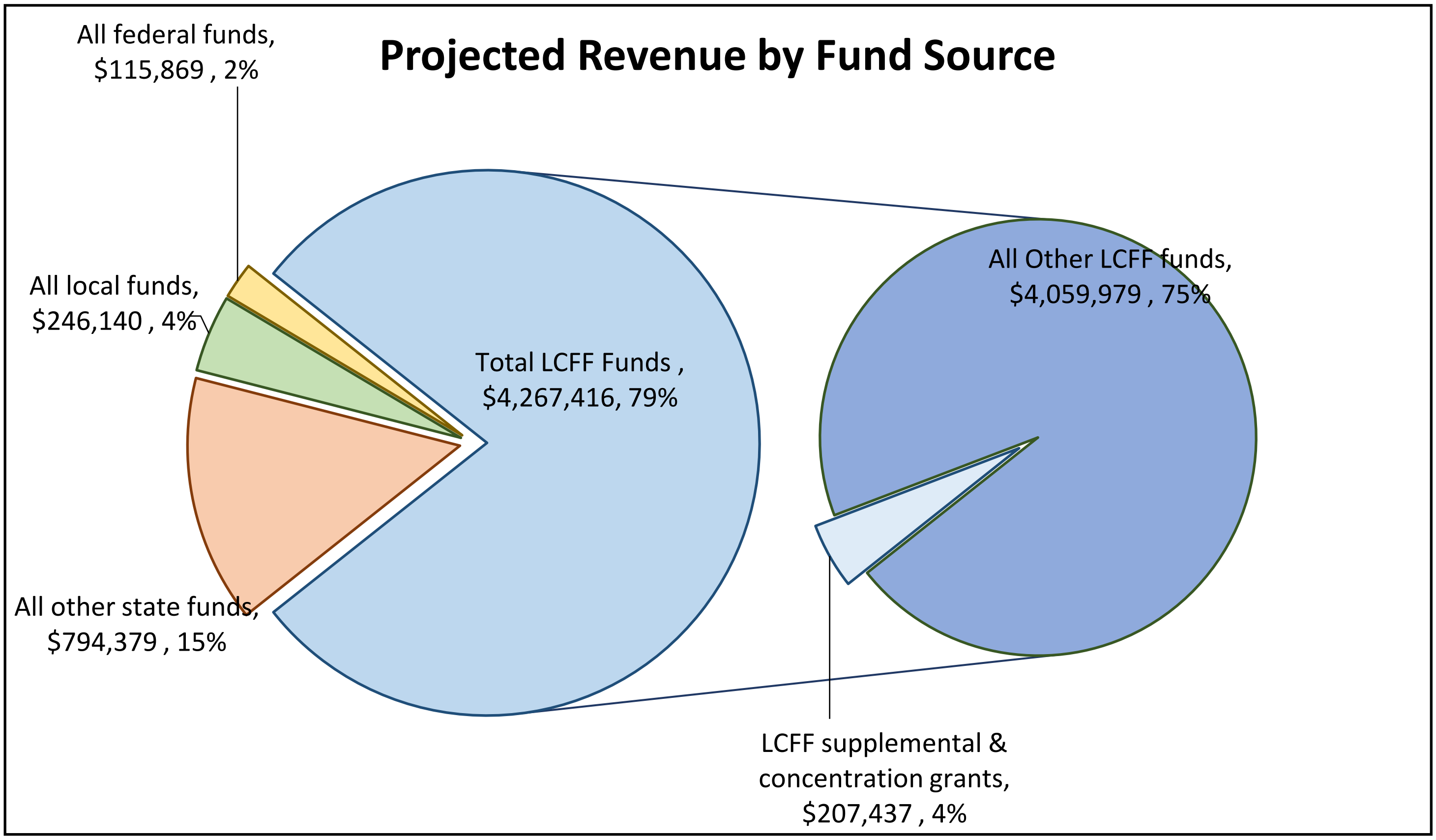
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Nicolaus Joint Union High School District
CDS Code: 51 71373 5132758
School Year: 2026/27
LEA contact information: Neil Stinson, Superintendent nstinson@eastnicolaus.k12.ca.us 530-656-2255

SCSOS Approved
08-25-2026

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

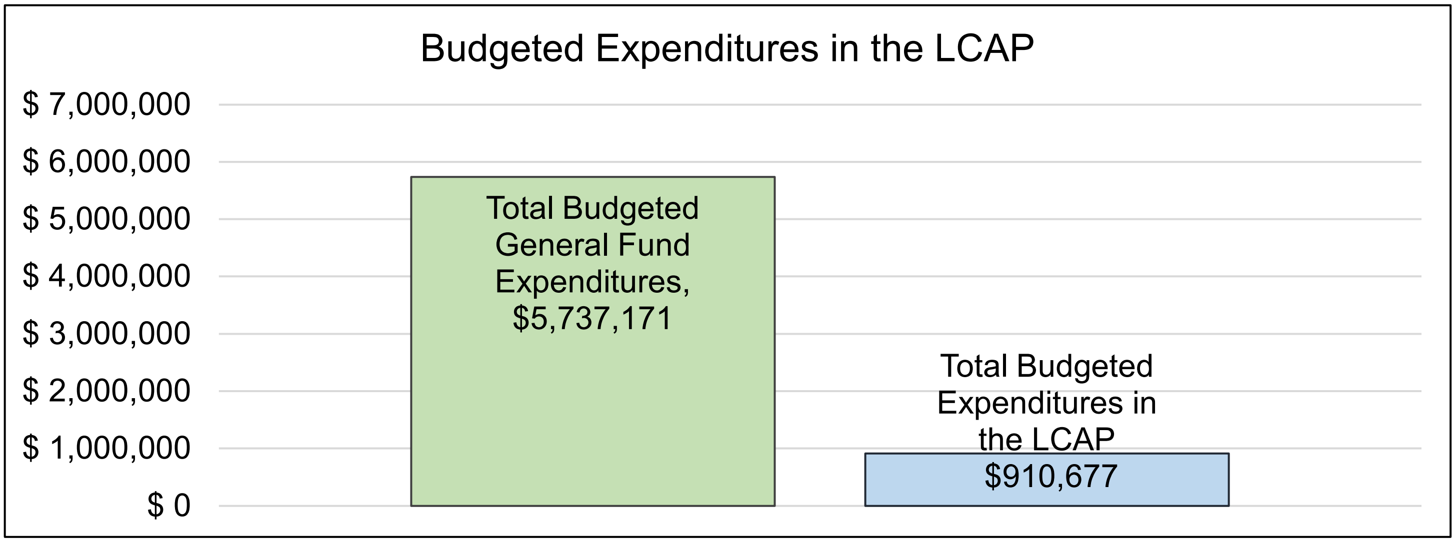


This chart shows the total general purpose revenue East Nicolaus Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Nicolaus Joint Union High School District is $5,423,804.00, of which $4,267,416.00 is Local Control Funding Formula (LCFF), $794,379.00 is other state funds, $246,140.00 is local funds, and $115,869.00 is federal funds. Of the $4,267,416.00 in LCFF Funds, $207,437.00 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 East Nicolaus Joint 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: East Nicolaus Joint Union High School District plans to spend $5,737,171.00 for the 2026/27 school year. Of that amount, $910,677.00 is tied to actions/services in the LCAP and $4,826,494.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

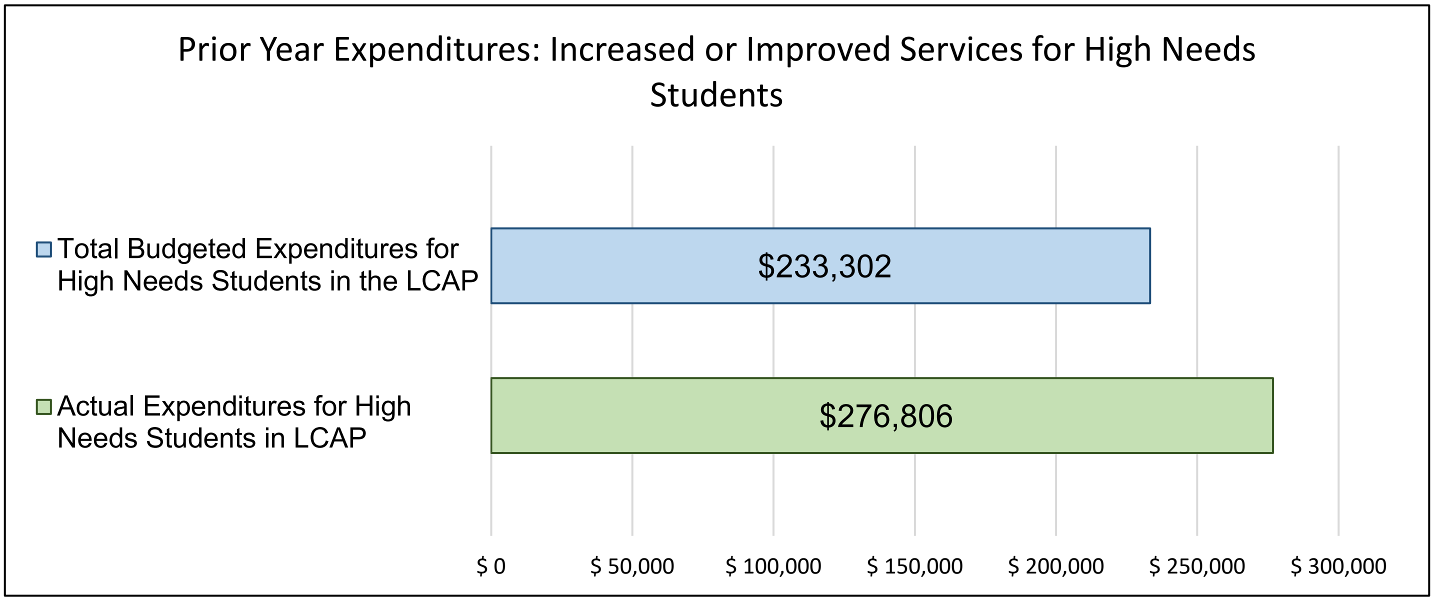
The General Fund operating expenses not included in the LCAP include additional base level school staffing costs, support services beyond the school and students, fiscal services and administration of non-student related programs, and services such as maintenance, business, special education, technology, and routine maintenance on equipment and buildings.

