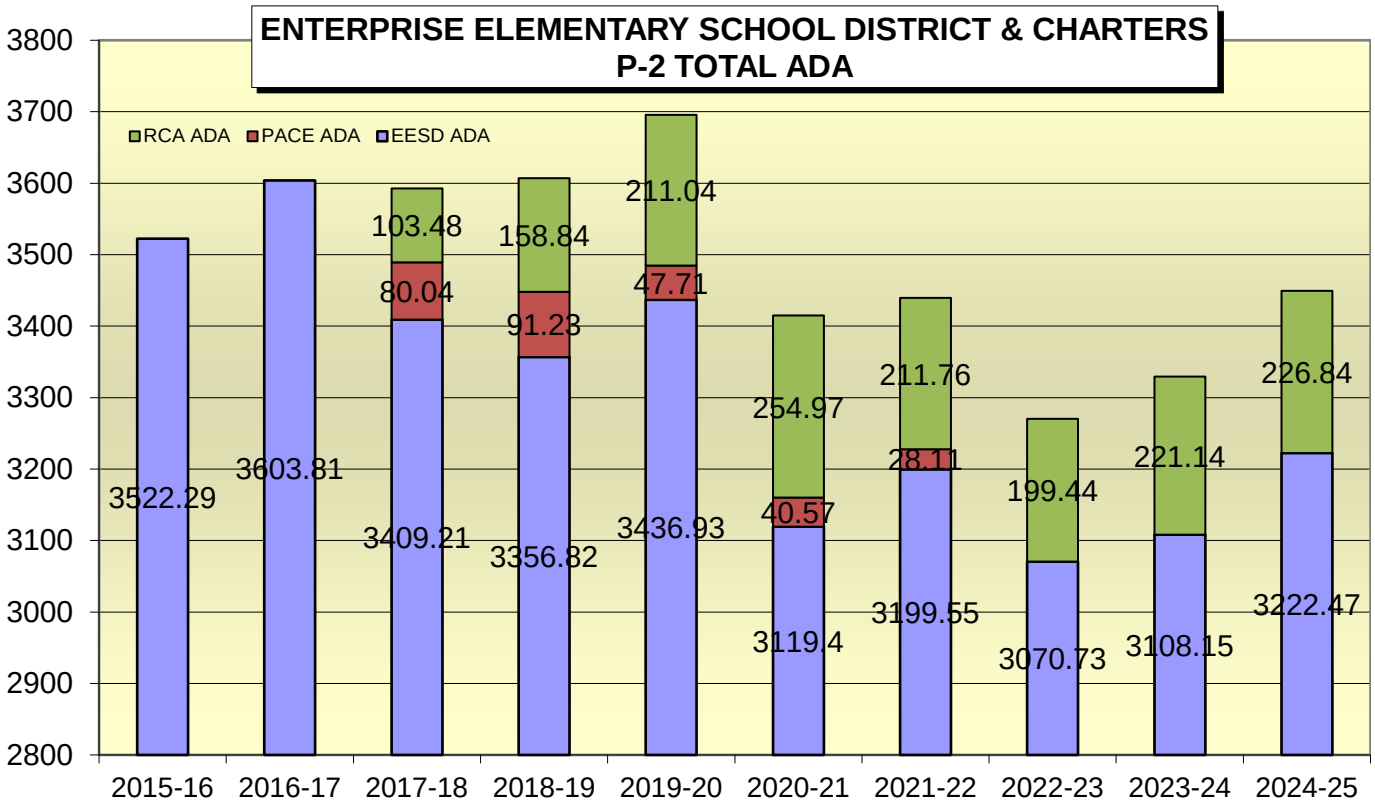
Average Daily Attendance remains the most significant factor for determining district income. ADA, and not enrollment, determines the number of funding days students generate. Districts receive most of their income based on attendance. A school district loses money for every day a student is absent. Since the State only pays based on actual attendance, not all of the costs of the instructional program are recouped unless every student attends every day. Even small fluctuations in the district's ADA can mean tens of thousands of dollars as a gain or loss of income.

AVERAGE DAILY ATTENDANCE & ENROLLMENT

The District's average daily attendance continues to rise following years of losses that were mainly due to the continued effects from the Pandemic. The District's average daily attendance used for the 2025/2026 budget is **3,222** (including NPS and County Operated Programs) which compares to the current average daily attendance of **3,222** The funded hold harmless provision is for the greater of current year, prior year, or average of the prior three years. Currently, the District is projecting the ADA to remain constant for the 2026/2027 and 2027/2028 fiscal years.

The table "Enterprise Elementary School District & Charters P-2 Total ADA" represents the 10-year ADA snapshot for EESD, Redding Collegiate Academy and PACE Charter School; (PACE for years thru 2021/22.) As the table indicates, the average daily attendance for EESD has fluctuated greatly over the past 10 years. RCA's average daily attendance has fluctuated, as well, after a steady increased following its inception in 2017.

