LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter Union High School District
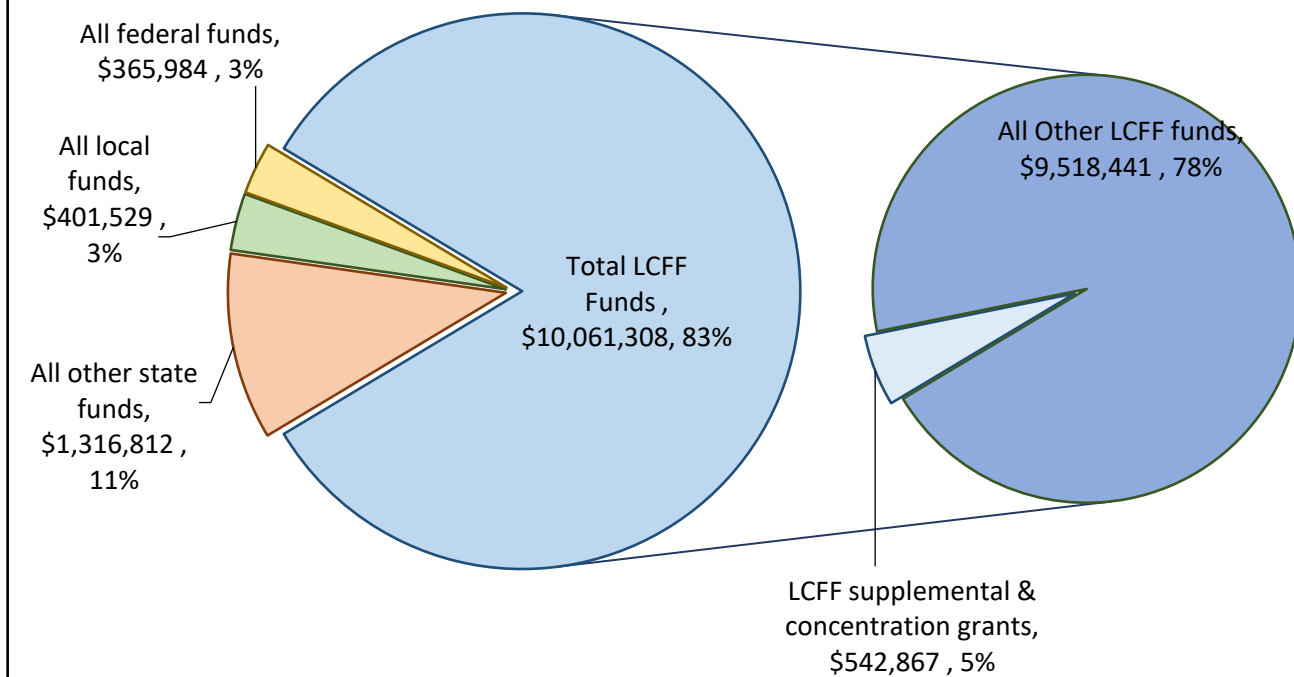
CDS Code: 51-71449

School Year: 2025/26

LEA contact information: Jedsen Nunes, Superintendent jnunes@sutterhigh.k12.ca.us (530) 822-5161

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

Budget Overview for the 2025/26 School Year

Projected Revenue by Fund Source

All federal funds, $365,984 , 3%

All local funds, $401,529 , 3%

All other state funds, $1,316,812 , 11%

Total LCFF Funds , $10,061,308, 83%

All Other LCFF funds, $9,518,441 , 78%

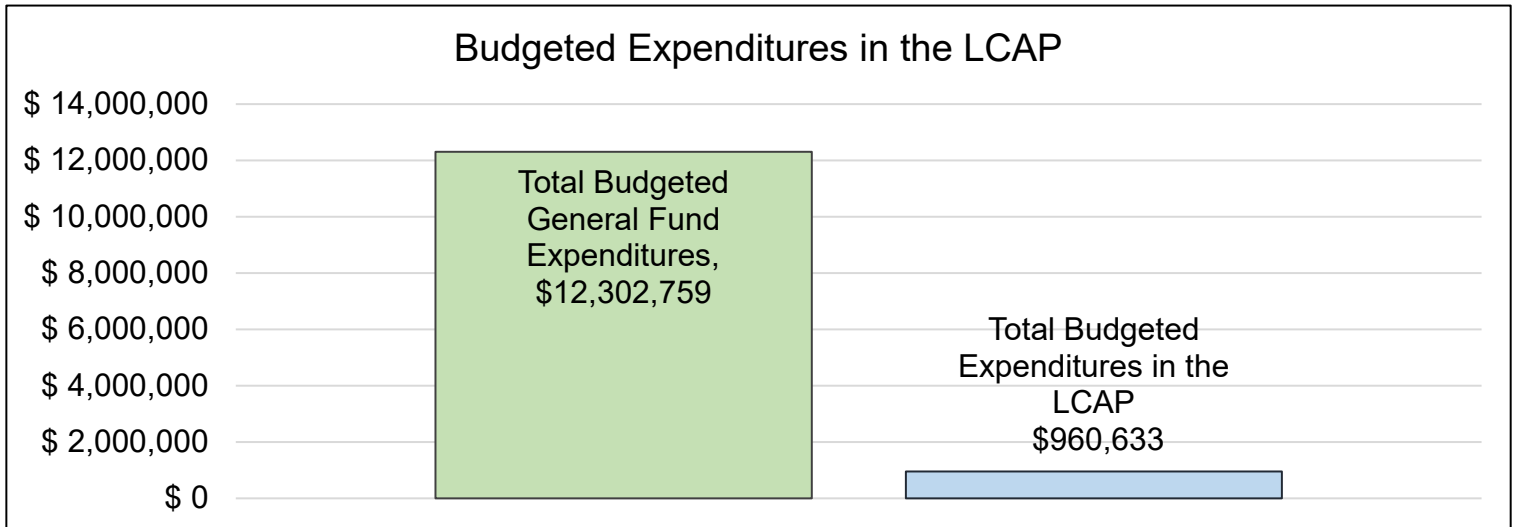LCFF supplemental & concentration grants, $542,867 , 5%

This chart shows the total general purpose revenue Sutter 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 Sutter Union High School District is $12,145,633.00, of which $10,061,308.00 is Local Control Funding Formula (LCFF), $1,316,812.00 is other state funds, $401,529.00 is local funds, and $365,984.00 is federal funds. Of the $10,061,308.00 in LCFF Funds, $542,867.00 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.

Budgeted Expenditures in the LCAP

$ 14,000,000	
$ 12,000,000	
$ 10,000,000	Total Budgeted General Fund Expenditures, $12,302,759
$ 8,000,000	
$ 6,000,000	Total Budgeted Expenditures in the LCAP $960,633
$ 4,000,000	
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Sutter Union High School District plans to spend for 2025/26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sutter Union High School District plans to spend $12,302,759.00 for the 2025/26 school year. Of that amount, $960,633.00 is tied to actions/services in the LCAP and $11,342,126.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
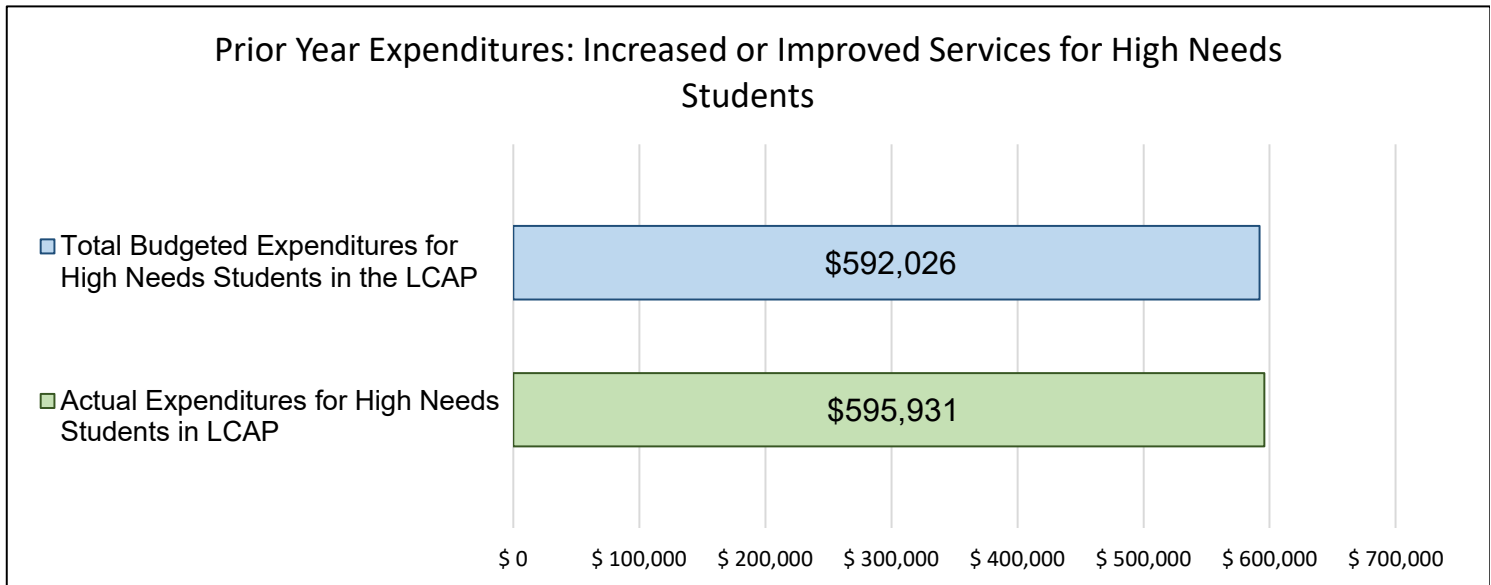
Salary/benefits, special education services, maintenance, transportation, nutrition, technology, etc.