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

In 2026/27, East Nicolaus Joint Union High School District is projecting it will receive $207,437.00 based on the enrollment of foster youth, English learner, and low-income students. East Nicolaus Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. East Nicolaus Joint Union High School District plans to spend $368,177.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what East Nicolaus Joint 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 East Nicolaus Joint 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, East Nicolaus Joint Union High School District 's LCAP budgeted $233,302.00 for planned actions to increase or improve services for high needs students. East Nicolaus Joint Union High School District actually spent $276,806.00 for actions to increase or improve services for high needs students in 2025/26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Nicolaus Joint Union High School District	Neil Stinson, Superintendent	nstinson@eastnicolaus.k12.ca.us 5306562255

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 mission and vision of East Nicolaus Joint Union High School District (ENJUHSD) is to promote positive self-esteem, strong work ethic, and an education that enables all students to reach their highest levels of achievement to become exemplary citizens with life-long respect for learning, democratic values, and an understanding of world-wide diversity in order to meet future challenges. East Nicolaus Joint Union High School District was established in 1924. The district is rural in nature and the economy is agrarian based while bordered by three major Northern California rivers. ENJUHSD comprises approximately 150 square miles in south Sutter County and is located approximately twenty miles north of Sacramento and twenty miles south of Yuba City, east of Highways 99 and 70. The district hosts one campus, a comprehensive high school (ENHS). The present ENHS campus was built in 1974. Three separate feeder school districts (Browns, Marcum Illinois, and Pleasant Grove) contribute to the make-up of the high school population. ENHS also attracts students from nine different school districts on inter-district applications and district of choice applications. Through partnerships with families and communities, ENHS provides academic excellence through 21st-century learning skills; a safe and small school environment; school pride and tradition; extra-curricular opportunities; and fostering leadership for students.

ENHS will prepare students to be college and career graduates through a rigorous academic program that is intricately and definitively linked to Agricultural and other mainstream Career Technical Education (CTE) pathways. ENHS has narrowed its focus to encompass CTE pathways in AG Mechanics, Agriscience, Food Service and Hospitality, Ornamental Horticulture, and Business Management. With the continued addition of CTEIG and SWF funding, coupled with on-going LCAP funding, it is our specific goal to ensure that quality and appropriate CTE staff, relevant curriculum, 21st-century professional development, and implementation of next generation equipment in order to meet the needs of an increasingly complex career and college readiness future.

At ENHS our goal continues to be to provide an educational experience that will:

- Promote and encourage literacy for all students.
- Promote and encourage full participation in one or more of CTE pathways (AG Mechanics, Agriscience, Food Service and Hospitality, Ornamental Horticulture, and Business Management)
- Promote a responsible, confident attitude in our students.
- Establish an intrinsic need for lifelong learning.
- Develop a strong sense of climate and culture through multiple SEL and activity-based programs.
- Encourage students to accept new challenges and risk failure.

- Promote a secondary foundation through our course of study and A-G rates.
- Encourage students to pursue academic excellence.
- Teach students to value individual differences.

Our current enrollment of just over 300 students. Approximately 26% Socioeconomically Disadvantaged (SED), less than 2% English learners (EL), 14.33% attend on formal inter-district transfer agreements, and 53.09% attend through District of Choice status. Our staff is dedicated to providing students with a positive, safe educational experience that enables our students to attain their potential.

Reflections: Annual Performance

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

2025 California School Dashboard (Dashboard)

English Language Arts (ELA)
- All: 4.5 points above standard, increased 58.9 points
- White: 19.8 points above standard, increased 48.9 points
- SED: 13 points below standard, increased 56.3 points

Mathematics
- All: 118 points below standard, increased 23.6 points
- White: 98.4 points below standard, increased 18.5 points
- SED: 136.6 points below standard, increased 6 points

Science
- All: 52 science points, increased 6.5 points
- White: 55.8 science points, increased 7.9 points
- SED: 51.4 science points, increased 10.4 points

Graduation Rate
- All: 94.5%, maintained -0.2%
- White: 95%, maintained 0.9%
- SED: 90%, declined 3.5%

College/Career
- All: 34.2%, maintained 0%
- White: 42.5%, maintained -0.6%
- SED: 30%, increased 17.1%

Suspension Rate
- All: 6.3%, increased 1.8%
- Hispanic: 4%, declined 3.3%
- White: 7.2%, increased 4% (Red performance level)
- SED: 8.2%, increased 5.4%

- Students With Disabilities (SWD): 12.1%, increased 8.8% (Red performance level)

Annual Progress:

- Analysis of the 2025 Dashboard (Metric 1.5) and local data indicates that student performance improved in ELA across all student groups, while Mathematics performance showed improvement in Dashboard distance from standard but proficiency rates on CAASPP remained low and declined for most student groups. (Metric 1.6)
- Achievement gaps persist across multiple indicators (2025 Dashboard). In ELA, SED students performed 13 points below standard compared to 4.5 points above standard for All students. In Mathematics, these gaps are even more pronounced, indicating that unduplicated pupils continue to experience barriers in accessing rigorous instruction and effective interventions. (Metric 1.5)
- On the 2025 Smarter Balanced Assessment (SBA), the percentage of students meeting or exceeding standards increased compared to 2024 in ELA for all groups: All (50%, +12.5%), Hispanic (50%, +26.92%), White (52%, +8.1%), and SED (38.09%, +10.5%). In Mathematics, results declined for most groups: All (7.14%, -3.97%), White (10%, -7.08%), and SED (4.76%, -2.14%), while Hispanic students increased (4.17%, +4.17%). (Metric 1.6)
- The percentage of students participating in Apex credit recovery and earning needed credits increased in 2026 compared to 2025 for all identified student groups, including SED students (55% to 100%), English learners (20% to 100%), and SWD (66.6% to 100%) (Metric 1.10).
- College and career readiness indicators showed mixed results when comparing 2025 to 2024. While the College/Career Indicator improved significantly for SED students, overall outcomes remained low and the percentage of students completing both A–G coursework and a CTE pathway decreased from 21.1% to 17.8%. This indicates that, although students are graduating at high rates (94.5%), many are not graduating with full college and career readiness. (Metrics 2.2, 2.3, 2.4, 2.8)
- As reported by DataQuest for the 2024/25 school year, the Chronic Absenteeism Rate declined for all student groups except SED: All -2.5%; Hispanic -8.7%; White -0.2%; SED +6.8%; SWD -6.2%. However, local Student Information System (SIS) chronic absenteeism data collected in April 2026 showed increases in chronic absenteeism for All students, English learners, and SWD compared to April 2025. Dashboard/DataQuest and local SIS data reflect different reporting windows and methodologies. (Metric 3.4)
- The 2025 Dashboard reports increases in the Suspension Rate for all student groups except Hispanic. (Metric 3.5) As a result, our All student group remained in the Orange performance level; our White and SWD student groups declined from the Orange performance level to Red; SED declined from Green to Orange; but the Hispanic student group improved from Orange to Green.
- 2025/26 Parent Survey results (Strongly Agree/Agree) improved in the area of school climate but declined or remained lower in areas related to communication and engagement:
    - How well does the school let you know how your child is doing in school between report cards: Very well 26.8% in 2026; 23.8% in 2025
    - This school provides high quality instruction to my child: 56.8% in 2026; 66.6% in 2025
    - This school actively seeks the input of parents before making important decisions: 41.5% in 2026; 33.3% in 2025
    - This school enforces school rules equally for my child and all students: 61% in 2026; 56.8% in 2025
    - This school encourages me to be an active partner with the school in educating my child: 65.9% in 2026; 61.9% in 2025
- Parent participation in student 4-year college and career planning increased compared to prior years, with 100% participation reported for All students and SED students, and 100% maintained for English learners and students with disabilities. (Metric 2.1)

Summary:

Goal 1:

We attribute the progress we made in student achievement to our ongoing efforts to improve instruction and support for all students. During the 2025/26 school year, we implemented Goal 1 actions focused on professional development, collaboration, data-driven instruction, intervention, and credit recovery (Actions 1.1–1.5). Teachers used common assessments and team planning to adjust instruction and identify students needing additional support as a way to respond to learning needs. Interventions included in-class small group instruction, limited after-school tutoring, online instructional tools, added paraeducator support, and strategic student grouping in mathematics. These supports increased access to targeted assistance for students who were not meeting standards, including unduplicated pupils. Credit recovery through APEX, combined with ongoing monitoring, supported students who were behind in credits because it provided flexible opportunities to complete coursework and stay on track for graduation. While most actions were implemented as planned, staffing and substitute limitations reduced participation in some professional development and limited the frequency of after-school math tutoring, which may have contributed to the limited growth in mathematics outcomes, particularly for SED students. For 2026/27, we will strengthen mathematics instruction because current practices have not produced sufficient improvement and implementation has not been consistent. Actions will include targeted math professional development, increased coaching and modeling, and stronger expectations for PLCs to use common assessments and data to guide instruction (Actions 1.1, 1.2).