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GENERAL FUND – Proposed Budget

The 2025/2026 annual budget for EESD and RCA incorporates a series of assumptions regarding District conditions as well as proposed federal and state funding, including one-time funds. The District utilizes *School Services of California's District and Charter School Financial Projection Dartboard*. This tool provides K-12 districts with specific planning factors related to COLA, LCFF Grade Span Factors, other state revenues, minimum reserve requirements and retirement contribution rates (STRS and PERS).

It is impossible to accurately estimate all of the assumptions required at budget development, the District formally updates its budget and related assumptions at least twice a year during the First and Second Interim Financial Reports.

SIGNIFICANT ASSUMPTIONS FOR BUDGET DEVELOPMENT

Revenue

LCFF Components:	
EESD Budget ADA estimated ADA	3,216.50
EESD Unduplicated Pupil Count (24/25 CBEDS)	72.53%
EESD Funded UPC (Rolling Avg.) Suppl. / Conc.	72.98%
State defined inflation adjustment (COLA)	2.30%
Mandated cost reimbursement block grant	$118,534

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Lottery (restricted and unrestricted)	$273 / ADA
Expanded Learning Opportunities Program	$2,875,000
And Proposition 28: Arts and Music in Schools	$526,626

EXPENSES

Certificated salary schedules do not include potential negotiated increases
Classified salary schedules do not include negotiated increases
Administrator and Confidential/Classified Management salary schedules do not include potential negotiated salary increases
Benefits continued through the CVT per employee agreements at the contracted caps
Workers Comp rates not increased
CALPERS rate increased to 27.40%

FTE – certificated	213.59
FTE – classified	218.47

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

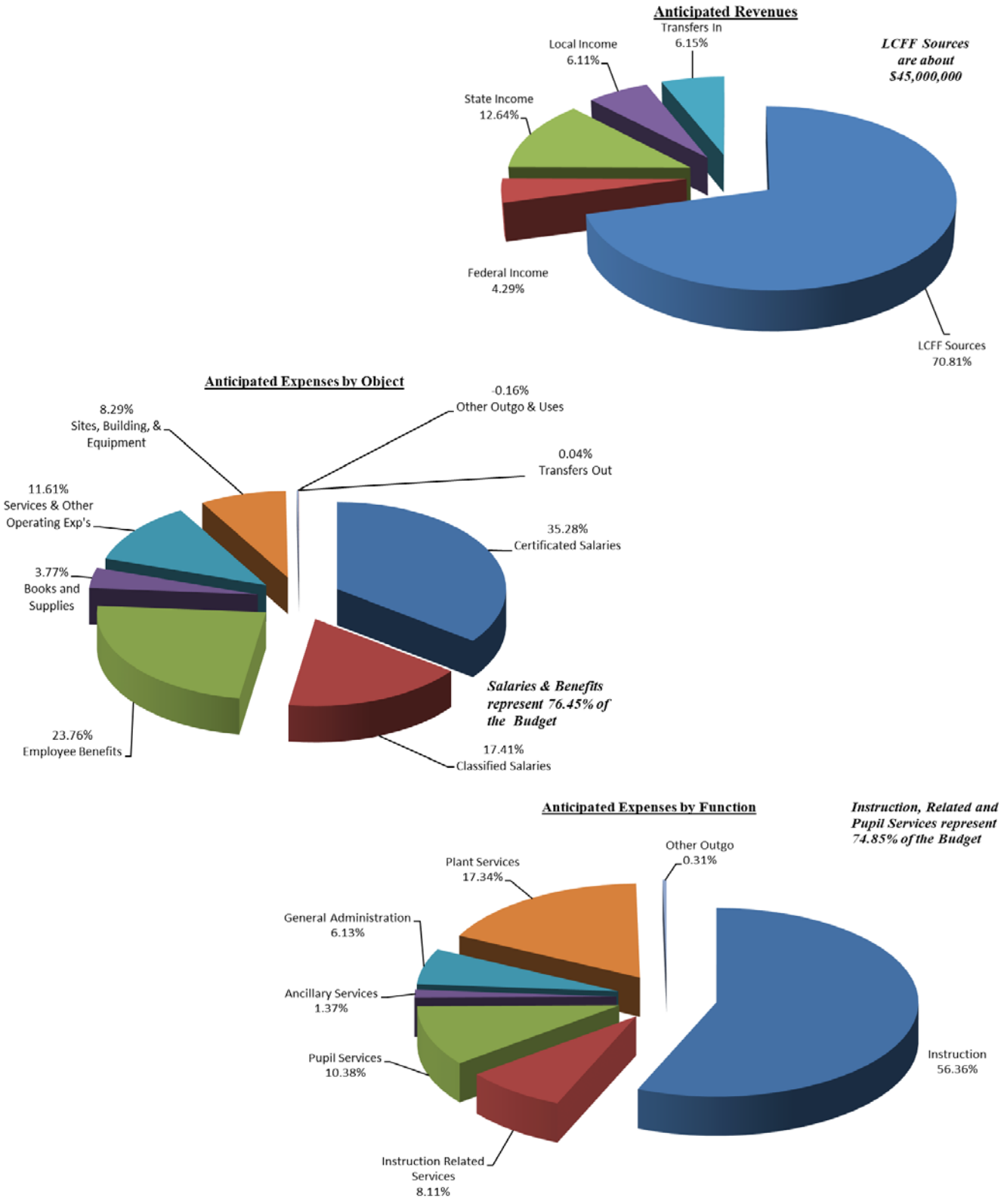
GENERAL FUND (01)