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

In 2025/26, Sutter Union High School District is projecting it will receive $542,867.00 based on the enrollment of foster youth, English learner, and low-income students. Sutter Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter Union High School District plans to spend $642,399.00 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 2024/25

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $592,026

□ Actual Expenditures for High Needs Students in LCAP — $595,931

(Axis: $ 0, $ 100,000, $ 200,000, $ 300,000, $ 400,000, $ 500,000, $ 600,000, $ 700,000)

This chart compares what Sutter 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 Sutter 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 2024/25, Sutter Union High School District's LCAP budgeted $592,026.00 for planned actions to increase or improve services for high needs students. Sutter Union High School District actually spent $595,931.00 for actions to increase or improve services for high needs students in 2024/25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter Union High School District	Jedsen Nunes, Superintendent	jnunes@sutterhigh.k12.ca.us (530) 822-5161

Plan Summary 2025/26

General Information

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

The Sutter Union High School District (SUHSD) was established in 1893. The district has one comprehensive high school and one continuation high school, both of which are located at 2665 Acacia Avenue in Sutter, California. Our continuation high school, Butte View will receive Equity Multiplier Funding in 2024/25. Our district boundaries encompass six population areas which are primarily small, rural agricultural areas. The district's students come from five feeder elementary school districts: Brittan, Franklin, Meridian, Nuestro and Winship/Robbins. The district also receives a significant number of inter-district transfer students from nearby schools in Sutter, Butte, Yuba, Colusa and Yolo counties. The district serves approximately 735 students in grades 9-12. In the 2024/25 school year student ethnicity was: White 61.31%; Hispanic 26.7%; Two or More Races (TMR) 11.11%; Asian 3.95%; and African American 0.27%. The district served 162 (22.07%) Socioeconomically Disadvantaged (SED); 61 (8.31%) Students with Disabilities (SWD); 18 (2.45%) English Learners (EL); and 19 (2.59%) Homeless students.

Reflections: Annual Performance

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

SUHSD and its educational partners began the 2024/25 school year with the arrival of students on the first day of school on August 14, 2024. Implementation of the 2024/25 Local Control and Accountability Plan (LCAP) began long before students arrived. The 2024-25 LCAP is the first year of the district's three-year plan, which was developed in conjunction with the district's WASC action plan. Both plans were designed to improve student achievement for all students. The district evaluated annual performance based on a review of the California School Dashboard (Dashboard), DataQuest, and local data.

2024 Dashboard English Language Arts (ELA) – We saw a mixture of performance in ELA. Our All and Hispanic student groups stayed in the Low (Orange) performance level but our White and SED student groups increased their performance level from Low (Orange) to Medium (Yellow). There continues to be a performance gap between our All, Hispanic, and SED student groups.

  -All: 18.1 points below standard, declined 10.6 points
  -Hispanic: 39.8 points below standard, declined 27 points

-White: 9.9 points below standard, increased 4.8 points
-SED: 33.4 points below standard, increased 3.4 points

2024 Dashboard Mathematics – Our All and White student groups are in the Low (Orange) performance level and our Hispanic and SED student groups are in the Very Low (Red). All student groups are significantly below the standard and there is a performance gap between our All student group and Hispanic and SED student groups.

-All: 94.5 points below standard, declined 8.5 points
-Hispanic: 118.1 points below standard, declined 18.1 points
-White: 84.7 points below standard, maintained -1.8 points
-SED 120.6 points below standard, maintained -2.6 points

2024 Dashboard Science – The California Science Test (CAST) is taken once during high school and in 2024 it is reported on the Dashboard as information only. There are no performance levels until 2025.

-All: 17.2 points below standard, declined 0.4 points
-Hispanic: 22.5 points below standard, declined 1.9 points
-White: 15.2 points below standard, maintained 0 points
-SED: 19.1 points below standard, increased 0.6 points

2024 Dashboard Graduation Rate – All student groups increased their Graduation Rate and all groups remain in the Very High (Blue) performance level.

-All: 99.5%, increased 2.5%
-Hispanic: 100%, increased 3.7%
-White 99%, increased 2.3%
-SED: 98.7%, increased 1.9%

2024 Dashboard College and Career Indicator – Our Hispanic student group is in the Medium (Yellow) performance level. Our All, White, and SED student groups are in the Low (Orange) performance level.

-All: 43%, declined 5.7%
-Hispanic: 42.6%, maintained 0.1%
-White: 40%, declined 8.4%
-SED: 24%, declined 10.8%

Metrics

-We are now 90.55% staffed with appropriately assigned and fully credentialed teachers (increase of 12.95%); we have less than 10% misassignments (decrease of 5.25%); and we have no vacancies (decrease of 7.7%). (Metric 1)
-We increased one level in the Local Indicator Priority 2 *Progress (1-5) in providing professional learning for teaching to the standards and frameworks in ELA, Mathematics, and NGSS. (*Metric 3*)*
-The percentage of English learners scoring a C- or higher in their English class increased by 41.77%. (Metric 4)
-Two of four significant student groups increased or maintained the percentage of graduates meeting UC and CSU A-G requirements in 2024 compared to 2023. All: 44.3%, 42.6%; Hispanic: 42.6%, 31.5%; White: 43.6%, 44.4%; SED: 22.4%, 30.4%. (Metric 7)
-All student groups increased the percentage of students with successful completion of CTE Pathway in 2024 compared to 2023. All:

49.5%, 37.4%; Hispanic: 47.1%, 33.3%; White: 50.5%, 41.2%; Homeless: 27.3%, 21.1%; SED: 40.8%, 26.1%. (Metric 8)

-All significant student groups increased the percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway in 2024 compared to 2023. All: 21.6%, 16.5%; Hispanic: 17.6%, 11.1%; White: 21.8%, 18.3%; SED: 9.2%, 7.6% (Metric 9)

-On the 2024 Smarter Balanced Assessment (SBA) the percentage of pupils who demonstrate college preparedness as assessed in the EAP increased for 3 out of 4 student groups in ELA and Math, and 2 out of 4 student groups in Science. (Metric 13)

-The Dropout Rate decreased for the District by -2.49% to 0.13%; Butte View High -14.34% to 3.84%, and Sutter High by -1.83% to 0 dropouts. (Metric 14)

-The Percentage of students passing one or more concurrent courses (Fall Semester) increased 13.2%. (Metric 16)

-In the 2024/25 school year 2.1% more SED, 5.9% more SWD and 1.2% fewer EL students took Honors and/or AP courses in the spring semester compared to the 2023/24 school year. (Metric 17)

In the 2024/25 school year we successfully implemented the actions to support our 2024/25 LCAP Goal 1, *SUHSD will provide a rigorous academic program and Career Technical Education (CTE) opportunities for all students and increase the number of students who are A-G and/or CTE Pathway completers.* Those actions included Academic Support (Action 1.1); CTE Advisor (Action 1.2); ELD Teacher (Action 1.3); Support PLC Development (Action 1.4); Targeted Academic Intervention (Action 1.5); and Tri-County Induction Program (Action 1.6). We saw progress in many of our metrics as reported above, but we are still below our target for Dashboard results. We continue to see performance gaps between our All student group and our SED student group although as reported on the Dashboard, that gap is decreasing. In ELA in 2023, the gap was 29.2 points but in 2024 the gap is 15.3 points and in Math in 2023 the gap was 32 points but in 2024 is 26.1 points. We will not know for sure if our actions are supporting the academic achievement we desire until the 2025 Smarter Balanced Assessment results and Dashboard are released but based on progress in metrics we believe that the actions in Goal 1 are moving us in the right direction so we will continue them in our 2025/26 LCAP with only minor adjustments.

2024 Dashboard Suspension Rate – All student groups improved their performance level. Our All student group went from Medium (Yellow) performance level to Low (Green). Four of our seven significant student groups improved performance levels - White: High (Orange) to Low (Green); SED: High (Orange) to Low (Green); SWD: Very High (Red) to Very Low (Blue); Homeless: Very High (Red) to High (Orange). Our Hispanic and TMR student groups stayed in the Low (Green) performance level and Long-Term English Learners are a new significant student group and they are in the Very Low (Blue) performance level.

-All: 3.3%, maintained 0%
-Hispanic: 2.8%, maintained 0.3%
-TMR: 1.6%, maintained -0.4%
-White 3.6%, declined 0.5%
-Homeless: 9.1%, declined 11.6%
-LTEL: 0%, maintained 0%
-SED: 4%, declined 2.5%
-SWD: 1.2%, declined 8.4%

2024 Dashboard Suspension Rate for Butte View - Moved from the Very High (Red) performance level to the Medium (Yellow)

-All: 8.7%, declined 10.7%.