Goal 2:

Under Goal 2, we maintained our focus on Career Technical Education (CTE) by continuing to offer multiple pathways (Action 2.1). The Director of Student Guidance met individually with students to monitor A–G progress (Action 2.2), which increased awareness of graduation and college requirements. However, declines in A–G completion indicate that monitoring improved awareness, but did not consistently lead to completion. For 2026/27, we will strengthen our systems by implementing structured progress monitoring for A–G completion and CTE pathways, including scheduled progress reviews, 4-year planning for all students, and increased communication with parents. These additions will allow us to identify students who are off track earlier and provide targeted support to improve completion rates and overall college and career readiness.

Goal 3:

When evaluating the effectiveness of behavior supports, we used suspension data, expulsion data, and survey results. Overall, behavior actions showed limited effectiveness in improving student outcomes. While behavior supports, incentives, and consistent expectations were implemented (Action 3.1), suspension rates increased across most student groups, particularly for SED students and students with disabilities. Expulsion rates remained at 0%, but survey data show declines in safety and connectedness. To address this need in the 2026/27 school year, we removed Restorative Justice and related trainings because they were not effective and will continue to refine the Universal Behavior Matrix and Progressive Discipline process and strengthen consistent implementation of behavior expectations across staff because clearer and more consistent systems are needed to improve student behavior and school climate outcomes.

Improvements in overall attendance rates are attributed to our Attendance Review Team (Action 3.2). This team met weekly to review attendance data, identify students in need of intervention, and coordinate outreach to families because consistent monitoring allowed for timely responses to attendance concerns. Additional strategies, including attendance incentives and automated parent notifications through School Messenger, increased communication with families and reinforced the importance of daily attendance. However, chronic absenteeism outcomes remained inconsistent across student groups, with increases for All students, English learners, and SWD, indicating that these strategies did not fully address underlying barriers to attendance for all students. For 2026/27, we will reestablish collaboration with SCSOS staff, as available, to strengthen continuous improvement efforts in attendance. Attendance monitoring and family outreach will continue, with increased focus on addressing barriers faced by English learners and students with disabilities. The Directors of Student Guidance and Student Services will oversee attendance and continue to refine our attendance systems, including SART processes, data analysis, and targeted interventions.

School climate and parent/community engagement remained a priority (Action 3.3). While events such as Coffee with the Admin were offered, participation was limited. Engagement was more effective during school events and informal interactions because these were more accessible to families. Meetings with students and families for 4-year planning and grade-level events strengthened communication. In the 2026/27 school year, parent engagement strategies will be expanded by offering more flexible and accessible opportunities for participation. We will continue with our weekly announcement but plan to focus outreach efforts on social media to connect families with events happening on campus because prior approaches did not consistently result in strong participation. These actions are intended to strengthen connections between the school and families and support improved student outcomes.

Learning Recovery Emergency Block Grant (LREBG)

ENJUHSD will utilize LREBG funds in Action 3.1 to support a school counselor position that provides behavioral, social-emotional, and attendance intervention services for students. Services will include individual counseling, crisis response, attendance interventions, student check-ins, family communication, and coordination of support services. This action aligns with allowable uses of LREBG funds because it supports student social-emotional well-being and learning recovery through expanded behavioral and counseling services.

The 2025 Dashboard and local data identified ongoing needs related to school climate, student connectedness, attendance, and student behavior. Suspension rates increased for all students from 2.8% in 2023 to 6.3% in 2025, with Students with Disabilities increasing from 2.8% in 2023 to 12.1% and SED students increasing from 3% in 2023 to 8.2% (Metric M3.5). Chronic absenteeism rates also remained elevated for several student groups, including English learners (22.2%) and Students with Disabilities (34.8%) (Metric M3.4). In addition, local survey results showed declines in student feelings of safety and connectedness compared to baseline levels (Metric M3.7). Educational partner feedback and staff observations identified a continued need for additional behavioral and mental health supports because students experiencing social-emotional and behavioral challenges are more likely to become disengaged from school and lose access to instructional time.

Research supports school-based counseling services as an effective strategy for improving attendance, reducing disciplinary incidents, and increasing student engagement because timely behavioral and mental health interventions help students remain connected to school and instructional programs.

Metrics to Monitor Effectiveness: M3.3 – Attendance Rate; M3.4 – Chronic Absenteeism Rate; M3.5 – Pupil Suspension Rate; M3.7 – School Safety and Connectedness Survey Results

Funds: $9,144.00

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

ENHS believes strongly that the input of all Educational Partners is essential when developing goals, actions and services that are implemented districtwide. As part of our engagement process, the needs of our students were discussed and identified using state and local data, surveys, and observations to determine the most appropriate goals, actions and services to accelerate learning. Throughout the 2025/26 school year, the Superintendent and school administrators consulted with a broad range of educational partners regarding the LCAP during a series of meetings which informed the 2026/27 LCAP.	
Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (including Bargaining Units)	In monthly staff meetings, we reviewed state assessment results and the Dashboard and reviewed WASC tasks as well as the conversations brought up during department collaboration. We discussed LCAP actions and progress. Starting in January 2026, we reviewed the progress on the 2025/26 LCAP using the Mid-Year LCAP Update document, especially the metrics. We began seeking input on potential adjustments to goals and actions for the 2026/27 LCAP in February 2026 and shared the draft LCAP in May 2026. Survey: January 2026
Principals & Administrators	Beginning in the fall, the school administrators worked together to review progress on our 2025/26 LCAP goals and actions and examined state data and survey results to present the information to staff and parents. Throughout the year, this group evaluated needs to develop draft goals and actions for the 2026/27 LCAP.
Parents	Meetings to review progress on 2025/26 LCAP and seek input on potential goals and actions for the 2026/27 LCAP in: January 2026 and March 2026 Survey: January 2026
Students	Survey: Fall 2025 and Spring 2026. We have two students on our Advisory Committee.
Parent Advisory Committee (PAC)	We held four meetings during the year where we reviewed the progress on actions in the 2025/26 LCAP and discussed needs and potential adjustments to goals and actions for the 2026/27 LCAP. In May 2026, this group reviewed the draft LCAP prior to board approval.
ELAC/DELAC	N/A
SELPA	February 2026

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

Educational partner feedback and analysis of state and local data directly influenced the development and refinement of goals and actions in the 2026/27 LCAP. Teachers, parents, and students identified a need to strengthen academic rigor, improve consistency in instruction across classrooms, and provide clearer communication regarding student learning expectations and progress. Parent survey results reflected these concerns, with only 56.8% of parents reporting that the school provides high-quality instruction, a decline from 66.6% in 2025. Feedback from staff and parents also identified a need for clearer alignment of essential standards, pacing, and common assessments to ensure students receive consistent instructional expectations across courses.

Student outcome data also highlighted this concern. While ELA performance improved significantly, mathematics achievement remained well below standard for all student groups, with the greatest gaps for SED students. This data indicates that inconsistent rigor, lack of clearly defined essential standards, and limited use of common assessments are barriers to improving student outcomes. In response to this feedback and identified need, we refined Actions 1.1 and 1.2.

Action 1.1: Professional Development: Educational partners identified a need for more consistent instructional practices and increased academic rigor. We refined this action to include targeted math professional development, coaching, and modeling because math outcomes remain significantly below standard and teachers need content-specific support to implement the adopted curriculum with fidelity. This change will increase services for students as it improves teachers' ability to deliver rigorous, standards-aligned instruction.

Action 1.2: Team Planning (PLCs): Staff feedback identified a need for stronger collaboration and alignment across courses. We strengthened expectations for PLCs to refine pacing plans, course maps, and common assessments and to consistently use data analysis protocols because aligned planning ensures all students are taught essential standards at the appropriate level of rigor. Common assessments will provide timely evidence of student learning, allowing teachers to adjust instruction and provide targeted intervention.