PROPOSED BUDGET 2025/2026

ANTICIPATED REVENUES		
INCOME BY SOURCE:		
• LCFF Sources	$	45,191,753
• Federal Income		2,734,786
• State Income		8,064,171
• Local Income		3,896,236
• Transfers In		3,925,000
TOTAL PROJECTED INCOME:		**63,811,946**
ANTICIPATED EXPENDITURES		
EXPENDITURE BY OBJECT:		
• 1000 Certificated Salaries		22,827,934
• 2000 Classified Salaries		11,270,453
• 3000 Employee Benefits		15,377,529
• 4000 Books and Supplies		2,441,719
• 5000 Services & Other Operating Exp's		7,510,461
• 6000 Sites, Building, & Equipment		5,365,000
• 7000 Other Outgo & Uses		(100,824)
• 7600 Transfers Out		25,000
TOTAL PROJECTED EXPENDITURES		**64,717,272**
OPERATING DIFFERENCE		(905,326)
BEGINNING BALANCE		20,372,066
ESTIMATED ENDING BALANCE	**$**	**19,466,740**

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The District's General Fund revenue for the 2025/2026 fiscal year is projected at approximately $63.8 million. The District's expenditures are projected at about $64.7 million. Both the revenue and expense include an equal amount for Capital Improvements. This money was designated as such by the Board in prior years and was transferred to a special reserve fund. To spend this amount, the funds must be transferred back to the General Fund as revenue. The net effect is zero to the ending General Fund balance. We project a deficit of approximately $905 thousand leaving an estimated ending fund balance of over $19.5 million.



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Ending Balance

The budget has been prepared based on an estimated beginning balance of about $20.3 million as of July 1, 2025. The actual ending fund balance from the 2024/2025 fiscal year will not be determined until the books are closed in September 2025.

The projected ending fund balance in June 2026 is approximately $19.5 million. The ending fund balance consists of various components including revolving cash, reserves for restricted programs, reserve for economic uncertainties, board designated reserve items, and other designated and undesignated amounts as summarized below.

Cash Flow Projection

Attached is the Enterprise Elementary Cash Flow Worksheet report, which is part of the complete Proposed Budget Report. This report is a projection of the difference between cash receipts and cash disbursements on a monthly basis. Some items, such as payroll, are known and regular, while other expenditure items are estimates.

The Cash flow Worksheet indicates EESD has positive cash flow and there will be sufficient cash to meet known obligations prior to the end of the fiscal year. We estimate our cash balance at June 30, 2026 will be about $13.2 million.