2024/25 Survey: Students

- On the 2025 Student Survey, students report, *There is at least one adult on campus I can go to if I have a problem or concern* 90.5% (2025), 83.3% (2024).
- Students say they are adequately monitored and supervised on campus: 2025: 80.9%; 2024: 66.6% and discipline is administered in an effective and consistent manner: 2025: 57.1%; 2024: 50%

In an attempt to support the social-emotional needs of students, improve attendance, reduce suspensions, and improve behavior, we took a multi-pronged approach that included contracting with Sutter County Superintendent of Schools (SCSOS) for Mental Health Counseling services (.6 FTE). Focus areas were suspension for our SWD and Homeless students and attendance for SED and EL students. (Action 2.1Targeted Social-Emotional Support for Students). We worked with SCSOS staff to provide anti-vape information and intervention to students; added a Teacher on Special Assignment to free up a .6 FTE VP to monitor discipline and determine appropriate intervention prior to suspension; offered Saturday School two times per month with two teachers rotating coverage; and scheduled the VP to meet with parents and students regarding discipline. (Action 2.3 Improve Suspension Rate) Based on the results of state and local suspension rates and surveys, we believe Actions 2.1 and 2.3 were effective in making progress toward Goal 2 so we will include them in our 2025/26 LCAP with no changes.

Although our Attendance Rate increased (+0.69%), our local Chronic Absenteeism rate increased for all student groups except English learners and remains over 20% for most student groups. According to our Student Information System (SIS) as of P2 2025 the Chronic Absenteeism Rate for our All student group is 18.42%, an increase of 3.02%; EL 22.22%, a decrease of 0.88%; SED 31.4% an increase of 7.2%; SWD 36.06% an increase of 0.96%; and Homeless 47.1% an increase of 28.9%. To improve student attendance and reduce Chronic Absenteeism we are adding Action 2.4 Attendance to the 2025/26 LCAP. We will increase student attendance and decrease chronic absenteeism by employing a data-driven, multi-tiered approach that prioritizes student and family engagement.

2025 Parent Surveys reflect that 88.7% of parents say the school has good communication with them and almost 90% say the communication is clear and easy to understand. Although this is less than last year (90.7%) we think we are on the right track in improving our communication with students, parents, and families. Parents also say that Sutter Union High School has a welcoming environment for students, parents and families (98.4%) and more parents (86.95% compared to 80.10% in 2023/24) feel a sense of connectedness to the school. In the 2024/25 school year we maintained a Bilingual Office Support person to increase communication between the school and families whose first language is not English. We regularly communicated with families and staff via School Website, Aeries, Parent Square, and Catapult. Our leadership group discussed our communication process. We realized that we may be saturating parents with too much information so we attempted to be more centralized in our communication such as a weekly newsletter. We improved somewhat but we noticed that individual groups still sent out frequent and last minute messages. Feedback from parents is that they get too many messages. Our evaluation is that communication from the school would feel less overwhelming if parents used the Parent Square app. In the 2025/26 school year we will campaign to get the parents/guardians of incoming 9th graders and new students signed up for the app. (Action 2.2 Family/Staff Communication)

Learning Recovery and Emergency Block Grant

SUHSD has unexpended LREBG funds for the 2025-26 school year. The LREBG funded action may be found in a new action to address attendance, Goal 2, Action 2.4.

The SUHSD needs assessment substantiated findings from DataQuest and our Student Information System related to Chronic Absenteeism. Data from 2023-24 DataQuest shows a district Chronic Absenteeism Rate of 20.2% for all students, 33% for our SED student group, 33% for English learners, and 22.7% for our Homeless Youth. Rates for Sutter Union High School were 18% All, 30% SED, 32% EL, and 19% Homeless Youth. Rates for Butte View were 83.3% All and 85.7% SED. Local Chronic Absenteeism Rates from June 2025 for Sutter High School were: 17.1% All, 28% SED, 18.8% EL, and 30.8% Homeless Youth and for Butte View rates were: 53.3% All; 91.7% SED; 33.3% EL; and 100% Homeless Youth. Goal 2, Action 2.4 directly addresses the need to increase student attendance and decrease chronic absenteeism by employing a data-driven, multi-tiered approach that prioritizes student and family engagement. The attendance clerks at both sites will call parents when a student is absent, generate attendance letters, and identify students at risk of chronic absenteeism. Our Attendance Monitoring Team (principal, counselor, and attendance clerks) will meet biweekly to review attendance data and identify students needing outreach. Parent and student meetings will be held as needed. Individualized attendance support plans will be developed for students missing 10% or more of school days. We will start with a root cause analysis and goal setting with the student. Support may include: Staff-led check-ins and mentoring; Incentives such as attendance raffles, school-wide recognition, and community-sponsored prizes; Transportation for in-district students; Social-Emotional support.

These actions align to allowable uses of funds in the area of Chronic Absenteeism as they will directly address the need to increase student attendance and decrease chronic absenteeism.

The SUHSD needs assessment also identified need in the areas of ELA for our All and Hispanic student groups and Math for all student groups. These needs are being addressed in actions in Goal 1 funded with supplemental funds and designed to increase or improve services to students.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational partners have been involved in the continuous cycle of self-improvement since the inception of the LCFF process and the district prioritizes integrating the WASC accreditation process with the LCAP evaluation and development process.	
Educational Partner(s)	**Process for Engagement**
Certificated & Classified Staff (including Certificated & Classified Bargaining Units)	Survey: Fall 2024 Meetings: Beginning in January 2025, at least one time per month, at our Wednesday morning department head meetings, we reviewed progress on our 2024/25 LCAP goals and actions, discussed needs for the 2025/26 school year, and identified draft goals and actions for our 2025/26 LCAP. Department heads shared information regarding the LCAP with their departments to get input. In May, all staff were given the draft LCAP and an overview of the LCAP was given and feedback was solicited.
Principals & Administrators	Monthly Meetings from November 2024 through April 2025
Parents	Survey: Fall 2024 Meetings: February 2025 and April 2025 Open House we invited parents to give input on our plans for continuous school improvement and LCAP The draft LCAP was posted on Parent Square and parents were invited to attend the board meeting where the draft LCAP would be presented. The draft LCAP was also posted on our website in June 2025 and available for review and comment prior to board adoption.

Students	Survey: Fall 2024
	Meeting: April 2025
	Presented the LCAP to the Leadership class at the beginning of the year and again at the Mid-Year Update. We have two students on our Advisory Committee.
Parent Advisory Committee (PAC)	Our PAC reviewed the draft LCAP in early June prior to the board approval in June.
ELAC/DELAC	Meeting: April 2025
SELPA	Meeting: April 2025

Insert or delete rows, as necessary.

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

SUHSD involved all educational partners in identifying positive progress as well as challenges with the 2024/25 LCAP implementation. A careful evaluation of SUHSD's successes and areas of improvement influenced the direction of this process, which was crucial in the refinement of the district's 2025/26 LCAP Goals, Actions, and Services.

Post secondary options are a focus for all of our educational partners. The increase in Graduation Rate was celebrated but the decline in College/Career Indicators was noted. We pointed out that there were increases for many student groups in the College/Career Preparation measures. Just over 80% of students says counselors and staff provide students with support in developing a four-year plan to explore and reach their college and/or career goals. Since this remains a focus for all Educational Partners, we will maintain Action 1.1 Academic Support to fund a 1.0 FTE Testing/ Academic Intervention Coordinator and 1.8 FTE Guidance Counselor to support improvement in academic achievement and support continued progress in College/Career Indicators, A-G completion, and Dual Enrollment.

A strong CTE program continues to be important to our educational partners so we are maintaining our 1.0 FTE Career Technical Education (CTE) Advisor for continued CTE Pathway development and increase percentage of students who are College and Career-Ready. (Action 1.2 CTE Advisor)

Most students (90.5%) say there is at least one adult on campus they can go to if they have a problem or concern. Educational partners have identified this as an area of importance therefore we will maintain our contracted mental health counseling services at 1 FTE to allow for increased support for students' social-emotional needs. (Action 2.1 Targeted Social-Emotional Support for Students)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	SUHSD will provide a rigorous academic program and Career Technical Education (CTE) opportunities for all students and increase the number of students who are A-G and/or CTE Pathway completers.	Broad

State Priorities addressed by this goal.

Priorities: 1, 2, 3, 4, 7, 8

An explanation of why the LEA has developed this goal.

Over the past few years we have seen increases in several Goal 1 metrics but we are not making the same progress in ELA and Math on the Dashboard. We saw a mixture of performance in ELA: All: 18.1 below, declined 10.6; Hispanic 39.8 below, declined 27; White 9.9 below, increased 4.8; SED 33.4 below, increased 3.4. Our All and Hispanic student groups stayed in the Low (Orange) performance level, but our White and SED student groups increased their performance level from Low (Orange) to Medium (Yellow). There continues to be a performance gap between our All, Hispanic, and SED student groups. In Math, all student groups are significantly below the standard, All: 94.5, declined 8.5; Hispanic: 118.1, declined 18.1; White 84.7, maintained -1.8; SED 120.6, maintained -2.6. Our All and White student groups are in the Low (Orange) performance level and our Hispanic and SED student groups are in the Very Low (Red). There is a performance gap between our All student group and Hispanic and SED student groups. All student groups increased their Graduation Rate, and all groups remain in the Very High (Blue) performance level.

College and Career Indicator measures increased for many student groups from 2023: Completed A-G Requirements: (All: 44.3%, increased 1.7%; SED: 22.4%, declined 8%; Homeless: 27.3%, declined 9.5%); Completed at Least 1 Career Technical Education (CTE) Pathway (All: 49.5%,increased 12.1%; SED: 40.8%, increased 14.7%; Homeless: 27.3%, increased 6.2%); Completed at Least 1 CTE Pathway AND A-G Requirements (All: 21.6%, increased 5.1%; SED: 9.2%, increased 1.6%; Homeless: 0%, declined 5.3%). While we celebrate our success on College and Career Indicator measures, there is a gap between our All student group (43%) and our SED (24%) and Homeless (18.2%) student groups. Fewer students in the SED (22.4%) and Homeless (27.3%) student groups completed A-G requirements compared to students in the All student group (44.3%). A similar gap exists on the CTE indicator between our All student group (49.5%) and SED (40.8%) and Homeless (27.3%) student groups.

