

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yuba County Office of Education (YCOE)

CDS Code: 58-10587

School Year: 2025-26

LEA contact information:

Bobbi Abold

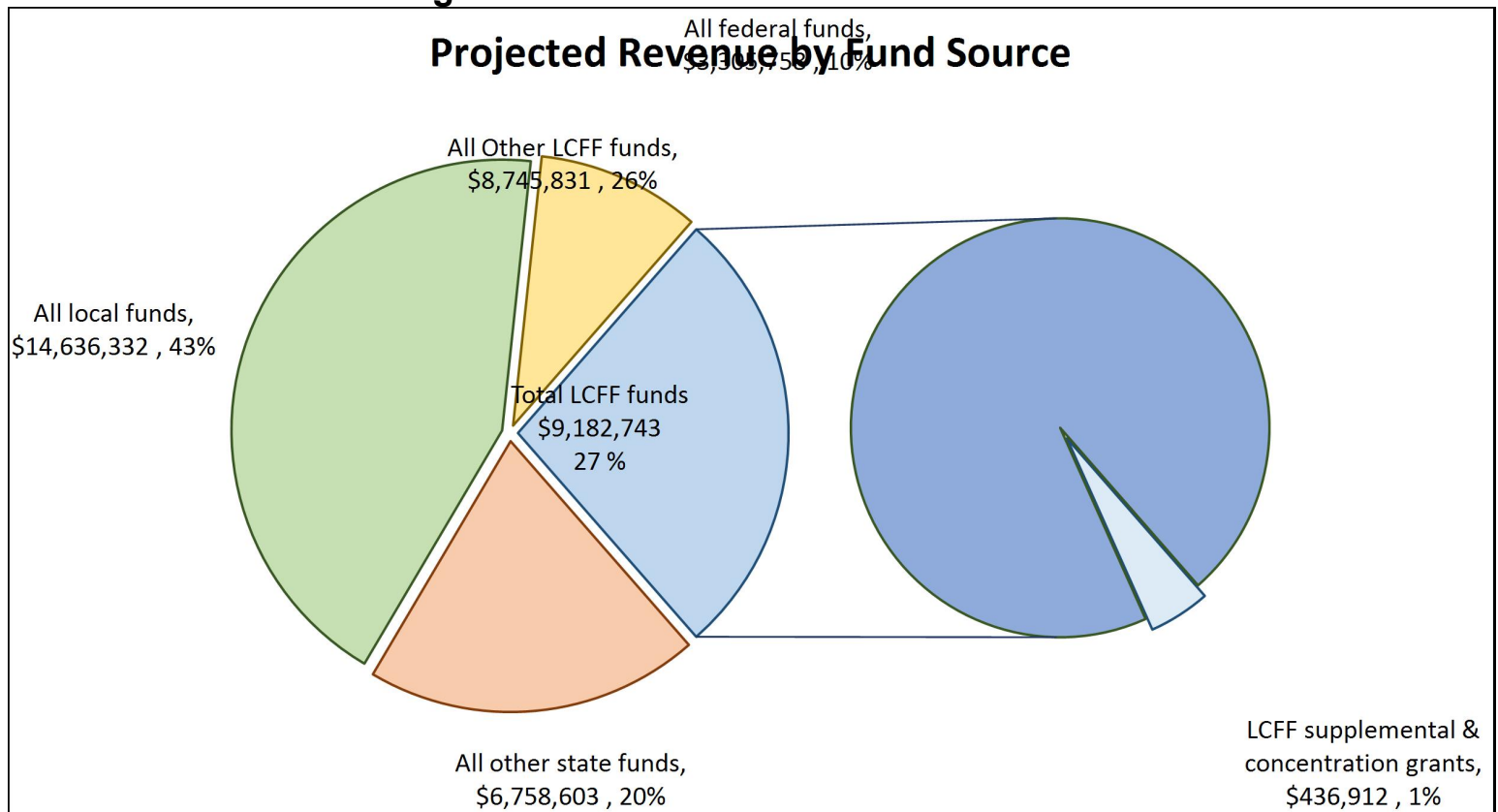
Deputy Superintendent

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530-749-4872

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

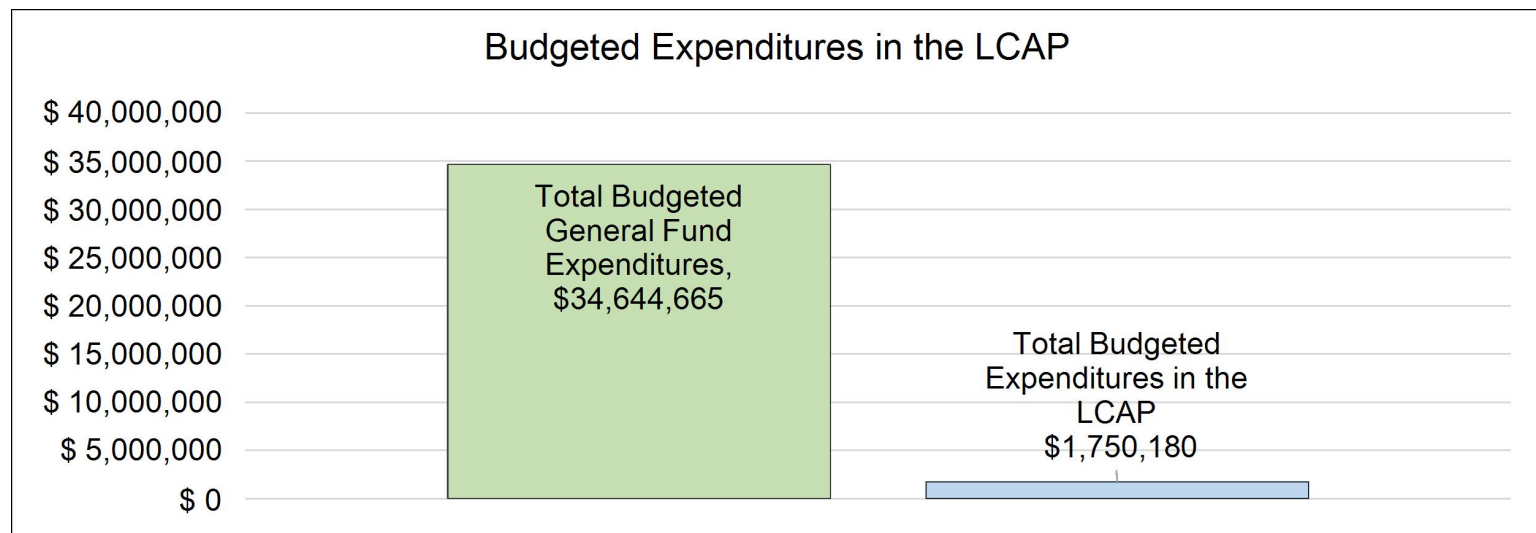


This chart shows the total general purpose revenue Yuba County Office of Education (YCOE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yuba County Office of Education (YCOE) is \$33,883,436, of which \$9182743 is Local Control Funding Formula (LCFF), \$6758603 is other state funds, \$14636332 is local funds, and \$3305758 is federal funds. Of the \$9182743 in LCFF Funds, \$436912 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 Yuba County Office of Education (YCOE) 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: Yuba County Office of Education (YCOE) plans to spend \$34,644,665 for the 2025-26 school year. Of that amount, \$1,750,180 is tied to actions/services in the LCAP and \$34,644,665 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

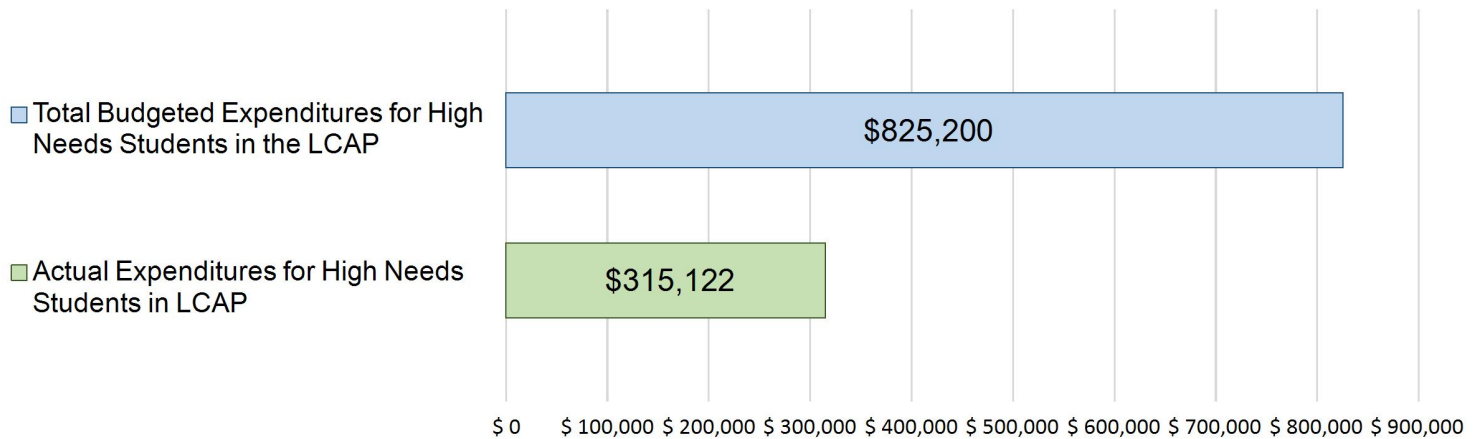
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Yuba County Office of Education (YCOE) is projecting it will receive \$436,912 based on the enrollment of foster youth, English learner, and low-income students. Yuba County Office of Education (YCOE) must describe how it intends to increase or improve services for high needs students in the LCAP. Yuba County Office of Education (YCOE) plans to spend \$825,200 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Yuba County Office of Education (YCOE) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yuba County Office of Education (YCOE) 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, Yuba County Office of Education (YCOE)'s LCAP budgeted \$825,200 for planned actions to increase or improve services for high needs students. Yuba County Office of Education (YCOE) actually spent \$315,122 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$510,078 had the following impact on Yuba County Office of Education (YCOE)'s ability to increase or improve services for high needs students:

the difference between the 2024-25 budgeted planned actions to increase or improve services for high needs students and the actual expenditures to increase or improve is due to the LCAP calculation limitation of only being able to count actions that are funded from general LCFF funds. Many actions that were successfully implemented utilized the many other funding resources with short expenditure timelines. So although the actions were implemented, the all available funding was maximized, YCOE is not allowed to report the actions as increasing and improving 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
Yuba County Office of Education (YCOE)	Bobbi Abold Deputy Superintendent	bobbi.abold@yubacoe.k12.ca.us 530-749-4872

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.

Yuba County is an agriculture-based community situated in the northern Sacramento Valley. The County has one of the highest unemployment rates in California and the United States. According to a 2015 USA Today article, Yuba County had the sixth-highest unemployment rate nationwide. The county also faces high rates of teen pregnancy, drug use, and generational poverty.

The Yuba County Office of Education (YCOE) provides educational services to meet the needs of students in Court and Community School Programs.

- H.P.B. Carden School, located at the Tri-County Juvenile Rehabilitation Center, offers a Western Association of Schools and Colleges (WASC) accredited alternative learning program for incarcerated students. The school serves two programs within the facility. One supports students from Colusa, Sutter, and Yuba counties who are temporarily held in Juvenile Hall while awaiting disposition before the Juvenile Court. The other, the Maxine Singer Youth Guidance Center, is a long-term commitment center serving incarcerated youth from multiple counties across a broader region, with a minimum 365-day court commitment.
- Thomas E. Mathews County Community School provides educational services for Yuba County students who are expelled from their school of residence, on probation, referred by probation, on truancy contracts, or exhibiting out-of-control behavior.

Over the past five years, enrollment at H.P.B. Carden School in the Tri-County Juvenile Rehabilitation Center has steadily declined due to lower youth incarceration rates. Average daily attendance fluctuates between 18 and 25 students. Although the county has seen an increase

in students with significant social-emotional and behavioral challenges, enrollment at Thomas E. Mathews has trended lower in recent years due to the program's success in referring students back to their district of residence.

Both Thomas E. Mathews and H.P.B. Carden are Title I Targeted Assistance Programs and are designated as Equity Multiplier Schools.

Reflections: Annual Performance

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

For the development of the 2025 LCAP, based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, and educational partner input, it was determined that a focus on mitigating the learning gaps, and social, emotional wellness barriers with evidence-based practices and processes will continue to be a priority in the current and upcoming school years.

AREAS OF STRENGTH

An area of strength has been a thorough implementation of a multi-tiered system of supports (MTSS), extended supports and interventions to increase services and accessibility for foster youth, English learners, and low-income students, continued evaluation of the curricula, and instructional delivery, and focused development of tier 3 intensive academic and behavioral interventions, all documented and monitored in Individual Learning Plans (ILP).

IDENTIFIED AREAS OF NEED

For the 2025-26 school year, the LEA will implement targeted interventions to address previously identified priorities: reducing suspensions, decreasing chronic absenteeism, and improving academic achievement. Building on the completed root cause analysis and needs assessment, the LEA will deploy evidence-based strategies, including, but not limited to, restorative discipline practices, attendance incentive programs, and differentiated instructional supports. Progress will be monitored through regular reviews of state and local data, stakeholder feedback from parents, staff, and students, as well as evaluations by contracted external agencies. The LEA will adjust its strategies as needed, based on data trends and ongoing collaboration with all stakeholders, to close performance gaps and enhance student outcomes.

It was again determined, as a result, that countywide and site-based PBIS training be implemented on an ongoing basis, a Youth Advocacy Director and SEL Prevention Assistant be maintained and actively engaged with students and families, and that the Alternative Education Director continue to work directly with the county C & I Director and site leadership team to maintain current CTE course offerings and increase course program offerings to expand the CTE program, as well as implement project-based learning strategies in an effort to increase positive student engagement.

RED CA DASHBOARD INDICATORS (Required to Remain Unchanged for the Three-Year Cycle)

The following student groups were identified as "red:"

Thomas E Mathews Suspension:

- All students, socio-economically disadvantaged, Hispanic, and White.

Yuba County Office of Education LEA level:

- All students, socio-economically disadvantaged, students with disabilities, Hispanic, Two More Races

NEXT STEPS

Goal 1

Provide a multi-tiered system of intensive support and interventions to address learning gaps, credit deficiency, and social-emotional wellness barriers to ensure that students meet reinstatement goals and return to their district of origin on track to graduate (or equivalent), enroll in post-secondary education, and/or successfully enter the workforce.

The following Actions will support Goal 1:

1.1, 1.2 Develop and implement a project-based curriculum

1.3, 1.4, 1.10 Implementation of a school-wide formative assessment system, monitoring the delivery of instructional practices and content area standards.

1.6, 1.7 Provide Career Technical Education (CTE) courses, college and career readiness, and Hall to Home transition support.

Goal 2

Develop and implement an integrated support services model for students and families to address the social-emotional well-being of students and barriers to their successful engagement in school, the workplace, and the community.

The following Actions will support Goal 2 and address the Red Dashboard indicators for overall, socioeconomically disadvantaged, Hispanic, Students with Disabilities, and White student groups.

2.3, 2.4, 2.6 Implement Positive Behavior Intervention & Supports (PBIS), School Wide Intervention System (SWIS).

2.11, 2.13, 2.15 Provide Tier 3 intensive interventions to mitigate social-emotional wellness barriers.

2.2, 2.5, 2.7, 2.12, 2.14 Provide meaningful and relevant parent and family engagement opportunities.

2.8, 2.9, 2.10 Provide support to ensure a safe school and effective learning environment.

Goal 3

Collaborate with countywide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth.

The following Actions will support Goal 3:

Goal 3 Actions 3.1 Coordinate an improved system of countywide services for expelled youth

Goal 4

Yuba County Blue Ribbon Commission (BRC) has served as the Executive Advisory Council (EAC) for the FYSCP for over 20 years. The BRC comprises agency directors and the courts, all of whom develop policies. The FYSCP will expand the EAC to include direct service staff

from various organizations currently participating in the BRC. In addition, by meeting with direct service providers, the EAC will also expand the participation to other providers and encourage resource families, Foster Family Agencies (FFA), and current and former foster youth. This change aims to encourage more discussion and focus on implementing policy and adopting model practices.

The following Actions will support Goal 4:
4.1, 4.2, 4.3, 4.4, 4.5
Provide staff, data systems, and conferences to support effective, collaborative countywide services for foster youth.

Equity Multiplier funding has been allocated to Thomas E. Mathews School and Harry P B Carden School.

Goal 5
Equity Multiplier Funding will be utilized to provide instructional staff, materials, and supplies to implement evidence-based programs and practices that address learning barriers and improve student outcomes in reading and literacy.

The following Actions will support Goal 5:
5.1, 5.2, 5.3
Provide staff to implement evidence-based programs and practices to address learning barriers and improve student outcomes in reading and literacy.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Yuba County Office of Education engaged with the following educational partners through this process. These partners included: Teachers, Principals, Administrators, other school personnel, local bargaining units, parents, and students Local law enforcement County probation department Behavioral health Social Emotional Learning staff Youth Advocacy program staff Community Schools staff	<p>Since the inception of the first LCAP following the transition to Local Control Funding Formula in 2013-14, Yuba County Office of Education has been committed to purposeful engagement of all educational partners, including parents, students, educators, school staff, local bargaining units, partner service providers and community agencies.</p> <p>Through this on-going, systematic and authentic engagement, Yuba COE has utilized the LCAP process as a comprehensive strategic planning process to address the significant needs of our students and to ensure alignment throughout and across all school level and LEA level plans.</p> <p>Therefore, in 2024-25, LCAP remained a reoccurring agenda discussion item on Court & Community School meeting agendas including Parent Advisory Committee (parents), School Site Council (administrators including principals, teachers, school staff, students, parents and community partners), school staff meetings (teachers, administrators, school staff, students), Independent Learning Plan (ILP) meetings (students, parents and school staff), Yuba County Institutions/School meetings (probation, school site leadership team), LCAP Stakeholder Engagement Meeting (local bargaining units), and Student Transition meetings (Youth Advocacy staff and referring LEA staff) and lastly, Community School Advisory Council (teachers,</p>

