LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shasta Union High School District
CDS Code: 45701360000000
School Year: 2026-27
LEA contact information:
Owen Crosby
Superintendent
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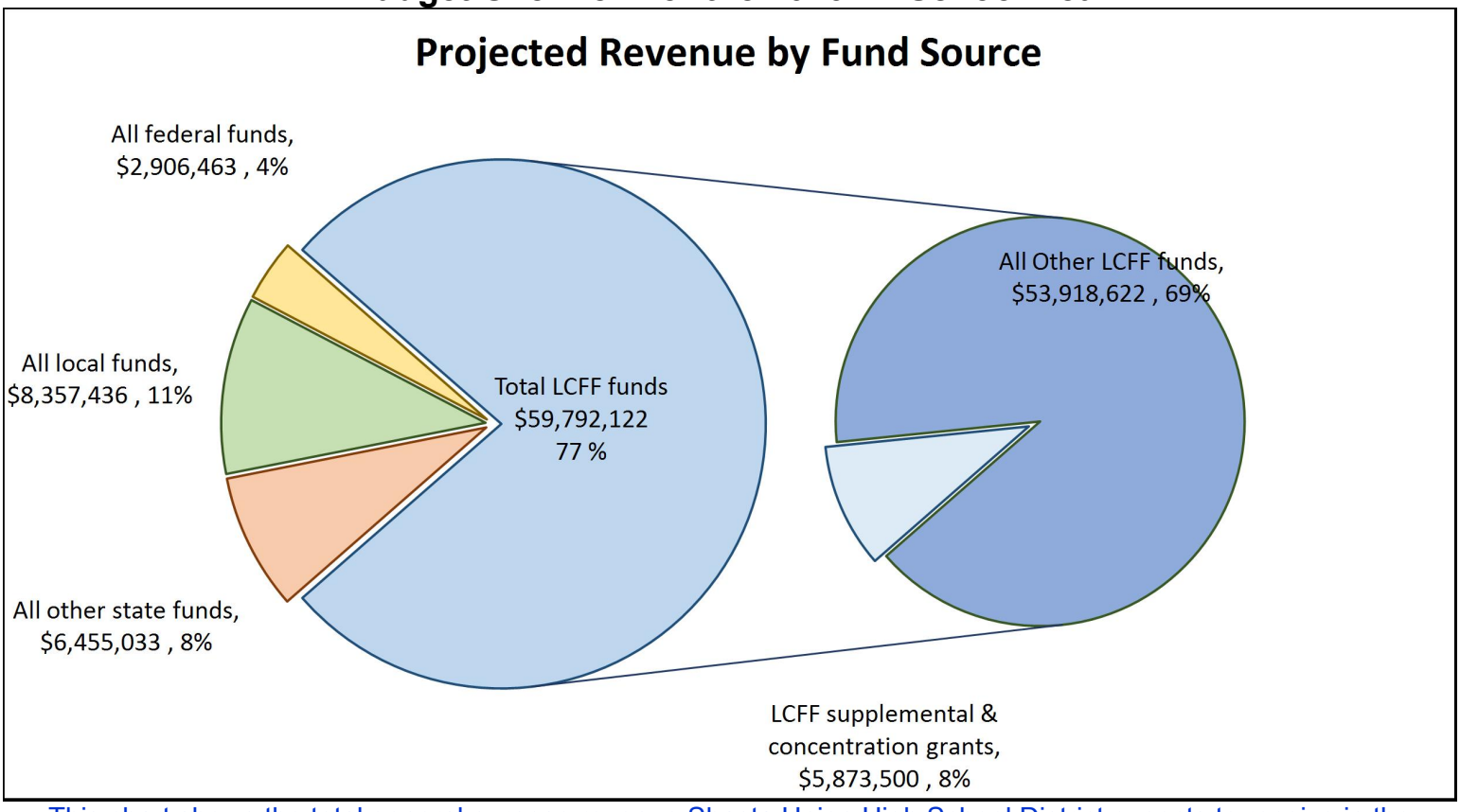
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

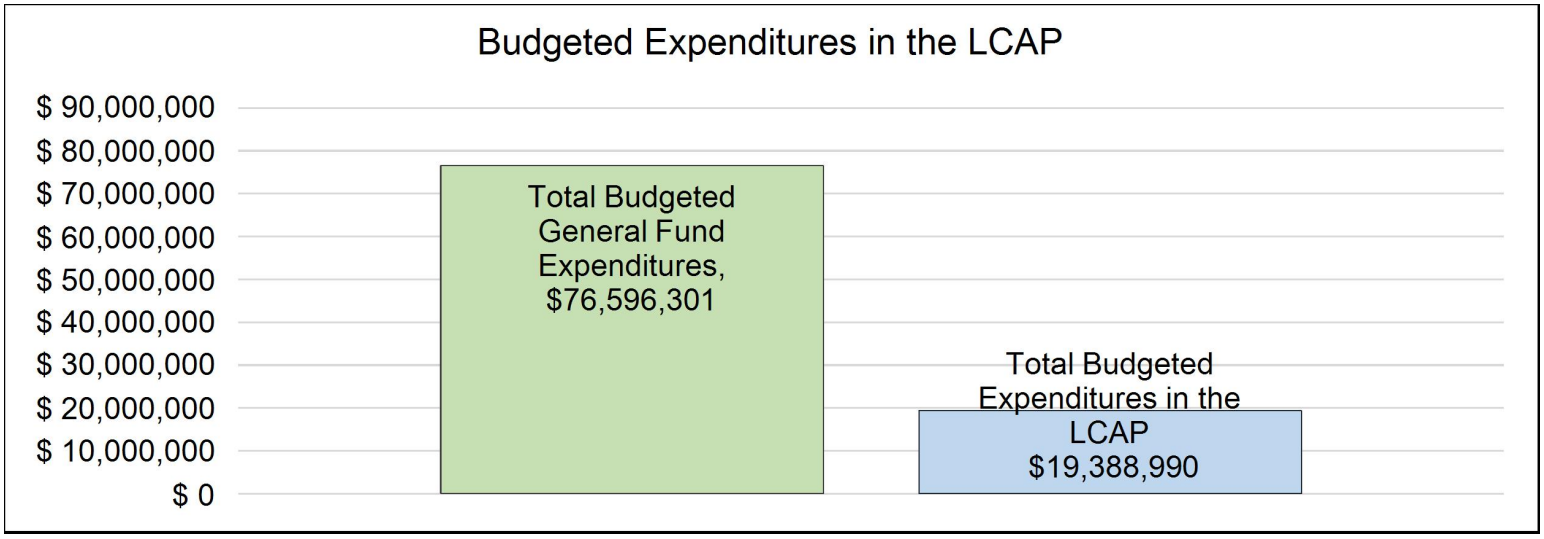


This chart shows the total general purpose revenue Shasta Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shasta Union High School District is $77,511,054, of which $59,792,122 is Local Control Funding Formula (LCFF), $6,455,033 is other state funds, $8,357,436 is local funds, and $2,906,463 is federal funds. Of the $59,792,122 in LCFF Funds, $5,873,500 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Shasta Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shasta Union High School District plans to spend $76,596,301 for the 2026-27 school year. Of that amount, $19,388,990 is tied to actions/services in the LCAP and $57,207,311 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

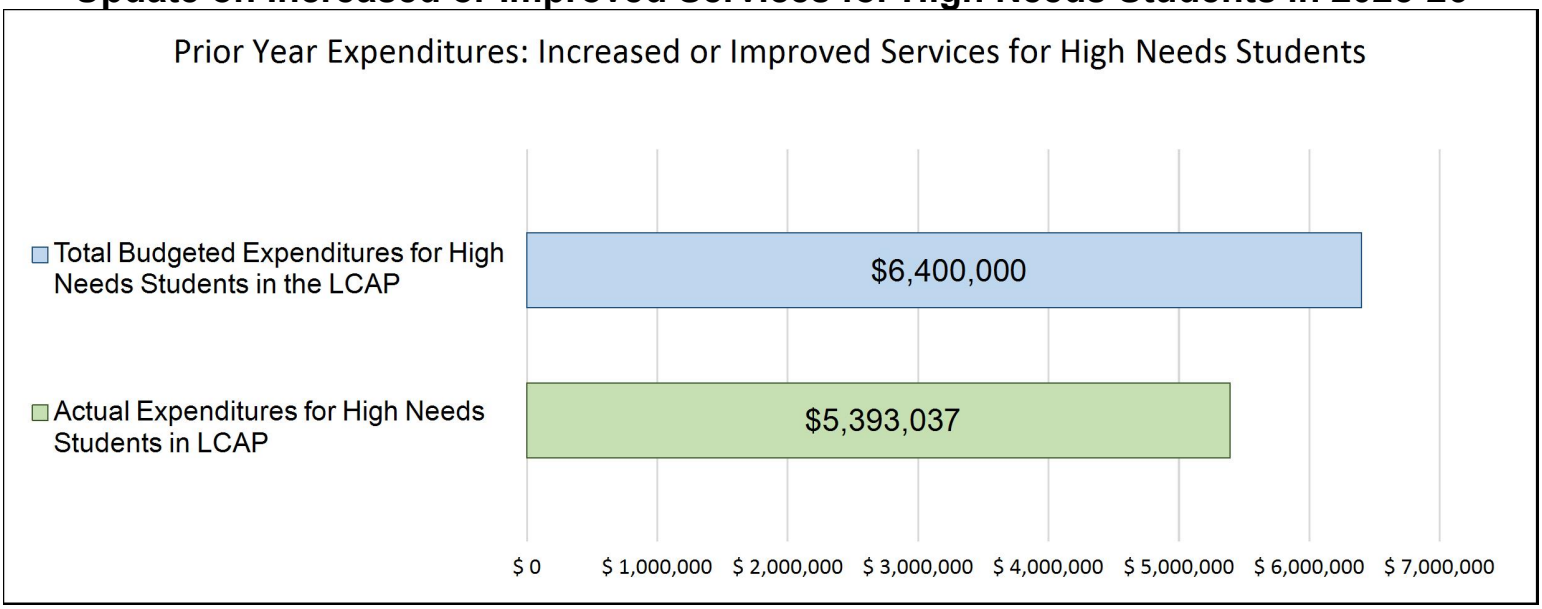
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Shasta Union High School District is projecting it will receive $5,873,500 based on the enrollment of Foster Youth, English learner, and low-income students. Shasta Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Shasta Union High School District plans to spend $6,355,000 towards meeting this requirement, as described in the LCAP.

In 2026-27, Shasta Union High School District is projecting it will receive $5,873,500 based on the enrollment of foster youth, English learner, and low-income students. Shasta Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Shasta Union High School District plans to spend $6,360,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Shasta Union High School District's LCAP budgeted $6,400,000 for planned actions to increase or improve services for high needs students. Shasta Union High School District actually spent $5,393,037 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,006,963 had the following impact on Shasta Union High School District’s ability to increase or improve services for high needs students:

In 2026-27, Shasta Union High School District is projecting it will receive $5,873,500 based on the enrollment of foster youth, English learner, and low-income students. Shasta Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Shasta Union High School District plans to spend $6,400,000 towards meeting this requirement, as described in the LCAP.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

The Shasta Union High School District (SUHSD), located in Redding, California, serves as a vital provider of secondary education in Shasta County. Educating approximately 4,200 students across five schools, SUHSD is supported by a team of 498 employees, including 235 teachers, counselors, and other certificated staff dedicated to student achievement and growth. The district's educational offerings span three comprehensive high schools, Enterprise, Foothill, and Shasta, each providing a broad academic and extracurricular program designed to meet the diverse interests and goals of its students. Pioneer High School serves as the district's continuation school, providing an alternative pathway for students who require a different approach to completing their education. Shasta Collegiate Academy offers a flexible, independent study option designed for students who excel in a non-traditional learning environment.

SUHSD reflects the diverse needs of its community, with 54.0% of students identified as socioeconomically disadvantaged, 2.3% English learners, and 0.8% foster youth. In addition, current California School Dashboard data indicate that the district serves a predominantly White student population (approximately 60–62%), with a significant proportion of Hispanic/Latino students (approximately 18–20%), and smaller but important populations of American Indian or Alaska Native (4–5%), Asian (5–6%), African American (2–3%), and students identifying as Two or More Races (2–3%).

This demographic profile reinforces SUHSD's commitment to equity, access, and culturally responsive practices, particularly in addressing the needs of historically underserved student groups identified in Dashboard performance levels.

With an LCFF budget of 59.8 million, which includes 5.8 million in supplemental and concentration funding, the district invests in programs and services that enhance academic success, support student well-being, and prepare students for postsecondary opportunities.

Guided by its 2026–2027 Local Control and Accountability Plan (LCAP), SUHSD prioritizes four strategic goals: preparing all graduates for college and career, addressing learning gaps and building literacy and math proficiency, promoting positive school climates and student engagement, and advancing equity-focused supports, particularly at Pioneer High School. Through these efforts, including the expansion of Advanced Placement (AP) and Career Technical Education (CTE) courses, targeted interventions, mental health services, and inclusive engagement strategies, SUHSD remains steadfast in its mission to empower every student with the knowledge, skills, and character necessary to lead fulfilling lives as responsible members of their communities.

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

Reflections: Annual Performance

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

The 2025 California School Dashboard and local data confirm that Shasta Union High School District (SUHSD) continues to build academic momentum while addressing persistent achievement gaps. In English Language Arts (ELA), 58.5% of students are meeting or exceeding standards, representing a slight decrease from the prior year (62.6%) and falling below the district target of 61.9%, though performance remains above the state average. In Mathematics, 41.7% of students are meeting or exceeding standards, reflecting an increase from the prior year (40.3%) and exceeding the district target of 37.9%, while remaining significantly above the state average by more than 11 percentage points. Graduation rates increased to 92.9%, representing a 2.2 percentage-point increase from the prior year and continuing to exceed state averages.

These academic outcomes are significant given the district's student population, including 54.0% socioeconomically disadvantaged students, 2.3% English learners, and 0.8% foster youth. Despite overall progress, equity gaps persist. Students with disabilities continue to perform at the red performance level in both ELA and Mathematics, maintaining a significant distance from the standard with minimal year-over-year improvement. English learners and long-term English learners demonstrated declines in progress indicators, remaining in the red or orange performance levels. African American students, foster youth, and homeless students also continue to perform in the red levels in Mathematics, with limited or inconsistent improvement across years. Additionally, American Indian, Hispanic/Latino, and socioeconomically disadvantaged students remain in the orange band, particularly in Mathematics, indicating that while some incremental gains have occurred, performance gaps have not yet closed.

In response, SUHSD has continued to implement a targeted, data-driven strategy aligned with the 2026-27 Local Control and Accountability Plan (LCAP) goals. College and career readiness indicators show continued growth. Advanced Placement (AP) pass rates increased to

74.2%, representing a 1.8 percentage point increase from the prior year (72.4%), while AP participation increased to 24.3%, a 1.0 percentage point increase year over year. Career Technical Education (CTE) concentrators increased to 2,578 students, reflecting a 10.4% increase from the prior year, demonstrating expanded access to career pathways. Dual enrollment and articulated course participation increased to 51.6%, representing a 2.4 percentage point increase from the prior year (49.2%).

To address literacy and instructional equity, the district has continued implementation of evidence-based practices such as Getting Reading Right, supported by instructional coaching and professional learning communities. Technology access has reached full implementation, with 100% of students maintaining access to devices, sustaining gains from the prior year, and supporting increased use of online instructional tools to personalize learning. Family engagement efforts have also expanded, with the Student Success Academy increasing participation compared to prior years and maintaining high satisfaction rates, indicating continued growth in family engagement and partnership.

At Pioneer High School, Equity Multiplier funding continues to demonstrate a positive impact. Graduation rates increased to approximately 79.2%, representing a 2.0 percentage point increase from the prior year (77.2%). Attendance rates have declined slightly, while suspension rates decreased significantly from baseline levels, maintaining reductions achieved in the prior year. These improvements reflect the continued implementation of targeted supports, including smaller class sizes, increased counseling services, and expanded behavioral interventions.

These outcomes demonstrate that while achievement continues to improve across several key indicators, particularly in Mathematics, college and career readiness, and graduation rates, SUHSD continues to experience slower progress or declines in English Language Arts and persistent performance gaps among student groups, reinforcing the need for sustained, targeted efforts.

Learning Recovery Emergency Block Grant:

The Shasta Union High School District will continue to use unexpended Learning Recovery Emergency Block Grant (LREBG) funds to support key actions in the 2026–27 Local Control and Accountability Plan (LCAP). These funds are strategically allocated to address learning recovery, expand access to rigorous coursework, and strengthen engagement and support systems, particularly for students most impacted by unfinished learning.

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

1. Socioeconomically disadvantaged students
2. English learners
3. Students with disabilities
4. Foster youth

These groups continue to demonstrate lower proficiency rates, slower rates of improvement, and in some cases declines in performance indicators in English Language Arts and Mathematics, as well as higher rates of absenteeism and disciplinary outcomes compared to the district average. SUHSD is using LREBG funds to sustain and expand targeted actions designed to accelerate progress for these student populations.

Goal 1: Postsecondary Readiness

Aligned Actions:

1. Action 1.7 – Standards-Aligned Curriculum
2. Action 1.9 – Career Technical Education (CTE) Courses
3. Action 1.11 – Advanced Placement (AP) Courses

Rationale (Aligned to Data):

Increases in AP pass rates (+1.8 points), AP participation (+1.0 points), CTE concentrators (+10.4%), and dual enrollment (+2.4 points) demonstrate that investments in rigorous coursework are producing measurable gains. However, Dashboard subgroup data indicate that unduplicated pupils and students with disabilities continue to have lower access and success rates in these pathways.

Connection to Actions:

1. Action 1.7 supports equitable access through standards-aligned instruction and materials.
2. Action 1.9 expands CTE pathways, directly contributing to increased concentrator counts.
3. Action 1.11 expands AP access and supports improved pass rates and participation.

Outcome Alignment:

These actions directly contributed to increases in college and career readiness indicators, including AP performance, CTE completion, and dual enrollment participation, while continuing to target access gaps among student groups.

Goal 2: Academic Support and Learning Recovery

Aligned Actions:

1. Action 2.3 – Student Success Labs
2. Action 2.6 – Summer School

3. Action 2.7 – Anytime School / Saturday School
4. Action 2.8 – Tutoring and Intervention Periods

Rationale (Aligned to Data):

The percentage of students earning at least one D or F decreased from 33.8% to 30.8% (-3.0 percentage points), demonstrating improvement in academic intervention systems. However, ELA performance declined (-4.1 points from the prior year) and achievement gaps persist among English learners, students with disabilities, and socioeconomically disadvantaged students.