ENHS is known for its Career Technical Education (CTE) programs, but parents indicated a need for additional support in understanding postsecondary options. On the 2025/26 Parent Survey, 43.9% of parents reported the school does very well and 17.1% reported the school does just okay in providing information to help their child plan for college or vocational pathways. In response, Goal 2 actions were maintained and refined to strengthen systems for tracking CTE pathway completion and monitoring student progress toward A–G requirements, to provide students and families with the information needed to make informed postsecondary decisions, resulting in improved college and career readiness outcomes.

Educational partner feedback also informed continued efforts to improve school climate and consistency in behavior expectations. While more parents reported that school rules are enforced equally (61%), 12.2% of parents indicated that the school is not a safe place for their child. In response, we will continue and refine behavior supports, including behavior incentives and the Universal Behavior Matrix and Progressive Discipline process, because consistent expectations and reinforcement systems create a more predictable and supportive learning environment, which leads to improved student behavior, increased sense of safety, and reduced suspension rates as measured in Dashboard and local data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide students with targeted, evidence-based practices, interventions, and supplemental services, supporting the core instructional program, raising levels of student achievement, and closing the achievement gaps with underperforming student groups.	Broad

State Priorities addressed by this goal.

State Priorities: 1A, 1B, 2A, 2B, 4A, 4E, 4F, 7A, 7B/C

An explanation of why the LEA has developed this goal.

This goal was developed to strengthen academic rigor, clarify essential standards, and improve the use of common assessments so educators can better monitor student learning and provide targeted support. These improvements are intended to reduce achievement gaps and ensure all students are prepared for college and career readiness.

A review of the 2025 Dashboard shows significant improvement in ELA and some improvement in mathematics distance from standard; however, mathematics proficiency rates on the CAASPP remain very low and declined for most student groups. Achievement gaps also persist, particularly for our SED student group. In ELA, the All student group improved two performance levels from Orange to Green, and the White student group improved from Yellow to Green. Despite these gains, a significant gap remains, with All students performing 4.5 points above standard while the SED student group performed 13 points below standard. In mathematics, the All student group remained in the Orange performance level, while the White student group improved from Orange to Yellow. Mathematics achievement continues to be an area of concern, with the All student group performing 118 points below standard and the SED student group performing 136.6 points below standard.

Local data and staff feedback indicate that inconsistent academic rigor and the lack of clearly defined essential standards across courses contribute to these gaps. In addition, the absence of local common assessments aligned to essential standards limits the LEA's ability to monitor student progress and identify instructional or intervention needs in a timely manner. Educational partner feedback supports this need. Results from the 2025–26 Parent Survey show a decline in parent perceptions of instructional quality and academic expectations compared to the prior year. Parents reporting that the school provides high-quality instruction decreased from 66.6% to 56.8%, and those agreeing that the school has high expectations for all students decreased from 66.7% to 61%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Priority 1A Percentage of teachers - Appropriately assigned and fully credentialed: Misassignments: Vacancies: Source: CalSASS	October 2023 (for 2022/23 school year) Appropriately assigned and fully credentialed: 94.35% Misassignments: 5.65% Vacancies: 0%	October 2024 (for 2023/24 school year) Appropriately assigned and fully credentialed: 96.5% Misassignments: 3.5% Vacancies: 0%	October 2025 (for 2024/25 school year) Appropriately assigned and fully credentialed: 90% Misassignments: 10% Vacancies: 0.5%	October 2026 (for the 2025/26 school year) Appropriately assigned and fully credentialed: 95% Misassignments: 5% Vacancies: 0%	Appropriately assigned and fully credentialed: -4.35% Misassignments:+4.35% Vacancies: +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.2	Priority 1B Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	No Difference
M1.3	Priority 2A Progress (1-5) in implementing policies or program to support staff in identifying areas where they can improve in delivering instruction aligned to standards and/or frameworks Source: Local Indicator Tool - Priority 2	January 2024 4 ELA 4 ELD 4 Mathematics 4 NGSS 4 HSS	January 2025 3 ELA 3 ELD 3 Mathematics 4 NGSS 3 HSS	January 2026 4 ELA 4 ELD 4 Mathematics 3 NGSS 4 HSS	January 2027 ≥4 ELA ≥4 ELD ≥4 Mathematics ≥4 NGSS ≥4 HSS	0 ELA 0 ELD 0 Mathematics -1 NGSS 0 HSS
M1.4	Priority 2B Percentage of English learners scoring a C or higher in their English class. Source: Student Information System (SIS)	January 2024 85%	January 2025 67%	January 2026 100%	January 2027 ≥85%	+15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.5	Priority 4A Distance from Standard Met on CAASPP *Points Above or Below Standard Met on CAASPP* Source: Dashboard	2023 Dashboard <u>ELA</u> 114.3 below All 159.8 below Hispanic 111 below White 138.4 below SED <u>Math</u> 184 below All 219.5 below Hispanic 176.8 below White 202 below SED	2024 Dashboard <u>ELA</u> 54.3 below All 116.7 below Hispanic 29.1 below White 69.2 below SED <u>Math</u> 141.6 below All 196.1 below Hispanic 116.8 below White 142.6 below SED <u>Science</u> 19.5 below All 26.6 below Hispanic 17.1 below White 24.1 below SED	2025 Dashboard <u>ELA</u> 4.5 above All 9.7 below Hispanic 19.8 above White 13 below SED <u>Math</u> 118 below All 135.5 below Hispanic 98.4 below White 136.6 below SED <u>Science</u> 52* All 45.8* Hispanic 55.8* White 51.4* SED *Science Points	2026 Dashboard <u>ELA</u> At Standard All 30 below Hispanic At Standard White 10 below SED <u>Math</u> 30 below All 40 below Hispanic 30 below White 40 below SED <u>Science</u> 10 below All 17 below Hispanic 10 below White 14 below SED	<u>ELA</u> +118.8 points All +150.1 points Hispanic +130.8 points White +125.4 points SED <u>Math</u> +66 points All +84 points Hispanic +78.4 points White +65.4 points SED <u>Science</u> N/A
M1.6	Priority 4A Percentage of students meeting and exceeding on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP <u>ELA</u> 37.26% All 8.33% Hispanic 50.01% White 23.52% SED <u>Math</u> 17.65% All 16.67% Hispanic 21.21% White 11.12% SED <u>Science</u> 21.57% All 8.33% Hispanic 25% White 23.53% SED	2024 CAASPP <u>ELA</u> 37.50% All 23.08% Hispanic 43.90% White 27.59% SED <u>Math</u> 11.11% All 0.00% Hispanic 17.08% White 6.90% SED <u>Science</u> 21.33% All 7.41% Hispanic 25.58% White 10.35% SED	2025 CAASPP <u>ELA</u> 50% All 50% Hispanic 52% White 38.09% SED <u>Math</u> 7.14% All 4.17% Hispanic 10.00% White 4.76% SED <u>Science</u> 27.06% All 16.67% Hispanic 35.29% White 23.81% SED	2026 CAASPP <u>ELA</u> 60% All 30% Hispanic 70% White 50% SED <u>Math</u> 30% All 30% Hispanic 35% White 22% SED <u>Science</u> 25% All 15% Hispanic 32% White 30% SED	<u>ELA</u> +12.74% All +41.67 % Hispanic +1.99 % White +14.57% SED <u>Math</u> -10.51% All -12.50% Hispanic -11.21 % White -6.36% SED <u>Science</u> +5.49 % All +8.34% Hispanic +10.29 % White +0.28% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.7	Priority 4E Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: Dashboard and/or ELPAC Results	2023 Dashboard Fewer than 11 students so data is suppressed 2024 Summative ELPAC 18.18%	2024 Dashboard Fewer than 11 students so data is suppressed 2025 Summative ELPAC 8.33%	2025 Dashboard Fewer than 11 students so data is suppressed 2026 Summative ELPAC 33.33%	2026 Dashboard Fewer than 11 students so data is suppressed 2027 Summative ELPAC 20%	Summative ELPAC +15.15%
M1.8	Priority 4F English Learner Reclassification Rate Source: Local Data	2023/24 School Year 3 students reclassified	2024/25 School Year 0 students reclassified	2025/26 School Year 0 students reclassified	2026/27 School Year ≥3 students reclassified	-3 students
M1.9	Priority 7A Progress (1-5) implementing academic standards for all students Source: Local Indicator Tool – Priority 2	January 2024 4 Health Education 4 Physical Education 4 VAPA 4 CTE 4 World Language	January 2025 3 Health Education 4 Physical Education 3 VAPA 5 CTE 3 World Language	January 2026 4 Health Education 4 Physical Education 4 VAPA 5 CTE 4 World Language	January 2027 ≥4 Health Education ≥4 Physical Education ≥4 VAPA ≥4 CTE ≥4 World Language	0 Health Education 0 Physical Education 0 VAPA +1 CTE 0 World Language
M1.10	Priorities 7B/C Percentage of unduplicated students and students with exceptional needs who are missing credits who participate in the credit recovery program and earn the needed credits. Source: Attendance in programs	January 2024 33.33% SED 0% EL 0% SWD	May 2025 55% SED 20% EL 66.6% SWD	May 2026 100% SED 100% EL 100% SWD	January 2027 60% SED 60% EL 60% SWD	+66.67% SED +100% EL +100% SWD

Insert or delete rows, as necessary.