Educational Partner(s)	Process for Engagement
	<p>administrators, school staff, students, parents and community members).</p> <p>Yuba COE Court & Community School does not have a numerically significant English Learner student group, therefore, does not have an English Learner Parent Advisory Committee. However, California Community School Partnership Program (CCSPP) Advisory Council, Parent Advisory Committee and School Site Council membership is representative of all student group demographics and feedback from all parents are included in the analysis of educational partner engagement.</p> <p>The Improvement Science model strategies including root cause analysis, empathy interviews, and fish bone continue to be used in various educational partner engagement processes to identify program needs, possible change ideas, and guide the action and services included within the LCAP.</p> <p>CCSPP needs assessment and survey collected input and feedback from educational partners on the following topics; integrated student supports, family and community engagement, collaborative leadership practices and extended learning time and opportunities.</p> <p>The requirement to consult with the Yuba County SELPA administration was met by the collaborative root cause analysis process which includes the Yuba County SELPA Director, and is included in the Why Statement of Goal 1 and Goal 2</p> <p>Consultation with Educational Partners included Equity Multiplier funding.</p>

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

Feedback received from administrators, teachers, school staff, parents, students, partner service providers, and community agencies is consistent with feedback from the previous two years and includes the following:
Focus Area- Safe school and effective learning environment

- Continue to provide a low student-to-school staff ratio to provide the necessary behavior interventions and supports to maintain a safe school and effective learning environment.
- Continue to provide the on-site Student Resource Officer (SRO) and the Probation Officer (PO) with the necessary support and interventions to maintain a safe school and effective learning environment.
- Provide an on-site, visible, and engaged site leadership team to provide necessary support and interventions, maintaining a safe school and effective learning environment.
- Provide a stipend for a Teacher-In-Charge model to expand the site leadership team.

Focus Area- Engaging and accessible curriculum for all students, including English Learners, Foster Youth, Low Income, and Students with Disabilities

- Consider supplemental instructional materials to support the board-adopted Edgenuity curriculum to address the instructional needs of students performing below grade level.
- Continue informal classroom walkthroughs to provide feedback regarding the implementation of standards-based instructional strategies. (new)
- Develop project-based learning curricular units that integrate content areas and increase student engagement. (new)
- Continue to provide Career Technical Education and career courses and training to ensure that students have both the technical skills and the soft skills to be successfully employed.
- Provide Physical Education classes to allow students to increase physical activity and enhance their health and wellness.
- Revise and update YCOE Instructional policies.
- Develop teacher and staff onboarding and mentoring process for new staff.
- Review English Learner curriculum for middle school grade levels. (new)

Focus area- Provide interventions and supports to address social-emotional, health, and wellness barriers

- Continue to provide a Multi-Tiered System of Support (MTSS) to include counseling and support in Social-emotional Learning (SEL) to address the significant student needs in this area.
- Provide a wellness center model to address overall health and wellness barriers to school success. (new)
- Continue to support Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered System of Support (MTSS) to address the significant student needs in academic, behavioral, and social-emotional areas.
- Continue to address the high level of student truancy, substance abuse, and gang involvement.
- Continue to address the difficulties parents experience and offer parent classes.
- Increase parent engagement in students' school programs by improving Independent Learning Plan (ILP) development during enrollment processes (new)
- Hold quarterly parent engagement sessions in coordination with Probation at Tri-County Youth Rehabilitation Center.

Additionally, consultation with Educational Partners resulted in the development of Goal 5, as required for school sites with prior-year non-stability rates greater than 25 percent and prior-year socioeconomically disadvantaged pupil rates greater than 70 percent.

- Provide staff to implement evidence-based programs and practices to address learning barriers and improve student outcomes in reading and literacy at Thomas E Mathews
- Provide staff to implement evidence-based programs and practices to address learning barriers and improve student outcomes in reading and literacy at Harry P B Carden

While most of the feedback focus areas remain consistent from the 2024-25 school year, it is worth noting that the above-mentioned continuing areas need to be effectively monitored for implementation fidelity during the 2025-26 school year. It is also noted that it is necessary to continue evaluating the support systems in place at the COE level that provide support to the school sites.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a multi-tiered system of intensive support and interventions to address learning gaps, credit deficiency, and social emotional wellness barriers to ensure that students meet reinstatement goals and return to their district of origin on track to graduate (or equivalent), enroll in post secondary education, and/or successfully enter the workforce..	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>Based on recent 2024-25 data analysis using multiple measures, as detailed in Increased Improved Services section of this LCAP, all program students continue to experience significant barriers to being on track to graduate, college and career ready. As part of the enrollment and orientation process, students and parents meet with administration and go through an Independent Learning Plan development process. ILP review shows that most students are credit deficient and have significant academic achievement gaps. Additionally, empathy interviews and focus groups with students indicate that students lack motivation to engage in traditional instructional programs and would benefit from a project based learning curriculum to increase connectedness to real world applications. Feedback from both students and parents also suggest a high interest in obtaining work related skills.</p> <p>In 2025-26, the following actions and services will continue to support progress towards Goal 1 by ensuring the teachers receive professional development to implement project based learning curriculum (1.1), are provided with curriculum and materials (1.3) (1.8) and use a robust assessment system (1.4) to identify targeted areas of need to be addressed in Intervention (1.3) thereby resulting in students receiving effective instruction and intervention necessary to meet grade level academic standards and obtain credits towards graduation.</p> <p>Specific English Learner actions and services are not included in the LCAP as EL student group is not numerically significant with less than 10 enrolled in the Court and Community School program. All EL students receive integrated English Language Development (ELD) support in content area classes, as well as specific ELD instruction during targeted intervention, both based on individual student ELD level.</p> <p>Students that are eligible for Special Education services receive services by a Special Education teacher in collaboration with General Education teachers as determined by their Individual Education Plan (IEP).</p>

Additionally, in 2025-26, based on consultation with SELPA administration and on-going review of root cause analysis findings during Special Education services review indicated a continued need for processes and procedures to monitor ILPs, implement multi-tiered systems of support (MTSS) with fidelity, and provide staff on-board training with all school systems to address "out" indicators of graduation rate and college and career.

Yuba COE Court & Community School program focuses on credit recovery, improving social emotional learning and behavior skills and reinstating students to their district of residence. Successful completion of courses that satisfy the requirements for entrance to the University of California and the California State University is not a primary focus for our student population. However, A-G course offerings are available for students identified for placement.

Lastly, the implementation during the 2024-25 school year, of the Community Schools Partnership Program at each site continues to highlight the need for the on-going exploration and increased incorporation of community curriculum and pedagogy. This includes the exploration and adoption of a curriculum that supports project based learning and though community connections to support real world problem solving and skill development for pathways to college and career readiness (1.4, 1.5, 1.6 and 1.8).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 % of properly credentialed and assigned teachers as measured by Williams Survey	1.1 71% properly credentialed teachers	1.1 75% properly credentialed teachers		1.1 100% properly credentialed teachers	1.1 25% difference from baseline
1.2	1.2-% of Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey		1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2 0% difference from baseline
1.3	1.3-% of Facilities Inspection Tool (FIT) ratings good or better as	1.3-100% Facilities Inspection Tool (FIT) ratings good or better	1.3 - Facilities Inspection Tool (FIT) ratings as		1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools	1.3 50% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by Williams Survey	schools as measured by Williams Survey	measured by Williams Survey. Thomas E Mathews - Good Harry P B Carden - Fair		as measured by Williams Survey	
1.4	1.4- California State Standard implementation as measured with local observation tool	1.4- 50% of classrooms demonstrated full implementation of California State Standards as measured by local observation tool	1.4- 80% of classrooms demonstrated full implementation of California State Standards as measured by local observation tool		1.4- 100% of classrooms demonstrate full implementation of California State Standards as measured with observation tool	1.4 20% difference from baseline
1.6	1.5 % of students showing growth on local benchmark assessment proficiency	1.5 Baseline to be established in Year 1 (new metric)	<p>1.5- STAR Reading Carden/ TEM- Fall 2024 Nearing standards or better: 51%; Participation rate: 63%</p> <p>Winter 2024 Nearing standards or better: 50%; Participation rate: 65%</p> <p>STAR Math Carden/TEM- Fall 2024 Nearing standards or better: 43%; Participation rate: 65%</p>		1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency	1.5 Year 1 established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Winter 2024 Nearing standards or better: 46%; Participation rate: 37%			
1.7	1.6- % Made growth on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.6- Baseline to be established in Year 1 (new metric)	<p>1.6 - Spring 24 ELA Carden/TEM</p> <p>Overall nearing standards or better: 14.3% (+ 14.3% from prior year); Participation: 54%</p> <p>Low-income student data is comparable</p> <p>Spring 24 Math Carden/TEM</p> <p>Overall nearing standards or better: 0% (no change from prior year); Participation: 57%</p>		1.6- Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.6 Year 1 established baseline
1.8	1.7- % Made growth on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.7- Baseline to be established in Year 1 (new metric)	1.7- Baseline data results were inconclusive due to less than 10 students tested.		1.7-Annual increase 10% of students making growth on California Assessment of	1.7 Year 1 data inconclusive, Year 2 will establish baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Student Performance and Progress (CAASPP) in mathematics	
1.9	1.8- % Made growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8- Baseline to be established in Year 1 (new metric)	1.8- Baseline data results indicate that 0% of students were at "nearing standard".		1.8-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.8 Year 1 established baseline
1.11	1.10-% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)		1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10 0% difference from baseline Metric desired outcome "met"
1.12	1.11-% of Individual Education Plan (IEP) goals successfully completed	1.11-63% of Individual Education Plan (IEP) goals successfully completed	1.11-63% of Individual Education Plan (IEP) goals successfully completed		1.11-80% of Individual Education Plan (IEP) goals successfully completed	1.11 17% difference from baseline
1.13	1.12-% of ALL students have access to/enrollment in broad course of study; including Career	1.12- 100% of ALL students have access to/enrollment in broad course of study; including Career	1.12- 100% of ALL students have access to/enrollment in broad course of		1.12- 100% of ALL students have access to/enrollment in broad course of	1.12 0% difference from baseline Metric desired outcome "met"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Technical Education (CTE) as evidenced by master schedule	Technical Education (CTE) as evidenced by master schedule	study; including Career Technical Education (CTE) as evidenced by master schedule 100% of students are enrolled in a CTE course		study; including Career Technical Education (CTE) as evidenced by master schedule	
1.14	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction		1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.13 0% difference from baseline Metric desired outcome "met"
1.15	1.14- AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students		1.14-AP and EAP are not applicable metrics for court & community school students	1.14 AP and EAP are not applicable metrics for court & community school students
1.17	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.		1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program