The actions in this goal will support our efforts to increase the academic achievement of all students and increase the number of students who are A-G and/or CTE Pathway completers and ready for post-secondary options.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A: Percentage of teachers: Appropriately assigned and fully credentialed, Misassignments, Vacancies Source: Local Data	October 2023 Appropriately assigned & fully credentialed: 77.6% Misassignments: 14.7% Vacancies: 7.7%	October 2024 Appropriately assigned & fully credentialed: 90.55% Misassignments: 9.45% Vacancies: 0%		October 2026 Appropriately assigned & fully credentialed: ≥85% Misassignments: <10% Vacancies: <5%	Appropriately assigned & fully credentialed: +12.95% Misassignments: -5.25% Vacancies: -7.7%
2	Priority 1B: Percentage of students with access to standards-aligned instructional materials. Source: SARC	January 2024 100%	January 2025 100%		January 2027 100%	0%
3	Priority 2A: Progress (1-5) in providing professional learning for teaching to the standards and frameworks. Source: Local Indicator Tool	January 2024 ELA: 3 ELD:3 Mathematics: 4 NGSS: 3 HSS: 5	January 2025 ELA: 4 ELD: 3 Mathematics: 5 NGSS: 4 HSS: 5		January 2027 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 5	ELA: +1 ELD: 0 Mathematics: +1 NGSS: +1 HSS: 0
4	Priority 2B: Percentage of English learners scoring a C- or higher in their English class on their fall semester report card. Source: Student Information System (SIS)	January 2024 87.02% All 45.83% EL	January 2025 94.6% All 87.6% EL		January 2027 ≥90% All ≥50% EL	+7.58% All +41.77% EL
5	Priorities 3B/C: Percentage of parents who are involved in student's 4-year college & career plan. Source: Attendance at meetings	January 2024 100% All 100% SED 100% EL 100% SWD 100% Homeless	January 2025 100% All 100% SED 100% EL 100% SWD 100% Homeless		January 2027 100% All 100% SED 100% EL 100% SWD	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Priority 4A: Points above/below Standard Met on CAASPP Source: Dashboard	2023 Dashboard ELA 7.6 below All 12.8 below Hispanic 14.7 below White 36.8 below SED Math 86 below All 100 below Hispanic 82.9 below White 118 below SED	2024 Dashboard ELA 18.1 below All 39.8 below Hispanic 9.9 below White 33.4 below SED Math 94.5 below All 118.1 below Hispanic 84.7 below White 120.6 below SED Science 17.2 below All 22.5 below Hispanic 15.2 below White 19.1 below SED		2026 Dashboard ELA 30 above All 15 above Hispanic 35 above White 10 above SED Math 55 below All 75 below Hispanic 50 below White 90 below SED Science 5 below All 10 below Hispanic 5 below White 9 below SED	ELA -10.6 All -27 Hispanic +4.8 White +3.4 SED Math -8.5 All -18.1 Hispanic -1.8 White -2.6 SED
7	Priority 4B: Percentage of graduates meeting UC and CSU A-G requirements. Source: Dashboard Additional Reports	2023 Dashboard 42.6% All 31.5% Hispanic 44.4% White 30.4% SED	2024 Dashboard 44.3% All 42.6% Hispanic 43.6% White 22.4% SED		2026 Dashboard ≥55% All ≥38% Hispanic ≥58% White ≥40% SED	+1.7% All +11.1% Hispanic -0.8% White -8% SED
8	Priority 4C: Percentage of students with successful completion of CTE Pathway. Source: Dashboard Additional Reports	2023 Dashboard 37.4% All 33.3% Hispanic 41.2% White 26.1% SED	2024 Dashboard 49.5% All 47.1% Hispanic 50.5% White 40.8% SED		2026 Dashboard ≥42% All ≥39% Hispanic ≥45% White ≥30% SED	+12.1% All +13.8% Hispanic +9.3% White +14.7% SED
9	Priority 4D: Percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway Source: Dashboard Additional Reports	2023 Dashboard 16.5% All 11.1% Hispanic 18.3% White 7.6% SED	2024 Dashboard 21.6% All 17.6% Hispanic 21.8% White 9.2% SED		2026 Dashboard ≥23% All ≥16% Hispanic ≥25% White ≥10% SED	+5.1% All +6.5% Hispanic +3.5% White +1.6% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Priority 4E: Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC. Source: Dashboard	2023 Dashboard 72.7%	2024 Dashboard EL: 73.3%		2026 Dashboard ≥75%	EL: +0.6%
11	Priority 4F: English learner reclassification rate Source: Local Data	2023/24 School Year 39.29%	2024/25 School Year 11.11%		2026/27 School Year ≥45%	-28.18%
12	Priority 4G: Percentage of pupils who took an advanced placement (AP) test and passed with a score of 3 or higher. Source: College Board Report	Summer 2023 50% (27/54)	Summer 2024 45.90% (28/61)		Summer 2026 ≥60%	-4.1%
13	Priority 4H: Percentage of pupils who demonstrate college preparedness as assessed in the Early Assessment Program (EAP) Source: CAASPP	2023 CAASPP ELA 47.64% All 43.66% Hispanic 49.47% White 35.59% SED Math 19.37% All 16.90% Hispanic 18.95% White 8.47% SED Science 21.36% All 17.15% Hispanic 20.62% White 18.96% SED	2024 CAASPP ELA 48.28% All 38.18% Hispanic 52.31% White 39.68% SED Math 22.78% All 14.54% Hispanic 25.58% White 17.46% SED Science 22.78% All 12.73% Hispanic 25.58% White 17.46% SED		2026 CAASPP ELA ≥52% All ≥48% Hispanic ≥53% White ≥40% SED Math ≥25% All ≥21% Hispanic ≥24% White ≥12% SED Science ≥27% All ≥21% Hispanic ≥26% White ≥22% SED	ELA +0.64% All -5.48% Hispanic +2.84% White +4.09% SED Math +3.41% All -2.36% Hispanic +6.63% White +8.99% SED Science +1.42% All -4.42% Hispanic +4.96% White -1.5% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	Priority 5D: High School Dropout Rate Source: CALPADS	Fall 1 Reporting 2023 District: 2.62% Butte View High: 18.18% Sutter High: 1.83%	Fall 1 Reporting 2024 District: 0.13% Butte View High: 3.84% Sutter High: 0 %		Fall 1 Reporting 2026 District: <1.5% Butte View High: <10% Sutter High: <0.5%	District: -2.49% Butte View High:-14.34% Sutter High: - 1.83%
15	Priority 5E: High School Graduation Rate Source: Dashboard	2023 Dashboard 97% All 96.3% Hispanic 96.7% White 96.7% SED	2024 Dashboard 99.5% All 100% Hispanic 99% White 98.7% SED		2026 Dashboard ≥98% All ≥98% Hispanic ≥98% White ≥98% SED	+2.5% All +3.7% Hispanic +2.3% White +2% SED
16	Priority 7A: Percentage of students passing one or more concurrent courses (Fall Semester). Source: Local Report	January 2024 84.2% (80/95)	January 2025 97.4% (75/77)		January 2027 ≥90%	+13.2%
17	7B/C: Percentage of SED, EL, and SWD students taking Honors and/or AP course Source: SIS	January 2024 Fall Semester We will get this baseline next year Spring Semester 37.3% All 25.5% SED 6.7% EL 1.5% SWD	January 2025 Fall 2024 41.6% All 26.9% SED 5.3% EL 7.7% SWD Spring Semester 40.7% All 27.6% SED 5.5% EL 7.4% SWD		January 2027 Fall Semester ≥42% All ≥30% SED ≥10% EL ≥2% SWD Spring Semester ≥42% All ≥30% SED ≥10% EL ≥2% SWD	 Spring Semester +3.4% All +2.1% SED -1.2% EL +5.9% SWD
18	Priority 8: College and Career Indicator Percentage of students prepared for college or a career Source: Dashboard	2023 Dashboard 48.3% All 42.6% Hispanic 47.7% White 34.8% SED	2024 Dashboard 43% All 42.6% Hispanic 40% White 24% SED		2026 Dashboard ≥55% All ≥55% Hispanic ≥55% White ≥40% SED	-5.3% All 0% Hispanic -7.7% White -10.8% SED

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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

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

We successfully implemented the actions in Goal 1.

Action 1.1 Academic Support - Our 1.0 FTE Testing/Academic Intervention Coordinator: Ran the Zero Period Intervention (on average 10-12 students attended weekly); Worked with content-specific teachers to administer interim and block assessments from the CAASPP system for local assessment data and was part of the team to coordinate intervention; Monitored grades to identify students in need of enrollment in Edgenuity for credit recovery. Our 1.0 FTE Guidance Counselor: Worked with Yuba College and outside agencies for programs and services for students. Programs this year included "Why Try" focusing on positive decision making; Met with students to ensure their classes supported completion of College/Career Indicators; Monitored student grades and graduation status and identified and arranged intervention and services when needed. This year more than 50 students received some type of intervention or service; Communicated and met with parents about their student's progress and needs and facilitated communication between teachers and parents.

Action 1.2 CTE Advisor - Our 1.0 FTE Career Technical Education (CTE) Advisor: Monitored the CTE Pathway process and worked with the master schedule to ensure that students were completing pathways; Coordinated the Major Clarity Program – an online platform that includes Career Readiness (interest inventories and career planning), Academic Planning and College Readiness (access to college entrance requirements and college application support), Work-Based Learning (job shadowing and resume building). In this App, students built a portfolio that follows them into college and beyond; Worked with students to use Hope Street Personalized Career Exploration - an App that empowers students to explore careers while connecting them with professionals.

