

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Nicolaus Joint Union High School District

CDS Code: 51 71373 5132758

School Year: 2025/26

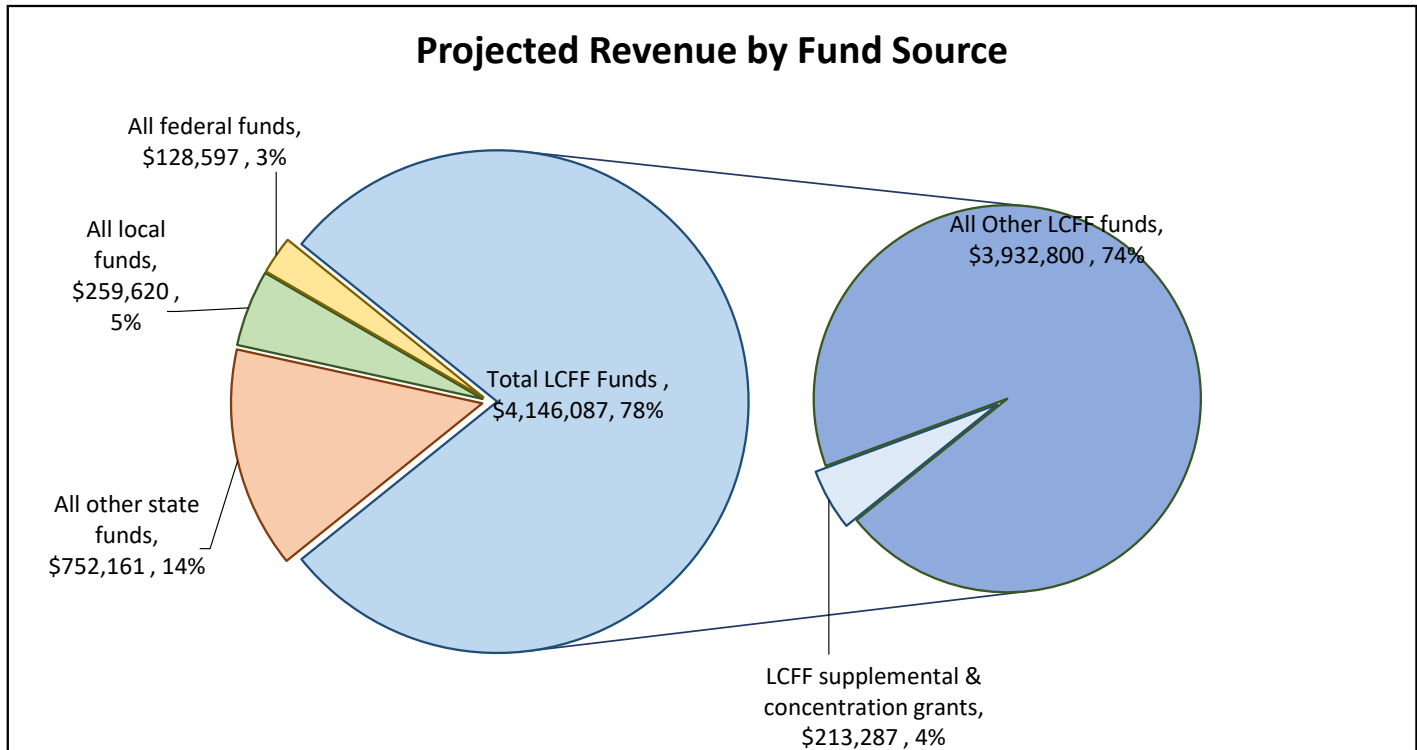
LEA contact information: Neil Stinson, Superintendent nstinson@eastnicolaus.k12.ca.us 530-656-2255