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.

The analysis of the actions to achieve Goal 1 during 2024-25 determined the following actions were carried out and demonstrated an increase in student engagement, and/or access to instruction and curriculum as measured by attendance and qualitative teacher and staff feedback. The following actions were successes:

- 1.1 Professional Development in Positive Behavior Intervention and Supports (PBIS), Trauma Informed Practices (TIPs), and Crisis Prevention and Intervention (CPI), provided a Multi- tiered System of Support (MTSS) implementation to support the significant social emotional and behavioral needs of the students.
- 1.2 Instructional Intervention Teacher position was maintained to provide academic, social emotional and behavior supports to students.
- 1.4 Renaissance Learning was utilized to provide on-going and regular local assessment data in reading and mathematics.
- 1.5 Technology work plan was updated and implemented to continue to provide technology access for teachers and students.
- 1.6 Provided Career Technical Education (CTE) courses and career readiness skills to students.
- 1.7 Prevention Assistant provided college readiness workshops, supported students who were enrolled in college courses, and mentored students to increase engagement and improve academic and behavioral outcomes.
- 1.9 Food Services Assistant position was maintained.

The following actions were challenges:

- 1.3 A new curriculum was not piloted as it was determined that the best course of action was to work with staff to develop scope and sequence with the current board adopted curriculum.
- 1.8 Supplemental curriculum and materials to support students accessing grade-level content subject material for each English Learners, Foster Youth, and Low Income students was not piloted as focus was on developing scope and sequence in all core content areas in preparation for WASC visit in spring of 2025.

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.

- 1.1 Professional development was focused on instructional practices aligned with WASC areas of identified need, resulting in no cost.
- 1.2 Intervetnion teacher salary difference.
- 1.4 Local Assessment system cost difference.
- 1.5 Technology Work Plan no major expenditures.
- 1.6 CTE Teacher salary cost difference.
- 1.7 College and Career staff cost difference.
- 1.8 Supplemental curriculum and materials were not piloted. Scope and sequence development for current curriculum was conducted.
- 1.9 Food Service Assistant salary difference
- 1.11 Nucleos contract negotiated savings difference

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

Goal 1 during 2024-25 the following actions were EFFECTIVE as demonstrated by an increase in student engagement, and/or access to instruction and curriculum as measured by attendance and qualitative teacher and staff feedback:

- 1.1 Professional Development in Positive Behavior Intervention and Supports (PBIS), Trauma Informed Practices (TIPs), and Crisis Prevention and Intervention (CPI), provided a Multi- tiered System of Support (MTSS) implementation to support the significant social emotional and behavioral needs of the students.
- 1.2 Instructional Intervention Teacher position was maintained to provide academic, social emotional and behavior supports to students.
- 1.4 Renaissance Learning was utilized to provide on-going and regular local assessment data in reading and mathematics.
- 1.5 Technology work plan was updated and implemented to continue to provide technology access for teachers and students.
- 1.6 Provided Career Technical Education (CTE) courses and career readiness skills to students.
- 1.7 Prevention Assistant provided college readiness workshops, supported students who were enrolled in college courses, and mentored students to increase engagement and improve academic and behavioral outcomes.
- 1.9 Food Services Assistant position was maintained.

The following actions were NOT EFFECTIVE as evidenced by lack of implementation:

- 1.3 A new curriculum was not piloted as it was determined that the best course of action was to work with staff to develop scope and sequence with the current board adopted curriculum.
- 1.8 Supplemental curriculum and materials to support students accessing grade-level content subject material for each English Learners, Foster Youth, and Low Income students was not piloted as focus was on developing scope and sequence in all core content areas in preparation for WASC visit in spring of 2025.

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.

Goal 1 was updated to reflect feedback from educational partners and focus on desired student outcomes. Changes were also made to the Goal 1 metrics to ensure that data collected is relevant to student goals.

Goal 1 Action

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	Professional Development	1.1 Professional Development in project based learning in content areas.	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue all staff training on school-wide implementation of multi-tiered systems of support (MTSS), Crisis Prevention & Intervention (CPI)		
1.2	Intervention Teacher	1.2 Maintain Instructional Intervention Teachers to support Independent Learning Plan process and provide targeted intervention for Foster Youth and Low Income students	\$255,880.00	Yes
1.3	Curriculum Instructional Materials	1.3 Fully implement Edgenuity, current board adopted core content area curriculum to increase student access to grade level instructional program for foster youth and low income students that are identified as having significant learning gaps	\$179,000.00	Yes
1.4	Local Assessment System	1.4 Renaissance Learning to provide local assessment data in reading and mathematics	\$7,000.00	Yes
1.5	Technology Work Plan	1.5 Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, and software.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Career Technical Education	1.6 Provide Career Technical Education course access and career readiness skills to students	\$200,000.00	No
1.7	College Readiness / Hall to Home	Provide a Prevention Assistant to provide college readiness workshops and support students who are enrolled in college courses. Provide transition supports and services to formerly incarcerated youth as they transition back to their school of residence and community.	\$175,000.00	No
1.8	Pilot Supplemental Instructional Materials	1.8 - Pilot supplemental curriculum and materials to support students accessing grade-level content subject material for each English Learners, Foster Youth, and Low Income students.	\$25,000.00	Yes
1.9	Food Service Assistant	1.9 Maintain Food Services Assistant.	\$15,000.00	No
1.10	Classroom Observations, Walkthrough and Feedback	Conduct ongoing and regularly scheduled administrative classroom walk throughs with observations and feedback.	\$0.00	No
1.11	Nucleos instructional platform	Maintain Nucleos licenses and applications for secure technology access	\$50,000.00	Yes
1.12	Instructional Policies	Revise and update Yuba County Office of Education Instructional Policies	\$0.00	No
1.13	Teacher Retention	Develop a site-based new teacher and staff on-boarding and mentoring program	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	English Learner Curriculum	Review English Learner Curriculum for middle scschool grade level	\$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and implement an integrated support services model for students and families to address the social emotional wellbeing of students and barriers to successfully engaging in school, workplace and community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