Enterprise Elementary
Cashflow Worksheet
2025/26 Proposed Budget

	Object	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals / Adjustments	TOTAL
ACTUALS THROUGH THE MONTH OF (Enter Month Name)	DV															
A. BEGINNING CASH	9110		18,228,310	17,440,991	14,943,988	16,882,400	14,974,617	13,822,920	16,098,693	15,813,502	13,766,632	14,849,017	15,643,294	14,221,177		
B. RECEIPTS																
LCFF Sources																
Principal Apportionment	8010-8019	28,903,958	1,445,198	1,445,198	2,601,356	2,601,356	2,601,356	2,601,356	2,601,356	2,601,356	2,601,356	2,601,356	2,601,356	2,601,356	2	28,903,958
EPA	8012	6,493,469	0	0	1,623,367	0	0	1,623,367	0	0	1,623,367	0	0	1,623,367	0	6,493,469
Property Taxes	8020-8079	10,506,356	0	0	2,178,574	0	0	2,178,574	0	0	0	2,178,574	23,296	3,947,339	0	10,506,356
Miscellaneous Funds	8080-8099	(712,030)	(1,839)	1,839	0	0	0	0	0	0	0	0	0	(712,030)	0	(712,030)
Federal Revenue	8100-8299	2,734,786	0	0	0	126,219	453,635	73,310	565,194	242,786	0	937,662	37,649	(1,037,963)	1,336,293	2,734,786
Other State Revenue	8300-8599	8,064,171	212,200	300,223	540,399	680,581	706,338	557,866	815,934	604,335	604,335	1,496,636	1,256,970	(233,520)	521,874	8,064,171
Other Local Revenue	8600-8799	3,896,236	9,472	406,818	323,035	486,039	653,369	410,109	331,573	222,901	180,318	366,343	197,802	(401,309)	709,767	3,896,236
Interfund Transfers In	8910-8929	3,925,000	0	0	0	0	0	0	0	0	0	0	0	0	3,925,000	3,925,000
All Other Financing Sources	8930-8979		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue			0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS		63,811,946	1,665,031	2,154,078	7,266,731	3,894,195	4,414,698	7,444,582	4,314,057	3,671,379	5,009,376	7,580,570	4,117,074	5,787,241	6,492,936	63,811,946
C. DISBURSEMENTS																
Certificated Salaries	1000-1999	22,827,934	190,601	1,897,205	1,861,910	1,948,266	2,580,280	1,995,622	1,922,175	1,990,746	1,986,298	2,022,882	2,003,195	2,428,753	0	22,827,934
Classified Salaries	2000-2999	11,270,453	333,646	848,457	872,755	906,470	1,209,453	951,105	965,639	977,112	958,445	995,783	1,027,880	1,223,709	0	11,270,453
Employee Benefits	3000-3999	15,377,529	256,855	1,183,891	1,221,742	1,252,476	1,456,889	1,326,551	1,314,647	1,341,673	1,346,721	1,382,892	1,346,573	1,946,620	0	15,377,529
Books, Supplies and Services	4000-5999	9,952,180	1,065,376	728,700	1,011,973	679,991	387,707	825,043	431,624	1,058,785	699,881	961,232	787,409	1,314,461	0	9,952,180
Capital Outlay	6000-6999	5,365,000	291,715	985,884	1,865,341	1,416,486	76,404	609,580	58,848	6,781	6,487	413	8,515	38,548	0	5,365,000
Other Outgo	7000-7499	(100,824)	0	0	0	0	0	0	0	0	0	0	0	(100,824)	0	(100,824)
Interfund Transfers Out	7600-7629	25,000	0	0	0	0	0	0	0	0	0	0	0	0	25,000	25,000
All Other Financing Uses	7630-7699		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/ Non Expenditures			0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		64,717,272	2,138,194	5,644,136	6,833,720	6,203,688	5,710,732	5,707,901	4,692,933	5,375,097	4,997,831	5,363,202	5,173,573	6,851,267	25,000	64,717,272
D. PRIOR YEAR TRANSACTIONS		Beg Balance														
Assets																
Cash Not in Treasury	9111-9199	(158,347)	0	0	0	0	0	0	0	0	0	0	0	0	(158,347)	(158,347)
Accts Receivable	9200-9299	4,421,263	884,530	1,162,670	1,220,388	361,914	0	480,482	20,456	113,670	93,958	83,195	0	0	0	4,421,263
Due From Other Funds	9310	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stores Inventory	9320	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prepaid Exp.	9330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Assets	9340	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Assets		4,262,916	884,530	1,162,670	1,220,388	361,914	0	480,482	20,456	113,670	93,958	83,195	0	0	(158,347)	4,262,916
Liabilities																
Accounts Payable	9500-9599	(2,119,160)	(1,198,686)	(169,614)	285,013	39,796	144,337	58,609	73,229	(456,823)	976,881	(1,506,285)	(365,618)	0	0	(2,119,160)
Due to Other Funds	9610	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Current Loans	9640	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deferred Revenues	9650	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Liabilities		0	(1,198,686)	(169,614)	285,013	39,796	144,337	58,609	73,229	(456,823)	976,881	(1,506,285)	(365,618)	0	0	(2,119,160)
TOTAL PRIOR YEAR TRANSACTIONS		4,262,916	(314,156)	993,056	1,505,401	401,710	144,337	539,091	93,685	(343,153)	1,070,840	(1,423,090)	(365,618)	0	(158,347)	2,143,756
E. NET INCREASE/DECREASE (B - C + D)			(787,319)	(2,497,002)	1,938,412	(1,907,783)	(1,151,697)	2,275,772	(285,190)	(2,046,870)	1,082,385	794,277	(1,422,117)	(1,064,026)	6,309,589	1,238,430
F. ENDING CASH (A + E)			17,440,991	14,943,988	16,882,400	14,974,617	13,822,920	16,098,693	15,813,502	13,766,632	14,849,017	15,643,294	14,221,177	13,157,151		
G. ENDING FUND BALANCE																19,466,740

Multi-Year Projection

The District's Multi-Year Projection reflects the districts unrestricted and restricted revenues and expenditures for 2025/2026, 2026/2027 and 2027/2028 fiscal years. The Multi-Year Projection reflects deficit spending of approximately $905 thousand and $540 thousand, respectively, for the years ended 2025/26 and 2026/27, and a surplus of $978 thousand for the year ended 2027/28. This is reflective of the rollover of the 2024/25 Proposed Budget, adjusted by various assumptions noted on the projection. Adjustments include planned expenditures to implement the District's LCAP, one time revenue and expenditures, projected step and column costs, PERS increases, capital projects, textbook adoption, and other listed cost increases.