Action 1.3 ELD Teacher - Our .5 FTE ELD teacher to support English learners by: Administering Initial and Summative English Language Proficiency Assessments for California (ELPAC) assessments and sharing results with parents, students, and staff; Delivering ELD instruction to all English learners; Monitoring grades and graduation progress for English learners; Providing intervention to English learners when needed.

Action 1.4 Support PLC Development - The superintendent and teacher in charge (3 admin and 3 teachers) attended a PLC training during the summer. Teachers in the math department attended a math conference through the California Mathematics Council. ELA and Math Development of common assessments, learning targets, interventions, and enrichment opportunities for all students with a focus on our SED and EL student groups. We have met as a whole staff for cross-curricular collaboration. We have been intentional about sharing what each department is working on and this has sparked conversations as we notice common threads among departments. PLC has been intentional in the steps we are taking. Our teacher in charge gives weekly tasks for teachers to discuss. PLC time is directed and focused on tasks.

Action 1.5 Targeted Academic Intervention - Our Testing/Academic Intervention Coordinator runs the "Zero Period" program. On average 18-20 students attend per week.

Action 1.6 Tri-County Induction Program - We had 9 teachers in the Tri-County Induction Program and we provided 4 mentors.

There were no substantive differences between planned actions and actual implementation of actions. A challenge was that in Action 1.4 we were not able to finish development of common assessments, learning targets, interventions, and enrichment opportunities for all students with a focus on our SED and EL student groups and will have to continue this work in the 2025/26 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.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures within two actions in Goal 1. In Action 1.3 we spent more than budgeted due to a salary increase that was negotiated after the development of this LCAP and in Action 1.6 we spent almost twice as much as budgeted because we had twice as many teachers in TCIP as planned.

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

In Actions 1.1 Academic Support and 1.5 Targeted Academic Intervention, our Testing/Academic Intervention Coordinator and Guidance Counselor supported improvement in academic achievement and continued progress in College/Career Indicators, A-G completion, and Dual Enrollment. This year more than 50 students received some type of intervention or service through our Zero Period Intervention and our Guidance Counselor worked with parents and students to foster ongoing communication related to student progress and needs. Action 1.2 CTE Advisor concentrated on supporting students throughout the CTE Pathway process, worked with students on Academic Planning and College Readiness, and supported Work-Based Learning. Based on our evaluation, we believe the actions were effective as evidenced by progress on metrics. We continue to have 100% of parents involved in their student's 4-year college and career plan for all student groups (Metric 5). In ELA our White and SED student groups increased on the 2024 Dashboard (Metric 6). Our All and Hispanic student increased and our White student group maintained (-08%) the percentage of graduates meeting UC and CSU A-G requirements (Metric 7). Our significant student groups increased the percentage of students with successful completion of CTE Pathway (Metric 8) and all significant student groups increased the percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway (Metric 9). On the 2024 Smarter Balanced Assessment (SBA) the percentage of pupils who demonstrate college preparedness as assessed in the EAP increased for 3 out of 4 student groups in ELA and Math, and 2 out of 4 student groups in Science (Metric 13). The dropout rate decreased for the District by -2.49% to 0.13%; Butte View High -14.34% to 3.84%, and Sutter High by -1.83% to 0 dropouts (Metric 14). The Graduation Rate increased for all significant student groups (Metric 15). The Percentage of students passing one or more concurrent courses (Fall Semester) increased 13.2% (Metric 16). Three of our four student groups increased the number of students, including SED, EL and SWD student groups, taking at least one Honors and/or AP course in the spring semester (Metric 17). On the 2025 Staff Survey, 90% say the school implements strategies and programs to facilitate transitions to college, career, and other post-secondary high school options and 80% say that quality instruction is clearly a priority among administration and staff (this is our baseline).

Our .5 FTE ELD teacher supported English learners by: administering Initial and Summative English Language Proficiency Assessments for California (ELPAC) assessments; delivering ELD instruction to all English learners; monitoring grades and graduation progress for English learners; and providing intervention to English learners when needed. Based on the progress on metrics, we have determined that Action 1.3 ELD Teacher was effective. 41.77% more English learners scored a C- or higher in their English class on their fall semester report card for fall 2024 compared to fall 2023 (Metric 4). We continue to have over 70% or student making progress towards English language proficiency as indicated on the 2024 Dashboard (Metric 10)

Actions 1.4 Support PLC Development and 1.6 Tri-County Induction Program support teachers in improving instruction. These actions were effective as evidenced by progress on the following metrics but also all of the metrics noted above. We are now 90.55% staffed with appropriately assigned and fully credentialed teachers (increase of 12.95%); we have less than 10% misassignments (decreased of 5.25%); and we have no vacancies (decrease of 7.7%) (Metric 1). We increased one level in the Local Indicator Priority 2 Progress (1-5) in providing professional learning for teaching to the standards and frameworks in ELA, Mathematic, and NGSS (Metric 3). On the 2025 Staff Survey, 76.6% responded that they receive useful staff development throughout the academic year (this is our baseline 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 Metrics

Metric 6: We added Science since it is now reported on the Dashboard

Metric 17 Percentage of SED, EL, and SWD students taking Honors and/or AP course: For the fall semester, Year 1 was our baseline. We also added Target for Year 3 outcomes for the fall semester.

Changes to Actions:

Action 1.1: The Testing/Academic Intervention Coordinator will be titled Guidance Counselor since the duties overlap. We are increasing the FTE.

Action 1.4: The activities were started in the during the 2023/24 school year and will be finished or continued in the 2025/26 LCAP. We changed the year to 2025 for the PLC training.

Action 1.5: We added, *Using the data collected through PLC time* to further explain what we will base our targeted interventions on.

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	Academic Support	2.5 FTE Guidance Counselors will support improvement in academic achievement and support continued progress in College/Career Indicators, A-G completion, and Dual Enrollment. Duties include: ● Work with content-specific teachers to administer Mid-year assessments from CAASPP for local assessment data ● Work as part of the team to coordinate intervention ● Monitor grades to identify students in need of enrollment in Edgenuity (online program) for credit recovery ● Run Zero Period intervention ● Work with Yuba College and outside agencies for programs and services for students ● Work with students to ensure their classes support completion of College/Career Indicators ● Monitor student grades and graduation status and identify and arrange intervention and services when needed ● Communicate and meet with parents about their student's progress and needs ● Facilitate communication between teachers and parents	$273,405	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	CTE Advisor	Maintain 1.0 FTE Career Technical Education (CTE) Advisor for continued CTE Pathway development and increase percentage of students who are College and Career-Ready. ● Monitor the CTE Pathway process ● Work with the master schedule to ensure that students are completing pathways ● Coordinate the Major Clarity Program – an online platform that includes Career Readiness (interest inventories and career planning), Academic Planning and College Readiness (access to college entrance requirements and college application support), Work-Based Learning (job shadowing and resume building). In this App, students build a portfolio that follows them into college and beyond ● Work with students to use Hope Street Personalized Career Exploration - an App that empowers students to explore careers while connecting them with professionals	$134,712	Yes
1.3	ELD Teacher	Maintain .5 FTE ELD teacher to support improvement in academic achievement and support continued progress in College/Career Indicators, A-G completion, and Dual Enrollment for English learners. Duties include: ● Administering Initial and Summative English Language Proficiency Assessments for California (ELPAC) assessments and sharing results with parents, students, and staff ● Delivering ELD instruction to all English learners ● Monitoring grades and graduation progress for English learners ● Providing intervention to English learners when needed	$52,085	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Support PLC Development	Ongoing PLC development (i.e. professional development and collaboration time) to focus on: ● Finish development of common assessments, learning targets, interventions, and enrichment opportunities for all students with a focus on our SED and EL student groups ● Continue improvement of vertical articulation with feeder schools by scheduling regular meetings between staff from Sutter Union High School and feeder districts ● Continue increasing cross-curricular collaboration between departments on Wednesday minimum days ● 5-6 teachers will attend PLC training through Solution Tree during the summer of 2025	$60,941	No
1.5	Targeted Academic Intervention	● Maintain "Zero Period" Response to Intervention (RTI)/Academic Intervention ● Using the data collected through PLC time, develop new targeted interventions through improved data collection and data driven decision making processes ● Online program – Edgenuity	$58,687	Yes
1.6	Tri-County Induction Program	● Mentor stipends for new teacher support activities related to Highly Qualified Teacher development with a clear credential	$12,429	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	All SUHSD Students will be Connected, Engaged and Supported in a Safe, Clean and Positive School Environment	Broad

State Priorities addressed by this goal.

Priorities: 1, 3, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to set the foundation for our educational environment. Over time we have made progress in school climate and parent engagement especially in communication and safety. According to the 2024/25 Parent Survey 93.51% of parents say the school is safe compared to 92.6% in 2023/24 but slightly fewer parents say the school effectively communicates with parents 86.95 compared to 89.8% in 2023/24. Parents also say that Sutter Union High School has a welcoming environment for students, parents and families (98.4%).