<p>Based on 2024-25 data analysis of multiple measures as detailed in the Increased and Improved Services section of this LCAP, all program students are experiencing significant barriers to being academically and socially and emotionally successful. As part of the enrollment and orientation process, students and parents and referring school district staff meet with site and COE leadership team and go through a student need analysis or an Independent Learning Plan (ILP) development process. The results of these analysis continue to show that most students are experiencing or have experienced high levels of trauma, and have significant social-emotional issues that prevent them from being fully engaged in their education. Additionally, in consultation with SELPA administration, findings from previous root cause analysis activities it was determined that there is still the need to continue to monitor processes and procedures to consistently implement and monitor ILPs, implement multi-tiered systems of support (MTSS) with fidelity, and provide staff training with all school systems to address indicators of suspension rate as well as all social emotional and behavioral barriers. Lastly, through the implementation of the Community Schools Partnership Program (CCSPP), integrated student supports will focus on decreasing individual barriers to resources for students and families to improve students' social and emotional well-being, physical health, and mental health.</p> <p>In 2025-26 the following actions and services will continue to support progress towards Goal 2 by having parent engagement activities for parents to learn about how the school is supporting their student's academic, behavioral and social emotional needs (2.2), increasing students' connectedness to the school community by providing system wide implementation of PBIS (2.3), Restorative Practices (2.6) to develop pathways to re-enter back into the school site and relationships when there has been conflict. SWIS data shows student discipline for major incidents are reduced when provided a timely intervention and ongoing support. Behavior Specialist, Probation Officer, Student Resource Officer, Social Emotional Learning Team and Youth Advocate positions provide intensive levels of support (2.4,2.8,2.10, 2.11) Parent project and SARB Coordinator provide support for families to overcome the barriers to positive school outcomes as identified by Independent Learning Plan assessment data and educational partner feedback.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1 Attendance rates	2.1 85.5% Attendance rate	2.1 - Spring 2024 Carden/TEM Overall: 83% (+3%) Low income: 82% (+2%) EL: 88% (+6%) Foster/homeless: 89% (+19%) Disabilities: 82% (-2%) African Am: 77% White: 83% (+1%) Hispanic: 83% (+2%)		2.1 Annual 3% increase in Attendance rate	2.1 2% decrease in overall attendance rate
2.2	2.2 Truancy/chronic absenteeism rates	2.2 58% Truancy/chronic absenteeism rates	2.2 - Spring 2024 Carden Not applicable to a court school. TEM Overall: 88% (-5%) Low income: 87% (-7%) Disabilities: 83% (-5%) White: 88% (-5%) Hispanic: 79% (-5%)		2.2 Annual 3% decrease in Truancy/chronic absenteeism rates	2.2 30% increase in overall Truancy/chronic absenteeism rate
2.3	2.3 Discipline referrals for disruption including suspension including the following student groups at Thomas E Mathews:school level:	2.3 Baseline for discipline referral rates for disruption to be established in Year 1 (new metric)	2.3 - Carden referrals for disruption are 9% of all referrals		2.3 Annual 5% decrease in discipline referral rates for disruption including the following student	2.3 Year 1 outcomes establish Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All students, SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White		TEM referrals for disruption are 22% of all referrals		groups at Thomas E Mathews:school level: All students, SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White	
2.4	2.4 Discipline referral rates for major incidents including suspension	2.4 Baseline for discipline referral rates for major incidents including suspension to be established in Year 1 (new metric)	Carden major referrals are 52% of total referrals. TEM major referrals are 44% of total referrals		2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions	2.4 Year 1 outcomes establish Baseline
2.5	2.5 PBIS implementation fidelity assessment	2.5 83% on PBIS implementation fidelity assessment	2.5 PBIS implementation fidelity assessment was not administered		2.5 90% on PBIS implementation fidelity assessment	2.5 assessment not administered
2.6	2.6 Connectedness factors on CHKS and new local assessment	2.6 Baseline CHKS data and local assessment will be established in Year 1 (new metric)	2.6 Baseline CHKS data was not available at time of reporting Community School survey (new local assessment) 65% reported school connectedness		2.6 5% annual increase CHKS and local assessment	2.6 Year 1 outcomes establish Baseline
2.7	2.7 Middle School High School graduation and	2.7 Middle School High School graduation and	2.7 Middle School High School		2.7 Middle School High School	2.7 Middle School High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	dropout rates are not applicable to Court & Community School Programs	dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs		graduation and dropout rates are not applicable to Court & Community School Programs	graduation and dropout rates are not applicable to Court & Community School Programs
2.8	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs		2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs
2.9	2.9 Parent survey participation rate	2.9 72% Parent Survey participation rate	2.9 8% Parent Survey Participation Rate.		2.9 72% Parent Survey participation rate	2.9 64% decrease in Parent Survey participation
2.10	2.10 Parent participation in school activities rate	2.10 Baseline for parent participation in school activities will be established in Year 1	2.10 Parent participation in school activities data not available at reporting		2.10 Annual 5% increase in parent participation rate	2.10 Year 2 outcomes establish Baseline

Goal Analysis [2024-25]

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

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

The analysis of the actions/services to achieve Goal 2 during 2024-25 determined the following actions/services were carried out and demonstrated an increase in fostering respectful, collaborative, and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful:

2.1 Student activities were conducted to increase student school connectedness.

2.2 Parent engagement activities were held to improve home to school connectedness.

2.3 Provided PBIS training, coaching and mentoring to all staff to foster a positive learning environment. The TFI monitoring instrument resulted in 83% fidelity implementation score. (80% is required)

2.4 Behavior Specialist provided necessary direct services and consultation, training for staff to provide supports and interventions to address student needs

2.5 Assistant Principal position was not filled due to decreasing enrollment and budget constraints.

2.6 Provided Restorative Practices training and coaching to increase positive behavior outcomes for students by increasing connectedness to school community.

2.7 Provided Parent Project Facilitator training to increase number of Parent Project class offerings.

2.8 Provided an on-site Probation Officer to provide necessary supports and services to probation referred students, and students on formal probation.

2.9 Provided a SARB Coordinator to provide cohesive support and services to SARB referred youth. 2.10 Student Resource Officer to provide increased safe school environment.

2.11 Youth Advocacy Director provides coordination of services and linkages to county wide agencies.

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

The material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services:

2.1 Student Activities cost difference.

2.2 Parent Conferences were conducted at no cost.

2.4 Behavior Specialist salary savings due to position vacancy.

2.5 Parent Engagement material and supplies cost difference.

2.6 Restorative Practices implementation was supported internally resulting in no expenditures. Additional training days and Trainer of Trainers training may be conducted in 2025-26 fiscal year.

2.7 Parent Project workshops were held in June 2023, after the 23-24 LCAP development but prior to the closing of the 2022-23 fiscal year. In 2024-25, workshops were held with existing facilitators, therefore no facilitator training costs were incurred.

2.12 Parent Workshop material and supplies cost difference.

2.13 Wellbeing Screener not adopted until 2025-26.

2.15 Parent Engagement this is a duplicate action (2.2, 2.5, 2.12 & 2.14).

2.16 Wellness Center cost of materials and supplies difference.

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

The following actions for Goal 2 are effective based on the reduction in behavior incidents for disruption, an increase in attendance rates, and the increased number of students being reinstated to their district of residence.

2.1 Student activities were conducted to increase student school connectedness.

2.2 Parent engagement activities were held to improve home to school connectedness.

2.3 Provided PBIS training, coaching and mentoring to all staff to foster a positive learning environment. The TFI monitoring instrument resulted in 83% fidelity implementation score. (80% is required)

2.4 Behavior Specialist provided necessary direct services and consultation, training for staff to provide supports and interventions to address student needs

2.5 Assistant Principal position was not filled due to decreasing enrollment and budget constraints.

2.6 Provided Restorative Practices training and coaching to increase positive behavior outcomes for students by increasing connectedness to school community.

2.7 Provided Parent Project Facilitator training to increase number of Parent Project class offerings.

2.8 Provided an on-site Probation Officer to provide necessary supports and services to probation referred students, and students on formal probation.

2.9 Provided a SARB Coordinator to provide cohesive support and services to SARB referred youth. 2.10 Student Resource Officer to provide increased safe school environment.

2.11 Youth Advocacy Director provides coordination of services and linkages to county wide agencies.

Goal 2 actions continue to be necessary to support the comprehensive multi-tiered system of support to provide wrap around services such as counseling, social emotional skills, and behavior support. Positive Behavior Intervention and Support processes provide additional targeted staff to provide a safe school environment, counselors and mentors to provide behavior strategies and encourage students to positively engage in the school environment which reduced the number of both minor and major discipline referrals. Parent engagement activities for parents to learn about how the school is supporting their student's academic, behavioral and social emotional needs. These actions will support by reducing suspensions, behavior referrals, emotional outbursts as measured by PBIS/SWIS discipline data, suspension rates, and SEL assessments.

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.

Goal 2 was updated to reflect feedback from educational partners and focus on desired student outcomes. Changes will also be made to the Goal 2 metrics to ensure that data collected is relevant to student goals.

Data collection and reporting continues to be an area of needed focus. As a California Community School, there is an opportunity to collaboratively review relevant metrics, evaluate data collection and reporting processes and implement an effective system for making data driven decisions.

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	Student Activities	2.1 Implement at least one high-interest student activity per semester.	\$5,000.00	Yes
2.2	Parent Engagement	Parent conferences quarterly to review progress towards reinstatement.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Positive Behavior Interventions and Supports (PBIS)	2.3 Implement Positive behavior Intervention Supports (PBIS) with fidelity to provide individualized interventions and supports for each English Learners, Foster Youth, and Low Income students. SWIS data system Behavior incentives PBIS training	\$60,000.00	Yes
2.4	Behavior Specialist	2.4 Behavior Specialist to provide intensive trauma training and positive behavior support plans to each English Learner, Foster Youth and Low Income student, including those students with disabilities.	\$73,000.00	Yes
2.5	Parent Engagement	2.5 Schedule quarterly Carden School parent engagement sessions in coordination with family visits at Tri-County Youth Rehabilitation Center	\$1,000.00	Yes
2.6	Restorative Practices	2.6 Provide Restorative Practice training for all staff and service providers to support implementation of a restorative environment for each English Learner, Foster Youth, and Low Income student, including students with disabilities.	\$32,000.00	Yes
2.7	Parent Project	2.7 Coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, and Health and Human Services to provide training for families of English Learners, Foster Youth and Low Income students, including students with disabilities.	\$35,000.00	Yes
2.8	Probation Officer	2.8 Provide a full-time on-site Probation Officer to support a safe school and effective learning environment.	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	SARB Coordinator	2.9 5% SARB Coordinator to support system interventions to improve truancy rates and student attendance.	\$5,000.00	Yes
2.10	Student Resource Officer	2.10 Provide a 30% Student Resource Officer to support a safe school and effective learning environment	\$30,000.00	Yes
2.11	Youth Advocate Director	2.11 Provide a Youth Advocate Director position 1 FTE to coordinate Youth Advocacy program services.	\$80,000.00	Yes
2.12	Parent Engagement	Schedule and provide a series of relevant workshops for parents; topics to be determined based on parent interest feedback, such as; Substance Use, Gang Awareness, Trauma Informed Practices, etc.	\$2,000.00	Yes
2.13	Wellbeing Universal Screener	Social Emotional universal screener will be administered to student and parent at enrollment to determine student needs and intervention plan	\$5,000.00	Yes
2.14	Parent Engagement	Host quarterly family involvement activities.	\$3,000.00	Yes
2.15	PBIS	Strengthen Tier three interventions and supports	\$50,000.00	Yes
2.16	Social Emotional Health and Well-being	Develop a School-based wellness center	\$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Collaborate with countywide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth.	Broad Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