Connection to Actions:

1. Action 2.3 (Student Success Labs) provides targeted, in-school intervention contributing to reduced D/F rates.
2. Action 2.6 (Summer School) supports credit recovery and mitigates learning loss.
3. Action 2.7 (Extended learning opportunities) increases access to flexible recovery options.
4. Action 2.8 (Tutoring and intervention) addresses foundational skill gaps, particularly in literacy and math.

Outcome Alignment:

These actions contributed to decreases in D/F rates and improvements in math performance, but declines in ELA and persistent subgroup gaps indicate a continued need for refinement and targeted literacy supports.

Goal 3: Engagement and School Climate

Aligned Actions:

1. Action 3.15 – Mentoring Program
2. Additionally supported by broader engagement strategies such as PBIS, Student Success Academy, and attendance initiatives

Rationale (Aligned to Data):

Attendance declined slightly to 91.8% (this does not include an expected increase due to attendance recovery), chronic absenteeism decreased significantly (-4.7 percentage points), and suspension rates declined to approximately 5.2%, reflecting improved school climate and engagement. However, subgroup disparities remain, particularly among foster youth, students with disabilities, and socioeconomically disadvantaged students.

Connection to Actions:

1. Action 3.15 (Mentoring Program) strengthens relationships and connectedness, directly supporting improved attendance and reduced absenteeism.
2. Complementary engagement strategies (PBIS, Student Success Academy) support reductions in suspension and improvements in school climate.

Outcome Alignment:

These actions contributed to increased attendance, decreased chronic absenteeism, and reduced suspension rates, while continuing to address engagement gaps among targeted student groups.

Reflections: Technical Assistance

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

Shasta Union High School District (SUHSD) continues to receive technical assistance due to the academic and behavioral performance of several student groups, particularly students with disabilities, American Indian students, English learners (including long-term English learners), foster youth, and socioeconomically disadvantaged students. Recent California School Dashboard data indicate that students with disabilities remain in the red performance category in both English Language Arts and Mathematics, with significant distance from the standard and limited year-over-year improvement. American Indian students and socioeconomically disadvantaged students continue to perform in the orange band, while African American students, foster youth, and long-term English learners remain in the red or orange performance levels, particularly in Mathematics, demonstrating persistent achievement gaps and inconsistent rates of improvement.

In response, SUHSD has continued to implement and refine a comprehensive, data-driven system of support aligned to LCAP goals and actions. The district has expanded access to rigorous coursework, including college-level, dual-enrollment, and articulated course opportunities, for historically underserved student groups, such as students with disabilities. Literacy remains a key focus area, with ongoing implementation of the Getting Reading Right framework and continued professional development for paraprofessionals, special education staff, and instructional support personnel. Instructional coaches provide sustained, job-embedded professional learning, supporting teachers in differentiation, inclusive practices, and targeted intervention strategies.

Family engagement efforts have also expanded through programs such as the Student Success Academy, which continues to grow in participation and impact. These efforts are particularly focused on supporting families of unduplicated pupils, including American Indian students, foster youth, and socioeconomically disadvantaged students, by strengthening communication, providing academic resources, and increasing engagement in the educational process. Additionally, the district continues to leverage technology tools and one-to-one device access to provide more personalized and flexible learning environments, supporting students who require alternative pathways or additional academic support.

Pioneer High School remains a central focus of the district’s technical assistance efforts. While no longer identified for Comprehensive Support and Improvement (CSI), Pioneer continues in Additional Targeted Support and Improvement (ATSI) status due to the performance of

specific student groups. SUHSD has maintained and expanded targeted supports at Pioneer, resulting in continued improvements in graduation rates (+2.0 percentage points), increased attendance, and sustained reductions in suspension rates relative to baseline. These improvements reflect the effectiveness of focused interventions, though continued efforts are necessary to accelerate academic outcomes.

To support these outcomes, SUHSD has implemented several aligned strategies at Pioneer High School:

1. Instructional Coaching: Instructional coaches work closely with teachers to strengthen instructional practices, increase engagement, and implement research-based strategies aligned to student needs.
2. Response to Intervention (RTI): Expanded RTI systems now include dedicated intervention periods in the master schedule, enabling targeted academic support based on real-time data.
3. Positive Behavioral Interventions and Supports (PBIS): Ongoing training and implementation of PBIS have contributed to improved school climate and reductions in disciplinary incidents.
4. Behavior Tracking Systems: The use of behavior tracking applications has improved consistency in monitoring, data analysis, and intervention planning.
5. Expanded Learning Platforms: The continued implementation of the Schools PLP online learning platform provides flexible, personalized pathways for students, particularly those needing alternative instructional models.
6. Yonder Pouch System: Continued use of the Yonder system has reduced classroom distractions and improved student engagement during instructional time.

These strategies are implemented within a continuous improvement framework that includes regular progress monitoring, collaboration with the data team, and ongoing evaluation of program effectiveness. Metrics such as graduation rates, attendance, suspension rates, course completion, and student engagement data are used to assess progress and inform adjustments.

Overall, SUHSD’s technical assistance efforts reflect a sustained and strategic focus on addressing inequities and improving outcomes for historically underserved student groups. While measurable progress has been made in areas such as graduation, attendance, and school climate, academic performance, particularly in English Language Arts and among targeted student groups, continues to require intensified focus and refinement of supports. The district remains committed to aligning resources, actions, and instructional practices to ensure continued progress and equitable outcomes for all students.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers- Add dates for all consultations	To support the development of the 2026–27 Local Control and Accountability Plan (LCAP), the Shasta Union High School District (SUHSD) implemented a comprehensive and expanded engagement process specifically for teachers. This process built upon prior year efforts by incorporating both broad-based survey input and targeted feedback cycles tied to key instructional initiatives, particularly the implementation of the Response to Intervention (RTI) Flex period. A districtwide teacher survey was distributed to gather input on instructional practices, student engagement, academic supports, and overall LCAP priorities. In addition to general LCAP feedback, targeted surveys focused on the RTI Flex period, collecting teacher perspectives on scheduling, instructional effectiveness, student participation, and implementation challenges. These surveys provided valuable quantitative and qualitative data regarding how intervention time is being utilized, the degree to which it supports student learning, and areas needing refinement. To complement survey data, SUHSD facilitated site-based discussions, Professional Learning Community (PLC) collaboration, and staff meetings, during which teachers engaged in deeper dialogue about instructional strategies, student needs, and the effectiveness of current supports. Instructional coaches and site administrators also gathered informal feedback through classroom

Educational Partner(s)	Process for Engagement
	observations and coaching cycles, ensuring that teachers' voices were captured in real time and grounded in classroom practice. Teacher input was further incorporated through participation in School Site Council meetings and PLC Guiding Coalition discussions, held approximately quarterly, in which certificated staff contributed to reviewing data, identifying areas of need, and refining proposed actions and services. Particular emphasis was placed on feedback related to intervention structures, literacy strategies, student engagement, and the alignment of instructional supports with the needs of unduplicated pupils. This multi-layered engagement process allowed the district to triangulate feedback across surveys, site discussions, and instructional data. As a result, teacher input directly informed adjustments to key LCAP actions, including the refinement of RTI/Flex structures, expansion of targeted academic supports, and continued investment in professional development and instructional coaching. Through these efforts, SUHSD ensured that teacher voice remained central to the LCAP development process, strengthening alignment between district priorities, classroom practice, and student needs.
Principals/ Administrators	To ensure site and district leadership perspectives were meaningfully included, the Shasta Union High School District designed a targeted engagement process for principals and administrators to inform the development of the 2026-27 Local Control and Accountability Plan (LCAP). Surveys were distributed to gather broad input on school operations, student needs, and instructional priorities, allowing administrators to share their perspectives in a convenient format. Ad-hoc meetings provided opportunities for deeper conversations around site-specific challenges and strategies, including focused input from administrators at schools receiving Equity Multiplier funds to support the development of required focus goals. Principals and administrators also participated in educational partner meetings, contributing to the review and refinement of LCAP goals and actions.

Educational Partner(s)	Process for Engagement
	Additionally, cabinet meetings served as a forum for district leadership to align the LCAP with broader strategic initiatives and operational priorities. Together, these structured opportunities ensured that administrative insight was reflected throughout the LCAP planning process.
Other School Personnel	Recognizing the critical role of site and district leadership, the Shasta Union High School District (SUHSD) implemented a comprehensive and ongoing engagement process for principals and administrators to inform the development of the 2026–27 Local Control and Accountability Plan (LCAP). This process expanded upon prior-year efforts by incorporating regular, structured opportunities for input, as well as targeted feedback mechanisms tied to district initiatives and site-specific needs. Districtwide surveys were distributed to principals and administrators to gather input on school operations, student needs, instructional priorities, and the effectiveness of current programs and supports. These surveys allowed site and district leaders to provide both quantitative and qualitative feedback aligned to LCAP goal areas, including academic achievement, intervention systems, and school climate. In addition to survey input, SUHSD maintains regularly scheduled administrative meetings, including principal meetings and cabinet-level discussions, which serve as a consistent forum for reviewing data, monitoring progress, and aligning district initiatives with site-level implementation. These meetings provided ongoing opportunities for administrators to analyze Dashboard data, review progress on LCAP metrics, and collaboratively refine actions and services throughout the year. Ad hoc meetings and site-based discussions were also conducted to facilitate deeper conversations about site-specific challenges, particularly regarding the implementation of Response to Intervention (RTI) structures, student engagement strategies, and supports for

Educational Partner(s)	Process for Engagement
	unduplicated pupil groups. Focused input was gathered from administrators at schools receiving Equity Multiplier funds, ensuring that site-specific needs informed the development and refinement of required focus goals. Principals and administrators also actively participated in educational partner meetings and PLC Guiding Coalition discussions, contributing to the review and refinement of LCAP goals, actions, and implementation strategies. These collaborative structures ensured alignment between district priorities and site-level practices, while elevating leadership voice in decision-making. This multi-layered engagement process ensured that administrative perspectives were continuously incorporated into the LCAP development cycle. As a result, administrator input directly informed adjustments to key actions, including strengthening RTI systems, refining intervention supports, enhancing school climate strategies, and aligning resources to better meet the needs of targeted student groups. This layered engagement structure ensured that site and district leadership were actively involved in decision-making, implementation planning, and resource alignment throughout the LCAP development process. Administrator input played a critical role in identifying operational barriers, prioritizing strategic initiatives, and ensuring coherence between district goals and site-level execution. As a result, the LCAP reflects a unified approach that integrates leadership insight with actionable strategies designed to improve outcomes across all schools, with particular attention to the needs of underperforming student groups.
Certificated and Classified Bargaining Units	As part of its comprehensive engagement strategy for the 2026–27 Local Control and Accountability Plan (LCAP), the Shasta Union High School District (SUHSD) collaborated with both certificated and classified bargaining units to ensure staff perspectives were incorporated into district planning and decision-making.

Educational Partner(s)	Process for Engagement
	Staff survey data were collected and analyzed to identify key themes related to instructional supports, working conditions, student needs, and the implementation of district initiatives, including Response to Intervention (RTI), expanded academic supports, and other LCAP-aligned actions. These data served as a foundation for ongoing discussions with bargaining unit representatives. Formal engagement meetings were held with classified bargaining unit representatives on June 2 and with certificated bargaining unit representatives on June 4. These meetings provided an opportunity to review survey findings, discuss priorities, gather additional input, and ensure alignment between LCAP actions and staff needs across the district. In addition, union representatives participated in educational partner meetings and ongoing dialogue with district leadership, contributing feedback on LCAP priorities, resource allocation, and implementation considerations. These structured engagement opportunities ensured that the perspectives of certificated and classified staff were meaningfully incorporated into the LCAP planning process and helped align district initiatives with the needs of SUHSD’s workforce.
Parents	To ensure meaningful input from families in the development of the 2026–27 Local Control and Accountability Plan (LCAP), the Shasta Union High School District (SUHSD) implemented a comprehensive and expanded engagement process for parents, including those of unduplicated pupils and students with exceptional needs. A districtwide parent survey was distributed to collect feedback on academic priorities, school climate, communication, access to programs, and student supports. The survey provided families with an accessible opportunity to share their experiences and identify areas for improvement across school sites. Survey results were analyzed to identify key themes and inform district priorities.

Educational Partner(s)	Process for Engagement
	Parent engagement was also embedded at the school site level through the School Plan for Student Achievement (SPSA) process, in which parents participated in School Site Council meetings to review data, provide input on school goals, and help shape site-based strategies aligned with student needs. Additional site-based engagement opportunities were used throughout the year, with meeting formats varying by school site. This ensured that the parent voice was incorporated not only at the district level, but also directly into site-specific planning and decision-making. In addition, SUHSD expanded engagement efforts through the Student Success Academy during fall 2025, which provided families with opportunities to build their understanding of graduation requirements, college and career pathways, and strategies to support student success. Through workshops, resources, and ongoing communication, parents were equipped with tools to actively support their students' academic progress and engagement. Feedback gathered through participation in the Student Success Academy informed district efforts related to academic supports, communication, and family engagement strategies. SUHSD also engaged parents through a districtwide attendance forum, where families participated alongside students, staff, and community members to analyze attendance data and identify barriers to consistent school attendance. Using data-structured feedback protocols, parents provided input on key challenges such as transportation, student engagement, and family responsibilities, as well as potential solutions to improve attendance. These forums elevated the parent voice in addressing a key district priority and informed the development of targeted attendance strategies. Input from parents was further reviewed and discussed at the Parent Advisory Committee (PAC) meeting on May 19, where families engaged in dialogue with district leadership and offered recommendations to refine LCAP goals and actions. This multi-layered engagement process ensured that parent perspectives were integrated across districtwide initiatives, site-level

Educational Partner(s)	Process for Engagement
	planning, and targeted programs. As a result, parent input directly informed priorities related to student engagement, attendance, academic supports, and communication, strengthening alignment between district actions and the needs of students and families.
Students	Student voice played a central role in shaping the development of the 2026–27 Local Control and Accountability Plan (LCAP), with Shasta Union High School District (SUHSD) implementing multiple structures to gather input from students across all school sites. Districtwide student surveys were administered to collect feedback on academic experiences, school climate, access to resources, engagement, and areas for improvement. These surveys provided students with an opportunity to share their perspectives on instructional practices, intervention supports, and overall school experience. Survey results were analyzed to identify trends and inform district priorities, particularly in student engagement, academic support systems, and school climate. Student voice was also elevated through participation in School Site Council meetings, where students contributed to discussions regarding the School Plan for Student Achievement (SPSA), reviewed site-level data, and provided input on school goals and improvement strategies. This ensured that student perspectives were incorporated into both site-level and districtwide planning processes. A key component of student engagement was the Superintendent's Student Advisory Committee, which met multiple times throughout the year, including two formal meetings in spring 2026 to gather student feedback to inform the LCAP development process. Through this process, student representatives engaged directly with district leadership and shared feedback on instructional practices, school climate, support systems, and areas of need across their school sites. In addition, student board members provided regular input at monthly Board meetings regarding the status, strengths, and needs of their respective school sites. When the LCAP was agendized as part of a Board presentation, student board members, as representatives of

Educational Partner(s)	Process for Engagement
	their schools, were also given opportunities to provide feedback on the LCAP process and related district priorities. SUHSD also gathered extensive student input through the districtwide attendance forum held in spring 2026, where students participated in panel discussions, small-group conversations, and data-analysis activities. Students identified key barriers to attendance, including transportation challenges, mental health concerns, academic workload, and the need for stronger relationships with staff. They also proposed solutions such as improving student-teacher connections, expanding transportation options, increasing scheduling flexibility, and creating more engaging and supportive school environments. Student input was further collected through ongoing site-based discussions, including advisory periods, School Site Council meetings, and other informal feedback opportunities, in which students shared perspectives on intervention structures, such as the RTI/Flex period, school culture, and support systems. This comprehensive engagement approach ensured that student perspectives were consistently incorporated across surveys, leadership groups, site councils, Board meetings, and districtwide forums. As a result, student input directly influenced LCAP priorities related to attendance, engagement, academic supports, and school climate, strengthening the alignment between district actions and students' lived experiences.
SELPA	As part of the development of the 2026–27 Local Control and Accountability Plan (LCAP), the Shasta Union High School District (SUHSD) engaged in an ongoing consultation process with the Shasta County Special Education Local Plan Area (SELPA) to support alignment of services, compliance expectations, and improved outcomes for students with disabilities. A central component of this collaboration included regular meetings between district leadership and SELPA representatives, which provided a consistent forum for two-way dialogue on student

Educational Partner(s)	Process for Engagement
	performance data, program implementation, and the alignment of LCAP actions with SELPA priorities and state requirements. These meetings also supported coordination of the district's Compliance and Improvement Monitoring (CIM) efforts, ensuring that identified areas of need were addressed through aligned strategies and actions. In April 2026, SUHSD provided SELPA with a draft copy of the LCAP, along with other requested materials, for formal review. SELPA reviewed the draft LCAP and provided feedback to help strengthen alignment between district actions, special education priorities, compliance expectations, and supports for students with disabilities. Through the CIM process, SUHSD identified key problem areas impacting students with disabilities, including disproportionate suspension rates, low academic achievement, and insufficient collaboration between general and special education staff. Root cause analysis identified a reliance on removal-based discipline practices and limited structures for co-planning and inclusive instruction as contributing factors. SUHSD incorporated high-leverage strategies into both the CIM Plan and LCAP, including implementation of pre-removal problem-solving protocols and site-level data reviews to reduce disproportionate discipline and increase instructional time for students with disabilities; strengthening collaboration between general and special education teachers, including increasing meaningful general education teacher participation in IEP development; expanding targeted academic and behavioral interventions, particularly for students transitioning into 9th grade; and increasing access to inclusive, grade-level instruction and rigorous coursework. Beyond formal consultation, SUHSD gathered ongoing input regarding students with disabilities through IEP meetings, staff collaboration, student surveys, and feedback from instructional coaches and site administrators. These feedback loops ensured that both compliance and instructional practices were continuously evaluated and improved.