Goal Analysis for 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.

Overall, Goal 1 actions were implemented largely as planned, with core instructional, intervention, and support strategies in place across the school year. The focus on professional development, data-informed instruction, targeted academic interventions, and credit recovery has remained consistent with the adopted LCAP.

Successes: We continued implementation of the WASC-aligned professional development plan, with staff input informing ongoing professional learning. County office staff supported this work through meetings focused on reflection, benchmark data analysis, and instructional next steps. Departments developed and administered benchmark assessments, analyzed results, and reviewed instructional rigor to ensure alignment with schoolwide goals. Support for new teachers was provided through TCIP. (Action 1.1) Grade-level and content teams used benchmark data to adjust instruction and identify students in need of intervention. (Actions 1.2 and 1.5) In math, students were strategically grouped by skill level, a paraeducator was added to support small group instruction, and multiple intervention supports were provided, including in-class small groups, limited after-school tutoring, and online tools such as Khan Academy. (Action 1.3) Credit recovery through APEX and ongoing monitoring by the Director of Student Guidance were implemented as planned, supporting students at risk of course failure or delayed graduation. (Action 1.4)

Challenges: Staffing and substitute limitations reduced participation in some outside professional development opportunities and required administrators to attend trainings and share learning with staff. (Action 1.1) Additionally, math tutoring was implemented one day per week rather than multiple days as originally planned. This was addressed through expanded in-class interventions, strategic scheduling, and added paraeducator support. (Action 1.3)

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 1. In Action 1.3, expenditures increased due to the addition of an academic support class for students who were identified as struggling based on local assessment data and course performance. This resulted in additional staffing and associated costs that were not included in the original budget. In Action 1.5, expenditures increased due to negotiated changes in certificated salary schedules and the addition of a stipend that was approved after the adoption of the LCAP. These adjustments increased personnel costs beyond the originally budgeted amount.

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

When evaluating the effectiveness of the actions in Goal 1, we used metrics, state and local data, and input from staff. Overall, the actions were effective in improving ELA achievement, supporting English learners, and increasing credit recovery. However, they were only partially effective in improving math achievement, showing a need for stronger supports in math instruction and more stable staffing.

Actions 1.1 (Professional Development) and 1.2 (Team Planning) were effective overall, especially in ELA, but less effective in math. Professional development, including support for new teachers through TCIP, along with team planning, helped improve consistency in standards-aligned instruction. This is shown by maintaining Level 4 implementation across content areas (Metric M1.3), returning to baseline after a dip in Year 1.

These actions were effective in ELA because teachers used shared strategies like pacing, common writing expectations, and common assessments. Through PLCs, teachers looked at data, identified student needs, and adjusted instruction. This made instruction more consistent across classrooms and helped students get the support they needed. As a result, ELA outcomes improved significantly. Distance from Standard Met improved from 114.3 points below standard at baseline to 4.5 points above standard (2025), a gain of about 118.8 points for All students (Metric M1.5). The percentage of students meeting or exceeding standards increased from 37.26% at baseline to 50% (2025) (+12.74 points) (Metric M1.6), with strong gains for Hispanic students (+41.67) and SED students (+14.57).

The impact in math was more limited because staff turnover and difficulty hiring qualified math teachers made it hard to consistently implement professional development and PLCs. While distance from standard improved (184 points below at baseline to 118 points below (2025); +66 points), the percentage of students meeting or exceeding standards dropped from 17.65% at baseline to 7.14% (2025) (-10.51 points) (Metrics M1.5 and M1.6). Without stable staffing, math teams were less able to collaborate and use data to adjust instruction.

Action 1.4 (Credit Recovery Program) was effective. The APEX program, combined with ongoing monitoring by the Director of Student Guidance, provided students with structured opportunities to recover credits and remain on track for graduation because students received access to flexible coursework and consistent progress monitoring. The percentage of students participating in Apex credit recovery and earning needed credits increased from baseline to May 2026 for all identified student groups, including SED students (33.33% to 100%), English learners (0% to 100%), and SWD (0% to 100%) (Metric 1.10). During 2025/26, the Director of Student Guidance strengthened credit monitoring and prioritized reenrollment in original courses before assigning students to Apex. Because of this proactive approach and earlier intervention, fewer students required Apex credit recovery while more students remained on track for graduation.

Actions 1.3 (Intervention) and 1.5 (Data and Progress Monitoring) were effective overall, with stronger results in ELA than in math. These actions provided intervention supports (small classes, support courses, and tutoring) and used data to identify and monitor students who needed help. These actions were effective because staff used assessment data to identify learning needs early, adjust interventions based on student performance, and provide targeted academic support aligned to identified skill gaps. This increased the timeliness and responsiveness of intervention services for English learners and other students needing additional support, contributing to improved ELA performance and increased course completion rates.

Additionally, the percentage of English learners earning a C or higher in their English class increased by 15 percentage points from baseline to Year 2 (Metric M1.4), indicating improved access to grade-level instruction and support. Although no English learners redesignated in 2025–26, the percentage of English learners advancing at least one ELPAC performance level increased by 33.33 percentage points compared to baseline, demonstrating progress in English language development that may support future redesignation outcomes.

The impact in math was more limited because staffing challenges made it difficult to consistently provide intervention and small group instruction. In addition, differences in math instruction and assessments made it harder to identify and address student needs. While distance from standard improved, gains in student proficiency did not occur.

These findings will guide changes to strengthen math instruction, improve staffing stability, and make intervention systems more consistent next year.

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

Changes to actions:

Action 1.1 (Professional Development): We expanded math support to include targeted professional development aligned to the adopted curriculum and increased coaching and modeling for teachers because prior efforts did not produce sufficient improvement in math outcomes.

Action 1.2 (Team Planning): Additional SCSOS support for math was added and we strengthened expectations for PLCs to consistently use common assessments and data analysis protocols because implementation of data use and instructional practices was not consistent across classrooms.

Action 1.3 (Intervention): We added frequent progress monitoring to math tutoring because more consistent monitoring is needed to ensure interventions are effective.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	We will look at student outcomes and the professional development needs of teachers and continue to work on a five year professional development plan The three administrators along with staff from Sutter County Superintendent of Schools (SCSOS) will work with staff to: • Continued work on Increasing Rigor • Improve Student Success: continue work on developing benchmarks and using data to inform instruction and identify intervention needs • Staff chosen PD • TCIP for new teachers • Math PD • Provide targeted math PD aligned to the adopted curriculum and instructional framework • Increase content-specific coaching and modeling for math teachers (include consistent instructional strategies)	$23,000	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Team Planning	Grade level or content teams will: • Continue work in developing pacing plans; course maps; and common assessments in all departments • Complete and proctor benchmark assessments • Evaluate data from benchmark assessments to identify gaps that need reteaching or adjust pacing and teaching to ensure mastery of essential standards • Continue working to align learning objectives with essential standards • Provide additional SCSOS support to the math team as they pilot new curriculum and then implement the chosen program. • Strengthen expectations for math PLCs to use common assessments and data analysis protocols consistently	$0.00	Yes
1.3	Intervention	• Schedule students struggling in Math into smaller classes with fewer students so they can get more individual and/or small group instruction • Include a required academic support class for students in grades 9-12 failing a class or needing extra help as identified by the Director of Student Guidance in the master schedule • Math tutoring after school 3 days per week with frequent progress monitoring	$83,688	Yes
1.4	Credit Recovery Program	The Director of Student Guidance will identify students with F grades on their fall semester report card, for enrollment in APEX for credit recovery. • APEX program ○ Students have the opportunity to do APEX over the summer	$11,050	Yes
1.5	Data: Assessments & Progress Monitoring	• Evaluate student performance by conducting common student assessment (CSA) data analysis • The Director of Student Guidance will continue to identify and monitor students who need intervention classes and specifically track the intervention needs and progress of all students with particular attention to unduplicated students, ELs and Foster Youth	$74,000	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Provide a rigorous and comprehensive program to ensure ALL students are college and career ready as they transition to graduation and beyond.	Broad

State Priorities addressed by this goal.

State Priorities: 3B/C, 4B, 4C, 4D, 4G, 4H, 5D, 5E, 8

An explanation of why the LEA has developed this goal.