The Multi-Year Projection has been conservatively prepared to include no change in ADA or UPC for 2026/2027 and 2027/2028 fiscal years. The MYP includes the projected COLA of 3.52% for the 26/27 fiscal year and 3.63% for the 27/28 fiscal year.

Enterprise Elementary School District
Multi - Year Projection
2025-26 Proposed Budget

		Unrestricted			Restricted			
		Revenues	Expenditures	Net	Revenues	Expenditures	Net	**Total**
2025-26 Projected Budget		43,861,572	41,133,515	2,728,057	19,950,374	23,583,757	(3,633,383)	(905,326)
2026-27 Projected Budget Changes								
Revenue Changes:								
COLA %	3.52%	1,452,462		1,452,462				1,452,462
Other revenue changes - see attached		(3,125,000)		(3,125,000)	(326,323)		(326,323)	(3,451,323)
Expenditure Changes:								
Estimated step & column increase			447,000	(447,000)		177,000	(177,000)	(624,000)
Increase in operating expenses (ie fuel,supplies, insurance)			150,000	(150,000)		50,000	(50,000)	(200,000)
Other expenditure changes - see attached			(1,315,546)	1,315,546		(1,872,000)	1,872,000	3,187,546
Total Changes		(1,672,538)	(718,546)	(953,992)	(326,323)	(1,645,000)	1,318,677	364,685
2026-27 Projected Budget		42,189,034	40,414,969	1,774,065	19,624,051	21,938,757	(2,314,706)	(540,641)
2026-27 Carryover Budget		42,189,034	40,414,969	1,774,065	19,624,051	21,938,757	(2,314,706)	(540,641)
2027-28 Projected Budget Changes								
Revenue Changes:								
COLA %	3.63%	1,695,454		1,695,454				1,695,454
Expenditure Changes:								
Estimated step & column increase			447,000	(447,000)		177,000	(177,000)	(624,000)
Increase in operating expenses (ie fuel,supplies, insurance)			150,000	(150,000)		50,000	(50,000)	(200,000)
Other expenditure changes - see attached			1,819,790	(1,819,790)		(2,467,000)	2,467,000	647,210
Total Changes		1,695,454	2,416,790	(721,336)	-	(2,240,000)	2,240,000	1,518,664
2027-28 Projected Budget		43,884,488	42,831,759	1,052,729	19,624,051	19,698,757	(74,706.0)	978,023

Enterprise Elementary School District
Multi - Year Projection
2025-26 Proposed Budget

	Unrestricted	Restricted	Total
2026-27 Changes			
Revenue Changes			
Deferred Revenue from 2024/25	-	(170,000)	(170,000)
Loss of One Time Grants	-	(156,323)	(156,323)
25/26 Transfer from Fund 17	(3,125,000)	-	(3,125,000)
Net increase / (decrease) to Revenues	(3,125,000)	(326,323)	(3,451,323)
Other Expenditure Changes			
Deferred Expenditures from 2024/25	-	(170,000)	(170,000)
PERS increase in retirement costs	7,000	3,000	10,000
Boulder Creek After School Building	-	(1,730,000)	(1,730,000)
MI TK Classrooms	(3,125,000)	-	(3,125,000)
New LCAP Expenditures	227,454	-	227,454
Playground upgrades	500,000	-	500,000
Workers comp increase	75,000	25,000	100,000
Textbook Adoption	1,000,000	-	1,000,000
Net increase / (decrease) to Other Expenditure Changes	(1,315,546)	(1,872,000)	(3,187,546)
2027-28 Changes			
Other Expenditure Changes			
PERS increase in retirement costs	77,000	33,000	110,000
Reclassification of Expenditures	2,500,000	(2,500,000)	-
Textbook Adoption	(1,000,000)	-	(1,000,000)
New LCAP expenditures	242,790	-	242,790
Net increase / (decrease) to Other Expenditure Changes	1,819,790	(2,467,000)	(647,210)

POTENTIAL VARIABLES

> Projected ADA could be up or down for estimates
> Special education contribution could vary from current annual estimate
> Workers' Compensation premiums could increase, stay static, or decrease
> Employee health insurance premiums may further increase beyond current cap
> ADA audit by State controller could result in amounts due to State (amount unknown)