Suspension Rates indicate that the work we are doing is effective but we have more work to do in the area of school climate. For the district, All student groups improved their performance level for Suspension Rate on the 2024 Dashboard. Our All student group went from Medium (Yellow) performance level to Low (Green). Four of our seven significant student groups improved performance levels - White: High (Orange) to Low (Green); SED: High (Orange) to Low (Green); SWD: Very High (Red) to Very Low (Blue); Homeless: Very High (Red) to High (Orange). Our Hispanic and TMR student groups stayed in the Low (Green) performance level and Long-Term English Learners are a new significant student group and they are in the Very Low (Blue) performance level. Butte View was previously in the Very High (Red) performance level but on the 2024 Dashboard move to Medium (Yellow). Educational partners agree that SUHSD has very high standards for student behavior and have the systems in place are generally effective and the changes we have made have been helpful.

Chronic Absenteeism has increased for all significant student groups but declined slightly for English learners and remains over 20% for most student groups. According to our Student Information System (SIS) as of P2 2025 the Chronic Absenteeism Rate for our All student group is 18.42%, an increase of 3.02%; SED 31.4% an increase of 7.2%, and Homeless 47.1% an increase of 28.9%.

This goal and actions are designed to address the needs of students and families and to provide an educational environment where students can excel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C: Facilities Inspection Tool (FIT) Rating Source: FIT Tool	February 2024 Good	February 2025 Good		February 2027 Exemplary	No Difference
2	Priority 3A: Percentage of parents who say SUHSD has given them an opportunity to be involved in their child's education. Source: Local Parent Survey	Fall 2023 81.3% All	Fall 2024 69.70% All		Fall 2026 ≥87% All	-11.6%
3	Priority 5A: Attendance Rate Source: P2 Attendance Report	April 2024 93.5%	April 2025 94.19%		April 2027 ≥95%	+0.69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days Source: SIS	April 2024 15.4% All 23.1% EL 18.2% Homeless 24.2% SED 35.1% SWD	April 2025 18.42% All 22.22% EL 47.10% Homeless 31.40% SED 36.06% SWD		April 2027 ≤10% All ≤15% EL ≤15% Homeless ≤15% SED ≤25% SWD	+3.02% All -0.88% EL +28.9% Homeless +7.2% SED +0.96% SWD
5	Priority 6A: Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard 3.3% All 2.5% Hispanic 4.1% White 2% TMR 6.4% SED 0% EL 9.5% SWD 20.7% Homeless	2024 Dashboard 3.3% All 2.8% Hispanic 3.6% White 1.6% TMR 4.0% SED 0% EL 0% LTEL 1.2% SWD 9.1% Homeless		2026 Dashboard ≤2.5% All ≤1.75% Hispanic ≤3% White ≤1% TMR ≤3.5% SED ≤0.5% EL 0% LTEL *added 2025* ≤5% SWD ≤10% Homeless	0% All +0.3% Hispanic -0.5% White -0.4% TMR -2.5% SED 0% EL N/A LTEL -8.4% SWD -11.6% Homeless
6	Priority 6B: Percentage of students expelled at any time during the school year. Source: SIS	May 2024 0%	May 2025 0%		May 2027 0%	No Difference
7	Priority 6C: Percentage of parents, students, and staff who feel the school is safe. Source: Local Survey	January 2024 83.3% Students 87.5% Parents 97.5% Staff	January 2025 76.2% Students 93.51% Parents 86.7% Staff		January 2027 ≥90% Students ≥93Parents ≥98% Staff	-7.1% Students +6.01% Parents -10.8% Staff
8	Priority 6C: Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	January 2024 83.3% Students 80.1% Parents 75% Staff	January 2025 90.5% Students 86.95% Parents 86.6% Staff		January 2027 ≥90% Students ≥90% Parents ≥83% Staff	+7.2% Students +6.85% Parents +11.6% Staff

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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

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

We were successful in implementing the actions in Goal 2.

Action 2.1 Targeted Social-Emotional Support for Students - We contracted with SCSOS for Mental Health Counseling services (.6 FTE). This year we had about more than 35 students who have received services.

Action 2.2 Family/Staff Communication - We maintained a Bilingual Office Support person to increase communication between the school and families whose first language is not English. We regularly communicated with families and staff via School Website, Aeries, Parent Square, and Catapult. Our leadership group discussed our communication process. We realized that we may be saturating parents with too much information so we attempted to be more centralized in our communication such as a weekly newsletter. We improved somewhat but we noticed that individual groups still sent out frequent and last minute messages.

Action 2.3 Improve Suspension Rate - We worked with SCSOS staff to provide anti-vape information and intervention to students. We added a Teacher on Special Assignment to free up a .6 FTE VP to monitor discipline and determine appropriate intervention prior to suspension. This year we started Saturday School two times per month with two teachers rotating coverage. The VP also monitored Saturday school. We offered 16 sessions and had about 112 students attend. The VP also met with parents and students regarding discipline.

There were no substantive differences between planned actions and the actual implementation of the actions in Goal 2. Finding the most effective method for parent communication has been a challenge. Parents say they get too much communication and it is overwhelming. We believe if they used the Parent Square app communication from the school would be more manageable. We are adjusting Action 2.2 to increase the number of parents using the app.

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.

In Action 2.2 we spent almost twice as much as budgeted due to a salary increase that was negotiated after the development of this LCAP, increased costs for Aeries and Parent Square, and the addition of Aeries cloud migration that was not in our LCAP.

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

The effectiveness of actions in Goal 2 were measured by the California School Dashboard (Dashboard), metrics, and surveys.

In Action 2.2 Family/Staff Communication we worked to streamline and improve our communication with staff and parents. As evidenced by educational partner input, this action has been moderately effective in making progress toward the goal. The 2025 Parent Survey reflects that 88.7% of parents say the school has good communication with them. Although this is slightly less than last year (90.7%) we think we are on the right track in improving our communication with students, parents, and families. Our baseline data for staff shows that 66.6% of staff feel the faculty communicates well with each other. Parents say they get too much communication and it is overwhelming. We believe if they used the Parent Square app communication from the school would be more manageable. We are adjusting Action 2.2 as described in prompt 4 below to increase the number of parents using the app.

Actions 2.1 Targeted Social-Emotional Support for Students and 2.3 Improve Suspension Rate were intended to provide programs and support to increase attendance and decrease suspensions. Based on metrics and educational partner input we believe the actions have been more effective for suspensions and social-emotional support than they were for attendance. On the 2025 Student Survey, students report, *There is at least one adult on campus I can go to if I have a problem or concern* 90.5% (2025), 83.3% (2024) and 80.9% (2025); 69.4% (2024) say *staff monitors and supervises the campus*. Only 4.8% (22.2% in 2024) disagree that student expectations are clear and discipline is administered in an effective and consistent manner. On the 2024 Dashboard, the Suspension Rate declined for our TMR, SED, and SWD student groups; was maintained for our All and White student groups; and increased for our Hispanic student group (Metric 5). All

student groups improved their performance level. Our All student group went from Medium (Yellow) performance level to Low (Green). Four of our reported student groups improved performance levels – White and SED: High (Orange) to Low (Green); SWD: Very High (Red) to Very Low (Blue); Homeless: Very High (Red) to High (Orange). Our Hispanic and TMR student groups stayed in the Low (Green) performance level and Long-Term English Learners are a new significant student group and they are in the Very Low (Blue) performance level. Although our Attendance Rate increased (+0.69%), our local Chronic Absenteeism rate increased for all student groups except English learners and remains over 20% for most student groups. According to our Student Information System (SIS) as of P2 2025 the Chronic Absenteeism Rate for our All student group is 18.42%, an increase of 3.02%; EL 22.22%, a decrease of 0.88%; SED 31.4% an increase of 7.2%; SWD 36.06% an increase of 0.96%; and Homeless 47.1% an increase of 28.9%. To improve student attendance and reduce Chronic Absenteeism we are adding Action 2.4 Attendance to the 2025/26 LCAP. Changes are described in prompt 4 below.

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 Metrics

Metric 5: Added Suspension data for LTEL students and identified a Target for Year 3 Outcome

Changes to Actions

Action 2.2: We did this, *Evaluate our communication system to determine if changes need to be made to make it easier for educational partners to find important information regarding events and deadlines* so it is being removed. Feedback from parents is that they are getting too many messages. Our evaluation is that communication from the school would feel less overwhelming if parents used the Parent Square app. We added the action, *Campaign to get the parents/guardians of incoming 9th graders and new students signed up for the Parent Square app to streamline communication.*

Action 2.3: We added the .6 FTE VP last year so will maintain that position in 2025/26.