This goal was developed in response to state and local data indicating that, while most students are graduating, too many are not consistently college or career ready at graduation, and outcomes vary significantly by student group. Dashboard and local metrics show that the percentage of graduates meeting UC/CSU A–G requirements declined overall and remained especially low for Hispanic students and Students with Disabilities (Metric M2.2). Similarly, College/Career Indicator results declined or remained low for most student groups, with particularly large gaps for Hispanic students (Metric M2.9). Although completion of CTE pathways remained relatively stable, participation and completion rates varied by subgroup, and the percentage of students completing both A–G coursework and a CTE pathway remained low overall and inconsistent across student groups (Metrics M2.3 and M2.4). On the 2025/26 Parent Survey, 43.9% (42.9% in 2024/25) of parents say the school does very well and 17.1% (28.6% 2024/25) say the school does just okay providing information on how to help their child plan for college or vocational school. We want all students to have options beyond graduation and this goal and actions will support them in their postsecondary choices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Priorities 3B/C Percentage of parents who are involved in their student's 4-year college & career plan. Source: Attendance at Meetings	February 2024 80% All 80% SED 100% EL 100% SWD	February 2025 95% All 98% SED 100% EL 100% SWD	February 2026 100% All 100% SED 100% EL 100% SWD	February 2027 100% All 100% SED 100% EL 100% SWD	+20% All +20% SED 0% EL 0% SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.2	Priority 4B Percentage of graduates meeting UC and CSU A-G requirements. Source: Dashboard Additional Reports	2023 Dashboard 38.7% All 47.4% Hispanic 36.9% White 22.5% SED 28.6% SWD	2024 Dashboard 47.4% All 27.8% Hispanic 51.0% White 29.0% SED No Data SWD	2025 Dashboard 37% All 25.9% Hispanic 42.5% White 30% SED No Data SWD	2026 Dashboard 40% All 50% Hispanic 40% White 25% SED 30% SWD	-1.7% All -21.5% Hispanic +5.6% White +7.5% SED No Data SWD
M2.3	Priority 4C Percentage of students with successful completion of CTE program of study. Source: Dashboard Additional Reports	2023 Dashboard 41.9% All 26.3% Hispanic 47.7% White 32.5% SED 21.4% SWD	2024 Dashboard 40.8% All 22.2% Hispanic 51.0% White 19.4% SED No Data SWD	2025 Dashboard 41.1% All 29.6% Hispanic 47.5% White 40% SED No Data SWD	2026 Dashboard 45% All 30% Hispanic 50% White 35% SED 25% SWD	-0.8% All +3.3% Hispanic -0.2% White +7.5% SED No Data SWD
M2.4	Priority 4D Percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway Source: Dashboard Additional Reports	2023 Dashboard 11.8% All 10.5% Hispanic 12.3% White 7.5% SED 7.1% SWD	2024 Dashboard 21.1% All 11.1% Hispanic 27.5% White 3.2% SED No Data SWD	2025 Dashboard 17.8% All 3.7% Hispanic 27.5% White 15 % SED No Data SWD	2026 Dashboard 15% All 15% Hispanic 15% White 10% SED 10% SWD	+6% All -6.8% Hispanic +15.2% White +7.5% SED No Data SWD
M2.5	Priority 4G Percentage of pupils who have passed an advanced placement test with a score of 3 or higher Source: SIS	May 2024 We do not offer AP exams at this time.	May 2025 We do not offer AP exams at this time.	May 2026 We do not offer AP exams at this time.	May 2027 We do not offer AP exams at this time.	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.6	Priority 4H Percentage of pupils who demonstrate college preparedness as assessed in the Early Assessment Program (EAP) Source: CAASPP	2023 CAASPP ELA 37.26% All 8.33% Hispanic 50.01% White 23.52% SED Math 17.65% All 16.67% Hispanic 21.21% White 11.12% SED Science 21.57% All 8.33% Hispanic 25.00% White 23.53% SED	2024 CAASPP ELA 37.50% All 23.08% Hispanic 43.90% White 27.59% SED Math 11.11% All 0% Hispanic 17.08% White 6.90% SED Science 21.33% All 7.41% Hispanic 25.58% White 10.35% SED	2025 CAASPP ELA 50% All 50% Hispanic 52% White 38.09% SED Math 7.14% All 4.17% Hispanic 10.00% White 4.76% SED Science 27.06% All 16.67% Hispanic 35.29% White 23.81% SED	2026 CAASPP ELA 60% All 30% Hispanic 70% White 50% SED Math 30% All 30% Hispanic 35% White 22% SED Science 25% All 15% Hispanic 32% White 30% SED	ELA +12.74% All +41.67% Hispanic +1.99% White +14.57% SED Math -10.51% All -12.50% Hispanic -11.21% White -6.36% SED Science +5.49% All +8.34% Hispanic +10.29% White +0.28% SED
M2.7	Priority 5D High School Dropout Rate Source: CALPADS	Fall 1 Reporting 2023 4.35%	Fall 1 Reporting 2024 2.7%	Fall 1 Reporting 2025 0%	Fall 1 Reporting 2026 ≤4%	-4.35%
M2.8	Priority 5E High School Graduation Rate Source: Dashboard	2023 Dashboard 95.7% All 100% Hispanic 93.8% White 90.0% SED 92.9% SWD	2024 Dashboard 94.7% All 94.4% Hispanic 94.1% White 93.5% SED No Data SWD	2025 Dashboard 94.5% All 92.6% Hispanic 95.0% White 90.0% SED No Data SWD	2026 Dashboard ≥97% All 100% Hispanic ≥96% White ≥95% SED ≥96% SWD	-1.2% All -7.4% Hispanic +1.2% White 0% SED No Data SWD
M2.9	Priority 8 College/Career Indicator Source: Dashboard	2023 Dashboard 43% All 47.4% Hispanic 43.1% White 25% SED 21.4% SWD	2024 Dashboard 34.2% All 16.7% Hispanic 43.1% White 12.9% SED No Data SWD	2025 Dashboard 34.2% All 18.5% Hispanic 42.5% White 30.0% SED No Data SWD	2026 Dashboard ≥60% All ≥60% Hispanic ≥60% White ≥40% SED ≥40% SWD	-8.8% All -28.9% Hispanic -0.6% White +5% SED No Data SWD

Insert or delete rows, as necessary.

Goal Analysis for 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.

Students participated in the five career technical education pathways offered at East Nicolaus: Agriculture Mechanics, Agriscience, Foodservice and Hospitality, Ornamental Horticulture, and Business Management (Action 2.1 CTE). Participation and completion in CTE pathways remained relatively stable overall and increased for some student groups as teachers actively recruited students and supported pathway completion. We continued collaboration with Yuba College to expand Dual Enrollment opportunities, resulting in continued growth in participation. The Seal of Biliteracy continued to be offered in Spanish only. Participation in 11th grade SBAC testing continued to be high at 98% in ELA and 99% in Math. The Director of Student Guidance provided individual student planning and conducted student and parent workshops focused on UC/CSU A–G requirements, college admissions, and financial aid (Action 2.2 College Preparedness).

There were no substantive differences between planned actions and implementation; however, challenges included inconsistent student follow-through with A–G–aligned course pathways, completion of college and financial aid applications, and limited parent participation in some information sessions.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2. Expenditures were higher than originally budgeted because we received additional grant funding after the adoption of the LCAP. These funds were used to expand and enhance the implementation of Goal 2 actions, including serving as matching funds to support and scale services beyond the initial scope.

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

When reviewing the effectiveness of the actions in Goal 2, we used Goal 2 metrics, state and local data, and educator partner input. Overall, the actions showed mixed effectiveness in helping students become college and career ready.

Action 2.1 Career Technical Education (CTE) was somewhat effective. Student participation and completion in CTE pathways stayed steady and increased for some student groups, especially SED students (Metric M2.3). The percentage of students completing both UC/CSU A–G coursework and a CTE pathway also increased compared to baseline although outcomes varied across student groups (Metric M2.4). However, results were uneven across student groups, showing that while students have access to pathways, more support is needed to ensure consistent completion and readiness after graduation.

We reviewed Action 2.2 College Preparedness by looking at parent involvement, graduation data, and college and career readiness indicators. Parent participation in four-year college and career planning increased and reached 100% for all student groups, showing strong family engagement (Metric M2.1). The high school dropout rate dropped to 0%, indicating effective student monitoring and support (Metric M2.7). Graduation rates remained high overall but declined for some student groups and did not consistently lead to college and career readiness (Metric M2.8). The percentage of students meeting UC/CSU A–G requirements declined overall and remained lower for some groups, particularly Hispanic students (Metric M2.2). College/Career Indicator results also stayed low or declined for several student groups (Metric M2.9).

College readiness results from the Early Assessment Program (EAP) showed mixed outcomes, with improvement in ELA but continued low performance in mathematics (Metric M2.6). Overall, the data show that Goal 2 actions were effective in increasing student engagement, family involvement, and graduation, but additional work is needed to improve A–G completion, math readiness, and overall college and career readiness for 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.

Changes to actions:

Action 2.1 (CTE): We refined this action to include a system for tracking student progress and completion in CTE pathways because prior efforts focused on access but did not ensure students completed pathways.

Action 2.2 (*Post-Secondary Preparedness*): We changed the name of this action from, *College Preparedness* to *Post-Secondary Preparedness* to better represent our intent. This action was expanded to include a structured progress monitoring system, 4-year planning, and ongoing student/parent communication because increased awareness alone did not consistently lead to A–G completion or college and career readiness.