Enterprise Elementary School District
MULTI-YEAR PROJECTION
2025-26 Proposed Budget

		2025/26 Budget			2026/27 Projected Budget			2027/28 Projected Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES										
Revenue Limit Sources:										
Local Control Funding Formula	8010 - 8090	45,903,783	-	45,903,783	47,356,245	-	47,356,245	49,051,699	-	49,051,699
In Lieu Taxes	8096	(462,030)	-	(462,030)	(462,030)	-	(462,030)	(462,030)	-	(462,030)
Transfer	8091	(250,000)	-	(250,000)	(250,000)	-	(250,000)	(250,000)	-	(250,000)
TOTAL REVENUE LIMIT		45,191,753	0	45,191,753	46,644,215	0	46,644,215	48,339,669	0	48,339,669
Federal Revenues	8100 - 8299	-	2,734,786	2,734,786	0	2,564,786	2,564,786	0	2,564,786	2,564,786
Other State Revenues	8300 - 8599	1,002,610	7,061,561	8,064,171	1,002,610	6,905,238	7,907,848	1,002,610	6,905,238	7,907,848
Other Local Revenues	8600 - 8799	697,400	3,198,836	3,896,236	697,400	3,198,836	3,896,236	697,400	3,198,836	3,896,236
Interfund Transfers In	8910 - 8929	3,925,000.00	0	3,925,000	800,000	0	800,000	800,000	0	800,000
Other Sources	8930 - 8979			0			0			0
Contributions	8980 - 8999	(6,955,191)	6,955,191	0	(6,955,191)	6,955,191	0	(6,955,191)	6,955,191	0
TOTAL REVENUES		43,861,572	19,950,374	63,811,946	42,189,034	19,624,051	61,813,085	43,884,488	19,624,051	63,508,539
EXPENDITURES										
Certificated Salaries	1000 - 1999	17,174,965	5,652,969	22,827,934	17,504,995	5,669,142	23,174,137	18,950,224	5,048,702	23,998,926
Classified Salaries	2000 - 2999	6,746,827	4,523,626	11,270,453	6,876,473	4,536,568	11,413,040	7,444,200	4,040,079	11,484,279
Employee Benefits	3000 - 3999	9,575,855	5,801,674	15,377,529	9,841,863	5,846,272	15,688,135	10,724,646	5,242,512	15,967,157
		33,497,647	15,978,269	49,475,916	34,223,331	16,051,982	50,275,313	37,119,070	14,331,293	51,450,363
Books and Supplies	4000 - 4999	1,360,270	1,081,449	2,441,719	1,666,756	1,084,040	2,750,795	1,542,438	964,842	2,507,280
Services, Other Operating Expense	5000 - 5999	3,880,325	3,630,136	7,510,461	4,754,610	1,908,832	6,663,442	4,399,979	1,508,718	5,908,697
Capital Outlay	6000 - 6599	3,135,000	2,230,000	5,365,000	510,000	2,230,000	2,740,000	510,000	2,230,000	2,740,000
Other Outgo	7100 - 7299,74*	24,000	150,000	174,000	24,000	150,000	174,000	24,000	150,000	174,000
Direct Support / Indirect Costs	7300 - 7399	(788,727)	513,903	(274,824)	(788,727)	513,903	(274,824)	(788,727)	513,903	(274,824)
		41,108,515	23,583,757	64,692,272	40,389,969	21,938,757	62,328,726	42,806,759	19,698,757	62,505,516
Interfund Transfers Out	7610-7614,7616-7619	25,000	-	25,000	25,000	-	25,000	25,000	-	25,000
Other Uses	7630 - 7699			-			-			-
TOTAL EXPENDITURES		41,133,515	23,583,757	64,717,272	40,414,969	21,938,757	62,353,726	42,831,759	19,698,757	62,530,516
NET INCREASE/DECREASE IN FUND BALANCE		2,728,057	(3,633,383)	(905,326)	1,774,065	(2,314,706)	(540,641)	1,052,729	(74,706)	978,023
BEGINNING BALANCE		14,310,154	6,061,912	20,372,066	17,038,211	2,428,529	19,466,740	18,812,276	113,823	18,926,099
ENDING BALANCE		17,038,211	2,428,529	19,466,740	18,812,276	113,823	18,926,099	19,865,005	39,117	19,904,122
Components of Ending Fund Balance										
Reserved Rev Cash/Prepaids/Stores		260,754		260,754	260,754		260,754	260,754		260,754
Economic Uncertainty		2,000,000		2,000,000	2,000,000		2,000,000	2,000,000		2,000,000
Board Designated		14,539,246		14,539,246	16,313,311		16,313,311	17,366,040		17,366,040
Restricted			2,428,529	2,428,529		113,823	113,823		39,117	39,117
Undesignated		238,211		238,211	238,211		238,211	238,211		238,211
Total		17,038,211	2,428,529	19,466,740	18,812,276	113,823	18,926,099	19,865,005	39,117	19,904,122
	% EUR to Expenditures			3.46%			3.59%			3.58%