Educational Partner(s)	Process for Engagement
	This engagement process reflects SUHSD's commitment to aligning LCAP actions with CIM priorities and SELPA expectations through a continuous improvement framework. Feedback provided by SELPA was used to further refine the LCAP and ensure that district strategies address identified root causes, improve outcomes for students with disabilities, and maintain compliance with state and federal requirements.
Equity Multiplier- Pioneer High School	Pioneer High School's designation as an Equity Multiplier site prompted the Shasta Union High School District (SUHSD) to implement a focused, expanded engagement process to guide the use of these targeted funds in the 2026–27 Local Control and Accountability Plan (LCAP). This process prioritized meaningful input from educational partners to ensure that funding decisions directly address the needs of underserved student groups and align with identified performance gaps. School Site Council meetings at Pioneer High School continued to serve as a primary forum for engagement, where parents, students, staff, and community members reviewed data, discussed root causes of student outcomes, and provided input on priorities for Equity Multiplier funding. These discussions were grounded in the current Dashboard and local data, including trends in attendance, graduation rates, academic performance, and school climate indicators. In addition to site council engagement, SUHSD facilitated ongoing collaboration with site and district administrators to ensure that Equity Multiplier actions were aligned with broader district goals and improvement strategies. Regular staff meetings and collaborative structures provided opportunities for teachers, classified staff, and site leaders to analyze student data, evaluate the effectiveness of current supports, and recommend adjustments to services. These engagement efforts were closely connected to the implementation of key site strategies, including expanded Response to Intervention (RTI) systems, targeted academic supports, behavioral

Educational Partner(s)	Process for Engagement
	systems such as PBIS, and efforts to improve student engagement and attendance. Student voice was also a critical component of the engagement process. Through participation in the Superintendent's Student Advisory Committee, site-level discussions, and the district's attendance forum, Pioneer students provided direct feedback on barriers to success, including transportation challenges, mental health needs, and the importance of strong relationships with staff. This feedback informed strategies such as mentoring, expanded counseling supports, and efforts to strengthen school connectedness. As a result of these collaborative efforts, Equity Multiplier funding at Pioneer High School has supported targeted actions that have contributed to measurable improvements, including increases in graduation rates, improved attendance, and sustained reductions in suspension rates. These outcomes reflect the impact of coordinated strategies focused on academic intervention, student engagement, and school climate. Collectively, this multi-layered engagement process ensured transparency, alignment, and responsiveness in the use of Equity Multiplier funds. SUHSD remains committed to continuing this collaborative approach to refine strategies, address persistent gaps, and improve outcomes for Pioneer High School's most vulnerable student populations.
Governing Board	The Governing Board played an important role in the development and refinement of the 2026–27 Local Control and Accountability Plan (LCAP) through ongoing updates, discussion, and opportunities for feedback throughout the year. LCAP-related updates were provided during the school year, with a more prominent focus on the development of the 2026–27 LCAP beginning in the spring semester, when the mid-year LCAP update was presented to the Board. Following the mid-year update, the Board had additional opportunities during various spring meetings to review progress, discuss district priorities, and provide input related to LCAP goals, actions, services,

Educational Partner(s)	Process for Engagement
	and areas of need. These discussions allowed Board members to ask questions, address concerns, and consider how LCAP priorities aligned with student outcome data, fiscal planning, and broader district initiatives. In addition, the LCAP was included as one of the areas of discussion during the April special Board session, providing another opportunity for the Governing Board to engage in dialogue around district priorities, implementation efforts, and long-term planning connected to the LCAP. Through these structured updates and discussions, the Governing Board provided feedback that helped inform the LCAP development process and supported alignment between district actions, educational partner input, student needs, and SUHSD's broader goals for continuous improvement.

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

The development of the 2026–27 Local Control and Accountability Plan (LCAP) for Shasta Union High School District (SUHSD) was shaped by comprehensive input from a broad range of educational partners, including students, parents, teachers, classified and certificated staff, site and district administrators, bargaining unit representatives, the Shasta County SELPA, and the Governing Board. Engagement structures such as districtwide surveys, School Site Council meetings, PLC Guiding Coalition discussions, the Superintendent's Student Advisory Committee, attendance forums, the Student Success Academy, and Board meetings provided multiple and ongoing opportunities for educational partners to contribute input throughout the development process.

Feedback from educational partners directly informed key priorities and actions within the LCAP. Across multiple stakeholder groups, there was a consistent emphasis on strengthening academic support systems and intervention structures. In alignment with this feedback, the district refined and expanded Response to Intervention (RTI) systems, including adjustments to Flex intervention periods, increased access to tutoring and Student Success Labs, and expanded extended learning opportunities that provide students with additional time and flexibility to access academic support beyond the traditional school day.

Student and family input, particularly through surveys and attendance forums, highlighted the importance of engagement and relationships, as well as attendance barriers such as transportation, mental health, and competing responsibilities. This feedback informed actions focused on improving school connectedness, expanding mentoring opportunities, strengthening attendance strategies, and increasing access to counseling and wellness supports.

Teacher and administrator feedback emphasized the need for clarity, consistency, and effectiveness in instructional and intervention practices, particularly related to RTI implementation and literacy instruction. As a result, the LCAP includes continued investment in professional development, refinement of intervention structures, and alignment of instructional practices to better support diverse learners.

Input from parents, including participation in the Student Success Academy and School Site Councils, reinforced the importance of clear communication, family engagement, and access to resources. This feedback informed expanded parent outreach efforts, improved communication strategies, and increased opportunities for families to engage in their students' academic progress and postsecondary planning.

Consultation with SELPA and analysis of data related to students with disabilities underscored the need to strengthen inclusive practices, collaboration between general and special education, and access to rigorous coursework. These priorities are reflected in actions that support inclusive instruction, targeted academic interventions, and increased participation in college and career pathways for students with disabilities.

The Governing Board also provided feedback throughout the year during various Board meetings, including discussions connected to the LCAP mid-year update. Board input helped reinforce district priorities, review progress toward goals, and support alignment between LCAP actions, student outcome data, fiscal planning, and broader district initiatives.

At Pioneer High School, engagement with students, staff, families, and site leadership informed the use of Equity Multiplier funds. Stakeholder input highlighted the need for enhanced academic intervention, improved attendance, and stronger school climate supports, leading to targeted investments in intervention systems, engagement strategies, and behavioral supports.

Overall, the LCAP reflects a cohesive and responsive approach to educational partner engagement. Stakeholder and Governing Board input not only identified areas of need but also directly influenced the design, refinement, and prioritization of actions and services. This alignment ensures that the district's strategies are grounded in the experiences of its educational partners and focused on improving outcomes for all students, particularly those in historically underserved groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All graduates will complete the required courses to allow access to all postsecondary options (college and career).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

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

4. Responding to Community and Workforce Needs

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase A-G Rates	2022-23: 36.6%	32.9%	35.8%	39.6%	-0.8%
1.2	Increase ELA CAASPP by 1% each year	2022-23: 58.9%	62.6%	58.5%	61.9%	-0.4%
1.3	Increase Math CAASPP by 1% each year	2022-23: 34.9%	40.3%	41.7%	37.9%	6.8%
1.4	AP Pass Rate above 58.4% and increase enrollment rate by 1%	Pass Rate: 58.4% Enrollment: 20.4%	Pass Rate: 72.4% Enrollment: 23.3%	Pass Rate: 74.2% Enrollment: 24.3%	Pass Rate: 61.4% Participation: 23.4%	Pass Rate: 15.8% Enrollment: 3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	100% Implementation of State Standards	100%	100%	100%	100%	0%
1.6	0% Teacher Miss Assignments	14.8%	15.6%	14.3%	0%	-0.5%
1.7	0% of Students Lacking Instructional Materials	0%	0%	0%	0%	0%
1.8	Stay above the state average on ELPAC scores	2022-23 SUHSD: 16.3% proficient State:25.3% proficient	SUHSD: 16.3% proficient State:25.3% proficient	SUHSD: 23.3% State: 15.4%	Above state average	SUHSD: 7% State: -9.9%
1.9	Maintain EL Reclassification Rates above state average	2020-21 SUHSD: 10.9% State: 6.9%	SUHSD: 25.6% proficient	SUHSD: 14.6% State: 6.9% (2020-21)	Above state average	SUHSD: 3.7% proficient State: 0%
1.10	Increase the number of students completing a CTE concentrator course by 1% each year	2022-23: 1709	2023-24: 2335	2024-25: 2578 (10.4% increase)	1761	50% increase (869)
1.11	Increase the percentage of students that complete the A-G course sequence and are CTE completers or complete other programs of study by 1%	6.1%	7.3%	9.4%	9.1%	3.3%
1.12	Maintain Access to a Broad Course of Study	100%	100%	100%	100%	0%
1.13	Increase percentage of students enrolled in dual enrollment or articulated	37.6%	49.2%	51.6%	43.6%	14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses by 2% each year					

Goal Analysis [2025-26]

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

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

During the 2024–25 school year, Shasta Union High School District (SUHSD) continued to implement the majority of actions associated with Goal 1 with high fidelity, resulting in continued gains in college and career readiness indicators, while experiencing mixed results in academic performance measures.

In English Language Arts (ELA), 58.5% of students met or exceeded standards, down from the prior year (62.6%) and slightly below the district target. In contrast, Mathematics performance increased to 41.7%, representing a 1.4 percentage point increase from the prior year (40.3%) and exceeding the district target of 37.9%. These outcomes indicate that while math interventions and instructional supports are yielding positive results, ELA performance has plateaued and requires additional focus and refinement of literacy strategies.

The implementation of college and career-readiness actions resulted in continued growth across multiple indicators. Advanced Placement (AP) outcomes improved, with pass rates increasing from 72.4% to 74.2% (+1.8 percentage points) and participation rising from 23.3% to 24.3% (+1.0 percentage points). Career Technical Education (CTE) concentrators increased from 2,335 to 2,578 students, representing a 10.4% increase, demonstrating expanded access to career pathways. Additionally, dual enrollment participation increased from 49.2% to 51.6% (+2.4 percentage points), reflecting continued progress in expanding access to college-level coursework.

Graduation rates also improved, rising to approximately 92.9%, a 2.2 percentage-point increase from the prior year, and continuing to exceed state averages. This improvement reflects the impact of expanded credit recovery opportunities, increased monitoring of student progress, and targeted interventions aligned with four-year graduation planning.

The district maintained full implementation of key foundational actions, including 100% access to a broad course of study, instructional materials, and standards-aligned curriculum, as well as expanded use of instructional coaching, professional learning communities (PLCs), and intervention supports. However, teacher misassignments remained a challenge, with rates continuing above the desired 0% target, indicating ongoing staffing constraints in specific content areas.

Several implementation successes were evident. The expansion of rigorous coursework and pathways, including AP, CTE, and dual enrollment, demonstrates strong alignment between planned actions and outcomes. Additionally, increased access to intervention supports, including Student Success Labs and flexible learning opportunities beyond the traditional school day, contributed to improved course completion and reduced D/F rates.

At the same time, the district experienced challenges in achieving consistent outcomes across all student groups. Students with disabilities, English learners, and several racial/ethnic student groups, including African American, American Indian, and Hispanic/Latino students, continue to perform below standard, particularly in ELA and Mathematics. These trends reflect persistent opportunity and achievement gaps, despite overall system improvements.

Attendance and engagement also influenced implementation. While overall attendance improved and chronic absenteeism decreased significantly, ongoing barriers such as transportation, mental health, and competing responsibilities continue to impact student access to instructional time and participation in academic programs.

Overall, SUHSD effectively implemented the majority of Goal 1 actions, with strong gains in postsecondary readiness indicators and mathematics achievement, while continuing to face challenges in ELA performance and in closing subgroup achievement gaps. These results highlight the need to strengthen literacy-focused instruction, refine intervention systems, and continue expanding equitable access to rigorous coursework as the district moves forward into the next LCAP cycle.

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

While most expenditures in the 2025–26 LCAP aligned closely with budgeted projections, material differences were primarily associated with Goal 1, where the expansion of Career Technical Education (CTE) courses and offerings accounted for the largest variance in actual costs. Additional variances stemmed from staffing delays, multi-year service contracts, and lower-than-expected costs for certain materials and services.

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

At the same time, most other planned actions—particularly those supporting instruction and academic interventions—were implemented as intended, with expenditures closely matching projections. The remaining material differences were the result of staffing vacancies that were filled later than planned, existing multi-year agreements for some digital tools that deferred costs, and cost savings realized in the purchase of instructional materials and contracted services.

Despite these variances, the estimated percentage of improved services for unduplicated pupils remained aligned with district goals, and adjustments were driven by strategic needs identified through ongoing reflection and implementation data.

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

Goal 1 of the Shasta Union High School District (SUHSD) LCAP aims to ensure that all graduates complete the required coursework to access postsecondary college and career options. The district implemented multiple strategic actions, including expanding AP, CTE, and dual enrollment and articulated coursework opportunities, strengthening instructional practices, and providing targeted supports for student

groups. While these efforts yielded several positive outcomes, the effectiveness of the actions varied across student groups and content areas.

Effective Actions for Many Students, with Disparities Among Subgroups

CTE Expansion and Dual Enrollment and Articulated Coursework Access
(Action 1.3: Instructional Coach and PLC facilitator, Action 1.6: Career Centers, Action 1.9: CTE Courses, Action 1.10: Dual Enrollment and Articulated Courses)

CTE concentrator completion increased from 2,335 to 2,578 students (+10.4%), and participation in dual enrollment and articulated coursework increased from 49.2% to 51.6% (+2.4 percentage points), demonstrating continued expansion of college and career pathways. These gains reflect the effective implementation of access-related actions and sustained investment in pathway development.

However, Dashboard subgroup data indicate that access and success remain uneven across student groups, with White and Asian students continuing to participate at higher rates. Hispanic/Latino, African American, American Indian, and socioeconomically disadvantaged students show lower participation and completion rates, suggesting that while opportunities have expanded, targeted outreach and support structures need strengthening to ensure equitable access.

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

AP pass rates increased from 72.4% to 74.2% (+1.8 percentage points), and participation increased from 23.3% to 24.3% (+1.0 point), indicating continued effectiveness in expanding rigorous academic opportunities and improving student outcomes.

Despite these gains, subgroup disparities persist, with underrepresentation and lower success rates among African American, Hispanic/Latino, and socioeconomically disadvantaged students. This indicates that while overall program quality and access have improved, additional scaffolding, recruitment strategies, and academic supports are needed to ensure equitable participation and success.

Instructional Practices and Academic Outcomes
(Action 1.3: Instructional Coach and PLC facilitator)

Mathematics performance improved from 40.3% to 41.7% (+1.4 percentage points), exceeding the district target and indicating that instructional supports and intervention strategies are having a positive impact in this area.

In contrast, English Language Arts (ELA) performance declined from 62.6% to 58.5% (-4.1 percentage points), suggesting that current literacy strategies and supports are not yet producing consistent gains. Additionally, subgroup data shows that English learners, students with disabilities, foster youth, and African American students continue to perform in the red or orange performance levels, indicating that universal instructional supports have not yet effectively addressed the needs of the most at-risk students.

Actions Showing Limited Impact or Persistent Equity Gaps

Four-Year Graduation Planning
(Action 1.4: Four-Year Graduation Plans including CTE)

A–G completion rates increased from 32.9% to 35.8% (+2.9 percentage points), showing partial recovery from the prior year decline and progress toward the district target of 39.6%. While this reflects improved alignment of graduation planning efforts, gaps persist among low-income students, English learners, and students of color, indicating that structural and academic barriers continue to impact completion rates. Continued refinement of supports and earlier intervention will be necessary to sustain growth.

Support for English Learners
(Action 1.1: English Language Learner Courses, Action 1.2: EL Monitoring and Support)

EL-focused actions were implemented; however, outcomes remain inconsistent. While ELPAC proficiency increased to 23.3%, surpassing the state average, English learners continue to demonstrate limited growth in ELA achievement, and reclassification rates fluctuate year over year. This suggests that while designated supports are in place, greater integration of language development within core instruction is needed to accelerate academic progress.

Efforts to Maintain Appropriately Credentialed Staff
(Action 1.14: Maintain Appropriately Credentialed Staff)

Teacher misassignments remain above the district target of 0%, with rates exceeding 14% and reflecting ongoing staffing challenges. These challenges disproportionately impact schools and student groups with the greatest needs, including socioeconomically disadvantaged students and English learners. This limits equitable access to high-quality instruction and indicates a need for continued focus on recruitment, retention, and strategic staff placement.

Summary of Effectiveness

Overall, Goal 1 actions have been effective in expanding access to college and career pathways, including dual enrollment and articulated coursework, and improving mathematics performance, with measurable gains in AP participation, CTE completion, graduation rates, and college credit opportunities. However, effectiveness remains uneven across student groups, with persistent disparities in ELA achievement, A–G completion, and equitable access to rigorous coursework.

These findings indicate that while the district’s systems and structures are improving, greater emphasis is needed on targeted supports, literacy-focused instruction, and equitable access strategies to ensure all student groups benefit from the actions implemented under Goal 1.

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

Shasta Union High School District (SUHSD) has determined that no substantive changes are needed to the overarching Goal 1 metrics or target outcomes for the 2026–27 LCAP. Instead, reflection on implementation data, Dashboard results, and educational partner feedback indicates that greater emphasis is needed on strengthening the fidelity and consistency of existing actions, particularly those related to intervention, literacy, and equitable access to rigorous coursework.

A key refinement moving forward is the continued development and improvement of the Response to Intervention (RTI)/Flex period, which was implemented to provide structured, in-school academic support. Feedback from teachers and administrators indicates that while the RTI/Flex structure has increased opportunities for targeted support, variability in implementation across sites and classrooms has limited its overall effectiveness. As a result, the district will focus on clarifying expectations for RTI/Flex use, strengthening progress-monitoring systems, and providing additional guidance to ensure that intervention time is consistently aligned with students' needs, particularly for students who are off track in A–G coursework or credit-deficient.

The existing action related to four-year graduation planning (Action 1.4) will be strengthened through closer integration with RTI/Flex systems and more consistent use of data to monitor student progress. Counselors and site teams will utilize real-time performance data, including course grades and intervention outcomes, to adjust schedules, provide timely support, and ensure that students remain on track for graduation and postsecondary eligibility.

Actions supporting CTE, Advanced Placement, and dual enrollment and articulated coursework (Actions 1.9, 1.10, and 1.11) will remain in place, with refinements focused on increasing equitable access and success. Data indicate that while participation has increased overall, underrepresented student groups continue to access and succeed in these pathways at lower rates. In response, the district will strengthen outreach, advising, and in-course supports, including the use of RTI/Flex time to provide tutoring, assignment support, and preparation for rigorous coursework.

Instructional supports will also be refined to address the decline in ELA performance and persistent subgroup gaps. Professional learning will be more tightly aligned to literacy strategies, differentiation, and targeted support for diverse learners. Additionally, staff feedback has emphasized the need for clearer alignment between classroom instruction and intervention supports, which will guide ongoing adjustments to professional development and collaboration structures.

For English learners, existing actions (Actions 1.1 and 1.2) will be further aligned with core instruction and intervention systems. While designated supports are in place, limited progress in ELA achievement and reclassification rates indicates a need for stronger integration of language development strategies across all content areas. Moving forward, the district will emphasize embedded ELD practices within general education classrooms and more intentional use of intervention time to support academic language development.

Efforts to maintain appropriately credentialed staff (Action 1.14) will continue, with refinements focused on earlier recruitment, improved retention strategies, and strategic placement of staff in high-need subject areas. Addressing staffing challenges remains critical to ensuring equitable access to A–G coursework and high-quality instruction.