Approved by
COE on
August 28, 2025

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

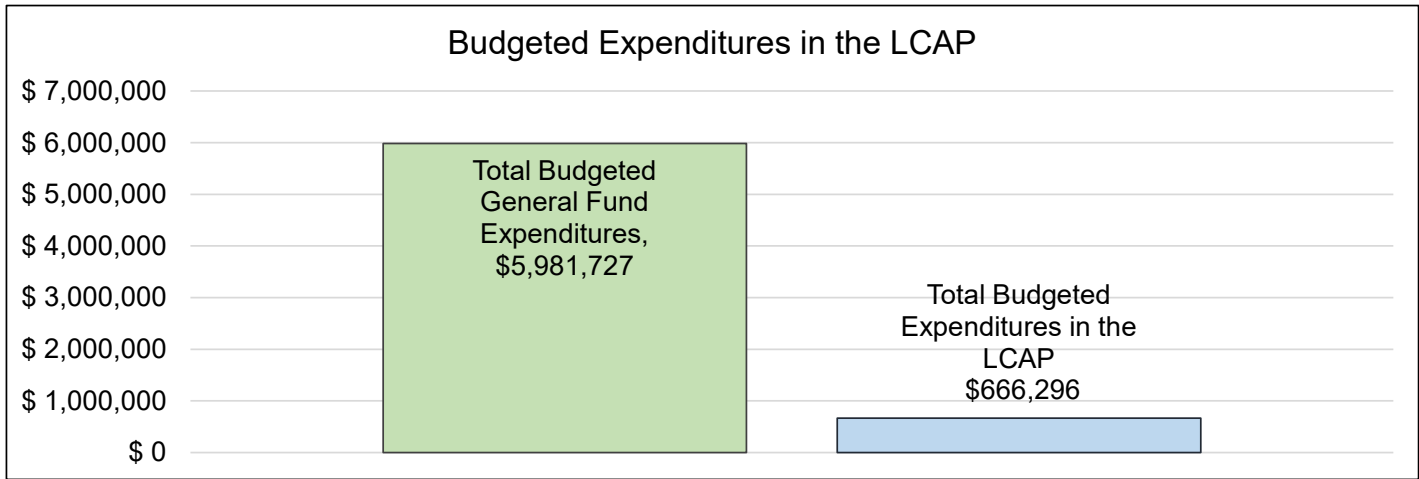


This chart shows the total general purpose revenue East Nicolaus Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Nicolaus Joint Union High School District is \$5,286,465.00, of which \$4,146,087.00 is Local Control Funding Formula (LCFF), \$752,161.00 is other state funds, \$259,620.00 is local funds, and \$128,597.00 is federal funds. Of the \$4,146,087.00 in LCFF Funds, \$213,287.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much East Nicolaus Joint 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: East Nicolaus Joint Union High School District plans to spend \$5,981,727.00 for the 2025/26 school year. Of that amount, \$666,296.00 is tied to actions/services in the LCAP and \$5,315,431.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

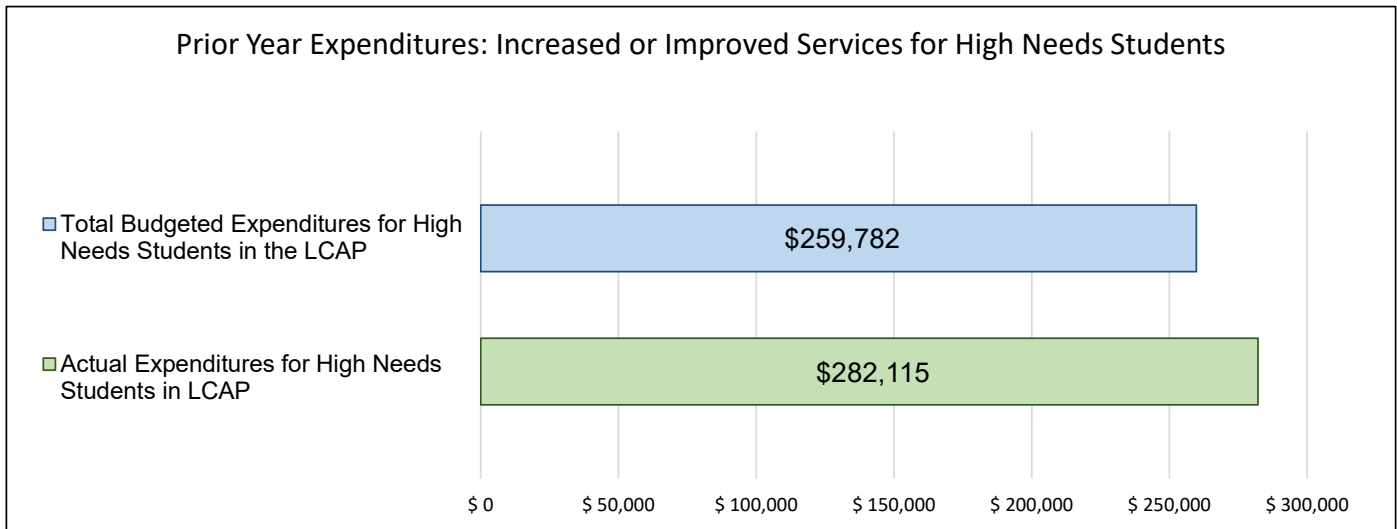
The General Fund operating expenses for East Nicolaus that are not included in the LCAP include additional base level school staffing costs as well as support services beyond the school and students, fiscal services and administration of non-student related programs, and services such as maintenance,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