Redding Collegiate Academy – Proposed Budget

Redding Collegiate Academy's operating budget is accounted for in Fund 09. The Proposed Budget has been prepared consistent with May revised assumptions and budget development methodologies employed by staff in budget development of the EESD General Fund Budget. This includes a series of assumptions regarding District and charter school conditions as well as federal and state funding. These assumptions are naturally subject to change. The accuracy of the RCA budget projection is only as good as these assumptions. Therefore, the primary assumptions must be carefully considered in developing and evaluating the budgeted income and expenditures. The significant financial assumptions are noted below:

Significant Assumptions for Budget Development

Revenue

LCFF Components:	
Budget ADA estimated at 2024/25 P-2 ADA	226.84
Unduplicated Pupil Count (2024/25 CBEDS)	62.56%
Funded UPC (Rolling Avg.) Suppl. / Conc.	64.64%
State defined inflation adjustment (COLA)	2.30%
Mandated cost reimbursement block grant	$8,755
Lottery (restricted and unrestricted)	$273 / ADA
Federal Revenues	Consistent with EESD budget
Local Revenues	Consistent with EESD budget

Expenses

Certificated salary schedules do not include potential negotiated increases	
Classified salary schedules do not include potential negotiated increases	
Administrator and Confidential/Classified Management	
Salary schedules do not include potential negotiated increases	
Benefits continued through the CVT per employee	
Agreements at the contracted caps	
Workers Comp rates not increased	
CALPERS rate 27.40%	
FTE – certificated	12.61
FTE – classified	3.00

REDDING COLLEGIATE ACADEMY

SPECIAL REVENUE FUND FOR CHARTER SCHOOLS (09)

PROPOSED BUDGET 2025/2026

ANTICIPATED REVENUES		
INCOME BY SOURCE:		
• LCFF Sources	$	3,210,299
• Federal Income		1,630
• State Income		288,251
• Local Income		29,664
TOTAL PROJECTED INCOME:		**3,529,844**
EXPENDITURE BY OBJECT:		
EXPENDITURE BY OBJECT:		
• 1000 Certificated Salaries		1,414,117
• 2000 Classified Salaries		147,797
• 3000 Employee Benefits		658,414
• 4000 Books and Supplies		221,533
• 5000 Services & Other Operating Exp's		1,021,184
• 6000 Sites, Building, & Equipment		-
• 7000 Transfers Out		140,616
TOTAL PROJECTED EXPENDITURES		**3,603,661**
OPERATING DIFFERENCE		(73,817)
BEGINNING BALANCE		483,217
ESTIMATED ENDING BALANCE	**$**	**409,400**

OTHER FUNDS OF THE DISTRICT

The Proposed Budget includes budgets for the other funds the District manages. The revenue and expenditure detail can be found within the SACS reports. These funds include:

Special Revenue Funds:
- (09) Charter Schools Fund
- (12) Child Development Fund
- (13) Cafeteria Fund
- (14) Deferred Maintenance
- (15) Pupil Transportation Equipment
- (17) Special Reserve for Non-Capital Outlay
- (20) Special Reserve for Post-Employment Retirement Benefits

Capital Projects Funds:
- (21) Building Fund
- (25) Capital Facilities Fund
- (35) County School Facilities Fund
- (40) Special Reserve for Capital Outlay

SUMMARY AND CERTIFICATION

The proposed annual budget for the EESD and RCA indicates there will be a positive ending fund balance for the 2025/2026 fiscal year; the District is expected to meet its financial obligations for the 2025/2026 and two subsequent fiscal years.

The District will need to closely monitor enrollment and average daily attendance as these two areas have a direct impact on the District's revenues. We were in growth in 2024/25, but that may not last in 2025/26. If the Governor's Proposed Budget passes, the District is projected to deficit spend the next two fiscal years and have a surplus in the third fiscal year as reported in the Multi-Year Projection.

The state required School District Certification (Form CB from the SACS software) is attached. This form includes the state adopted Criteria and Standards assessment, as well as the Board Certification of the budget. Also attached is the annual Workers' Compensation Certification (Form CC from the SACS software).

It is recommended the Board approve the proposed 2025/2026 annual budgets for EESD and RCA.