Overall, these refinements reflect a shift from expanding new actions to deepening the implementation of existing strategies, with a strong focus on consistency, alignment, and responsiveness to student needs. By strengthening the effectiveness of current systems, particularly RTI/Flex and supports for rigorous coursework, SUHSD aims to improve outcomes and close persistent achievement gaps while maintaining stability in its LCAP goals and metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Language Learner (EL) Course	Provide courses tailored for English Learner (EL) students in comprehensive high schools to bolster their academic advancement, expand their opportunities to engage in a wide-ranging curriculum, and assist in their progression towards reclassification.	$160,000.00	Yes
1.2	English Language Learner Monitor(s)	Each comprehensive school will select a certificated staff member to monitor the progress of English Learners (ELs), if enrollment requires. The EL monitor will serve as a liaison among teachers, students, parents, and support staff to support and track EL progress at the school site. Additionally, the district administrative monitor will devote 5% of their time to overseeing EL supports, services, and progress across the district.	$65,000.00	Yes
1.3	An Instructional Coach and PLC Facilitator at comprehensive sites	Three certificated staff members will be granted full-time release to provide instructional coaching and serve as PLC facilitators, supporting the PLC process across the district. They will dedicate 50% of their time to supporting outcomes for unduplicated students and students with disabilities, as improving teacher instruction is a key strategy for increasing access, engagement, and academic success for these student groups.	$140,000.00	Yes
1.4	Four year graduation plans including Career Technical Education courses	Counselors will develop four-year graduation plans with all students, which will constitute 20% of their workload. Half of this effort will be focused on serving unduplicated students and those with disabilities.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Transportation during the school day to various Career Technical Education Programs	During the school day, transportation will be provided to guarantee that all students have access to all programs, with a focus on serving unduplicated pupils and students with disabilities.	$180,000.00	Yes
1.6	Career Centers at each comprehensive school	Every comprehensive school will provide a Career Tech and a Career Center to assist students. Forty percent of the services will be specifically aimed at unduplicated students and those with disabilities.	$85,000.00	Yes
1.7	Provide Standards Aligned Curriculum	The District will employ its textbook adoption cycle, which includes e-textbooks, and online learning platfom to guarantee that students and staff have suitable materials on an annual basis.	$470,000.00	No
1.8	Laptop for all students	The district will supply every student with a "laptop" for everyday use. Students will receive a "laptop" in the 9th grade and will continue to use it throughout their high school years.	$350,000.00	No
1.9	Career Technical Education (CTE) Courses	The District will offer a full complement of CTE courses, including Medical Careers, Administration of Justice, Fire Science, Chef Prep, Ag Science, Robotics, arts, media, and entertainment, among others.	$4,900,000.00	No
1.10	Dual Enrollment and articulated Courses	The district will collaborate with Shasta College and other universities to expand access to dual enrollment, articulated coursework, and other college-connected learning opportunities in a variety of subject areas. Instructional Services administration and District Office support staff will dedicate 10% of their time to coordinating, monitoring, and supporting this work, including collaboration with college and university partners, course alignment, student access, and implementation across school sites.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Advanced Placement (AP) Courses	The District will offer a variety of AP courses to challenge students to achieve at the highest academic levels.	$2,200,000.00	No
1.12	Online tools for distance learning, independent learning, and data analysis	Provide teaching and support staff with online tools to keep pace with the changing educational landscape of curriculum development and delivery.	$450,000.00	No
1.13	Maintain WiFi on busses	The district will complete installation of Wi-Fi access points on its school busses so that students may use their District provided laptops to access the internet on long bus rides to and from school. Funds will also be utilized to maintain the required cellular subscription for each bus with Wi-Fi.	$15,000.00	No
1.14	Maintain appropriately credentialed staff through the Associate Superintendent of HR.	Associate Superintendent of Human Resources will dedicate 5% of his/her time to monitor staffing to ensure teachers are all fully credentialed and appropriately assigned.	$15,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

2. Addressing Learning Gaps and Promoting Equity
The effects of disrupted learning during and after the COVID-19 pandemic were still a concern at the time this goal was originally developed, particularly for historically underserved student groups. While SUHSD recognizes that the impacts of COVID-19 are less of a concern today than they were when the plan was first written, the reference remains because it reflects the context in which the goal was developed. This goal continues to prioritize actions that address learning gaps and skill deficits that, if left unaddressed, could widen over time. Emphasizing equity in instructional support, access to intervention, and data-informed practices helps ensure that every student has the opportunity to meet academic benchmarks.

3. Supporting At-Risk Students Through Credit Recovery
Many students, particularly those from marginalized groups, have faced academic setbacks that jeopardize on-time graduation. By strengthening credit recovery options, SUHSD provides flexible pathways for students to regain lost ground and stay on track. This includes

expanded access to alternative formats, teacher support, and integrated academic intervention systems designed to prevent dropouts and promote re-engagement.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain scores at or above the state average in English as measured by the CAASPP for all subgroups.	3.5% Above State Average	6.9% above state average	1.6% above state average	Stay Above State Average	-1.9%
2.2	Achieve scores at or above the state average in Math as measured by the CAASPP for all subgroups.	7.6% Above State Average	12.4% above state average	11.2% above state average	Stay Above State Average	3.6%
2.3	Decrease the percent of students who receive a “D” or “F” in a broad course of study by 1%	36.2%	33.8%	30.8%	33.2%	-5.4%

Goal Analysis [2025-26]

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

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

During the 2024–25 school year, Shasta Union High School District (SUHSD) continued to implement actions aligned with Goal 2 with a strong focus on improving student proficiency in English Language Arts (ELA) and Mathematics, reducing D/F grades, and expanding intervention systems. Overall, the district implemented the majority of planned actions with fidelity, while also refining approaches—particularly through the introduction and expansion of the Response to Intervention (RTI)/Flex period, to better address student needs.

Key Metrics and Year 2 Outcomes

2.1 CAASPP ELA Proficiency (All Students):
ELA proficiency decreased to 58.5% meeting or exceeding standards, down from the prior year (62.6%), though it remains above the state average. This indicates that while supports are in place, ELA outcomes did not improve as expected and require additional focus.

2.2 CAASPP Math Proficiency (All Students):
Mathematics proficiency increased to 41.7% meeting or exceeding standards, reflecting a 1.4 percentage point increase from the prior year (40.3%) and continuing to exceed the state average by a significant margin.

2.3 Reduction in “D” and “F” Grades:
The percentage of students earning at least one D or F decreased from 33.8% to 30.8%, a 3.0 percentage-point reduction, demonstrating continued progress in academic intervention efforts.

Implementation Highlights and Successes

Expansion of RTI/Flex Intervention Systems:
A major implementation shift during the year was the expansion of the RTI/Flex period across sites, providing students with structured time during the school day to receive targeted academic support. This system increased access to reteaching, tutoring, and credit-recovery support, contributing to a reduction in D/F rates and improved math performance.

Targeted Academic Supports and Extended Learning Opportunities:
Schools expanded access to intervention supports, including Student Success Labs, before and after-school tutoring, and flexible learning opportunities beyond the traditional school schedule. These supports provided students with additional time to address unfinished learning and recover credits, particularly for students at risk of course failure.

Credit Recovery and Progress Monitoring:
The district continued to expand credit recovery options through both in-person and online platforms, supported by improved progress monitoring systems. These efforts contributed to improved course completion rates and supported the increase in graduation rates to 92.9%.

Focused Support for At-Risk Student Groups:
Targeted supports for English learners, students with disabilities, and socioeconomically disadvantaged students were implemented through intervention periods and specialized programs. Pioneer High School, in particular, demonstrated continued improvement in attendance and graduation rates, and a reduction in D/F rates, reflecting the impact of targeted intervention strategies.

Challenges Encountered

Decline in ELA Performance:
Despite the implementation of literacy supports and intervention systems, ELA proficiency declined by 4.1 percentage points, indicating that current strategies have not yet produced consistent improvements in literacy outcomes. This highlights the need for stronger alignment between core instruction and intervention, particularly in reading and writing.

Variability in RTI/Flex Implementation:
While RTI/Flex periods expanded access to support, inconsistent implementation across sites and classrooms limited overall effectiveness. Feedback from staff indicates variability in how intervention time is utilized, underscoring the need for clearer expectations, stronger progress monitoring, and more consistent structures.

Persistent Subgroup Achievement Gaps:
Students with disabilities, English learners, and several racial/ethnic groups continue to perform in the red or orange performance levels in both ELA and Mathematics. These gaps indicate that universal and targeted supports are not yet fully effective in accelerating outcomes for the highest-need students.

Staffing and Capacity Constraints:
Challenges related to staffing shortages and the need for ongoing professional development in differentiation and intervention strategies impacted the consistency of implementation across sites.

Summary of Implementation

SUHSD's implementation of Goal 2 actions resulted in continued improvement in mathematics achievement, reductions in D/F rates, and expanded access to academic supports, demonstrating the effectiveness of intervention systems and credit recovery efforts. However, declines in ELA performance, variability in RTI/Flex implementation, and persistent subgroup disparities indicate the need for further refinement.

Overall, the district's approach reflects a strong commitment to academic recovery and support, with a clear need to strengthen literacy-focused instruction, ensure consistent implementation of intervention systems, and intensify supports for student groups who continue to experience the greatest barriers to success.

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

While most expenditures remained close to projections, material differences emerged within Goal 2, which centers on improving reading and math outcomes, addressing learning loss, and supporting credit recovery. Notably, the cost of Student Success Labs and intervention supports was higher than projected due to increased student demand and expanded implementation of RTI/Flex structures across the district, while expenditures from supplemental funds at Pioneer High School (PHS) were lower than anticipated.

Goal 2 actions, particularly the implementation of Student Success Labs, RTI/Flex intervention periods, and expanded academic supports, were scaled to meet higher-than-expected student needs. As a result, additional sections and support opportunities were provided beyond the original budget, leading to increased staffing and operational costs in this area. These supports played a critical role in reducing D/F rates (from 33.8% to 30.8%) and improving math outcomes, aligning with the district's focus on mitigating learning loss and increasing academic success.

In contrast, supplemental funds at Pioneer High School were underspent, primarily due to staffing vacancies and adjustments in how services were delivered. In some cases, planned supports were implemented more efficiently or were supported through existing resources and programs, resulting in lower-than-anticipated expenditures.

These variances reflect a responsive approach to implementation, where the district prioritized scaling effective academic interventions and support systems while continuing to monitor and refine resource allocation to maximize impact for students. Despite these differences, the estimated percentage of improved services for unduplicated pupils remained aligned with district goals and priorities under Goal 2.

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

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

Effective Actions

1. Credit Recovery Programs
(Action 2.1: Pioneer Continuation High School, Action 2.2: Gateway to College Program, Action 2.4: Credit Recovery Labs)

This action has remained highly effective, contributing to an increase in the district graduation rate to 92.9% (+2.2 percentage points from the prior year). Expanded access to credit recovery—including in-person, online, and flexible scheduling options—enabled students to regain credits and remain on track for graduation.

The impact remains most significant for at-risk student groups, including socioeconomically disadvantaged students and students enrolled at Pioneer High School, where targeted interventions and progress monitoring contributed to improved outcomes. These results indicate that credit recovery systems are a critical and effective component of the district's academic support strategy.

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

Instructional supports contributed to continued gains in mathematics, with proficiency increasing from 40.3% to 41.7% (+1.4 percentage points). However, ELA performance declined from 62.6% to 58.5% (-4.1 percentage points), indicating that literacy-focused strategies have not yet produced consistent improvements.

Subgroup performance continues to reflect disparities. While some student groups maintain higher performance levels, students with disabilities, English learners, and African American students continue to perform significantly below standard. These outcomes suggest that while instructional supports are effective in some areas, greater differentiation and alignment to student needs are required, particularly in literacy.

3. Access to Tiered Academic Support Systems (RTI/Flex and Student Success Labs)
(Action 2.3: Student Success Labs, Action 2.7: Anytime School/Saturday School, Action 2.8: Tutoring and Intervention)

The expansion of RTI/Flex intervention periods and Student Success Labs has been a key development under Goal 2. These systems increased access to targeted academic support during and beyond the school day and reduced D/F rates from 33.8% to 30.8% (-3.0 percentage points).

However, feedback from staff and site-level data indicate that implementation has been inconsistent across sites, impacting overall effectiveness. While some schools have effectively used intervention time for targeted support, others have experienced challenges in scheduling, student accountability, and alignment of supports. This suggests that while the framework is effective, its impact depends heavily on consistent and structured implementation.

Partially Effective or Needing Improvement

4. Designated and Integrated ELD Supports
(Action 2.10: Reading Support, Action 2.11: Math Support – as it pertains to English Learners)

EL-focused supports were implemented; however, outcomes remain mixed. While ELPAC proficiency increased to 23.3%, English learners continue to demonstrate limited progress in ELA achievement and reclassification rates remain inconsistent.

This indicates that current supports, while present, are not yet sufficiently integrated into core instruction. Greater emphasis is needed on embedding language development strategies across content areas and leveraging intervention systems to support academic language acquisition.

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

Summer learning and extended learning opportunities were offered and expanded to include more flexible access points; however, participation and impact varied across student groups. While these programs supported credit recovery and intervention, outcomes for some student groups—including students with disabilities and English learners—remain inconsistent.

This suggests a need for more targeted outreach, improved program alignment, and stronger connections between extended learning and in-year instruction to maximize effectiveness.

6. Use of Data to Monitor Student Progress
(Action 2.9: Professional Development on Instruction and Data Use)

Data systems and professional learning structures were implemented to support data-informed instruction and intervention. However, inconsistent use of data across sites and classrooms limited the effectiveness of these efforts.

While some teams effectively used data to guide instruction and intervention placement, persistent subgroup gaps and uneven outcomes indicate that data is not yet used consistently to drive timely, targeted instructional decisions. Continued professional development and clearer systems for progress monitoring will be necessary to improve effectiveness in this area.

Summary of Effectiveness

Goal 2 actions have resulted in measurable gains in mathematics achievement, graduation rates, and reductions in D/F grades, demonstrating the effectiveness of credit recovery systems and expanded intervention supports. The implementation of RTI/Flex and Student Success Labs has strengthened the district's ability to provide targeted academic support.

However, effectiveness remains uneven across student groups, with persistent gaps for students with disabilities, English learners, and certain racial/ethnic groups. Additionally, declines in ELA performance and variability in implementation of intervention systems highlight areas requiring continued refinement.

The most effective actions to date include credit recovery and expanded intervention supports, while literacy strategies, ELD integration, and consistency of implementation across sites remain key areas for improvement. These findings will guide continued refinement of Goal 2 actions to ensure all students receive the support necessary to achieve academic proficiency.

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

Through a comprehensive review of implementation data and student performance outcomes related to Goal 2, ensuring reading and math proficiency, mitigating learning loss, and supporting credit recovery, Shasta Union High School District (SUHSD) has determined that no substantive changes will be made to the goal, metrics, or overall actions for the 2026–27 LCAP. Instead, the district will focus on strengthening the implementation, consistency, and effectiveness of existing strategies, particularly those related to intervention systems and instructional practices.

A central area of refinement is the continued implementation of the Response to Intervention (RTI)/Flex period, which was introduced to provide structured, in-school academic support. While this system expanded access to intervention and contributed to reductions in D/F rates, staff feedback and site-level data indicate that inconsistent implementation has limited its overall effectiveness. Moving forward, the district will prioritize clearer expectations, improved scheduling structures, and more consistent use of data to ensure that RTI/Flex time is used effectively for targeted academic support, reteaching, and credit recovery.

Rather than introducing new intervention systems, SUHSD will focus on building staff and student capacity to better utilize existing tools and supports. This includes strengthening training on identifying students for intervention, aligning supports with specific skill gaps, and monitoring progress over time. Emphasis will also be placed on ensuring that intervention opportunities are accessible and consistently implemented across all sites.

Existing actions related to Student Success Labs, tutoring, extended learning opportunities, and credit recovery programs will continue, with refinements to improve coordination and alignment with RTI/Flex systems. These supports will be more intentionally connected to classroom instruction to ensure students receive cohesive, targeted assistance.

In response to persistent gaps in English Language Arts performance and subgroup outcomes, the district will strengthen its focus on literacy instruction and differentiated support, ensuring that intervention strategies align with core instruction. Additionally, support for English learners will be further integrated into both classroom instruction and intervention periods to promote stronger academic language development.

The use of data will also be refined to support more effective implementation. Professional learning communities (PLCs), site teams, and counseling staff will place greater emphasis on consistent progress monitoring, timely identification of student needs, and data-driven decision-making to guide intervention placement and instructional adjustments.