Action 2.4: This action has been added to address the need to improve attendance and reduce the Chronic Absenteeism Rate. This action will be funded in part through LREBG funds.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Targeted Social-Emotional Support for Students	Contract for Mental Health Counseling services (.6 FTE) to develop targeted interventions to support students' social-emotional needs. Focus areas are suspension for our SWD and Homeless students and attendance for SED and EL students.	$30,628	Yes
2.2	Family/Staff Communication	- Maintain a Bilingual Office Support person to increase communication between the school and families whose first language is not English. - Regularly communicate with families and staff via School Website, Aeries, Parent Square, and Catapult. - Campaign to get the parents/guardians of incoming 9th graders and new students signed up for the Parent Square app to streamline communication.	$19,659	No
2.3	Improve Suspension Rate	Decrease the Suspension Rate by putting programs and services in place to be used prior to suspension. These programs and services will support all students but are directed at our SWD and Homeless student groups. - Work with Sutter County Superintendent of School (SCSOS) staff to provide anti-vape information and intervention - Maintain a .6 FTE VP to monitor discipline and determine appropriate intervention prior to suspension; oversee Saturday school and TUPE Anti-Vaping program; assign students to intervention programs and monitor the completion; and meet with parents and students regarding discipline. - Saturday school – TUPE intervention; make-up work - Mental Health Counseling at Butte View (Action 3.1) will allow more counseling time at Sutter Union HS to work with students to improve behavior	$164,935	Yes

Action #	Title	Description	Total Funds	Contributing

2.4	Attendance	This is an LREBG action. LREBG funds used in the 2025/26 school year: $112,830.
		
		Increase student attendance and decrease chronic absenteeism by employing a data-driven, multi-tiered approach that prioritizes student and family engagement.
		● Attendance clerks at Sutter High School and Butte View will call parents when a student is absent, generate attendance letters, and identify students at risk of chronic absenteeism.
		● Attendance Monitoring Team (principal, counselor, and attendance clerks) will meet biweekly to review attendance data and identify students needing outreach. Parent and student meetings will be held as needed.
		   ○ Individualized attendance support plans will be developed for students missing 10% or more of school days. We will start with a root cause analysis and goal setting with the student. Support may include:
		      ▪ Staff-led check-ins and mentoring
		      ▪ Incentives such as attendance raffles, school-wide recognition, and community-sponsored prizes.
		      ▪ Transportation for in-district students.
		      ▪ Social-Emotional support
		
		Metrics used to evaluate the effectiveness of this action: Metrics 3 and 4
			$138,450	Yes

Goal

Goal #	Description	Type of Goal
3	Put a system in place to support behavior and decrease the suspension rate for students at Butte View.	Equity Multiplier

State Priorities addressed by this goal.

Priority 6

An explanation of why the LEA has developed this goal.

This is an Equity Multiplier goal aimed at improving behavior and decreasing the suspension rate for students at Butte View. The action in this goal was successful and the performance level improved from Very High (Red) to Medium (Yellow) but our local rate showed a small increase. We want to make sure our support is firmly in place so we need to maintain this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 6A: Percentage of students suspended 1 or more times during the school year Source: Dashboard	2023 Dashboard 19.4% All	2024 Dashboard 8.7% All		2026 Dashboard ≤10% All	-10.7%

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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

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

We successfully implemented the action in Goal 3.

Action 3.1 Decreased Suspension Rate - We funded a Teacher-in-Charge to work with all students, including Students with Disabilities to teach them to manage their behavior to prevent suspensions; We funded a .4 FTE School Counselor to work with students to help them learn to make positive choices and appropriately advocate for themselves; About 13 students have used Navigate 360; We held 16 Saturday school sessions so far this year, 5 (out of 30) students from Butte View have attended.

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.

In Action 3.1 we spent less than budgeted because an experienced teacher resigned and was replaced by a newer teacher who was at a lower rate on the salary schedule.

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

Action 3.1 Decrease Suspension Rate appears to be effective as evidenced by the 2024 Dashboard Suspension Rate for Butte View. We moved from the Very High (Red) performance level to the Medium (Yellow). The Suspension Rate for all students was All: 8.7%, declined 10.7% however in the 24-25 school year the local suspension rate was 13.3% (4 out of 30) indicating there is more work to be done.

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 Metric: None

Changes to Action: Since this action has been effective in making progress we will mainly support students at Butte View through Goal 2, Action 2.3. However, we will continue to have some dedicated counseling services at Butte View to maintain our progress. We are removing the following since they are included in actions in Goal 2: Add a Teacher-in-Charge to work with Students with Disabilities to teach them to manage their behavior to prevent suspensions; Navigate 360 – online intervention program; Saturday school – complete the TUPE online program

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	Decrease Suspension Rate	Decrease the Suspension Rate by putting programs and services in place to be used prior to suspension. These programs and services will support all students but are directed at our SWD student group. ● .16 FTE School Counselor will work with students on SEL needs to decrease suspension rates.	$14,732	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$542,867	$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
5.77%	0%	$0.00	5.77%

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 Academic Support and 1.5 Targeted Academic Intervention	There is an ongoing need to decrease the achievement gap between our All student group and SED, EL, and Foster Youth student groups in the percentage of students scoring Standard Met/Exceeded in ELA and Math; the percentage of graduates meeting A-G requirements; College and Career Indicators; and ultimately our graduation rate for all students. Metric 6: On the 2024 Dashboard we saw a mixture of performance in ELA: All: 18.1 below, declined 10.6; EL 102.2 below; and SED 33.4 below, increased 3.4. In Math, all student groups are significantly below the standard, All: 94.5, declined 8.5; EL 160.9 below; and SED 120.6, maintained -2.6. Metric 7: Fewer students in the SED (22.4%) and Homeless (27.3%) student groups completed A-G requirements compared to students in the All student group (44.3%). Metric 15: All student groups increased their Graduation Rate, and all groups remain in the Very High (Blue) performance level. All 99.5%, increased 2.5%; EL No Data; SED 98.7%, increased 1.9%; Homeless 100%, maintained 100% Metric 18: The 2024 College and Career Indicator reports a gap between our All student group (43%) and our SED (24%) and Homeless (18.2%) student groups. EL (No Data).	To improve pupil achievement and lessen the achievement gap in ELA and Math; increase the graduation rate and percentage of graduates meeting A-G requirements; and the percentage of students who are College/Career ready we added two actions to the 2024/25 LCAP. In our Academic Support action (1.1) we maintained a full-time Testing/ Academic Intervention Coordinator who Ran the Zero Period Intervention (on average 10-12 students attended weekly); Worked with content-specific teachers to administer interim and block assessments from the CAASPP system for local assessment data and was part of the team to coordinate intervention; Monitored grades to identify students in need of enrollment in Edgenuity for credit recovery. The Guidance Counselors (1.8 FTE) worked with Yuba College and outside agencies for programs and services for students. Programs this year included "Why Try" focusing on positive decision making; Met with students to ensure their classes supported completion of College/Career Indicators; Monitored student grades and graduation status and identified and arranged intervention and services when needed. This year more than 50 students received some type of intervention or service; Communicated and met with parents about their student's progress and needs and facilitated communication between teachers and parents. In our Targeted Academic Intervention action (1.5) we maintained "Zero Period" Response to Intervention; and offer an online program, Edgenuity to students in need of credits.

These actions grouped together focused time and attention on strategies and supports for all students but especially those who are Foster Youth, English learners, and Socio-economically Disadvantaged. Based on our evaluation, we believe the actions were effective in making progress toward the goal as evidenced by improvement on metrics so the actions will continue in the 2025/26 LCAP with minor changes. *See Goal 1 Analysis Prompt 4.*

These actions will be delivered on an LEA wide basis to all students. However, the emphasis on improving achievement in ELA and Math; monitoring of grades and graduation status; and intervention will benefit our unduplicated pupils more and allow us to eliminate the performance gap in ELA and Math and increase graduation rates; the percentage of graduates meeting A-G requirements; and the percentage of students who are College/Career ready. | #6 Priority 4A: Dashboard, Points above/below Standard Met on CAASPP

#7 Priority 4B: Percentage of graduates meeting UC and CSU A-G requirements.

#15 Priority 5E: High School Graduation Rate

#18 Priority 8: College and Career Indicator |

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, Action 1.2 CTE Advisor	A strong CTE program with an emphasis on providing students with opportunities for hand-on learning experiences that allow them to explore various real-life fields of interest that may lead to jobs and careers after graduation continues to be important to our educational partners and has been identified as a need. Metric 8: There was an increase from 2023 but a gap still exists on the CTE indicators, Completed at Least 1 Career Technical Education (CTE) Pathway, between our All student group (49.5%) and SED (40.8%) and Homeless (27.3%) student groups (Metric 8) and Completed at Least 1 CTE Pathway AND A-G Requirements (All: 21.6%; SED: 9.2%; Homeless 0%). Post secondary options are a focus for all of our educational partners and the need for improvement has been noted.	In an effort to close the gap between our All students group and our SED and Homeless student groups on the CTE indicators we funded a full-time Career Technical Education (CTE) Advisor for continued CTE Pathway development and to increase the percentage of students who are College and Career-Ready. This advisor monitored the CTE pathway process; worked with the master schedule to ensure that students completed pathways; coordinated the Major Clarity Program – an online platform that that includes Career Readiness (interest inventories and career planning), Academic Planning and College Readiness (access to college entrance requirements and college application support); coordinated Work-Based Learning (job shadowing and resume building); and worked with students to use Hope Street Personalized Career Exploration - an App that empowers students to explore careers while connecting them with professionals. Based on our evaluation, we believe Action 1.2 was effective as evidenced by progress on metrics and will be maintained in the 2025/26 LCAP. A CTE Pathway is a crucial option for college and career preparation. Although this action is being provided on an LEA-wide basis, it is especially vital for our unduplicated students to take full advantage of the available opportunities to develop and demonstrate college and career readiness. By exploring and completing initial steps on specific career pathways, these students can pave the way to post-secondary career options.	#8 Priority 4C: Percentage of students with successful completion of CTE Pathway