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	CTE	We will continue to offer and maintain a broad course of study through different pathways. We will ensure we are continuing to grow and develop our CTE pathways to ensure that we are providing high quality industry education (See progress monitoring in Action 2.2)	$440,000	No

2.2	Post-Secondary Preparedness	The Director of Student Guidance will:
		● Work with students to increase participation in:
		  • Dual Enrollment
		  • Seal of Biliteracy
		  • 11th grade SBAC
		  • CTE Pathways
		• Conduct student education and parent workshops on:
		  • UC/CSU A-G requirements
		  • College admissions and financial aid
		• Meet with all new incoming students and their families to create a 4-year plan
			$74,000	No

2.2	Post-Secondary Preparedness, *continued*	Progress Monitoring: ● Develop a structured progress monitoring system of tracking student progress toward fulfilling UC/CSU A-G requirements and CTE Pathway completion ● Students will participate in scheduled progress reviews throughout the year to monitor completion of key milestones, including A-G course enrollment, pathway completion, and postsecondary application requirements ● Add progress-based communication to parents		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	Provide continuous methods of communication and engagement that sustains ongoing connection with and involvement of the students, parents, staff, and the community with a clear focus in improving student achievement.	Broad

State Priorities addressed by this goal.

State Priorities: 1C, 3A, 5A, 5B, 6A, 6B, 6C

An explanation of why the LEA has developed this goal.

This goal was developed based on state and local data indicating a need to strengthen communication, engagement, and connection among students, parents, staff, and the community in order to support improved student achievement. While school facilities remained in exemplary condition (Metric M3.1), 2026 survey results showed declines in student perceptions of safety and connectedness, as well as lower levels of connectedness among staff compared to baseline (Metric M3.7). Parent survey data from 2026 also indicated a decrease in the percentage of parents who felt the school seeks their input before making important decisions, remaining below the Year 3 target (Metric M3.2). Attendance data showed overall attendance still below the desired target and elevated rates of chronic absenteeism for most student groups, particularly English learners and students with disabilities (Metrics M3.3 and M3.4). In addition, as reported on the 2025 Dashboard, suspension rates increased across most student groups (Metric M3.5). Collectively, this data demonstrates the need to maintain this goal to improve ongoing communication and engagement as a means to strengthen school climate, increase attendance and connectedness, and support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Priority 1C Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	September 2023 Exemplary	September 2024 Exemplary	September 2025 Exemplary	September 2026 Exemplary	No Difference
M3.2	Priority 3A This school seeks the input of parents before making important decisions. Source: Parent Survey	December 2023 56.1%	January 2025 33.33%	January 2026 41.5%	December 2026 75%	-14.6%
M3.3	Priority 5A Attendance Rate Source: P2 Attendance Report	April 2024 93.1%	April 2025 93.7%	April 2026 94.52%	April 2027 ≥95%	+1.42%
M3.4	Priority 5B Chronic Absenteeism Rate Source: SIS	April 2024 19.1% All 15.4% EL 18.4% SED 34.8% SWD	April 2025 13.7% All 10% EL 25% SED 22.2% SWD	April 2026 16.9% All 22.2% EL 17% SED 34.8% SWD	April 2027 ≤16% All ≤12% EL ≤16% SED ≤28% SWD	-2.2% All +6.8% EL -1.4% SED 0 SWD
M3.5	Priority 6A Pupil Suspension Rate Source: Dashboard	2023 Dashboard 2.8% All 3.4% Hispanic 2.8% White 3.0% SED 6.3% EL 2.8% SWD	2024 Dashboard 4.4% All 7.3% Hispanic 3.2% White 2.8% SED 0% EL 3.3% SWD	2025 Dashboard 6.3% All 4.0% Hispanic 7.2% White 8.2% SED 9.1% EL 12.1% SWD	2026 Dashboard ≤2.5% All ≤2.5% Hispanic ≤2.5% White ≤2.5% SED ≤2.5% EL ≤2.5% SWD	+3.5% All +0.6% Hispanic +4.4% White +5.2% SED +2.8% EL +9.3% SWD
M3.6	Priority 6B Pupil Expulsion Rates Source: SIS	May 2024 0%	May 2025 0%	May 2026 0%	May 2027 0%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.7	Priority 6C Percent of parents, students, and staff who feel the school is safe and who feel a sense of connectedness to the school. Source: Local Surveys	January 2024 <u>Safety</u> 74% Students 86% Parents 95% Staff <u>Connectedness</u> 62% Students 73.7% Parents 100% Staff	January 2025 <u>Safety</u> 53% Students 85.7% Parents 100% Staff <u>Connectedness</u> 30% Students 61.9% Parents 50% Staff	January 2026 <u>Safety</u> 63.1% Students 85.3% Parents 91.7% Staff <u>Connectedness</u> 39.7% Students 85.4% Parents 75% Staff	January 2027 <u>Safety</u> 80% Students 90% Parents 98% Staff <u>Connectedness</u> 75% Students 75% Parents 100% Staff	<u>Safety</u> -10.9% Students -0.7% Parents -3.3% Staff <u>Connectedness</u> -22.3% Students +11.7% Parents -25% Staff

Insert or delete rows, as necessary.

Goal Analysis for 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.

Overall, the actions under Goal 3 were implemented largely as planned, with adjustments made based on staff capacity and parent participation.

Behavior Supports (Action 3.1) was implemented using a PBIS and restorative practices approach. The Why Vape? program was used both as a preventative measure and as a consequence for first offenses. Behavior incentives, including spirit pack prizes, monthly character trait drawings, and the Student Store, were consistently used to reinforce positive behavior. Staff regularly reviewed rules, procedures, the discipline matrix, and the student handbook to maintain consistent expectations. These actions supported positive behavior and schoolwide consistency, but did not result in improved outcomes as reflected in suspension and survey data.

Attendance Supports (Action 3.2) was implemented with strong fidelity at the school level. The School Attendance Review Team (SART) met weekly to review attendance data, identify students in need of support, and plan next steps. Attendance incentives were provided monthly, and automated parent notifications were used to communicate absences and tardies. A planned component of this action—continuous improvement meetings with county office staff—was not implemented due to county personnel changes. Despite this, the school continued attendance monitoring and interventions internally.

Parent Engagement Activities (Action 3.3) was implemented as planned. The school held grade-level parent meetings, including orientations and informational nights focused on graduation requirements and postsecondary planning. Communication with families was increased through social media, email, and Remind to encourage participation. Parents were also offered meetings upon request to address individual student needs. While participation varied, multiple access points for engagement were consistently provided.

Challenges included limited external support for attendance improvement due to county staffing changes and ongoing difficulty increasing parent participation despite varied outreach methods.

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

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures in Goal 3. In Action 3.2, expenditures were higher than originally budgeted due to increases in employee compensation, including salary adjustments and associated costs of employment. These changes occurred after the adoption of the LCAP and resulted in higher personnel costs than initially projected.

When evaluating the effectiveness or ineffectiveness of the actions in Goal 3, we used Goal 3 metrics, local data, and staff input. Overall, the actions in Goal 3 showed mixed effectiveness in making progress toward improving school climate, attendance, and parent engagement.

Action 3.1 Behavior showed limited effectiveness based on outcome data. While the school implemented behavior incentives, consistent expectations, and a Universal Behavior Matrix, student suspension rates increased for all student groups compared to baseline, including significant increases for Students with Disabilities, English learners, and our SED student group (Metric M3.5). However, expulsion rates remained at 0%, indicating that while behavior incidents increased, serious disciplinary removals were avoided (Metric M3.6). More parents reported that school rules are enforced equally (61% in 2026 compared to 52.6% at baseline). Survey data also show that perceptions of safety and connectedness declined overall from baseline, particularly among students, suggesting that behavior supports have not yet resulted in improved school climate outcomes (Metric M3.7).

Action 3.2 was partially effective. Attendance rates improved from the 2024 baseline of 93.1% to 94.52% in April 2026 (Metric M3.3), and chronic absenteeism decreased overall for SED students from 18.4% to 17% (Metric M3.4). However, chronic absenteeism rates increased from baseline for All students, English learners, and SWD, indicating that while attendance supports such as weekly SART meetings, attendance incentives, and parent notifications contributed to improved overall attendance, additional targeted interventions are needed for specific student groups.

Action 3.3 Parent Engagement showed limited effectiveness. Although multiple opportunities for engagement were offered, parent survey results indicate that the percentage of parents who feel the school seeks their input before making important decisions declined from baseline and remains below the Year 3 target (Metric M3.2). While connectedness increased for parents between Year 1 and Year 2, student and staff connectedness remained below baseline levels, indicating that engagement efforts have not yet resulted in consistent improvements across groups (Metric M3.7).

Overall, the data indicate that attendance-focused actions are beginning to show positive results, while behavior and parent engagement actions have not yet resulted in improved outcomes. These findings highlight the need to refine behavior systems, strengthen targeted attendance interventions, and expand family engagement strategies to improve school climate, connectedness, and student outcomes. Adjustments to actions can be found in Prompt 4.

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

Changes to actions:

Action 3.1: We removed Restorative Justice and Administration trainings on the development and implementation of a Restorative Justice Panel because these strategies did not result in improved suspension or school climate outcomes. For 2026/27, we will continue refining the Universal Behavior Matrix and Progressive Discipline process and strengthen staff consistency in implementing behavior expectations because clearer and more consistent systems are needed to improve student behavior and school climate outcomes. We also added counseling, behavioral, and attendance intervention supports funded through LREBG to address ongoing student social-emotional, behavioral, and engagement needs.