These refinements reflect a strategic shift toward deepening the effectiveness of existing systems rather than expanding new initiatives. By focusing on consistency, clarity, and capacity-building, SUHSD aims to improve outcomes in reading and mathematics, reduce course failure rates, and ensure that all students, particularly those in historically underserved groups, benefit from the supports already in place.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	The proposal includes a comprehensive continuation high school program with additional staff to decrease class sizes and an on-site full-time counselor. An assistant principal will be added to bolster administrative services, encompassing attendance, behavior, and academics. The assistant principal will also facilitate the coordination of student services and support, which may encompass mental health counseling services. Equity multiplier funds will be employed to augment educational opportunities for PHS students. Needs assessments and expenditure plans will be formulated via the school site council, and collaborations with community partners will be initiated as particular needs emerge.	$3,000,000.00	Yes
2.2	Gateway to College Program	Through a partnership with Shasta College, the District will offer the Gateway to College program to students enrolled in continuation school who may benefit from a college-connected, credit-bearing learning environment. The program will support students with credit recovery, high school credit completion, and access to college coursework. The District will employ two full-time teaching staff as agreed to in the partnership. The	$360,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District will also explore providing transportation for Gateway to College students from Pioneer High School to Shasta College to support student access, credit completion, and participation in the program.		
2.3	Student Success Labs	Offer lab sections during the school day as an intervention designed to keep students on track and passing their core classes. These courses will target unduplicated students and students with disabilities.	$500,000.00	Yes
2.4	Credit Recovery Labs	Offer lab sections during the school as an intervention designed to allow students to recover lost credits through individual online instruction. These courses will target unduplicated students and students with disabilities.	$150,000.00	Yes
2.5	English and Math support	The District will provide targeted academic supports to increase student access to grade-level instruction and improve academic outcomes for students demonstrating academic need. Supports may include reduced class sizes in CP English 1, Math Essentials, and English Lab courses. For budgeting purposes, the District will cover the greater of either one section per comprehensive school site for each identified targeted support area, or 25% of the total sections offered in each targeted support area at each site.	$75,000.00	No
2.6	Summer School	Offer summer school to all students to recover credits due to failing a class. Transportation, academic counseling and food service will be provided.	$150,000.00	No
2.7	Anytime School and/or Academic Saturday School	Offer credit recovery to all students in a summer school style format either after school (Anytime School) or on Saturdays.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	After or Before School Tutoring	A staff member will facilitate an after or before school peer tutoring program at each comprehensive school site. Student tutors will be recruited to work with their peers and their tutoring hours will be logged for scholarship monies.	$35,000.00	No
2.9	Professional Development on Instruction	Professional Development on instruction (grading equity and differentiated instruction, professional learning communities). This will comprise 40% of the instructional coach's time.	$200,000.00	No
2.10	Reading Support	Structured reading support, including assessment of incoming 9th-grade students. This is comprise 10% for the instructional coach's time to help facilitate, organize and make curriculum available to staff.	$65,000.00	No
2.11	Math Support	Structured math support, including assessment of incoming 9th-grade students. This is comprise 10% for the instructional coach's time to help facilitate, organize and make curriculum available to staff.	$65,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	93% District Wide Attendance	92%	93%	91.8%	93%	-0.2%
3.2	Reduce Chronic Absenteeism by 1%	12.8%	15.5%	10.8%	9.8%	-2%%
3.3	Out of School Suspension less than 5%	6.9%	5.7%	5.2%	Less than 5%	-1.7%
3.4	Maintain Expulsion Rate less than 1%	0%	<1%	<1%	Less Than 1%	<1%
3.5	Engage All Students and Parents in Post Secondary Planning	100%	100%	100%	100%	0%
3.6	Maintain “Good” Rating on Facilities Inspection	Good	Good	Good	Good	Good
3.7	Enroll At Least 15 Families per Comp Site in “Student Success Academy”	EHS - 13 FHS - 22 SHS - 14	EHS - 15 FHS - 47 SHS - 15	EHS - 38 FHS - 48 SHS - 15	EHS - 15 FHS - 15 SHS - 15	EHS - +25 FHS - +26 SHS - +1
3.8	Achieve More Than 75% "Excellent" or "Good" Overall Rating on Student Success Academy Exit Survey	100%	93.8%	96.3%	Greater Than 75%	-3.7%
3.9	Increase Student Self Reporting of Campus Safety as "Neutral",	91.9%	91.9%	96.3%	94.9%	4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Agree" or " Strongly Agree" by 1%					
3.10	Increase Student Self Reporting of Participating in School Activities as "Neutral", "Agree" or " Strongly Agree" by 1%	67.5%	73.4%	75.9%	70.5%	8.4%
3.11	Maintain Parent Reporting of Their Student Feeling Safe at School as "Neutral", "Agree" or " Strongly Agree" above 90%	93.2%	87.3%	94.1%	Greater Than 90%	0.9%
3.12	Increase Parent Reporting of Their Student Feeling Connected at School as "Neutral", "Agree" or " Strongly Agree" by 1%	86.4%	89.1%	87%	89.4%	0.6%
3.13	Maintain Staff Reporting of Their School Being Safe as "Neutral", "Agree" or " Strongly Agree" Above 95%	98.1%	95.3%	98.3%	Greater Than 95%	0.2%
3.14	District Graduation Rate Above 93%	89.6%	90.7%	92.9%	Greater Than 93%	3.3%
3.15	District Dropout Rate Below 3%	4%	5.1%	4%	Less Than 3%	0%

Goal Analysis [2025-26]

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.

Shasta Union High School District (SUHSD) continued to implement a wide range of strategies to improve student engagement, campus safety, and support services. While most planned actions were carried out as intended, the impact of these efforts varied across student subgroups, particularly when analyzing outcomes by race/ethnicity, disability status, and socioeconomic status as reflected in the 2025 California School Dashboard.

One of the most notable areas of improvement was chronic absenteeism, which decreased significantly from 15.5% to 10.8% (-4.7 percentage points). This improvement reflects the district's increased focus on attendance, including expanded monitoring, targeted outreach, and engagement efforts such as the districtwide attendance forum. However, Dashboard data indicate that chronic absenteeism remains disproportionately higher among socioeconomically disadvantaged students, students with disabilities, and foster youth, demonstrating that while overall systems have improved, targeted supports are still needed to address subgroup disparities.

Suspension rates also improved, decreasing from 5.7% to approximately 5.2%, reflecting continued implementation of Positive Behavioral Interventions and Supports (PBIS) and efforts to strengthen school climate. However, the Dashboard continues to show that students with disabilities and certain racial/ethnic student groups, including African American and American Indian students, experience disproportionately higher suspension rates compared to the district average. While overall reductions are evident, these disparities indicate that universal behavior supports have not yet fully addressed inequities in disciplinary outcomes.

Student engagement indicators showed continued positive trends. Student-reported perceptions of safety remained high, and participation in school activities remained strong, reflecting the district's emphasis on student connectedness through expanded extracurricular opportunities, mentoring, and relationship-building strategies.

The Student Success Academy continued to demonstrate strong outcomes, with increased participation and high satisfaction rates among students and families. The program remains an effective strategy for re-engaging students through a combination of academic support, credit recovery, and individualized attention.

Despite these successes, challenges remain in sustaining engagement for all students. Dashboard data indicate that dropout rates, while relatively stable overall, continue to disproportionately impact students with disabilities and certain student groups, reinforcing the need for earlier identification and intervention. These trends highlight the importance of proactive supports, particularly during key transition periods such as entry into high school and following extended absences.

Parent and staff feedback provided additional insight into school climate. While student perceptions of safety remain strong, parent perceptions of safety and communication remain areas for growth, suggesting a need for stronger alignment between school efforts and family experiences. Staff feedback indicates that while physical safety is well managed, ongoing challenges related to student behavior, engagement, and workload persist, particularly in classrooms serving higher concentrations of high-needs students.

Overall, SUHSD's implementation of Goal 3 actions resulted in measurable improvements in attendance, reductions in suspension rates, and strong student perceptions of safety and engagement. However, Dashboard data confirms persistent disparities across student groups, particularly in chronic absenteeism, suspension rates, and dropout outcomes. These findings reinforce the need for continued refinement of targeted supports, culturally responsive practices, and strengthened family engagement to ensure that all students feel connected, supported, and safe.

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

While a few material differences were noted between budgeted and estimated actual expenditures in the 2025–26 LCAP, the majority of expenditures aligned closely with projected costs. Variances were primarily due to staffing delays, multi-year service contracts, and lower-than-expected costs for certain materials and services.

Most planned investments, particularly those related to student engagement, school climate initiatives, attendance supports, and student services, were implemented as intended and reflected expenditures consistent with budget projections. However, some positions remained vacant at the beginning of the school year due to ongoing staffing challenges, resulting in delayed salary expenditures.

Additionally, several digital platforms and contracted services supporting student engagement, communication, and behavioral systems were covered by existing multi-year agreements, reducing anticipated expenditures in the current year. In other cases, materials and services were procured at a lower cost than originally projected, resulting in minor savings.

In limited instances, certain services or supports required slight cost increases due to higher-than-anticipated demand; however, these adjustments remained within expected variance ranges and were aligned with district priorities.

Despite these minor differences, overall implementation remained consistent with the LCAP plan, and the estimated percentage of improved services for unduplicated pupils remained aligned with district goals and priorities under Goal 3.

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

The actions implemented under Goal 3 have yielded mixed results in improving student engagement, school climate, and access to support services across the Shasta Union High School District (SUHSD). While many initiatives were effectively implemented and yielded positive outcomes for most students, the degree of effectiveness varied across subgroups, particularly by race, ethnicity, and disability status, as reflected in the 2025 California School Dashboard.

Effective Actions

The expansion of Student Success Academies (Action 3.2: Student Success Academies) at each comprehensive high school remained highly effective. Participation increased, and student and family feedback remained strong, with high satisfaction rates reported. These programs successfully re-engaged students, particularly those who were behind in credits or experiencing disengagement. The structure of

the academies, focused on mentorship, academic support, and individualized goal setting, continues to support improved outcomes in attendance, credit completion, and graduation readiness.

Actions aimed at enhancing student safety and engagement (Action 3.5: School Resource Officers, Action 3.9: Anonymous Reporting System, Action 3.10: Intramurals, Action 3.11: On-site Security Staff, Action 3.12: Link Crew, and Action 3.15: Mentoring Program) were also effective. Student-reported perceptions of safety remained high, and participation in school activities continued to be strong. These outcomes suggest that investments in campus supervision, relationship-building programs, and extracurricular opportunities have positively contributed to student connectedness and school climate.

Additionally, attendance-focused efforts, including increased monitoring and engagement strategies such as the districtwide attendance forum (Action 3.1: Teacher on Assignment (TOA) and Action 3.14: Attendance Incentives), contributed to a significant reduction in chronic absenteeism from 15.5% to 10.8% (-4.7 percentage points). This represents a substantial improvement from the prior year and indicates that expanded attention to attendance and engagement is beginning to yield positive results.

Less Effective or Ineffective Actions

Despite these successes, key areas of the goal remain ineffective. While chronic absenteeism improved overall, Dashboard data indicate that certain student groups—including socioeconomically disadvantaged students, students with disabilities, and foster youth—continue to experience higher rates of absenteeism. This suggests that while universal attendance strategies have improved outcomes, they have not fully addressed the root causes for all student groups.

Similarly, while the overall suspension rate declined (Action 3.16: Restorative Justice), disproportionality persists among student groups, particularly for students with disabilities and certain racial/ethnic groups such as African American and American Indian students. These trends indicate that while restorative practices and behavioral supports are in place, they have not yet been fully effective in eliminating inequitable discipline outcomes.

Another area of concern is parent perception of safety and communication (Action 3.17: Parent Involvement). While student-reported safety remains high, feedback from parents indicates ongoing concerns related to communication and awareness of school efforts. This suggests a continued need to strengthen family engagement and ensure that school climate improvements are clearly communicated to families.

Finally, dropout outcomes remain an area for improvement (Action 3.1: Teacher on Assignment (TOA)). While rates have stabilized compared to prior increases, Dashboard data indicate that students with disabilities and certain student groups continue to be disproportionately represented in dropout data. This highlights the need for earlier identification, stronger intervention systems, and more targeted supports to prevent disengagement.

Summary of Effectiveness

Goal 3 actions, including Student Success Academies, mentoring programs, and campus engagement strategies, have demonstrated effectiveness in improving student connectedness, perceptions of safety, and overall attendance. The reduction in chronic absenteeism represents a significant improvement and reflects the impact of focused district efforts.

However, effectiveness remains uneven across student groups, with persistent disparities in absenteeism, suspension rates, and dropout outcomes. These findings indicate that while universal systems are improving, more targeted, culturally responsive, and differentiated approaches are needed to ensure equitable outcomes.

Moving forward, the district will need to strengthen alignment between engagement strategies, behavioral supports, and family communication to ensure that all students, particularly those in historically underserved groups, experience a safe, supportive, and engaging school environment.

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

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

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

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

Other refinements include:

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher on Assignment (TOA) to improve attendance and/or engagement	Each comprehensive school site will employ a full-time Teacher on Assignment (TOA) with full release from classroom teaching duties to support improved student attendance and engagement. The TOA will monitor attendance patterns, support student outreach, and coordinate site-based engagement strategies designed to improve access, participation, and school connectedness for all students, including unduplicated students, students with disabilities, foster youth, and English Learners.	$430,000.00	Yes
3.2	Student Success Academies	Offer the Student Success Academy program at each comprehensive school targeting new incoming, unduplicated students and students with disabilities in the 9th grade and their families. This a multi-session program occurring in the evening during the first two months of the school year. The focus is on how to be successful in high school. Incentives to attend, snacks, child care, and tutoring are provided as	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needed.		
3.3	Foster Youth Liaison at each comprehensive school and District level	Each comprehensive school will designate an Assistant Principal to act as the Foster Youth Liaison, representing foster youth students at their school. This role will constitute about 5% of the designated staff member's responsibilities. Similarly, a Foster/Homeless Liaison will be appointed at the district level, with duties comprising roughly 15% of their responsibilities.	$65,000.00	Yes
3.4	Mental Health Counseling for Students	Contract with a private vendor (Steps to Tomorrow) to provide mental health counseling services to students on all school sites up to 5 days per week.	$330,000.00	Yes
3.5	School Resource Officers	The District will contract with the Redding Police Department and the Shasta County Probation Department to provide School Resource Officers (SROs) on all school campuses. The SROs will enhance campus safety and foster positive student relationship with law enforcement, particularly with our unduplicated students and students with disabilities.	$340,000.00	Yes
3.6	Pregnant and Parenting Teen Program	The District will implement a comprehensive Pregnant and Parenting Teen Program, which will include classified staff dedicated to delivering direct services to pregnant or parenting students. Additionally, teaching staff will work directly with these students, who may opt for independent study instead of traditional classroom settings to accommodate their family needs.	$25,000.00	Yes
3.7	In School Suspension Program	The district will provide in-school suspension as an alternative to out-of-school suspension to reduce educational disruption from disciplinary actions. In-school suspension will be utilized as frequently as possible to ensure students remain on campus and continue their academic progress, especially for our unduplicated students and those with disabilities.	$195,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	School Psychologist Services	Maintain an additional School Psychologist to assist in addressing students' social and emotional learning, and to provide additional support to our special education students.	$140,000.00	No
3.9	Anonymous Reporting System	Maintain an online based anonymous reporting system for students to use when reporting bullying, harassment or situations when they are in crisis.	$12,000.00	No
3.10	Maintenance and Custodial Services	Employ and provide resources to the Maintenance and Custodial department to maintain safe and clean school sites.	$2,800,000.00	No
3.12	Intramurals	Offer intramural activities on comp sites to improve campus climate.	$15,000.00	No
3.13	On site Security Staff	Contract with a private security firm to increase campus supervision and maintain a safe learning environment.	$400,000.00	No
3.14	Link Crew	Offer a Link Crew program at each comprehensive site to ease the transition to high school for middle school students.	$15,000.00	No
3.16	Attendance Incentives for At Risk Students	Provide incentives for students who make improvements in their attendance and/or maintain strong attendance throughout the school year.	$10,000.00	No
3.17	Mentoring Program	The District will partner with 5 Peaks Mentoring to provide mentoring support for students, including returning students. 5 Peaks Mentoring will	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		work closely with administration and school counseling teams at each comprehensive school site to coordinate referrals, support student engagement, and align services with identified student needs.		
3.18	Restorative Justice Program	Each comprehensive and continuation school will institute a restorative justice and/or peer court program as an alternative to suspension. This comprises 2% of the principal's time.	$25,000.00	No
3.19	Parent Involvement	Site administrators will maintain Site Councils, parent booster and PTSA groups open to all parents. All schools will conduct annual District parent surveys and "town hall" style meetings to encourage parent input on school and district decision making. This will comprise 10% of the Principals' time.	$110,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

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

Influence of Educational Partner Feedback on the LCAP Goal

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase graduation rates by 2% each year	66.3%	77.2%	75.8%	72.3%	9.5%
4.2	Increase attendance rates by 1% each year	73.8%	82.9%	77.5%	76.8%	3.7%
4.3	Reduce distance from standard on CAASPP ELA by 5 points each year	80.5 points below standard	98.9 points below standard	137.2 points below standard	65.5 points below standard	-56.7 points
4.4	Reduce distance from standard on CAASPP ELA by 5 points each year.	189 points below standard	190.6 points below standard	225.1 points below standard	174 points below standard	-36.1 points
4.5	Reduce suspension rates by 2% each year	19.4%	10.9%	11.2%	13.4%	-8.2%

Goal Analysis [2025-26]

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

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

Pioneer High School, as a continuation school serving a high concentration of students with significant academic and social needs, continued to implement a targeted set of actions aligned to Goal 4 during the 2025–26 school year. These actions were designed to address persistent inequities in academic performance, engagement, and postsecondary readiness, particularly for socioeconomically disadvantaged students, students with disabilities, and other historically underserved groups. Overall, the majority of planned actions were implemented; however, Dashboard outcomes indicate that while some areas showed stabilization or modest improvement, significant challenges remain across multiple indicators.

The rationale for this goal remains strongly supported by current Dashboard data. According to the 2025 California Dashboard for Pioneer High School, academic performance remains at the Red level in both English Language Arts and Mathematics, with students performing 137.2 points below standard in ELA (down 38.3 points) and 225.1 points below standard in Math (down 34.6 points). These declines

represent a substantive challenge and suggest that, despite the implementation of intervention supports and instructional strategies, students are not yet demonstrating measurable academic growth. This is particularly notable given that the majority of Pioneer's student population (78.1%) is socioeconomically disadvantaged, reinforcing the need for intensified and differentiated academic supports.

In terms of academic engagement, Pioneer demonstrated mixed results. The graduation rate declined from 77.2% to 75.8% (-1.4 percentage points), remaining in the Orange performance level and significantly below the state average of 87.8%. Subgroup data highlights continued disparities, with students with disabilities graduating at 61.8% (declined 11.9 percentage points), indicating a critical need for more targeted interventions and credit recovery supports. At the same time, some student groups, such as Hispanic students and socioeconomically disadvantaged students, demonstrated modest gains or stabilization, suggesting that certain supports are beginning to have a positive impact but are not yet consistent across all groups.

College and career readiness indicators showed slight improvement, with the College/Career Indicator increasing by 2.2 percentage points to 5.2% "Prepared," though this remains significantly below state levels. This reflects ongoing challenges in expanding access to and successful completion of pathways such as CTE, dual enrollment, articulated courses, and articulated coursework for Pioneer students. While these opportunities exist, the data suggest that additional scaffolding and support are needed to ensure meaningful participation and completion for students at a continuation site.

School climate and engagement data further illustrate both progress and ongoing concerns. The suspension rate increased slightly to 11.2% (+0.3 percentage points), maintaining a Red performance level, with disproportionately high rates for specific student groups, including African American students (33.3%) and foster youth (33.3%). While restorative practices and behavior supports were implemented, these data indicate that current strategies have not yet been sufficient to reduce disciplinary disparities. Additionally, local indicators such as parent engagement, implementation of academic standards, and school climate surveys were all reported as "Standard Not Met," signaling systemic challenges in both implementation fidelity and stakeholder engagement.

Despite these challenges, there were areas of relative success and stabilization. The College/Career Indicator showed incremental improvement, and some subgroup graduation rates demonstrated growth or maintenance. Furthermore, the reduction in suspension rates from prior peak years (e.g., from 19.4% in 2023 to 11.2% in 2025) suggests that longer-term efforts around behavior and engagement are having some impact, even if recent year-to-year change shows slight increases.

Implementation challenges were largely consistent with prior years and included high student mobility, significant credit deficiencies among incoming students, staffing constraints (including only 61.6% of teachers appropriately credentialed), and the complexity of addressing both academic and social-emotional needs simultaneously. These factors contributed to differences between planned actions and actual outcomes, particularly in achieving measurable academic growth and reducing disparities across student groups.

Overall, while Pioneer High School implemented the majority of its planned actions aligned with Goal 4, Dashboard data indicate that the intensity and differentiation of supports must continue to increase to accelerate improvement. Persistent Red indicators in academic performance, elevated suspension rates, and gaps in graduation outcomes for key student groups underscore the continued need for a highly targeted, equity-driven approach. At the same time, modest gains in college/career readiness and stabilization in some areas provide a foundation upon which to build more effective and responsive supports moving forward.