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

In 2025/26, East Nicolaus Joint Union High School District is projecting it will receive \$213,287.00 based on the enrollment of foster youth, English learner, and low-income students. East Nicolaus Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. East Nicolaus Joint Union High School District plans to spend \$233,302.00 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



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

The text description of the above chart is as follows: In 2024/25, East Nicolaus Joint Union High School District 's LCAP budgeted \$259,782.00 for planned actions to increase or improve services for high needs students. East Nicolaus Joint Union High School District actually spent \$282,115.00 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
East Nicolaus Joint Union High School District	Neil Stinson, Superintendent	nstinson@eastnicolaus.k12.ca.us 5306562255

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

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

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

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

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

Our current enrollment of 308 students is 25% socio-economically disadvantaged, and 66.7% of our students are either inter-district transfer or district of choice students. Our staff is dedicated to providing students with a positive, safe educational experience that enables our students to attain his or her potential.

Reflections: Annual Performance

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

2024 California School Dashboard (Dashboard)

2024 English Language Arts (ELA)

- All: 54.3 points below standard, increased 60 points
- White: 29.1 points below standard, increased 81.9 points
- Socio-Economically Disadvantaged (SED): 69.2 points below standard, increased 69.2 points

2024 Mathematics

- All: 141.6 points below standard, increased 42.5 points
- White: 116.8 points below standard, increased 59.9 points
- SED: 142.6 points below standard, increased 59.3 points

2024 Science

- All: 19.5 points below standard, declined 2.1 points
- White: 17.1 points below standard, declined 1.3
- SED: 24.1 points below standard, declined 2.9

2024 Graduation Rate

- All: 94.7%, declined 1%
- White: 94.1%, maintained 0.3%
- SED: 93.5%, increased 3.5%

College/Career

- All: 34.2%, declined 8.8%
- White: 43.1%, maintained 0.1%
- SED: 12.9%, declined 12.1%

2024 Suspension Rate

- All: 4.4%, increased 1.7%

- Hispanic: 7.3%, increased 3.8%
- White: 3.2%, increased 0.4%
- SED: 2.8%, declined 0.3%
- Students With Disabilities (SWD): 3.3%, increased 0.6%

Annual Progress:

- The academic achievement of all student groups increased significantly in English Language Arts (ELA) and Math as reported on the 2024 Dashboard. (Metric 1.5)
- In ELA our All student group increased one performance level from the lowest performance level Red to Orange and our White student group improved two performance levels from Red to Yellow. In Math, our All and White student groups moved up one performance level from Red to Orange.
- We saw a significant increase in the number of students participating in state testing in 2024. The large number of students previously opting out of state testing substantially harmed scores. On the 2024 Smarter Balanced Assessment (SBA) reported through the California Assessment of Student Performance and Progress (CAASPP) system in ELA, 100% of eligible students took the test compared to 67% in 2023 and in Math 100% of eligible students tested compared to 68% in 2023.
- On the 2024 SBA three of our four student groups increased the percentage of students meeting and/or exceeding in ELA. All: 37.5% increased 0.24%; Hispanic: 23.08% increased 14.75%; White: 43.9% declined 6.11%; SED: 27.59% increased 4.07%. All student groups declined in Math. All: 11.11%, -6.54%; Hispanic: 0%, -16.67%; White: 17.08%, -4.13%; SED: 6.9%, -4.22%. (Metric 1.7)
- Participation in the credit recovery program increased among unduplicated students and students with exceptional needs who were missing credits, leading to the following increases: SED 21.67%, EL 20%, and SWD 66.6%. (Metric 1.10)
- Student Achievement in UC/CSU course completion increased positively from the previous year, 38.7% in 2023 to 47.4% in 2024 (Metric 2.3); CTE completion declined slightly 41.9% in 2023 to 40.8% in 2024 (Metric 2.4); and the percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway increased 9.3% to 21.1%. (Metric 2.5)
- 2024 Graduation Rate, although one percent lower than last year at 94.7% the rate continues to be well above the state rate of 86.7% for the All student group. The Graduation Rate for our SED student group increased 3.5% to 93.5% (84.4% state). (Metric 2.8)
- As reported by DataQuest for the 2023/24 school year, the Chronic Absenteeism Rate declined for all student groups.
- Our local chronic absenteeism rate as of April 2025 declined 5.4% for our All and EL student groups and 12.6% for our SWD but increased 6.6% for our SED student group. (Metric 3.4)
- The 2024 Dashboard reports small increases in the Suspension Rate for all student groups except our SED student group. (Metric 5) As a result, all student groups except SED declined from the Green performance level to Orange.
- 2024/25 Parent Survey results (Strongly Agree/Agree) improved in the area of school climate but declined in student achievement:
 - This school treats all students with respect: 100%; 80.7% in 2024
 - This school has adults who really care about students: 100%; 86% in 2024
 - School staff treat parents with respect: 95.3%; 89.5% in 2024
 - How well does the school let you know how your child is doing in school between report cards: Very well 23.8%; 54.4% in 2024
 - This school provides high quality instruction to my child: 66.6%; 75.5% in 2024
 - This school has high expectations for all students: 66.7%; 68.49% in 2024
- More parents were involved in their student's 4-year college and career plan than in 2024. All: 95%, 80% in 2024; SED: 98%, 80% in 2024; and EL and SWD has remained 100%. (Metric 2.1)

We attribute the progress we made in student achievement to our on-going efforts to improve instruction and support for all students. In the 2024/25 LCAP administrators and teachers worked with Sutter County Superintendent of Schools (SCSOS) staff (every department 4 times) to align assessments to standards, create rubrics, do data analysis, discuss common grading practices, and create assessments aligned to standards. Embedded in this work was identifying Essential Standards, rigor, and student success. We supported two newly credentialed teachers through the Tri-County Induction Program (TCIP). (Action 1.1 Professional Development and Action 1.2 Team Planning) We strategically scheduled students struggling in math into classes with fewer students so they could get more support. We implemented a required academic support class for students in grades 9-12 failing a class or needing extra help as identified by the Director of Student Guidance. The Director of Student Guidance monitored students to make sure they were on track to graduate. Credit recovery and intervention programs were provided to students. (Actions 1.3 Intervention, 1.4 Credit Recovery Program, 1.5 Data: Assessments and Progress Monitoring) We maintained our CTE focus by offering several pathways (Action 2.1 CTE) The ENHS Director of Student Guidance met with each student individually to monitor student achievement towards UC/CSU course completion. (Action 2.2 College and Career Outreach).