County Office of Education has the responsibility to Coordinate the Countywide Plan for Expelled Youth per AB922. Providing specific coordinator duties to oversee the countywide plan for expelled youth will ensure program sustainability and that each expelled youth is placed in the least restrictive educational setting during their expulsion term, and also transitioned into their district of residence once their expulsion term is expired.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Expelled Youth having educational services coordinated through Yuba County process	100% of Expelled Youth having educational services coordinated through Yuba County process	100% of Expelled Youth had educational services coordinated through Yuba County process		100% of Expelled Youth having educational services coordinated through Yuba County process	0% difference to Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 was fully implemented and actions were successful. There were no challenges.

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.

None

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

Goal 3 was effective to ensure that 100% of all expelled youth received coordinated services

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.

None

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	Expelled Youth Plan Coordinator	3.1 Continue to provide administrative support to coordinate an improved system of countywide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Yuba County Blue Ribbon Commission (BRC) has served as the Executive Advisory Council (EAC) for the FYSCP for over 20 years. The BRC comprises agency directors and the courts all of whom develop policies. The FYSCP will expand the EAC to include direct service staff from various organizations currently participating in the BRC. In addition, meeting with direct service providers the EAC will also expand the participation to other providers and encourage resource families, Foster Family Agencies (FFA), and current and former foster youth. This change intends to encourage more discussion and focus on implementing policy and implementation of model practices.	Broad Goal

State Priorities addressed by this goal.

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

County Office of Education has the responsibility to coordinate Foster Youth Services county wide. Providing a Foster Youth Coordinator, educational caseworker, program secretary, and other program staff will ensure program sustainability and that all LEAs within the county are providing the required services to all foster youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4.1 - Number of services provided to support Foster Youth county wide	4.1 - this is a new metric no baseline for number of services provided to support Foster Youth county wide	449 services to 169 unique students		800 services to 200 students	4.1 - year 1 outcomes establish Baseline

Goal Analysis [2024-25]

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

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

The analysis of Goal 4 indicates that actions and services were carried out as planned. Staff positions were restructured in the 2022-23 school year.

Analysis of the metrics to measure the number of services provided for 2021-22 (100 services provided) to 2022-23 (400 services provided); showing a significant increase in the services being provided to the foster youth in Yuba County.

In 2023-24, with the addition of staffing the FYSCP has provided increased services to students and families. With the two Education Caseworkers (ECW) one was able to provide services to students at the elementary and the second was able to provide services to high school students. Our collaboration with child welfare services allowed us to co-locate while evaluating educational services and providing educational options through consultation.

The following services were successes:

4.1 Provide .54 FTE coordinator to act as Foster Youth Director to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.

4.2 Prevention Secretary/Accountant .15 FTE to support countywide Foster Youth programs

4.3 Foster Focus Data System

4.4 Foster Youth Educational Caseworker 1 FTE

4.5 Foster Youth Conferences

The following services were challenges:

None

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.

Differences between the budgeted expenditures and the estimated actual expenditures were due to changes in staff classification and FTE allocation changes.

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

The following Goal 4 services were effective based on an analysis of the number of services provided to support Foster Youth:

4.1 Provide .54 FTE coordinator to act as Foster Youth Director to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.

4.2 Prevention Secretary/Accountant .15 FTE to support countywide Foster Youth programs

4.3 Foster Focus Data System

4.4 Foster Youth Educational Caseworker 1 FTE

4.5 Foster Youth Conferences

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.

None

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	Foster Youth Coordinator/Laision	4.1 Provide Prevention Coordinator to act as Foster Youth Coordinator to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.	\$60,000.00	No
4.2	Prevention Secretary/Accountant	4.2 Prevention Secretary/Accountant to support countywide Foster Youth programs	\$16,000.00	No
4.3	Foster Focus Data System	4.3 Continue to support a countywide protocol to share data from the Foster Focus system	\$2,300.00	No
4.4	Foster Youth Educational Caseworker	4.4 Provide Educational Casemanagers to provide educational support	\$80,000.00	No
4.5	Foster Youth Conferences	4.5 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences	\$7,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier Funding will be used to provide instructional staff, materials and supplies to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and suspension for socioeconomically disadvantaged students (SED), students with disabilities (SWD), and Hispanic students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these school sites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5.1 Local Assessment Indicators in reading and literacy	5.1 Baseline to be determined in Year 1	Carden Reading and Literacy rates grew by 2.1 grade levels TEM grew by 0.6 grade levels		5.1 5% annual increase in local assessment indicators	5.1 Year 1 established baseline
5.2	5.2 Suspension rates for the following student groups: Socio-economically Disadvantaged Hispanic White	5.2 Baseline to be determined in Year 1	Carden overall suspension rate was 8.97% SED 7.69% Hispanic 2.56% White 5.12%		5.2 2% annual decrease in suspension rates for the following student groups:	5.2 Year 1 established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			TEM overall suspension rate was 42.8% SED 41.2% Hispanic 25.4% White 1.11%		Socio-economically Disadvantaged Hispanic	

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.

The analysis of the actions/services to achieve Goal 5 during 2024-25 determined the following actions/services were carried out and demonstrated an increase in reading and literacy outcomes, and decrease in suspension rates for the following student groups: Socio-economic Disadvantaged, Hispanic and White.

Baseline Data was collected and reported in Year One outcomes.

5.1 Provide staff to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy and 5.2 Provide staff to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy

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

The material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services were based on the difference between estimated planned budget expenditures and estimated actual budget expenditures due to timeline for staff assignment to position, and actual cost of those staff.

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

The following actions for Goal 2 are effective based on the local assessment indicators in reading and literacy (5.1) and suspension rates for socio-economically disadvantaged, Hispanic, and white student groups)5.2)

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 proposed changes to Goal 5.

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
5.1	Equity Multiplier staff Thomas E Mathews	Provide staff to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy	\$108,000.00	No
5.2	Equity Multiplier staff Harry P B Carden	Provide staff to implement evidence based programs and practices to address learning barriers and improve student outcomes in reading and literacy	\$48,000.00	No
5.3	Equity Multiplier materials and supplies	Materials and Supplies	\$15,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$436,912	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.208%	4.149%	\$223,132.00	12.357%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: Multiple measures including local assessment data, state testing and Individual Learning Plan (ILP) review indicates that unduplicated students are credit deficient and have significant achievement gaps due to lack of motivation to engage in traditional instructional programs.</p>	Providing professional development related to the MTSS and CPI models will teach staff the skills to facilitate active student engagement and will allow for unduplicated students to receive targeted, needs-based instruction to close gaps in their achievement. Staff will be trained in implementation of all California State Standards to ensure the COE's unduplicated students are able to recover as many credits as possible while enrolled in our program.	1.4- % of classrooms demonstrate full implementation of California State Standards as measured with observation tool