Enterprise Elementary
Shasta County

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification

45 69971 0000000
Form CB
G8B72RRH2H(2025-26)

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 1155 Mistletoe Ln Redding CA 96002
Date: May 23, 2025

Public Hearing:

Place: 1155 Mistletoe Ln Redding CA 96002
Date: May 28, 2025
Time: 4:00 PM

Adoption Date: June 4, 2025
Signed:
Clerk/Secretary of the Governing Board
(Original signature required)
Printed Name: Title:

Contact person for additional information on the budget reports:

Name: Deborah Williams
Title: CBO

Telephone: 530-224-4100
E-mail: dwilliams@eesd.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X	
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

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9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.		X
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	**06/04/2025**	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Enterprise Elementary
Shasta County

Budget, July 1
2025-26 Budget
WORKERS' COMPENSATION CERTIFICATION

45 69971 0000000
Form CC
G8B72RRH2H(2025-26)

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

____ Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined: $ _____

Less: Amount of total liabilities reserved in budget: $ _____

Estimated accrued but unfunded liabilities: $ 0.00

X This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

The District is partially self-insured as a member of STSIG JPA. As of the latest reporting, the JPA has sufficient assets to pay self-insured claims; there are no unfunded liabilities

____ This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: 06/04/25

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: _____ Title: _____

For additional information on this certification, please contact:

Name: Deborah Williams

Title: CBO

Telephone: 530-224-4100

E-mail: dwilliams@eesd.net

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9.3.4 CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION

According to the Children's Internet Protection Act, districts who participate in the E-rate discount program must annually certify compliance that:

The district has taken the necessary steps to ensure, by using specific technology, that Internet access is blocked and filtered from inappropriate web sites.

The district's Internet safety policy (BP/AR 6163.4), updated most recently in November 2024 addresses inappropriate matter on the Internet; the safety and security of minors using e-mail, chat rooms, and for direct electronic communications; unlawful activities such as hacking; unlawful use, disclosure, and dissemination of personal information regarding minors; and restriction of minors' access to materials which may be harmful.

There will be a public hearing as this time to receive input from the community.

The Board is requested to certify that appropriate steps have been taken to provide protection regarding minors' use of technology in the Enterprise Elementary School District.

Any discussion or questions before we vote?

PROPOSED ACTION: CERTIFICATION AND APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **MAY 28, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CHIEF BUSINESS OFFICIAL**

RE: **CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION**

The Children's Internet Protection Act was enacted by Congress in 2000. CIPA requires schools and libraries participating in E-Rate discount program to adopt and comply with internet safety regulations.

- The district has taken the necessary steps to ensure, by using specific technology, that Internet access is blocked and filtered from inappropriate websites.
- The District's Internet safety policy (BP/AR 6163.4), updated most recently in November 2024, addresses inappropriate matter on the Internet; the safety and security of minors using e-mail, chat rooms, and for direct electronic communications; unlawful activities such as hacking; unlawful use, disclosure, and dissemination of personal information regarding minors; and restriction of minors' access to materials which may be harmful.
- All District sites have completed appropriate anti-cyberbullying and digital citizenship training for students.

A public hearing will be held at the June 4, 2025 Board meeting to receive input from the community.

Please place this on the June 4, 2025, Board Agenda as a business action item.

It is recommended the Board certify and approve that appropriate district policies are in place to protect minors' use of technology in the Enterprise Elementary School District.

10. PLANNING MATTERS

Board Policy #1180 dealing with building developments directs that the school district is to play a part in the orderly development of the area. This is to be accomplished by having the Superintendent review all notices of subdivisions or building development. In the event the development is considered to have significant impact on the Enterprise Elementary School District, the Superintendent will communicate the District's position to the appropriate governmental agency. Such communications are to be routinely reported to the Board.

The Superintendent will be further responsible for bringing major developments that may have impact upon the District to the attention of the Board of Education to consider whether the Board wishes to take an official position related to the development in question.

Due to notification and meeting schedules of other agencies, it is sometimes difficult to provide input in a timely manner. For this reason, the Board has directed that planning matters be placed on every agenda so they can be considered and acted upon.

Information on specific developments is not available at this time but may be presented at the time of the meeting.

Proposed Action: To Be Determined

11. CLOSING

11.1 Items from the Floor

Any individual or group representative may address the Board at this time. The Board of Education reserves the right to limit the time allotted to each speaker to three minutes and the number of times an individual is allowed to address the Board on a given subject. This is a comment period only.

11.2 Future Meeting Dates

August 6, 2025, 4:00 p.m., Open Session - Regular Board Meeting

11.3 Other Important Dates

11.4 Adjournment to Closed Session

12. CLOSED SESSION

a. PUBLIC EMPLOYMENT: Speech Path, Teacher, Special Ed Aide, Cook, CIA Aide. [GC § 54957]
b. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: [GC § 54957]
c. LABOR NEGOTIATIONS: [GC § 54957.6]
d. LITIGATION: [GC § 54956.9]
e. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent. [GC §54957]

13. RECONVENE OPEN SESSION AND REPORT ACTION TAKEN IN CLOSED SESSION

14. ADJOURNMENT