Improvements in attendance are due to our Continuous Improvement efforts with SCSOS staff and our Attendance Review Team process. This team met weekly to review attendance data, identify which students needed attendance letters or a parent meeting; and plan next steps. This team also met monthly with SCSOS Continuous Improvement staff on attendance. Each month students were entered into a drawing for prizes. We drew 10% of the names entered each month. We used School Messenger to automatically notify parents if a student was tardy or absent (Aeries and Catapult). (Action 3.2 Attendance)

School climate and parent and community engagement is a priority at ENHS so each quarter throughout the school year we offered Coffee with the Admin events but attendance was poor, instead we found that being available at school events and open to conversations provided opportunities for exchanges with parents and community members. Our Director of Student Guidance offered parent meetings for each grade level that included grades and attendance. Goal 3, *Provide continuous methods of communication and engagement that sustains ongoing connection with and involvement of the students, parents, staff, and the community with a clear focus in improving student achievement* reminds us that it is the connection with our school community that creates a positive school climate. (Goal 3 and Action 3.3 Parent Engagement)

Needs:

Based on an evaluation of state and local data plus input from educational partners, we have determined that the emphasis in the 2025/26 LCAP must continue to be on increasing the rigor of our academic program while building in support for all students for college and career readiness. The actions for this work will be found in Goal 1. Even though we did not make the gains we desired as a result of our Professional Development, we saw good progress in student achievement on the Dashboard. Since we just completed year one of this three-year LCAP, we need time to see if our actions are truly effective, therefore we will maintain our actions in Goal 1 with some modifications to actions. A priority will be to develop a five year PD plan based on student outcomes and professional needs of teachers. Professional Development will include the continued work on increasing rigor and improving student success by using data to inform instruction and identify intervention needs. We will also add individual PD chosen by staff and Math PD. Our grade level and/or content teams will finish developing pacing plans, course maps, and common assessments for each course. Intervention will include strategic scheduling into smaller classes, academic support classes, paraeducator support, and several online programs. (Goal 1, Actions 1.1 Professional Development, 1.2 Team Planning, 1.3 Intervention, 1.4 Credit Recovery Program, 1.5 Data)

Our Goal 2 actions have been effective in making progress toward the goal so we will continue our work on CTE and College Preparedness but we still need more work on refining our system to track students within a CTE Pathway to make sure students who start a Pathway

complete the Pathway. We also need to refine our system of tracking student progress toward fulfilling UC/CSU A-G requirements. (Goal 2, Action 2.1 CTE, 2.2 College Preparedness)

We want to maintain the gains we have made in communication and engagement with parents, chronic absenteeism, and suspension. In Goal 3, we will continue to refine our behavior expectations and discipline systems. We will also still work with SCSOS staff on Continuous Improvement in attendance and our Attendance Clerk will still monitor attendance and coordinate our attendance process and attendance meetings with parents and students. We will continue to host parent engagement opportunities including a monthly Coffee with the Admin but we will try out various forms of advertising and encouragement to increase parent participation in groups and decision making committees on campus. (Goal 3, Action 3.1 Behavior, 3.2 Attendance, 3.3 Parent Engagement)

ENJUSD has no unexpended Learning Recovery and Emergency Block Grant Funds (LREBG)

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

ENHS believes strongly that the input of all Educational Partners is essential when developing goals, actions and services that are implemented districtwide. As part of our engagement process, the needs of our students were discussed and identified using state and local data, surveys, and observations to determine the most appropriate goals, actions and services to accelerate learning. Throughout the 2024/25 school year, the Superintendent and Principal consulted with a broad range of educational partners regarding the LCAP during a series of meetings which informed the 2025/26 LCAP.

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (including Bargaining Units)	In monthly staff meetings, we reviewed state assessment results and the Dashboard and reviewed WASC findings. We discussed LCAP actions and progress. Starting in January 2025, we reviewed the progress on the 2024/25 LCAP using the Mid-Year LCAP Update document, especially the metrics. We began seeking input on potential goals and actions for the 2025/26 LCAP in February 2025 and shared the draft LCAP in May 2025. Survey: January 2025
Principals & Administrators	Beginning in the fall, the school administrators worked together to review progress on our 2024/25 LCAP goals and actions and examined state data and survey results to present the information to staff and parents. Throughout the year, this group evaluated needs to develop draft goals and actions for the 2025/26 LCAP.
Parents	Meetings to review progress on 2024/25 LCAP and seek input on potential goals and actions for the 2025/26 LCAP in: January 2025 and March 2025 Survey: January 2025
Students	Survey: Fall 2024 and Spring 2025. We have two students on our Advisory Committee.
Parent Advisory Committee (PAC)	We held four meetings during the year where we reviewed the progress on actions in the 2024/25 LCAP and discussed needs and potential goals and actions for the 2025/26 LCAP. In May 2025, this group reviewed the draft LCAP prior to board approval.
ELAC/DELAC	N/A
SELPA	April 2025