Action 3.2 (Attendance): We updated oversight from the Principal to the Director of Student Guidance and Director of Student Services and added flexibility for SCSOS support because availability has been inconsistent, while maintaining existing attendance systems and supports.

Action 3.3 (Parent Engagement): Grade-level meetings were expanded to include a new incoming student meeting to strengthen early communication and engagement with families.

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	Behavior	• Y Vape? Program
		• Behavior Incentives
		    • Prizes from spirit pack
		• Monthly Character Traits letter
		    • Students who exhibit that trait are entered into a drawing that month for prizes.
		• Maintain Student Store for students caught doing something good or caught behaving.
		• Continue work on refining the Universal Behavior Matrix and Progressive Discipline process. Throughout the year, work with staff on consistent behavior expectations.
		• Added LREBG-funded counseling and behavioral intervention supports
		LREGB action – See Annual Progress
			$21,500	No

3.2	Attendance	• Director of Student Guidance and Director of Student Services will work together to oversee attendance and refine our attendance policy; analyze attendance trends and develop programs to improve attendance; and lead our School Attendance Review Team (SART). • Attendance Clerk to monitor attendance, send attendance letters as needed, and coordinate our SART process and meetings. • Attendance Incentives: Students will be entered into a drawing for prizes, spin the wheel for prizes, prize for students with perfect attendance. • School Messenger to automatically notify parents if a student is tardy or absent (Aeries and Catapult). • Reestablish Continuous Improvement with SCSOS staff (quarterly meetings), as available.	$183,439	Yes

Action #	Title	• Description	Total Funds	Contributing
3.3	Parent Engagement	• Coffee with the Admin: Quarterly morning meetings with the administration with the goal of making connections with parents. • We will try out various forms of advertising and encouragement to increase parent participation in groups and decision making committees on campus. • Grade level parent meetings: New incoming student meeting; 9th grade beginning of school orientation; 10th grade discusses classes and events; 11th grade Junior Parent Night to review graduation requirements; 12th grade college information.	$0.00	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$207,437	$0.00

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
5.436%	0.00%	$0.00	5.436%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1, 1.2, 1.3, 1.4, 1.5	Based on an evaluation of metrics and educational partner input, we determined that the 2026/27 LCAP must continue to focus on increasing academic rigor while strengthening intervention and college and career readiness supports for unduplicated students. Dashboard and local data show continued achievement gaps for SED students. In ELA, All students performed 4.5 points above standard while SED students performed 13 points below standard. In Math, All students performed 118 points below standard and SED students performed 136.6 points below standard. (Metric M1.5) CAASPP results showed improvement in ELA but continued low performance in Math, especially for SED students. (Metric M1.6) Although graduation rates remain high overall at 94.5%, our SED student group declined to 90%. College/Career Indicator results remain low overall at 34.2% and 30% for SED students. Parent survey results also indicate continued concerns regarding instructional quality and communication.	The actions in Goal 1 work together to improve academic achievement, graduation rates, and college and career readiness for all students, with a focus on unduplicated pupils. Analysis of 2025 Dashboard and local data indicates that these actions contributed to improvement in ELA achievement and credit recovery outcomes; however, achievement gaps in mathematics and college/career readiness persist for unduplicated student groups. As a result, we will continue these actions in 2026/27 while strengthening math professional development, PLC expectations, progress monitoring, and targeted intervention supports because students who receive timely intervention and consistent academic support are more likely to meet standards, recover credits, and remain on track for graduation. Although these actions are provided on an LEA-wide basis, we expect unduplicated students to benefit at a greater rate because these student groups continue to demonstrate the greatest academic needs and achievement gaps.	Progress will be measured by: M1.5 – Priority 4A Dashboard ELA and Math M1.6 – Priority 4A CAASPP ELA and Math Results M1.10 – Credit Recovery Participation and Completion M2.8 – High School Graduation Rate

Goal 3, Action 3.2	Regular attendance is strongly connected to academic success, graduation, and postsecondary opportunities. Local data show that overall attendance improved to 94.52%; however, chronic absenteeism rates remain elevated for several student groups, including English learners (22.2%) and Students with Disabilities (34.8%). (Metrics M3.3 and M3.4) Educational partner feedback and attendance data indicate that continued attendance monitoring, family communication, and targeted intervention are needed to address barriers to consistent attendance.	Action 3.2 supports improved attendance through weekly School Attendance Review Team (SART) meetings, attendance monitoring, family outreach, attendance incentives, and automated parent notifications. Analysis of local attendance data indicates that these actions contributed to improved overall attendance and reduced chronic absenteeism for some student groups; however, chronic absenteeism rates remain elevated for English learners and Students with Disabilities. As a result, we will continue this action in 2026/27 while strengthening attendance monitoring, family communication, and targeted intervention supports because consistent monitoring and timely outreach help identify attendance barriers early and increase student engagement in school. Although this action is provided on an LEA-wide basis, we expect unduplicated students to benefit at a greater rate because these student groups continue to experience higher rates of chronic absenteeism. Improved attendance will increase access to instruction and support improved graduation and college/career readiness outcomes.	M3.3 – Priority 5A Attendance Rate M3.4 – Priority 5B Chronic Absenteeism Rate

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A			

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

East Nicolaus Joint Union High School District does not qualify for additional concentration grant add-on funding.

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

2026/27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026/27	$ 3,815,985	$ 207,437	5.436%	0.000%	5.436%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 894,533	$ 9,144	$ -	$ 7,000	$ 910,677.00	$ 806,027	$ 104,650

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 8,000	$ 15,000	$ 21,000	$ -	$ -	$ 2,000	$ 23,000	0.000%
1	1.2	Team Planning		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	1.3	Intervention		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 83,688	$ -	$ 83,688	$ -	$ -	$ -	$ 83,688	0.000%
1	1.4	Credit Recovery Program		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 3,400	$ 7,650	$ 11,050	$ -	$ -	$ -	$ 11,050	0.000%
1	1.5	Data: Assessments & Progress Monitoring		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 74,000	$ -	$ 74,000	$ -	$ -	$ -	$ 74,000	0.000%
2	2.1	CTE		No	LEA-wide		All	Ongoing	$ 400,000	$ 40,000	$ 440,000	$ -	$ -	$ -	$ 440,000	0.000%
2	2.2	Post-Secondary Preparedness		No	LEA-wide		All	Ongoing	$ 74,000	$ -	$ 74,000	$ -	$ -	$ -	$ 74,000	0.000%
3	3.1	Behavior		No	LEA-wide		All	Ongoing	$ -	$ 21,500	$ 12,356	$ 9,144	$ -	$ -	$ 21,500	0.000%
3	3.2	Attendance		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 162,939	$ 20,500	$ 178,439	$ -	$ -	$ 5,000	$ 183,439	0.000%
3	3.3	Parent Engagement		No	LEA-wide		All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026/27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,815,985	$ 207,437	5.436%	0.000%	5.436%	$ 368,177	0.000%	9.648%	**Total:**	$ 368,177
								LEA-wide Total:	$ 368,177
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners and Low-Income	All	$ 21,000	0.000%
1	1.2	Team Planning	Yes	LEA-wide	English Learners and Low-Income	All	$ -	0.000%
1	1.3	Intervention	Yes	LEA-wide	English Learners and Low-Income	All	$ 83,688	0.000%
1	1.4	Credit Recovery Program	Yes	LEA-wide	English Learners and Low-Income	All	$ 11,050	0.000%
1	1.5	Data: Assessments & Progress Monitoring	Yes	LEA-wide	English Learners and Low-Income	All	$ 74,000	0.000%
3	3.2	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	$ 178,439	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 666,296.00	$ 1,019,023.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$ 11,000	$ 10,439
1	1.2	Team Planning	Yes	$ -	$ -
1	1.3	Intervention	Yes	$ 33,100	$ 79,645
1	1.4	Credit Recovery Program	Yes	$ 10,500	$ 11,009
1	1.5	Data: Assessments & Progress Monitoring	Yes	$ 47,352	$ 72,532
2	2.1	CTE	No	$ 359,000	$ 645,329
2	2.2	College Preparedness	No	$ 47,352	$ 72,532
3	3.1	Behavior	No	$ 19,642	$ 19,396
3	3.2	Attendance	Yes	$ 138,350	$ 108,141
3	3.3	Parent Engagement	No	$ -	$ -

2025/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 213,814	$ 233,302	$ 276,806	$ (43,504)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$ 7,000	$ 10,439.00	0.000%	0.000%
1	1.2	Team Planning	Yes	$ -		0.000%	0.000%
1	1.3	Intervention	Yes	$ 33,100	$ 79,645.00	0.000%	0.000%
1	1.4	Credit Recovery Program	Yes	$ 10,500	$ 11,009.00	0.000%	0.000%
1	1.5	Data: Assessments & Progress Monitoring	Yes	$ 47,352	$ 72,532.00	0.000%	0.000%
3	3.2	Attendance	Yes	$ 135,350	$ 103,181.00	0.000%	0.000%

2025/26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,709,468	$ 213,814	0.000%	5.764%	$ 276,806	0.000%	7.462%	$0.00 - No Carryover	0.00% - No Carryover

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
    - 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 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - 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).