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: Schoolwide	<p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	
1.2	Action: Intervention Teacher Need: Multiple measures including local assessment data, state testing and Individual Learning Plan (ILP) review indicates that unduplicated students are credit deficient and have significant achievement gaps due to lack of motivation to engage in traditional instructional programs. Scope: Schoolwide	<p>The Intervention Teacher will develop ILPs to include accelerated credit attainment and specific learning goals to address achievement gaps to assist unduplicated students in recovering as many credits as possible during their enrollment in the COE's program. Unduplicated students will also be prioritized to receive individual intervention services from the Intervention Teacher to help close achievement gaps.</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency
1.3	Action: Curriculum Instructional Materials	Providing a multiple grade level, multiple content area, online curriculum provides flexibility in assigning unduplicated students with an	1.6- Annual increase 10% of students making growth on California Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Multiple measures including local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency</p> <p>Scope: Schoolwide</p>	<p>appropriate course of study, and opportunity to accelerate credit attainment. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	<p>of Student Performance and Progress (CAASPP) in English Language Arts 1.7-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in mathematics 1.8-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards</p>
1.4	<p>Action: Local Assessment System</p> <p>Need: Multiple measures including local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency</p> <p>Scope: Schoolwide</p>	<p>Provides a system for on-going, regular formative assessment to track student progress and guide intervention and support in ILP This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	<p>1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency</p>
1.8	<p>Action: Pilot Supplemental Instructional Materials</p> <p>Need:</p>	<p>Supplemental curriculum will provide individualized intervention support for unduplicated students as determined by ILP This action was designed with the needs of unduplicated students at the forefront, and the</p>	<p>1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Multiple measures including local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency</p> <p>Scope: Schoolwide</p>	<p>COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	
1.11	<p>Action: Nucleos instructional platform</p> <p>Need: Feedback from educational partners indicate that additional security measures are necessary to ensure that unduplicated youth access only instructional materials</p> <p>Scope: Schoolwide</p>	<p>Nucleos provides a secure platform for web-based curriculum applications to increase accessibility for unduplicated students</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	<p>1.12- 100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule</p> <p>1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction</p>
2.1	<p>Action: Student Activities</p> <p>Need: Multiple measures including "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level:All Students, SED, SWD, Hispanic, White as well as local assessment data, state testing and ILP review indicate that</p>	<p>Providing high interest student activities will increase unduplicated student motivation and engagement in educational programs</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis..</p>	<p>2.1 Annual 3& increase in attendance rates</p> <p>2.2 Annual 3% decrease in Truancy/chronic absenteeism rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>unduplicated students have significant achievement gaps and credit deficiency as a result of lack of engagement in educational program.</p> <p>Scope: Schoolwide</p>		
2.2	<p>Action: Parent Engagement</p> <p>Need: Review of multiple measures including parent participation rates and parent feedback during enrollment and orientation processes indicate that parents of Unduplicated student groups have significant barriers to being engaged in their student's education.</p> <p>Scope: Schoolwide</p>	<p>Providing opportunities for meaningful engagement will reduce the identified barriers for parents of Unduplicated students</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	2.10 Annual 5% increase in parent participation rate
2.3	<p>Action: Positive Behavior Interventions and Supports (PBIS)</p> <p>Need: Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for</p>	<p>PBIS is an evidence based practice proven to improve student outcomes for unduplicated students in suspension rates, attendance and chronic absenteeism rates.</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs</p>	<p>2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions</p> <p>2.2 Annual 3% decrease in Truancy/chronic absenteeism rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White</p> <p>Scope: Schoolwide</p>	<p>and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	
2.4	<p>Action: Behavior Specialist</p> <p>Need: Multiple measures including local, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency. (see Goal 1 "WHY") Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White</p> <p>Scope: Schoolwide</p>	<p>Providing behavior plans for unduplicated students in ILPs and IEPs, barriers to positive student outcomes will be reduced This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	<p>1.6- Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts 1.7-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in mathematics 1.8-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards</p> <p>2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	<p>Action: Parent Engagement</p> <p>Need: Parents of incarcerated, unduplicated students have limited access to their student's educational program as evidenced by low parent engagement rates</p> <p>Scope: Schoolwide</p>	<p>Providing opportunities for engagement in coordination with family visits at TCJRC will increase parent access for parents of unduplicated students.</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	2.10 Annual 5% increase in parent participation rate
2.6	<p>Action: Restorative Practices</p> <p>Need: Multiple measures including local, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency. Review of student discipline incidents, suspensions and chronic attendance indicate that unduplicated students have a high rate of negative outcomes in these indicators.</p> <p>Scope: Schoolwide</p>	<p>Restorative Practices is an evidence based practice proven to increase the positive student outcomes for unduplicated students</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions
2.7	<p>Action: Parent Project</p> <p>Need:</p>	<p>Parent Project is an evidence based parent class proven to increase positive student outcomes in suspension rates, attendance rates and chronic absenteeism.</p>	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Multiple measures including suspension rates, chronic absenteeism and feedback from parents indicate that parents feel helpless and hopeless with regards to influencing their student's behavior</p> <p>Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White</p> <p>Scope: Schoolwide</p>	<p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	
2.8	<p>Action: Probation Officer</p> <p>Need: Educational partner feedback data indicates the Probation Officer on campus creates a safer school and more effective learning environment</p> <p>Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White</p>	<p>Probation Officer interacts with unduplicated students and provides staff with supports as interventions as needed.</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Yuba COE LEA level: All Students, SED, SWD, Hispanic, White</p> <p>Scope: Schoolwide</p>		
2.9	<p>Action: SARB Coordinator</p> <p>Need: County Court and Community School unduplicated students have high rate of truancy Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White (see Goal 2 "WHY")</p> <p>Scope: Schoolwide</p>	<p>Provide program support and interventions to SARB that focus on improving unduplicated student attendance and chronic absenteeism This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	<p>2.2 Annual 3% decrease in Truancy/chronic absenteeism rates</p>
2.10	<p>Action: Student Resource Officer</p> <p>Need: Educational partner feedback data indicates the Student Resource Officer on campus</p>	<p>Student Resource Officer interacts with unduplicated students and provides staff with supports as interventions as needed This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will</p>	<p>2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>creates a safer school and more effective learning environment Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White</p> <p>Scope: Schoolwide</p>	<p>benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	
2.11	<p>Action: Youth Advocate Director</p> <p>Need: Multiple measures including ILP review indicate that students have significantly high level of barriers to successfully engaging in educational programs. Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White (See Goal 2 "WHY")</p>	<p>Youth Advocacy Director coordinates various wrap around type services to reduce barriers and increase positive student outcomes for unduplicated students This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	<p>2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions 2.2 Annual 3% decrease in Truancy/chronic absenteeism rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.12	Action: Parent Engagement Need: Multiple measures including suspension rates, chronic absenteeism and feedback from parents indicate that parents feel helpless and hopeless with regards to influencing their student's behavior as evidenced by low parent participation rates Scope: Schoolwide	Providing workshops for parents of unduplicated students will increase their ability to provide supports and increase positive student outcomes. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.10 Annual 5% increase in parent participation rate
2.13	Action: Wellbeing Universal Screener Need: Multiple measures including ILP review and educational partner feedback indicate that unduplicated students face multiple barriers to successfully engaging in their educational program due to social, emotional and overall wellness issues. Scope: Schoolwide	Providing a universal screener will support identifying interventions and supports to address the barriers that unduplicated students face in being successfully engaged in their educational program. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions 2.2 Annual 3% decrease in Truancy/chronic absenteeism rates

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
2.14	<p>Action: Parent Engagement</p> <p>Need: Review of multiple measures including parent feedback during enrollment and orientation processes indicate that parents of Unduplicated student groups have significant barriers to being engaged in their student's education.</p> <p>Scope: Schoolwide</p>	<p>Providing opportunities for meaningful engagement will reduce the identified barriers for parents of Unduplicated students</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	2.10 Annual 5% increase in parent participation rate
2.15	<p>Action: PBIS</p> <p>Need: Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators. Feedback from educational partners indicates that students have significant social emotional issues that require coordination of services with county wide health and wellness partners.</p> <p>Scope: Schoolwide</p>	<p>PBIS Tier 3, RENEW is an evidence based practice that is proven to streamline coordination of services and provide an increase to positive student outcomes for unduplicated students.</p> <p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions
2.16	<p>Action: Social Emotional Health and Well-being</p> <p>Need:</p>	<p>Providing a universal screener will support identifying interventions and supports to address the barriers that unduplicated students face in being successfully engaged in their educational program.</p>	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Multiple measures including ILP review and educational partner feedback indicate that unduplicated students face multiple barriers to successfully engaging in their educational program due to social, emotional and overall wellness issues.</p> <p>Scope: Schoolwide</p>	<p>This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.</p>	<p>2.2 Annual 3% decrease in Truancy/chronic absenteeism rates</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.14	<p>Action: English Learner Curriculum</p> <p>Need: Increased number of middle school grade level students enrolled during 2024-25 school year</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>English Learner curriculum designed for middle school grade levels will provide the developmentally appropriate instruction for middle school students. This action was developed based on program teachers requesting that curriculum for middle school grade level English Learner students</p>	<p>1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency</p>

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

The unduplicated student count in Yuba County Office of Education court and community schools continues to be nearly 100%. Therefore, ALL services in 2024-27 LCAP continue to be aligned specifically to the intensive needs of the English Learners, Foster Youth and Low Income students which make up the unduplicated at-risk student groups served. These research-based services will be continued to meet the academic, social emotional and college and career readiness skill needs of Foster Youth, English Learner and Low Income students in our programs.