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

The material differences between budgeted and estimated actual expenditures in the 2024–25 LCAP for Goal 4 (Pioneer High School) were primarily due to staffing challenges, multi-year service contracts, and lower-than-anticipated costs for materials and services.

A key factor influencing expenditures was the difficulty in filling paraprofessional and classified support positions at various points during the school year. These roles are critical to implementing many of the planned supports for Pioneer students, particularly in intervention, supervision, and individualized assistance. While efforts to recruit and retain staff were ongoing, vacancies and delayed hiring timelines resulted in lower personnel expenditures than originally projected.

Additionally, some digital tools and contracted services were supported through existing multi-year agreements and did not require new expenditures during the 2024–25 fiscal year. In other cases, instructional materials and services were secured at more favorable rates than anticipated, contributing to overall cost savings.

Another contributing factor is the alignment of Equity Multiplier funds with other funding sources supporting Pioneer students. Many services, such as academic interventions, counseling, and student supports, are also funded through the broader LCAP and site-based plans, including the Single Plan for Student Achievement (SPSA) with Title I resources. This overlap can affect the timing and extent of Equity Multiplier fund expenditure, as services may already be in place through complementary funding streams.

Despite these factors, the site continued to prioritize staff training, targeted academic supports, and resource alignment to strengthen student outcomes. While not all funds were fully expended, implementation efforts remained focused on enhancing the effectiveness of services and supports for Pioneer students.

Overall, these conditions resulted in lower actual expenditures and a corresponding difference in the calculated percentage of improved services for unduplicated pupils, while still maintaining alignment with the intent and priorities of Goal 4.

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

The actions implemented at Pioneer High School under Goal 4 have yielded mixed results, with clear strengths in student engagement and school climate, alongside persistent challenges in academic performance, as reflected in the most recent Dashboard data.

Effective Actions

Actions focused on student engagement, attendance, and re-engagement systems (Action 4.3: Behavior Intervention Strategies) have demonstrated measurable effectiveness. Pioneer’s continued emphasis on credit recovery, case management, and individualized student support has helped maintain a graduation rate of 75.8%, though this reflects a slight decrease of 1.4 percentage points from the prior year. While this represents a stabilization rather than continued growth, it remains significantly higher than earlier baseline years and reflects the ongoing impact of targeted re-engagement strategies for credit-deficient students.

Attendance-focused efforts, informed in part by feedback from the district attendance forum and site-level discussions, have contributed to improved systems for monitoring and responding to student absences. While specific Dashboard absenteeism rates for Pioneer are not color-designated as they are for comprehensive sites, local data and engagement feedback indicate improved consistency in outreach, earlier intervention, and stronger alignment between school and family supports. These efforts have strengthened students' connection to school, particularly for students with historically low attendance.

Behavior and climate actions (Action 4.3: Behavior Intervention Strategies) continue to show areas of impact. Over time, Pioneer has reduced suspension rates from prior peak levels (19.4% in 2023 to 11.2% in 2025), reflecting the influence of restorative practices, PBIS structures, and increased behavioral supports. Although the current suspension rate increased slightly by 0.3 percentage points and remains at the Red performance level, the longer-term trend indicates progress in reducing exclusionary discipline. Input from School Site Council and staff discussions has reinforced the importance of maintaining these systems while continuing to refine supports for the highest-need students.

Less Effective or Ineffective Actions

Despite progress in engagement and climate, actions focused on academic achievement (Action 4.1: Technology and Apps to Support Student Learning and related instructional supports) have not yet produced the desired outcomes. According to the 2025 Dashboard, Pioneer remains in the Red performance level in both English Language Arts and Mathematics, with ELA declining by 38.3 points to 137.2 points below standard and Math declining by 34.6 points to 225.1 points below standard. These declines indicate that, while supports such as intervention, tutoring, and technology-based programs are in place, they have not yet translated into measurable academic growth.

Additionally, college and career readiness outcomes remain limited, with only 5.2% of students meeting the “Prepared” level (+2.2 percentage points) . While this reflects modest improvement, it underscores the need for stronger alignment between academic instruction and pathway completion, including CTE, dual enrollment, and articulated coursework opportunities that are accessible and attainable for continuation students.

Subgroup performance further highlights inequities in outcomes. Most notably, students with disabilities experienced a significant decline in graduation rate to 61.8% (-11.9 percentage points), indicating that current supports are not sufficiently differentiated or intensive for this group. Additionally, suspension data reveal disproportionately high rates for certain student groups, including African American students (33.3%) and foster youth (33.3%), suggesting that behavior supports, while improved overall, are not yet equitably effective across all populations.

Feedback gathered through the School Site Council, staff collaboration, and student engagement opportunities indicates that, while systems are in place, greater consistency in instructional practices, intervention delivery, and data use is needed to ensure that academic supports effectively reach all students.

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

Through analysis of Pioneer High School's implementation outcomes and reflection from staff, students, and educational partners, the district will maintain the current goal, metrics, and target outcomes for Goal 4 to ensure consistency and enable meaningful longitudinal tracking of progress. Rather than introducing significant new actions, the focus for the coming year will be on strengthening the implementation, alignment, and consistency of existing systems that have demonstrated impact.

A key area of continued focus will be refining and strengthening the Response to Intervention (RTI) structure, which will remain embedded in the bell schedule. Moving forward, emphasis will be placed on improving the consistency and effectiveness of intervention delivery, ensuring that supports are clearly aligned to student needs and informed by real-time data. This includes strengthening connections between classroom instruction and intervention time so that students receive targeted, relevant academic support.

In response to ongoing academic performance challenges in English Language Arts and mathematics, the district will prioritize improving the fidelity of instructional practices and intervention strategies rather than adding new programs. Professional learning will continue to focus on differentiated instruction, scaffolded supports, and strategies to better serve students with disabilities and other high-need student groups. Increased attention will also be given to consistent use of data to guide instructional decisions and monitor student progress.

Pioneer's Positive Behavioral Interventions and Supports (PBIS) framework, which has demonstrated effectiveness in improving school climate and reducing suspension rates over time, will be sustained and further strengthened. Efforts will center on maintaining consistent implementation across staff, refining tiered supports, and ensuring that behavioral interventions remain proactive, equitable, and aligned to student needs.

Additionally, the site will continue to build on its success with small group and individualized support structures, which have been critical in re-engaging students and supporting credit recovery. The focus moving forward will be on ensuring these supports are delivered with greater consistency and coordination across staff, maximizing their impact for students with the greatest needs.

Mental health and social-emotional supports will also remain in place and will continue to be integrated within existing systems, including RTI and PBIS, to ensure students receive coordinated and timely support.

These refinements reflect a deliberate approach to continuous improvement—prioritizing coherence, consistency, and depth of implementation over introducing new initiatives. By strengthening existing systems and focusing on fidelity, Pioneer High School aims to build on gains in engagement and climate while more effectively addressing persistent gaps in academic performance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology and Apps to support student learning	Utilize technology support programs and apps to enhance the delivery of lessons and, more frequently, assess student learning.	$156,990.00	No
4.2	Instructional Coaches	Provide additional support from the instructional coaches to help teachers develop targeted lessons and concise formative assessments. This will comprise of 5-10% of their time above current allocations.	$40,000.00	No
4.3	Behavior Intervention Strategies	Increase PBIS training opportunities for all staff, expand other support services such as Elevate menoring and other services	$60,000.00	No
4.4	Additional Assessment Tools	Provide additional math and ELA assessment tools for screening students and providing supplemental academic support.	$50,000.00	No
4.5	Professional Development	Fund additional professional development opportunities to increase staff capacity and knowledge specific to students that are in equity multiplier type schools	$80,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,873,500	$NA

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.034%	0.000%	$0.00	11.034%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Maintain 100% implementation of adopted state standards for all students. Maintain 0% of students lacking their own assigned textbook or instructional materials. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate. Increase the number of students completing CTE concentrator courses by 1% annually. Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.
1.3	**Action:** An Instructional Coach and PLC Facilitator at comprehensive sites **Need:** Supporting certified and classified staff by providing them with additional resources helps them better meet the needs of all students. **Scope:** LEA-wide	Students achieve the most effective learning when they are guided by instructors who offer significant support and exhibit expertise in creating and conducting lessons. Our students benefit from educators who possess a diverse array of experiences.	Increase “A-G” completion rate at Comprehensive Schools by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level English as measured by CAASPP by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level Math as measured by the CAASPP by 1% each year. Maintain 100% implementation of adopted state standards for all students. Maintain 0% of students lacking their own assigned

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

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

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

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

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

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

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	due to personal and academic challenges. This flexibility is tailored to meet the diverse needs of unduplicated pupils, allowing them to progress at their own pace. By providing these tailored supports, the Gateway to College program aims to reduce dropout rates and re-engage students in their education, addressing both their academic and emotional needs comprehensively. **Scope:** LEA-wide		
2.3	**Action:** Student Success Labs **Need:** Unduplicated pupils, including foster youth, English language learners, and low-income students, often face a range of challenges that can impede their academic success. These challenges include limited access to academic support, difficulties in understanding course material due to language barriers, and external socio-economic factors that can affect school attendance and performance. These students may struggle to keep up with their peers and are at higher risk of falling behind in their core classes, leading to lower graduation rates and limited post-secondary opportunities. **Scope:** LEA-wide	Offering lab sections during the school day specifically targets the academic needs of unduplicated pupils by providing additional instructional time and support in core subjects. This intervention is designed to: Provide Individualized Instruction: Lab sections facilitate smaller class sizes, allowing teachers to offer more personalized attention and tailor instruction to meet the specific needs of unduplicated pupils. This helps address learning gaps and ensures that students receive the targeted support necessary for academic success. Enhance Understanding of Core Material: By focusing on core subjects, these lab sections help students strengthen their understanding of essential topics such as math, science, and English. This is especially important for English language learners who may require extra assistance with language acquisition and comprehension.	Maintain scores at or above the state average in English as measured by the CAASPP for all subgroups. Achieve scores at or above the state average in Math as measured by the CAASPP for all subgroups. Decrease the percentage of students who receive a “D” or “F” in a broad course of study by 1%

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		Increase Engagement and Motivation: The supportive learning environment of lab sections is designed to keep students engaged and motivated. By enabling students to ask questions and receive immediate feedback, these labs help build confidence and encourage students to stay on track academically. Provide Socio-Emotional Support: Besides academic assistance, lab sections can address the socio-emotional needs of unduplicated pupils. Teachers can incorporate social-emotional learning (SEL) strategies to help students manage stress, build resilience, and develop positive relationships with peers and educators.	
2.4	**Action:** Credit Recovery Labs **Need:** Unduplicated pupils, including foster youth, English language learners, and low-income students, often face significant barriers that can impede their academic progress. These barriers include: Academic Challenges: Many unduplicated pupils struggle to keep up with their coursework due to various factors such as frequent school changes, language barriers, and lack of academic support at home. This can lead to falling behind in credits required for graduation. Attendance Issues: Socio-economic challenges can result in irregular school attendance. Factors such as housing	Offering lab sections during the school day as an intervention to allow students to recover lost credits through individual online instruction specifically targets the academic needs of unduplicated pupils. These courses are designed to: Provide Personalized Credit Recovery: Unduplicated pupils, including foster youth, English language learners, and low-income students, often face challenges that can result in falling behind in their coursework. The lab sections offer a tailored approach to credit recovery, allowing students to catch up on missed credits through individualized online instruction. This flexibility helps address the varied pacing and learning styles of unduplicated pupils, ensuring they can recover credits at their own pace and according to their unique needs.	Maintain scores at or above the state average in English as measured by the CAASPP for all subgroups. Achieve scores at or above the state average in Math as measured by the CAASPP for all subgroups. Decrease the percentage of students who receive a “D” or “F” in a broad course of study by 1%

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	instability, lack of transportation, and family responsibilities can cause students to miss school, making it difficult for them to stay on track academically. Language Barriers: English language learners may have difficulty understanding course material, leading to lower academic performance and an increased need for targeted instruction to help them succeed in their classes. **Scope:** LEA-wide	Enhance Accessibility and Engagement: By integrating online instruction, the lab sections make credit recovery more accessible. This mode of learning is particularly beneficial for unduplicated pupils who may have irregular attendance due to external socio-economic factors. The interactive and engaging nature of online learning can also help maintain student interest and motivation, which is crucial for keeping unduplicated pupils on track academically. Support Academic and Social-Emotional Needs: The individual focus of online instruction allows for immediate feedback and personalized support, which can be critical for unduplicated pupils who need extra help to understand course material. Additionally, the lab environment can incorporate social-emotional learning (SEL) strategies, helping students build resilience, manage stress, and develop positive relationships, which are essential for their overall well-being and academic success.	
3.1	**Action:** Teacher on Assignment (TOA) to improve attendance and/or engagement **Need:** Employing a Teacher on Assignment (TOA) for 60% of the day at each comprehensive school site specifically addresses the critical needs of unduplicated pupils, which include foster youth, English language learners, and low-income students. These students often face unique challenges that can negatively	Implementing the TOA role ensures that all unduplicated pupils across the district receive consistent and equitable support, regardless of which comprehensive school they attend. This approach is crucial for several reasons: Equity and Access: By providing a TOA at every comprehensive school, the district ensures that all unduplicated pupils have equal access to the resources and support they need to improve attendance and engagement. This promotes educational equity and helps close the achievement gap between unduplicated pupils and their peers.	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1%

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	impact their attendance and engagement in school. Improve Student Attendance: Unduplicated pupils frequently encounter barriers such as socio-economic difficulties, unstable housing, and family responsibilities that can lead to chronic absenteeism. A TOA dedicated to improving student attendance can identify and address these barriers by providing targeted support and interventions. This role may involve contacting families, developing individualized attendance plans, and coordinating with community resources to ensure students can consistently attend school. Increase Student Engagement: Engagement in school is essential for academic success and overall well-being. Unduplicated pupils may struggle with feeling disconnected from the school environment due to factors like language barriers, cultural differences, and previous negative educational experiences. A TOA focused on engagement can implement strategies to create a more inclusive and supportive school climate. This might include organizing student activities, fostering positive relationships between students and staff, and creating programs that cater to the interests and needs of unduplicated pupils. Provide Individualized Support: The presence of a TOA allows for more personalized attention to students who need it most. This includes monitoring academic progress,	Resource Optimization: A district-wide implementation allows for the efficient allocation of resources, ensuring that every school has the necessary personnel to support unduplicated pupils. This coordinated effort maximizes the impact of the TOA role and ensures that best practices can be shared and implemented consistently across the district. Consistency in Support: Offering the TOA role across all comprehensive schools ensures that the support provided to unduplicated pupils is uniform and reliable. This consistency is essential for building trust and stability within the student population, as they know they can rely on similar support and interventions regardless of their school location. Comprehensive Support Network: An LEA-wide approach fosters a comprehensive support network that includes teachers, counselors, administrators, and community partners. This collaborative effort enhances the ability to address the multifaceted needs of unduplicated pupils, ensuring that they receive holistic and continuous support throughout their educational journey.	Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 1% Maintain staff reporting of their school being safe as “neutral,” “agree,” or “strongly agree” above 95% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

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	providing mentoring and counseling, and connecting students with additional academic and social-emotional resources. By offering this individualized support, the TOA can help unduplicated pupils overcome obstacles that impede their educational success. **Scope:** Schoolwide		
3.2	**Action:** Student Success Academies **Need:** Offering the Student Success Academy program at each comprehensive school specifically targets the needs of unduplicated pupils, including foster youth, English language learners, and low-income students, as well as students with disabilities. This multi-session program is designed to support these students and their families by providing essential tools and resources to navigate high school successfully. Facilitate Smooth Transition to High School: Unduplicated pupils often face significant challenges when transitioning to high school, such as adjusting to a new environment, understanding academic expectations, and developing effective study habits. The Student Success Academy helps ease this transition by offering sessions focused on these areas, ensuring that students start high school with	Implementing the Student Success Academy on schoolwide basis ensures that all unduplicated pupils and students with disabilities across the district have access to this vital support, regardless of which comprehensive school they attend. This approach is essential for several reasons: Equity and Access: Offering the Academy at every comprehensive school guarantees that all unduplicated pupils and their families have an equal opportunity to benefit from the program. This promotes educational equity and helps close the achievement gap by providing consistent support across the district. Resource Efficiency: A district-wide implementation allows for efficient use of resources, ensuring that every school can provide the necessary facilities, staff, and materials to support the program. This coordinated effort ensures that the Academy can be delivered effectively and sustainably at each site. Consistency in Support: Providing the Student Success Academy across all comprehensive	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Engage 100% of students and/or parents in the postsecondary planning process. Enroll no less than 15 families per school site in the “Student Success Academy” each year.