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 2, Action 2.1 Targeted Social-Emotional Support for Students And Action 2.3 Improve Suspension Rate	As reported on the 2024 Dashboard, Suspension Rates declined for most of our student groups but there is still a gap in rate of suspensions for our All student group (3.3%, maintained 0%) and our SED student group (4%, declined 2.5%) and our Homeless student group (9.1%, declined 11.6%). Suspension Rates for Homeless students are at the Orange performance level and there is a need to improve student behavior and reduce suspension rates.	Actions 2.1 Targeted Social-Emotional Support for Students and 2.3 Improve Suspension Rate were intended to provide programs and support to decrease suspensions. Based on metrics and educational partner input we believe the actions have been effective. On the 2025 Student Survey, students report, *There is at least one adult on campus I can go to if I have a problem or concern* 90.5% (2025), 83.3% (2024) and 80.9% (2025); 69.4% (2024) say *staff monitors and supervises the campus*. Only 4.8% (22.2% in 2024) disagree that student expectations are clear and discipline is administered in an effective and consistent manner. Although our educational partner input has been positive and there has been improvement of our Suspension Rate on the Dashboard our local suspension rate from April 2025 is slightly higher so we see a need to maintain this action to increase and/or improve services. This action is being provided on an LEA-wide basis and we expect that all students will benefit as measured by suspension rates. However, this intensive support is intended to help students, particularly unduplicated students, manage their behaviors so they stay in class.	#5 Priority 6A: Percentage of students suspended 1 or more times during the school year

Goal 2, Action 2.4 Attendance	A brief released by the University of Delaware states, "Over the long term chronic absenteeism is correlated to increased rates of high school dropout, adverse health outcomes, and poverty in adulthood, and an increased likelihood of interacting with the criminal justice system." (Schoeneberger, 1012; U.S. Department of Education, 2016) According to our Aeries Analytics for the 2024/25 school year through April there is a need to improve attendance and decrease chronic absenteeism. There is a gap in the Chronic Absenteeism Rates of our All student group, English learners, and our SED and Homeless student groups All: 18.42%, increased 3.02%; Homeless: 47.10%, increased 28.9%; SED: 31.4%, increased 7.2%; EL: 22.22%, decreased 0.88%	By adding Action 2.4 Attendance we will reduce the Chronic Absenteeism Rate. Goal 2, Action 2.4 directly addresses the needs to increase student attendance and decrease chronic absenteeism by employing a data-driven, multi-tiered approach that prioritizes student and family engagement. Funding directed at staff to monitor attendance at Butte View and Sutter High School will support our efforts. The attendance clerks will call parents when a student is absent, generate attendance letters, and identify students at risk of chronic absenteeism. Our Attendance Monitoring Team (principal, counselor, attendance clerks) will meet biweekly to review attendance data and identify students needing outreach. Parent and student meetings will be held as needed. Individualized attendance support plans will be developed for students missing 10% or more of school days. We will start with a root cause analysis and goal setting with the student. Support may include: Staff-led check-ins and mentoring; Incentives such as attendance raffles, school-wide recognition, and community-sponsored prizes; Transportation for in-district students; Social-Emotional support. This action is being provided on an LEA-wide basis and we expect that all students will benefit as measured by local chronic absenteeism rates. This data-driven, multi-tiered approach will support our unduplicated pupils in improving attendance rates significantly more than other students.	#4 Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days

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
Goal 1, Action 1.3 ELD Teacher	In the 2024/25 school year we had 18 English learners and 15 of them are locally identified as Long Term English Learners (LTEL). We do not have enough English learners to get CAASPP scores and at this time and we do not have any local assessments. Although we do not get a performance level, we do have Dashboard results: ELA 102.2 below for our EL and 18.1 below for All; Math 160.9 below for EL and 94.5 below for All. There is a performance gap between our All student groups and our English learners in the percentage of students earning a C- or higher in their fall English class (All: 94.6%, EL: 87.6%) (Metric 4). A few more English learners (+0.6%) made progress toward English proficiency by increasing one level on the ELPAC. (Metric 10) Fewer (-28.18%) English learners were reclassified in the 2024/25 school year compared to the 2023/24 school year. (Metric 11)	In the 2024/25 LCAP we added the action ELD Teacher to fund an ELD teacher to support improvement in academic achievement and support continued progress in College/Career Indicators, A-G completion, and Dual Enrollment for English learners. This school year our ELD teacher supported English learners by: administering Initial and Summative English Language Proficiency Assessments for California (ELPAC) assessments; delivering ELD instruction to all English learners; monitoring grades and graduation progress for English learners; and providing intervention to English learners when needed. Based on the progress on metrics, we have determined that Action 1.3 ELD Teacher was effective. 41.77% more English learners scored a C- or higher in their English class on their fall semester report card for fall 2024 compared to fall 2023 (Metric 4). Even though we had 28.18% fewer English learners reclassified we continue to have over 70% or student making progress towards English language proficiency as indicated on the 2024 Dashboard (Metric 10). Based on the progress made and the number of LTEL, we will keep this action in the 2025/26 LCAP and closely monitor its effectiveness.	#4 Priority 2B: Percentage of English learners scoring a C- or higher in their English class on their fall semester report card. #10 Priority 4E: Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC. #11 Priority 4F: English Learner Reclassification Rate

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.

SUHSD does not receive concentration grant add-on funds.

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

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 662,058	$ 298,605	$ -	$ -	$ 960,663.00	$ 844,944	$ 115,719

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	Academic Support	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 273,405	$ -	$ 273,405	$ -	$ -	$ -	$ 273,405	0.000%
1	1.2	CTE Advisor	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 134,712	$ -	$ 101,034	$ 33,678	$ -	$ -	$ 134,712	0.000%
1	1.3	ELD Teacher	English Learners	Yes	LEA-wide	English Learners	All	Ongoing	$ 52,085	$ -	$ 52,085	$ -	$ -	$ -	$ 52,085	0.000%
1	1.4	Support PLC Developmen	All Students	No	LEA-wide		All	Ongoing	$ 56,327	$ 4,614	$ -	$ 60,941	$ -	$ -	$ 60,941	0.000%
1	1.5	Targeted Academic Intervention	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 18,051	$ 40,636	$ 58,687	$ -	$ -	$ -	$ 58,687	0.000%
1	1.6	Tri-County Induction Program	All Students	No	LEA-wide		All	Ongoing	$ 12,429	$ -	$ -	$ 12,429	$ -	$ -	$ 12,429	0.000%
2	2.1	Targeted Social-emotional Support for Students	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ -	$ 30,628	$ 30,628	$ -	$ -	$ -	$ 30,628	0.000%
2	2.2	Family/Staff Communication	All Students	No	LEA-wide		All	Ongoing	$ -	$ 19,659	$ 19,659	$ -	$ -	$ -	$ 19,659	0.000%
2	2.3	Improve Suspension Rate	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 159,485	$ 5,450	$ 100,940	$ 63,995	$ -	$ -	$ 164,935	0.000%
2	2.4	Attendance	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 138,450	$ -	$ 25,620	$ 112,830	$ -	$ -	$ 138,450	0.000%
3	3.1	Decrease Suspension Rate	All Students	No	Limited		Butte View	2025/26	$ -	$ 14,732	$ -	$ 14,732	$ -	$ -	$ 14,732	0.000%

2025/26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 9,414,960	$ 542,867	5.766%	0.000%	5.766%	$ 642,399	0.000%	6.823%	**Total:**	$ 642,399
								LEA-wide Total:	$ 642,399
								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	Academic Support	Yes	LEA-wide	English Learners and Low-Income	All	$ 273,405	0.000%
1	1.2	CTE Advisor	Yes	LEA-wide	English Learners and Low-Income	All	$ 101,034	0.000%
1	1.3	ELD Teacher	Yes	LEA-wide	English Learners	All	$ 52,085	0.000%
1	1.5	Targeted Academic Intervention	Yes	LEA-wide	English Learners and Low-Income	All	$ 58,687	0.000%
2	2.1	Targeted Social-emotional Support for Stud	Yes	LEA-wide	English Learners and Low-Income	All	$ 30,628	0.000%
2	2.3	Improve Suspension Rate	Yes	LEA-wide	English Learners and Low-Income	All	$ 100,940	0.000%
2	2.4	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	$ 25,620	0.000%

2024/25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 884,685.00	$ 884,078.00

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	Academic Support	Yes	$ 249,300	$ 248,117
1	1.2	CTE Advisor	Yes	$ 129,450	$ 134,494
1	1.3	ELD Teacher	Yes	$ 45,600	$ 53,168
1	1.4	Support PLC Development	No	$ 7,764	$ 7,170
1	1.5	Targeted Academic Intervention	Yes	$ 64,176	$ 61,925
1	1.6	Tri-County Induction Program	No	$ 10,300	$ 21,597
2	2.1	Targeted Social-emotional Support for Students	Yes	$ 55,000	$ 55,000
2	2.2	Family/Staff Communication	No	$ 42,896	$ 81,530
2	2.3	Improve Suspension Rate	Yes	$ 80,850	$ 76,850
3	3.1	Decrease Suspension Rate	No	$ 199,349	$ 144,227

2024/25 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)
$ 541,761	$ 592,026	$ 595,931	$ (3,905)	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	Academic Support	Yes	$ 249,300	$ 248,117.00	0.000%	0.000%
1	1.2	CTE Advisor	Yes	$ 97,100	$ 100,871.00	0.000%	0.000%
1	1.3	ELD Teacher	Yes	$ 45,600	$ 53,168.00	0.000%	0.000%
1	1.5	Targeted Academic Intervention	Yes	$ 64,176	$ 61,925.00	0.000%	0.000%
2	2.1	Targeted Social-emotional Support for Students	Yes	$ 55,000	$ 55,000.00	0.000%	0.000%
2	2.3	Improve Suspension Rate	Yes	$ 80,850	$ 76,850.00	0.000%	0.000%

2024/25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 9,376,275	$ 541,761	0.000%	5.778%	$ 595,931	0.000%	6.356%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

- 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.

    o 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).

                o 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.

    o 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.

    o 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.

  o 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:

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

  o 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.

  o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

    o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

- o 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.

  - o 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).

  - o 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.

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

  - o 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.

<u>Limited Actions</u>

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)**

o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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