There are no limited contributing actions, all are school wide

Additional Concentration Grant Funding

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

Not applicable to county Offices of Education

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,322,933	436,912	8.208%	4.149%	12.357%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$865,200.00	\$443,800.00	\$125,000.00	\$316,180.00	\$1,750,180.00	\$990,880.00	\$759,300.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school year	\$0.00	\$8,000.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$8,000.00	
1	1.2	Intervention Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$255,880.00	\$0.00	\$131,200.00	\$43,500.00	\$0.00	\$81,180.00	\$255,880.00	
1	1.3	Curriculum Instructional Materials	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	2024-27 school year	\$0.00	\$179,000.00	\$179,000.00	\$0.00	\$0.00	\$0.00	\$179,000.00	
1	1.4	Local Assessment System	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school year	\$0.00	\$7,000.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$7,000.00	
1	1.5	Technology Work Plan	All	No			All Schools	2024-27 school year	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
1	1.6	Career Technical Education	All	No			All Schools	2024-27 school year	\$195,000.00	\$5,000.00	\$5,000.00	\$0.00	\$120,000.00	\$75,000.00	\$200,000.00	0
1	1.7	College Readiness / Hall to Home	All	No			All Schools	2024-27 school years	\$175,000.00	\$0.00	\$0.00	\$100,000.00	\$0.00	\$75,000.00	\$175,000.00	0
1	1.8	Pilot Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-25 school year	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	
1	1.9	Food Service Assistant	All	No			Specific Schools: Thomas E. Mathews All	2024-27 school years	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	

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	1.10	Classroom Observations, Walkthrough and Feedback	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
1	1.11	Nucleos instructional platform	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.12	Instructional Policies	All	No			All Schools	2024-25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.13	Teacher Retention	All	No			All Schools	2024-25 school year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.14	English Learner Curriculum		Yes	Limited to Unduplicated Student Group(s)			2025-2027	\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	
2	2.1	Student Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2021-24 school years	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
2	2.2	Parent Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
2	2.3	Positive Behavior Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$60,000.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	
2	2.4	Behavior Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$48,000.00	\$25,000.00	\$48,000.00	\$25,000.00	\$0.00	\$0.00	\$73,000.00	
2	2.5	Parent Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Carden School	2024-27 school years	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	
2	2.6	Restorative Practices	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$32,000.00	\$32,000.00	\$0.00	\$0.00	\$0.00	\$32,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Parent Project	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	
2	2.8	Probation Officer	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$70,000.00	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00	
2	2.9	SARB Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
2	2.10	Student Resource Officer	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	
2	2.11	Youth Advocate Director	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	\$0.00	\$80,000.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00	
2	2.12	Parent Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.13	Wellbeing Universal Screener	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.14	Parent Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.15	PBIS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2027	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.16	Social Emotional Health and Well-being	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas E Mathews	2024-25	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
3	3.1	Expelled Youth Plan Coordinator	Expelled Youth	No				2024-27 school years	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	

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
4	4.1	Foster Youth Coordinator/Laision	Foster Youth	No			All Schools	2024-27 school years	\$60,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$60,000.00	
4	4.2	Prevention Secretary/Accountant	Foster Youth	No				2024-27 school years	\$16,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,000.00	\$16,000.00	
4	4.3	Foster Focus Data System	Foster Youth	No				2024-27 school year	\$0.00	\$2,300.00	\$0.00	\$2,300.00	\$0.00	\$0.00	\$2,300.00	
4	4.4	Foster Youth Educational Caseworker	Foster Youth	No				2024-27 school year	\$80,000.00	\$0.00	\$0.00	\$80,000.00	\$0.00	\$0.00	\$80,000.00	
4	4.5	Foster Youth Conferences	Foster Youth	No				2024-27 school years	\$0.00	\$7,000.00	\$0.00	\$2,000.00	\$5,000.00	\$0.00	\$7,000.00	
5	5.1	Equity Multiplier staff Thomas E Mathews	Socio-economically Disadvantaged	No			Specific Schools: Thomas E Mathews	2024-27 school year	\$108,000.00	\$0.00		\$108,000.00			\$108,000.00	
5	5.2	Equity Multiplier staff Harry P B Carden	Socio-economically Disadvantaged	No			Specific Schools: Harry P B Carden	2024-27	\$48,000.00	\$0.00		\$48,000.00			\$48,000.00	
5	5.3	Equity Multiplier materials and supplies	Socio-economically Disadvantaged	No			All Schools	2024-27 school year	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,322,933	436,912	8.208%	4.149%	12.357%	\$825,200.00	0.000%	15.503 %	Total:	\$825,200.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$825,200.00

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	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
1	1.2	Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$131,200.00	
1	1.3	Curriculum Instructional Materials	Yes	Schoolwide	Foster Youth Low Income	All Schools	\$179,000.00	
1	1.4	Local Assessment System	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
1	1.8	Pilot Supplemental Instructional Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.11	Nucleos instructional platform	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.14	English Learner Curriculum	Yes	Limited to Unduplicated Student Group(s)				

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	Student Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.2	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
2	2.4	Behavior Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$48,000.00	
2	2.5	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carden School	\$1,000.00	
2	2.6	Restorative Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	
2	2.7	Parent Project	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
2	2.8	Probation Officer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
2	2.9	SARB Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.10	Student Resource Officer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.11	Youth Advocate Director	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	
2	2.12	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.13	Wellbeing Universal Screener	Yes	Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		\$3,000.00	
2	2.15	PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income		\$50,000.00	
2	2.16	Social Emotional Health and Well-being	Yes	Schoolwide	English Learners Foster Youth Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,745,180.00	\$1,273,935.00

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	Professional Development	Yes	\$8,000.00	0
1	1.2	Intervention Teacher	Yes	\$255,880.00	219,241
1	1.3	Curriculum Instructional Materials	Yes	\$179,000.00	0
1	1.4	Local Assessment System	Yes	\$7,000.00	4150
1	1.5	Technology Work Plan	No	\$10,000.00	0
1	1.6	Career Technical Education	No	\$200,000.00	231,502
1	1.7	College Readiness / Hall to Home	No	\$175,000.00	114,940
1	1.8	Pilot Supplemental Instructional Materials	Yes	\$25,000.00	0
1	1.9	Food Service Assistant	No	\$15,000.00	21,264
1	1.10	Classroom Observations, Walkthrough and Feedback	No	\$0.00	0
1	1.11	Nucleos instructional platform	Yes	\$50,000.00	12,500

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	1.12	Instructional Policies	No	\$0.00	0
1	1.13	Teacher Retention	No	\$0.00	0
2	2.1	Student Activities	Yes	\$5,000.00	2612
2	2.2	Parent Engagement	Yes	\$3,000.00	0
2	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	\$60,000.00	64,130
2	2.4	Behavior Specialist	Yes	\$73,000.00	49,668
2	2.5	Parent Engagement	Yes	\$1,000.00	1575
2	2.6	Restorative Practices	Yes	\$32,000.00	0
2	2.7	Parent Project	Yes	\$35,000.00	800
2	2.8	Probation Officer	Yes	\$70,000.00	65,000
2	2.9	SARB Coordinator	Yes	\$5,000.00	5,000
2	2.10	Student Resource Officer	Yes	\$30,000.00	30,000
2	2.11	Youth Advocate Director	Yes	\$80,000.00	80,000

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	2.12	Parent Engagement	Yes	\$2,000.00	1100
2	2.13	Wellbeing Universal Screener	Yes	\$5,000.00	0
2	2.14	PBIS	Yes	\$50,000.00	54,500
2	2.15	Parent Engagement	Yes	\$3,000.00	0
2	2.16	Social Emotional Health and Well-being	No	\$20,000.00	16,500
3	3.1	Expelled Youth Plan Coordinator	No	\$10,000.00	0
4	4.1	Foster Youth Coordinator/Laison	No	\$60,000.00	65,504
4	4.2	Prevention Secretary/Accountant	No	\$16,000.00	15,534
4	4.3	Foster Focus Data System	No	\$2,300.00	2,300
4	4.4	Foster Youth Educational Caseworker	No	\$80,000.00	59,115
4	4.5	Foster Youth Conferences	No	\$7,000.00	1,000
5	5.1	Equity Multiplier staff Thomas E Mathews	No	\$108,000.00	108,000
5	5.2	Equity Multiplier staff Harry P B Carden	No	\$48,000.00	48,000

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)
5	5.3	Equity Multiplier materials and supplies	No	\$15,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
538254	\$825,200.00	\$315,122.00	\$510,078.00	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	Professional Development	Yes	\$4,000.00	0	0	
1	1.2	Intervention Teacher	Yes	\$131,200.00	131,200	0	
1	1.3	Curriculum Instructional Materials	Yes	\$179,000.00	0	0	
1	1.4	Local Assessment System	Yes	\$7,000.00	4150		
1	1.8	Pilot Supplemental Instructional Materials	Yes	\$25,000.00	0	0	
1	1.11	Nucleos instructional platform	Yes	\$50,000.00	12,500		
2	2.1	Student Activities	Yes	\$5,000.00	2612	0	
2	2.2	Parent Engagement	Yes	\$3,000.00	0	0	
2	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	\$60,000.00	9360	0	
2	2.4	Behavior Specialist	Yes	\$48,000.00	0	0	
2	2.5	Parent Engagement	Yes	\$1,000.00	0	0	
2	2.6	Restorative Practices	Yes	\$32,000.00	0	0	
2	2.7	Parent Project	Yes	\$35,000.00	800	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Probation Officer	Yes	\$70,000.00	65,000	0	
2	2.9	SARB Coordinator	Yes	\$5,000.00	5,000	0	
2	2.10	Student Resource Officer	Yes	\$30,000.00	30,000	0	
2	2.11	Youth Advocate Director	Yes	\$80,000.00	0	0	
2	2.12	Parent Engagement	Yes	\$2,000.00	0		
2	2.13	Wellbeing Universal Screener	Yes	\$5,000.00	0		
2	2.14	PBIS	Yes	\$3,000.00			
2	2.15	Parent Engagement	Yes	\$50,000.00	54,500		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,378,071	538254	0	10.008%	\$315,122.00	0.000%	5.859%	\$223,132.00	4.149%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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