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	the knowledge and skills they need to succeed. Engage Families: Family involvement is crucial for the academic success of unduplicated pupils. However, many families may not be familiar with the high school system or how best to support their children. The Academy engages families by providing them with information and resources on how to support their child's education, thereby fostering a home environment conducive to academic success. Provide Comprehensive Support: The Academy offers incentives to attend, snacks, childcare, and tutoring, addressing several barriers that might prevent participation. Build a Supportive Community: By targeting incoming 9th graders and their families, the program helps build a sense of community and belonging. This is particularly important for unduplicated pupils who might feel isolated or disconnected from their peers. The Academy provides a platform for students and families to connect with each other and with school staff, fostering relationships that can support students throughout their high school years. **Scope:** Schoolwide	schools ensures a consistent level of support for unduplicated pupils and students with disabilities. This uniformity helps standardize the quality of education and interventions they receive, which is crucial for maintaining high standards of support throughout the district. Comprehensive Support Network: An LEA-wide approach fosters a comprehensive support network, enabling better coordination between schools, teachers, counselors, and community partners. This holistic support system ensures that the diverse needs of unduplicated pupils and their families are addressed systematically, enhancing their overall school experience and academic outcomes.	Achieve more than 75% "Excellent" or "Good" overall rating on the Student Success Academy exit survey. Increase student self-reporting of campus safety as "neutral," "agree," or "strongly agree" by 1% Increase student self-reporting of participating in school activities as "neutral," "agree," or "strongly agree" by 1% Maintain parent reporting of their student feeling safe at school as "neutral," "agree," or "strongly agree" above 90% Increase parent reporting of their student feeling connected at school as "neutral," "agree," or "strongly agree" by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

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3.3	**Action:** Foster Youth Liaison at each comprehensive school and District level **Need:** Designating an Assistant Principal as the Foster Youth Liaison at each comprehensive school and appointing a Foster/Homeless Liaison at the district level specifically addresses the unique needs of foster youth, a critical subgroup of unduplicated pupils. These actions are designed to provide targeted support to foster youth students by ensuring they have a dedicated advocate within their school and at the district level. Dedicated Support and Advocacy: Foster youth often face significant challenges, including frequent school changes, trauma, and instability in their home lives, which can impact their academic performance and overall well-being. Having an Assistant Principal act as the Foster Youth Liaison ensures that these students have a dedicated advocate who understands their unique circumstances and can provide tailored support and intervention. Coordination of Services: The school-based Foster Youth Liaison can coordinate with teachers, counselors, and external agencies to provide comprehensive support for foster youth. This includes monitoring academic	Implementing this action on an LEA-wide or schoolwide basis ensures that all foster youth across the district receive consistent and equitable support, regardless of which school they attend. This approach is essential for several reasons: Equity and Access: By designating a Foster Youth Liaison at each comprehensive school and a district-level Foster/Homeless Liaison, the district ensures that every foster youth student has access to the necessary support and resources. This promotes equity and helps to close the achievement gap by providing a consistent level of care and attention to all foster youth. Resource Optimization: A district-wide approach allows for the efficient allocation of resources, ensuring that both school-based and district-level Liaisons are equipped to support foster youth effectively. This coordination helps maximize the impact of the resources available and ensures that best practices are implemented uniformly across the district. Consistency in Support: Providing dedicated Liaisons across all schools ensures that the support foster youth receive is uniform and reliable. This consistency is crucial for building trust and stability within the foster youth population, as they know they can rely on similar support and interventions regardless of their school placement. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network, enabling better coordination between	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as

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	progress, facilitating access to tutoring and counseling services, and addressing any barriers to attendance and engagement. The district-level Foster/Homeless Liaison can oversee and ensure consistency in support across the district, working to address systemic issues and coordinate resources effectively. Focused Attention: Although the role constitutes only about 5% of the Assistant Principal's responsibilities and 10% of the district-level Liaison's duties, this focused attention is crucial for identifying and addressing the specific needs of foster youth. This includes ensuring that foster youth are included in all school activities, have access to academic support, and receive the emotional and social support they need to thrive. Holistic Approach: The Foster Youth Liaison role is integral to creating a supportive and stable school environment for foster youth. By addressing both academic and non-academic needs, the Liaison can help foster youth build resilience, improve their academic performance, and feel more connected to their school community. **Scope:** LEA-wide	school-based Liaisons, the district-level Liaison, and external agencies. This holistic approach ensures that the diverse needs of foster youth are addressed systematically, enhancing their chances of academic success and overall well-being.	"neutral," "agree," or "strongly agree" by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%
3.4	**Action:** Mental Health Counseling for Students	Implementing mental health counseling services on an LEA-wide basis ensures that all unduplicated pupils across the district have	Achieve District-wide overall student attendance of 93% annually.

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	Need: Contracting with a private vendor, Steps to Tomorrow, to provide mental health counseling services to students at all school sites up to five days per week specifically addresses the critical mental health needs of unduplicated pupils. These students, including foster youth, English language learners, and low-income students, often face a range of challenges that can adversely affect their mental health and, consequently, their academic performance and overall well-being. Addressing Trauma and Emotional Stress: Unduplicated pupils frequently encounter significant stressors such as unstable home environments, financial difficulties, and trauma from various sources. Access to consistent mental health counseling can help these students process and manage their emotions, reducing the negative impact of these stressors on their academic and social lives. Providing Accessible Mental Health Support: Many unduplicated pupils may not have access to mental health services outside of school due to financial constraints, lack of transportation, or limited awareness of available resources. By offering mental health counseling on school sites up to five days per week, the district ensures that these critical services are accessible to all students who need them, removing barriers to care.	equitable access to the support they need. This approach is essential for several reasons: Equity and Access: By providing mental health counseling services at all school sites, the district ensures that every unduplicated pupil has the opportunity to benefit from these services, regardless of which school they attend. This promotes equity and helps close the achievement gap by addressing the mental health needs of students who may otherwise be overlooked. Resource Optimization: Contracting with a private vendor like Steps to Tomorrow allows the district to utilize specialized mental health professionals who are trained to address a wide range of issues. This ensures that students receive high-quality care from experienced counselors, and it allows school staff to focus on their primary educational roles. Consistency in Support: Offering mental health services across all schools provides consistent support for unduplicated pupils. This uniformity helps standardize the quality of mental health care. It ensures that all students receive the same level of attention and intervention, which is crucial for maintaining high standards of student well-being across the district. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes mental health counselors, teachers, administrators, and other support staff. This collaborative effort ensures that the mental health needs of unduplicated pupils are addressed	Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 1%

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	Enhancing Academic Performance: Mental health challenges can significantly impede a student's ability to concentrate, engage in classroom activities, and perform academically. Regular access to mental health counseling helps students develop coping strategies, improve emotional regulation, and build resilience, all of which contribute to better academic outcomes. Supporting Social-Emotional Learning (SEL): Steps to Tomorrow's mental health counseling services can complement the school's SEL initiatives. These services can help students develop essential skills such as empathy, relationship-building, and effective communication, which are crucial for their overall personal development and success in school. **Scope:** LEA-wide	holistically, enhancing their overall school experience and academic performance.	Maintain district graduation rate above 93% Maintain district dropout rate below 3%
3.5	**Action:** School Resource Officers **Need:** Contracting with the Redding Police Department to provide School Resource Officers (SROs) on all school campuses addresses the critical need for safety and positive engagement with law enforcement, particularly for unduplicated pupils. This includes foster youth, English language learners, and low-income students, who often	Implementing SROs on an LEA-wide basis ensures that all students, especially unduplicated pupils, receive consistent and equitable access to enhanced safety and support across the district. This approach is essential for several reasons: Equity and Access: By providing SROs on all school campuses, the district ensures that every unduplicated pupil benefits from the presence of trained law enforcement officers who can provide safety and support. This promotes equity by ensuring that students in all schools receive the same level of protection and positive engagement.	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6%

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
	face unique challenges that can impact their sense of security and well-being at school. Enhancing Campus Safety: Unduplicated pupils frequently encounter external and internal factors that contribute to a lack of safety, both in their communities and within the school environment. The presence of SROs on campus enhances overall safety, providing a secure and stable learning environment where students can focus on their education without fear of violence or disruption. Building Trust and Positive Relationships: Many unduplicated pupils may have had negative experiences or perceptions of law enforcement due to their backgrounds or community environments. SROs on campus can foster positive relationships with students by serving as role models and mentors. By interacting regularly with students, SROs help build trust and demonstrate that law enforcement officers can be allies and supporters, not just enforcers of rules. Supporting Students with Disabilities: Students with disabilities often require additional support to navigate the school environment safely. SROs can provide tailored assistance to these students, ensuring they feel safe and supported. This includes responding to emergencies, de-escalating potential conflicts, and working closely with school staff to meet the specific needs of students with disabilities.	Resource Optimization: A district-wide approach allows for the efficient allocation of resources, ensuring that all schools, regardless of size or location, have access to SROs. This uniform distribution of resources helps maintain high standards of safety and support across the district. Consistency in Safety Measures: Offering SROs across all schools ensures a consistent level of safety and security for unduplicated pupils. This consistency is crucial for building a district-wide culture of trust and safety, where students feel secure and supported in their learning environments. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes SROs, teachers, counselors, and administrators. This collaborative effort ensures that the diverse needs of unduplicated pupils are addressed holistically, enhancing their chances of academic success and overall well-being. Community and School Collaboration: By partnering with local law enforcement, the district strengthens its ties with the community. This collaboration helps create a seamless support system for unduplicated pupils, ensuring they receive the necessary resources and interventions both inside and outside the school environment.	Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 1% Maintain staff reporting of their school being safe as “neutral,” “agree,” or “strongly agree” above 95% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Providing Guidance and Support: Beyond their security roles, SROs can offer guidance and support to unduplicated pupils by participating in educational programs, workshops, and one-on-one mentoring sessions. These interactions can help address issues such as bullying, substance abuse, and other challenges that disproportionately affect unduplicated pupils, contributing to their overall well-being and academic success. **Scope:** LEA-wide		
3.6	**Action:** Pregnant and Parenting Teen Program **Need:** The District will implement a comprehensive Pregnant and Parenting Teen Program, which will include classified staff dedicated to delivering direct services to pregnant or parenting students. Additionally, teaching staff will work directly with these students, who may opt for independent study instead of traditional classroom settings to accommodate their family needs. **Scope:** LEA-wide	Implementing the Pregnant and Parenting Teen Program on an LEA-wide basis ensures that all students across the district who need this support can access it, regardless of their specific school. This approach is essential for several reasons: Equity and Access: Providing the program at all schools ensures that every pregnant or parenting student has equal access to the resources and support they need to succeed. This promotes educational equity and helps close the achievement gap for unduplicated pupils who face additional challenges due to pregnancy and parenting responsibilities. Resource Optimization: A district-wide implementation allows for the efficient allocation of resources, ensuring that all schools have the necessary staff and facilities to support pregnant and parenting students. This coordinated approach maximizes the impact of the program	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Engage 100% of students and/or parents in the postsecondary planning process. Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and ensures that best practices are applied consistently across the district. Consistency in Support: Offering the program across all schools ensures a consistent level of support for pregnant and parenting students. This uniformity is crucial for building trust and reliability, as students know they can depend on the same quality of care and assistance, no matter which school they attend. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes teachers, classified staff, counselors, and community partners. This holistic approach ensures that the diverse needs of pregnant and parenting students are addressed systematically, enhancing their chances of academic success and overall well-being. Community and School Collaboration: By implementing the program district-wide, the school district can strengthen its collaboration with community organizations and healthcare providers. This partnership ensures that students receive comprehensive support, both inside and outside of school, including access to medical care, parenting resources, and social services.	
3.7	**Action:** In School Suspension Program **Need:** Providing in-school suspension as an alternative to out-of-school suspension directly addresses the unique needs of unduplicated	Implementing in-school suspension on an LEA-wide or schoolwide basis ensures that all students, especially unduplicated pupils and those with disabilities, have consistent access to this alternative disciplinary measure across the district. This approach is essential for several reasons:	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	pupils, including foster youth, English language learners, and low-income students, who are disproportionately affected by disciplinary actions. This approach ensures that disciplinary measures do not impede their academic progress. Reducing Educational Disruption: Out-of-school suspensions often result in significant educational disruption, causing students to miss valuable instructional time and fall behind in their studies. In-school suspension allows students to remain on campus, ensuring they continue their academic activities and have access to educational resources, which is crucial for unduplicated pupils who may already face academic challenges. Providing a Structured Environment: In-school suspension offers a structured environment where students can complete their coursework under supervision. This structure helps maintain continuity in their education and provides a setting that supports learning, as opposed to the unstructured time that might come with out-of-school suspension. Offering Academic Support: During in-school suspension, students can receive academic support from teachers and staff. This support includes help with assignments, access to tutoring, and the opportunity to address any learning gaps. For unduplicated pupils, who may require additional academic assistance, this support is vital to ensuring they stay on track academically.	Equity and Access: Providing in-school suspension at all schools ensures that every unduplicated pupil benefits from this alternative to out-of-school suspension. This promotes equity by ensuring that students at all schools have the same opportunities to continue their education without interruption, regardless of their school's resources or policies. Resource Optimization: A district-wide approach allows for the efficient allocation of resources, including staff training and the development of in-school suspension programs. This ensures that all schools can effectively implement in-school suspension, providing a standardized approach to discipline across the district. Consistency in Disciplinary Measures: Offering in-school suspension across all schools ensures a consistent disciplinary approach. This uniformity helps maintain high standards of fairness and support, ensuring that all students receive the same level of care and intervention regardless of their school. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes teachers, counselors, administrators, and behavioral specialists. This collaborative effort ensures that the diverse needs of unduplicated pupils and students with disabilities are addressed systematically, enhancing their chances of academic success and overall well-being.	Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Addressing Behavioral Issues Constructively: In-school suspension provides an opportunity to address the root causes of behavioral issues through counseling and behavioral interventions. By keeping students in a supportive school environment, staff can work with them to develop better coping strategies, improve decision-making skills, and address any underlying issues that may be contributing to their behavior. Supporting Students with Disabilities: Students with disabilities often require specific accommodations and supports that are available within the school setting. In-school suspension ensures these students continue to receive the necessary support services, such as special education resources and individualized instruction, which might not be available if they were suspended out of school. **Scope:** Schoolwide	Reducing Recidivism: Consistent application of in-school suspension across the district helps in reducing recidivism by addressing behavioral issues more effectively. Keeping students engaged in their education and providing support to address the causes of their behavior can lead to long-term improvements in student conduct.	
3.17	**Action:** Mentoring Program **Need:** Bringing in an outside mentoring program, such as Elevate Mentoring, to provide mentors to students addresses the specific needs of unduplicated pupils, including foster youth, English language learners, and low-income students. These students often face significant challenges that can impact their academic	Implementing the Elevate Mentoring program on an LEA-wide basis ensures that all unduplicated pupils across the district have access to these vital mentoring services, regardless of which comprehensive school they attend. This approach is essential for several reasons: Equity and Access: By providing the mentoring program at all comprehensive schools, the district ensures that every unduplicated pupil has equal access to the benefits of mentoring. This promotes	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6%

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
	performance, social-emotional development, and overall well-being. The mentoring program is designed to provide the following supports: Personalized Guidance and Support: Mentors from Elevate Mentoring offer individualized attention and support to unduplicated pupils. This personalized guidance helps students navigate academic challenges, set and achieve personal goals, and develop important life skills. Mentors can provide a stable, supportive relationship that many unduplicated pupils lack outside of school. Academic Encouragement: Mentors work closely with students to encourage academic persistence and excellence. They help students develop effective study habits, manage their time efficiently, and stay motivated to succeed in school. This support is particularly valuable for unduplicated pupils who may struggle with academic self-confidence and face additional obstacles to academic success. Social-Emotional Development: Elevate Mentoring focuses not only on academic success but also on the social-emotional well-being of students. Mentors provide a safe space for students to express their concerns, build resilience, and develop healthy coping strategies. This holistic approach addresses the emotional and psychological needs of unduplicated pupils, helping them to become well-rounded individuals.	educational equity and helps close the achievement gap by offering consistent support to all students in need. Resource Optimization: A district-wide approach allows for the efficient allocation of resources, ensuring that all schools have the necessary personnel and infrastructure to support the mentoring program. This coordinated effort maximizes the impact of Elevate Mentoring and ensures that best practices are applied uniformly across the district. Consistency in Support: Offering the mentoring program across all schools ensures a consistent level of support for unduplicated pupils. This uniformity helps maintain high standards of mentoring and support, ensuring that all students receive the same quality of care and assistance, regardless of their school placement. Comprehensive Support Network: An LEA-wide implementation fosters a comprehensive support network that includes mentors, teachers, counselors, and administrators. This collaborative effort ensures that the diverse needs of unduplicated pupils are addressed systematically, enhancing their chances of academic success and overall well-being. Building a Positive School Culture: By integrating the Elevate Mentoring program across the district, the school community can build a positive and supportive culture that values mentorship and student well-being. This culture helps create an	Maintain pupil expulsion rate below 1% Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Role Models and Positive Relationships: Having mentors who serve as positive role models can significantly impact the lives of unduplicated pupils. Mentors demonstrate positive behaviors, offer constructive feedback, and inspire students to pursue their aspirations. Building these positive relationships helps students feel valued and supported, which can enhance their engagement and success in school. Coordination with School Counseling Teams: The mentoring program is integrated with the school's existing support services, providing a cohesive support system for unduplicated pupils. School counselors can refer students to the mentoring program and collaborate with mentors to address specific student needs, ensuring a comprehensive approach to student support. **Scope:** LEA-wide	environment where all students feel supported and encouraged to reach their full potential.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** English Language Learner (EL) Course **Need:** Academic support, access to a comprehensive curriculum, and monitoring of English Learner (EL) students are essential. **Scope:** Limited to Unduplicated Student Group(s)	This action enables more precise monitoring of our EL students and offers early support and interventions to foster academic success.	Increase “A-G” completion rate at Comprehensive Schools by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level English as measured by CAASPP by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level Math as measured by the CAASPP by 1% each year. Maintain 100% implementation of adopted state standards for all students. Maintain 0% of students lacking their own assigned

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			textbook or instructional materials. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate. Increase the number of students completing CTE concentrator courses by 1% annually. Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students. Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.
1.2	**Action:** English Language Learner Monitor(s) **Need:**	This initiative provides students with the chance to utilize a wide array of academic resources, ensuring that English Learners (EL) have access to all available course offerings. As EL numbers increase additional staff support may be needed.	Increase “A-G” completion rate at Comprehensive Schools by 1% each year. Stay above the state average for EL students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Academic support, access to a comprehensive curriculum, and monitoring of English Learner (EL) students are essential. **Scope:** Limited to Unduplicated Student Group(s)		and increase the percentage of students prepared for college-level English as measured by CAASPP by 1% each year. Stay above the state average for EL students and increase the percentage of students prepared for college-level Math as measured by the CAASPP by 1% each year. Maintain 100% implementation of adopted state standards for all students. Maintain 0% of students lacking their own assigned textbook or instructional materials. Stay above the state average on ELPAC scores. Maintain English Learner Reclassification rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Increase the number of students completing CTE concentrator courses by 1% annually. Increase the number of students completing a CTE completer course and completing A-G by 1% Maintain access to a broad course of study as described in Ed Code 51220 for all students. Increase the percentage of students enrolled in dual enrollment or articulated courses by 2% each year.
3.3	**Action:** Foster Youth Liaison at each comprehensive school and District level **Need:** Designating an Assistant Principal as the Foster Youth Liaison at each comprehensive school and appointing a Foster/Homeless Liaison at the district level specifically addresses the unique needs of foster youth, a critical subgroup of unduplicated pupils. These actions are designed to provide targeted support to foster youth students by ensuring	Individualized Attention and Support: The Foster Youth Liaisons are specifically trained to understand and address the complex needs of foster youth. This includes providing individualized academic plans, connecting students with necessary mental health resources, and ensuring they have access to extracurricular activities, which are crucial for a well-rounded education. Early Identification and Intervention: By having a designated Liaison at each school, early identification of potential issues affecting foster youth can be achieved. This proactive approach allows for timely interventions that can prevent minor issues from becoming significant barriers to academic success.	Achieve District-wide overall student attendance of 93% annually. Reduce District-wide chronic absenteeism by 1% Achieve District-wide out of school suspensions to less than 6% Maintain pupil expulsion rate below 1%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	they have a dedicated advocate within their school and at the district level. Dedicated Support and Advocacy: Foster youth often face significant challenges, including frequent school changes, trauma, and instability in their home lives, which can impact their academic performance and overall well-being. Having an Assistant Principal act as the Foster Youth Liaison ensures that these students have a dedicated advocate who understands their unique circumstances and can provide tailored support and intervention. Coordination of Services: The school-based Foster Youth Liaison can coordinate with teachers, counselors, and external agencies to provide comprehensive support for foster youth. This includes monitoring academic progress, facilitating access to tutoring and counseling services, and addressing any barriers to attendance and engagement. The district-level Foster/Homeless Liaison can oversee and ensure consistency in support across the district, working to address systemic issues and coordinate resources effectively. Focused Attention: Although the role constitutes only about 5% of the Assistant Principal’s responsibilities and 10% of the district-level Liaison's duties, this focused attention is crucial for identifying and addressing the specific needs of foster youth. This includes ensuring that foster youth are	Family and Community Engagement: The Liaisons work not only with the students but also engage with foster families and community resources to create a robust support network. This ensures that foster youth have a stable and supportive environment both at school and at home. Consistency and Stability: Foster youth often experience frequent changes in their living and educational environments. The presence of a dedicated Liaison provides a stable point of contact and consistency in support, which is essential for their emotional and academic well-being.	Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 1% Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 1% Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90% Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 1% Maintain district graduation rate above 93% Maintain district dropout rate below 3%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	included in all school activities, have access to academic support, and receive the emotional and social support they need to thrive. Holistic Approach: The Foster Youth Liaison role is integral to creating a supportive and stable school environment for foster youth. By addressing both academic and non-academic needs, the Liaison can help foster youth build resilience, improve their academic performance, and feel more connected to their school community. **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

The Shasta Union High School District is receiving additional concentration grant add-on funding. For the 2025–26 year, the district received approximately $305,031 and anticipates receiving a similar amount for the 2026–27 year. Because this is a relatively limited funding source in relation to the district's overall staffing and program costs, SUHSD is using these funds strategically to supplement and support existing programs that provide direct services to students, rather than attempting to implement new districtwide staffing models that could not be sustained at this funding level.

The additional concentration grant add-on funding will be used to help maintain and strengthen targeted instructional support for English learner students. By concentrating these funds in a manageable, high-need area, the district can increase access to direct academic support for EL students while strengthening existing intervention and student support systems.

This approach allows SUHSD to use the additional funding in a focused and responsible manner, supporting students with identified needs while maintaining alignment with current LCAP goals and services. If the district continues to receive this funding in future years, SUHSD will evaluate the level and sustainability of the funding and determine whether additional staffing or expanded direct services can be implemented over time.

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	0	1:13
Staff-to-student ratio of certificated staff providing direct services to students	1:5.7	1:13

2026-27 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	53230920	5,873,500	11.034%	0.000%	11.034%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,402,000.00	$876,990.00	$20,000.00	$100,000.00	$19,398,990.00	$15,440,000.00	$3,958,990.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	English Language Learner (EL) Course	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta 9-12	2026-2027 school year	$160,000.00	$0.00	$160,000.00				$160,000.00	0.00%
1	1.2	English Language Learner Monitor(s)	English Learners	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta 9-12	2026-2027 school year	$65,000.00	$0.00	$65,000.00				$65,000.00	00.00%
1	1.3	An Instructional Coach and PLC Facilitator at comprehensive sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Enterprise, Foothill and Shasta 9-12	2026-2027 school year	$140,000.00	$0.00	$140,000.00				$140,000.00	0.00%
1	1.4	Four year graduation plans including Career Technical Education courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta 9-12	2026-2027 school year	$200,000.00	$0.00	$200,000.00				$200,000.00	0.00%
1	1.5	Transportation during the school day to various Career Technical Education Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 10-12	2026-2027 school year	$90,000.00	$90,000.00	$180,000.00				$180,000.00	0.00%
1	1.6	Career Centers at each comprehensive school	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Enterprise,	2026-2027 school year	$85,000.00	$0.00	$85,000.00				$85,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	Foothill, Shasta and Pioneer High Schools 9-12									
1	**1.7**	Provide Standards Aligned Curriculum	All	No			All Schools	2026-2027 school year	$0.00	$470,000.00	$420,000.00	$50,000.00			$470,000.00	0.00%
1	**1.8**	Laptop for all students	All	No				2026-2027 school year	$0.00	$350,000.00	$350,000.00				$350,000.00	0.00%
1	**1.9**	Career Technical Education (CTE) Courses	All	No				2026-2027 school year	$4,700,000.00	$200,000.00	$4,700,000.00	$200,000.00			$4,900,000.00	0.00%
1	**1.10**	Dual Enrollment and articulated Courses	All	No				2026-2027 school year	$25,000.00	$0.00	$25,000.00				$25,000.00	0.00%
1	**1.11**	Advanced Placement (AP) Courses	All	No			Specific Schools: Enterprise, Foothill, Shasta Collegiate, and Shasta High School 9-12	2026-2027 school year	$2,000,000.00	$200,000.00	$2,000,000.00	$200,000.00			$2,200,000.00	
1	**1.12**	Online tools for distance learning, independent learning, and data analysis	All	No				2026-2027 school year	$0.00	$450,000.00	$450,000.00				$450,000.00	0.00%
1	**1.13**	Maintain WiFi on busses	All	No				2026-2027 school year	$0.00	$15,000.00	$15,000.00				$15,000.00	0.00%
1	**1.14**	Maintain appropriately credentialed staff through the Associate Superintendent of HR.	All	No				2026-2027 school year	$15,000.00	$0.00	$15,000.00				$15,000.00	0.00%
2	**2.1**	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pioneer Continuation High School 9-12	2026-2027 school year	$2,200,000.00	$800,000.00	$3,000,000.00				$3,000,000.00	0.00%
2	**2.2**	Gateway to College Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pioneer High School/ Gateway to College 11-12	2026-2027 school year	$300,000.00	$60,000.00	$360,000.00				$360,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Student Success Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	2026-2027 school year	$500,000.00	$0.00	$500,000.00				$500,000.00	0.00%
2	2.4	Credit Recovery Labs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2026-2027 school year	$150,000.00	$0.00	$150,000.00				$150,000.00	0.00%
2	2.5	English and Math support	All	No			All Schools 9-12	2026-2027 school year	$75,000.00	$0.00				$75,000.00	$75,000.00	0.00%
2	2.6	Summer School	All	No			All Schools 9-12	2026-2027 school year	$150,000.00	$0.00	$150,000.00				$150,000.00	0.00%
2	2.7	Anytime School and/or Academic Saturday School	All	No			All Schools 9-12	2026-2027 school year	$30,000.00	$20,000.00	$30,000.00		$20,000.00		$50,000.00	0.00%
2	2.8	After or Before School Tutoring	All	No			Specific Schools: Enterprise, Foothill and Shasta High School 9-12	2026-2027 school year	$25,000.00	$10,000.00	$35,000.00				$35,000.00	0.00%
2	2.9	Professional Development on Instruction	All	No			All Schools 9-12	2026-2027 school year	$200,000.00	$0.00	$200,000.00				$200,000.00	0.00%
2	2.10	Reading Support	All	No			Specific Schools: Enterprise, Foothill, and Shasta High Schools 9-10	2026-2027 school year	$45,000.00	$20,000.00	$65,000.00				$65,000.00	0.00%
2	2.11	Math Support	All	No			All Schools Specific Schools: Enterprise, Foothill, and Shasta High Schools	2026-2027 school year	$45,000.00	$20,000.00	$65,000.00				$65,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-10									
3	3.1	Teacher on Assignment (TOA) to improve attendance and/or engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High School 9-12	2026-2027 school year	$430,000.00	$0.00	$430,000.00				$430,000.00	0.00%
3	3.2	Student Success Academies	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High School 9th grade	2026-2027 school year	$25,000.00	$30,000.00	$30,000.00			$25,000.00	$55,000.00	0.00%
3	3.3	Foster Youth Liaison at each comprehensive school and District level	Foster Youth	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools 9-12	2026-2027 school year	$65,000.00	$0.00	$65,000.00				$65,000.00	0.00%
3	3.4	Mental Health Counseling for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	2026-2027 school year	$330,000.00	$0.00	$330,000.00				$330,000.00	0.00%
3	3.5	School Resource Officers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2026-2027 school year	$340,000.00	$0.00	$340,000.00				$340,000.00	0.00%
3	3.6	Pregnant and Parenting Teen Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2026-2027 school year	$25,000.00	$0.00	$25,000.00				$25,000.00	0.00%
3	3.7	In School Suspension Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High	2026-2027 school year	$195,000.00	$0.00	$195,000.00				$195,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Schools 9-12									
3	3.8	School Psychologist Services	All Students with Disabilities	No			All Schools	2026-2027 school year	$140,000.00	$0.00	$140,000.00				$140,000.00	0.00%
3	3.9	Anonymous Reporting System	All	No			All Schools	2026-2027 school year	$0.00	$12,000.00	$12,000.00				$12,000.00	0.00%
3	3.10	Maintenance and Custodial Services	All	No			All Schools	2026-2027 school year	$2,000,000.00	$800,000.00	$2,800,000.00				$2,800,000.00	0.00%
3	3.12	Intramurals	All	No			Specific Schools: Enterprise, Foothill, and Shasta High Schools 9-12	2026-2027 school year	$7,500.00	$7,500.00	$15,000.00				$15,000.00	0.00%
3	3.13	On site Security Staff	All	No			All Schools	2026-2027 school year	$400,000.00	$0.00	$400,000.00				$400,000.00	0.00%
3	3.14	Link Crew	All	No			Specific Schools: Enterprise, Foothill, and Shasta High Schools	2026-2027 school year	$7,500.00	$7,500.00	$15,000.00				$15,000.00	0.00%
3	3.16	Attendance Incentives for At Risk Students	All	No			All Schools	2026-2027 school year	$0.00	$10,000.00	$10,000.00				$10,000.00	0.00%
3	3.17	Mentoring Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9th	2026-2027 school year	$100,000.00	$40,000.00	$100,000.00	$40,000.00			$140,000.00	0.00%
3	3.18	Restorative Justice Program	All	No			Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	2026-2027 school year	$25,000.00	$0.00	$25,000.00				$25,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.19	Parent Involvement	All	No			All Schools	2026-2027 school year	$110,000.00	$0.00	$110,000.00				$110,000.00	0.00%
4	4.1	Technology and Apps to support student learning	All	No			Specific Schools: Pioneer High School 9-12	2026-2027 school year	$0.00	$156,990.00		$156,990.00			$156,990.00	0.00%
4	4.2	Instructional Coaches	All	No			9-12	2026-2027 school year	$40,000.00	$0.00		$40,000.00			$40,000.00	0.00%
4	4.3	Behavior Intervention Strategies	All	No			Specific Schools: Pioneer Continuation High School 9-12	2026-2027 school year	$0.00	$60,000.00		$60,000.00			$60,000.00	0.00%
4	4.4	Additional Assessment Tools	All	No			Specific Schools: Pioneer High School 9-12	2026-2027 school year	$0.00	$50,000.00		$50,000.00			$50,000.00	0.00%
4	4.5	Professional Development	All	No			Specific Schools: Pioneer High School 9-12	2026-2027 school year	$0.00	$80,000.00		$80,000.00			$80,000.00	0.00%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
53230920	5,873,500	11.034%	0.000%	11.034%	$6,355,000.00	0.000%	11.939 %	**Total:**	$6,355,000.00
								LEA-wide Total:	$2,635,000.00
								Limited Total:	$290,000.00
								Schoolwide Total:	$3,720,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	English Language Learner (EL) Course	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta 9-12	$160,000.00	0.00%
1	**1.2**	English Language Learner Monitor(s)	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta 9-12	$65,000.00	00.00%
1	**1.3**	An Instructional Coach and PLC Facilitator at comprehensive sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Enterprise, Foothill and Shasta 9-12	$140,000.00	0.00%
1	**1.4**	Four year graduation plans including Career Technical Education courses	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta 9-12	$200,000.00	0.00%
1	**1.5**	Transportation during the school day to various Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 10-12	$180,000.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Programs						
1	1.6	Career Centers at each comprehensive school	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	$85,000.00	0.00%
2	2.1	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pioneer Continuation High School 9-12	$3,000,000.00	0.00%
2	2.2	Gateway to College Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pioneer High School/ Gateway to College 11-12	$360,000.00	0.00%
2	2.3	Student Success Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	$500,000.00	0.00%
2	2.4	Credit Recovery Labs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$150,000.00	0.00%
3	3.1	Teacher on Assignment (TOA) to improve attendance and/or engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High School 9-12	$430,000.00	0.00%
3	3.2	Student Success Academies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High School 9th grade	$30,000.00	0.00%
3	3.3	Foster Youth Liaison at each comprehensive school and District level	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools 9-12	$65,000.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Mental Health Counseling for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	$330,000.00	0.00%
3	3.5	School Resource Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$340,000.00	0.00%
3	3.6	Pregnant and Parenting Teen Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$25,000.00	0.00%
3	3.7	In School Suspension Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9-12	$195,000.00	0.00%
3	3.17	Mentoring Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools 9th	$100,000.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,578,596.00	$17,494,140.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	English Language Learner (EL) Course	Yes	$150,000.00	$144,743
1	**1.2**	English Language Learner Monitor(s)	Yes	$65,000.00	$63,541
1	**1.3**	An Instructional Coach and PLC Facilitator at comprehensive sites	Yes	$140,000.00	$109,216
1	**1.4**	Four year graduation plans including Career Technical Education courses	Yes	$185,000.00	$188,663
1	**1.5**	Transportation during the school day to various Career Technical Education Programs	Yes	$170,000.00	$170,000
1	**1.6**	Career Centers at each comprehensive school	Yes	$70,000.00	$76,011
1	**1.7**	Provide Standards Aligned Curriculum	No	$470,000.00	$470,000
1	**1.8**	Laptop for all students	No	$300,000.00	$289,376
1	**1.9**	Career Technical Education (CTE) Courses	No	$4,500,000.00	$4,691,742
1	**1.10**	Dual Enrollment and articulated Courses	No	$16,000.00	$18,809

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	1.11	Advanced Placement (AP) Courses	No	$1,900,000.00	$2,057,664
1	1.12	Online tools for distance learning, independent learning, and data analysis	No	$450,000.00	$410,474
1	1.13	Maintain WiFi on busses	No	$15,000.00	$15,000
1	1.14	Maintain appropriately credentialed staff through the Associate Superintendent of HR.	No	$15,000.00	$14,450
2	2.1	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	Yes	$3,400,000.00	$2,553,729
2	2.2	Gateway to College Program	Yes	$270,000.00	$288,208
2	2.3	Student Success Labs	Yes	$550,000.00	$388,828
2	2.4	Credit Recovery Labs	Yes	$150,000.00	$158,253
2	2.5	English and Math labs for students who are not at grade level	No	$100,000.00	$31739
2	2.6	Summer School	No	$150,000.00	$128,546
2	2.7	Anytime School and/or Academic Saturday School	No	$50,000.00	$36,271
2	2.8	After or Before School Tutoring	No	$35,000.00	$15,000
2	2.9	Professional	No	$170,000.00	$220,720

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)
		Development on Instruction			
2	**2.10**	Reading Support	No	$65,000.00	$46,202
2	**2.11**	Math Support	No	$65,000.00	$46,202
3	**3.1**	Teacher on Assignment (TOA) to improve attendance and/or engagement	Yes	$250,000.00	$256,655
3	**3.2**	Student Success Academies	Yes	$50,000.00	$50,001
3	**3.3**	Foster Youth Liaison at each comprehensive school and District level	Yes	$55,000.00	$46,449
3	**3.4**	Mental Health Counseling for Students	Yes	$310,000.00	$287,199
3	**3.5**	School Resource Officers	Yes	$325,000.00	$324,972
3	**3.6**	Pregnant and Parenting Teen Program	Yes	$25,000.00	$0
3	**3.7**	In School Suspension Program	Yes	$170,000.00	$186,569
3	**3.8**	School Psychologist Services	No	$140,000.00	$132,894
3	**3.9**	Anonymous Reporting System	No	$12,000.00	$12,000
3	**3.10**	Maintenance and Custodial Services	No	$2,800,000.00	$2,800,000

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)
3	3.11	Intramurals	No	$15,000.00	$11.973
3	3.12	Restorative Justice Program	No	$20,000.00	$20,730
3	3.13	On site Security Staff	No	$330,000.00	$395,079
3	3.14	Link Crew	No	$15,000.00	$15,011
3	3.15	Parent Involvement	No	$100,000.00	$103,651
3	3.16	Attendance Incentives for At Risk Students	No	$10,000.00	$1,645
3	3.17	Mentoring Program	Yes	$140,000.00	$100,000
4	4.1	Technology and Apps to support student learning	No	$130,596	$54,107
4	4.2	Instructional Coaches	No	$60,000.00	$10,043
4	4.3	Behavior Intervention Strategies	No	$40,000.00	$42,862
4	4.4	Additional Assessment Tools	No	$50,000.00	$12771
4	4.5	Professional Development	No	$80,000.00	$8104

2025-26 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)
5388313	$6,400,000.00	$5,393,037.00	$1,006,963.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	English Language Learner (EL) Course	Yes	$150,000.00	$144,743	0.00%	
1	1.2	English Language Learner Monitor(s)	Yes	$65,000.00	$63,541	00.00%	
1	1.3	An Instructional Coach and PLC Facilitator at comprehensive sites	Yes	$140,000.00	$109,216	0.00%	
1	1.4	Four year graduation plans including Career Technical Education courses	Yes	$185,000.00	$188,663	0.00%	
1	1.5	Transportation during the school day to various Career Technical Education Programs	Yes	$170,000.00	$170,000	0.00%	
1	1.6	Career Centers at each comprehensive school	Yes	$70,000.00	76,011	0.00%	
2	2.1	Pioneer Continuation High School for students (credit deficient, behavior, attendance)	Yes	$3,400,000.00	$2,553,729	0.00%	
2	2.2	Gateway to College Program	Yes	$270,000.00	$288,208	0.00%	
2	2.3	Student Success Labs	Yes	$500,000.00	$388,828	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Credit Recovery Labs	Yes	$150,000.00	$158,253	0.00%	
3	**3.1**	Teacher on Assignment (TOA) to improve attendance and/or engagement	Yes	$250,000.00	$256,655	0.00%	
3	**3.2**	Student Success Academies	Yes	$25,000.00	$50,001	0.00%	
3	**3.3**	Foster Youth Liaison at each comprehensive school and District level	Yes	$55,000.00	$46,449	0.00%	
3	**3.4**	Mental Health Counseling for Students	Yes	$310,000.00	$287,199	0.00%	
3	**3.5**	School Resource Officers	Yes	$325,000.00	$324,972	0.00%	
3	**3.6**	Pregnant and Parenting Teen Program	Yes	$25,000.00	0	0.00%	
3	**3.7**	In School Suspension Program	Yes	$170,000.00	$186,569	0.00%	
3	**3.17**	Mentoring Program	Yes	$140,000.00	100,000	0.00%	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
49056017	5388313	0	10.984%	$5,393,037.00	0.000%	10.994%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
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