Insert or delete rows, as necessary.

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

Our educational partners identified that ENHS needs to continue to work with our teachers on academic rigor, common assessments, and essential standards. On the 2024/25 Parent Survey, only 66.6% of parents say the school provides high quality instruction and 66.7% say the school has high expectations for all students. During the 2024/25 school year we started work on increasing academic rigor but based on this feedback, we have determined that the emphasis in the 2025/26 LCAP must continue to be on increasing the rigor of our academic program while building support for all students for college and career. The actions for this work will be found in the 2025/26 LCAP Goal 1

- Action 1.1 Professional Development: A priority will be to develop a five year PD plan based on student outcomes and professional needs of teachers. Professional Development will include the continued work on increasing rigor and improving student success by developing benchmarks and using data to inform instruction and identify intervention needs. We will also add individual PD chosen by staff and Math PD.
- Action 1.2 Team Planning: Our grade level or content teams will finish work on pacing plans, course maps, and common assessments for each course.

ENHS is known for its Career Technical Education (CTE) programs. Some educational partners would like support in helping their child prepare for all postsecondary options. On the 2023/24 Parent Survey, 42.9% of parents say the school does very well and 28.6% say the school does just okay providing information on how to help their child plan for college or vocational school. Both actions in Goal 2, 2.1 CTE and 2.2 College Preparedness, will address this need.

Only 56.8% (52.6% in 23/24) of parents agree that the school enforces school rules equally for their child and all other students, 14.3% (14% 23/24) do not think the school is a safe place for their child. We will continue to use Restorative Justice and offer Behavior Incentives, but we adjusted Action 3.1 Behavior to include, *Continue work on refining the Universal Behavior Matrix and Progressive Discipline process. Throughout the year, work with staff on consistent behavior expectations.*

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The academic achievement of all student groups increased significantly in English Language Arts (ELA) and Math as reported on the 2024 Dashboard. In ELA, our All student group increased one performance level from the lowest performance level (Red) to Orange and our

White student group improved two performance levels from Red to Yellow. In Math our All and White student groups moved up one performance level from Red to Orange. There is a performance gap in ELA and Math between our All student group and our SED student group. Despite the progress, we continue to struggle with academic rigor and not having essential standards fully outlined in all courses. We need to do more support and work with our teachers on academic rigor, common assessments, and essential standards. The lack of local common assessments tied to essential standards limits our ability to identify intervention needs or progress monitor. We saw a significant increase in the number of students participating in state testing in 2024. The large number of students opting out of state testing significantly harmed scores. For the 2024 California Assessment of Student Performance and Progress (CAASPP) in ELA, 100% of eligible students took the test compared to 67% in 2023 and in math 100% of eligible students tested compared to 68% in 2023. This increase in the number of students testing is a direct result of our Director of Student Guidance position and Action 1.5 Data: Assessments & Progress Monitoring and gives us a more accurate assessment of our successes and needs.

On the 2024/25 Parent Survey, parents said (compared to 2023/24):

- How well does the school let you know how your child is doing in school between report cards: Very well 23.8% (54.4%),
- This school provides high quality instruction to my child: 66.6% (75.5%) (Strongly Agree/Agree)
- This school has high expectations for all students: 66.7% (68.49%) (Strongly Agree/Agree)

This goal was developed to increase the rigor of our academic program while building in support for all students for college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Base
M1.1	Priority 1A Percentage of teachers - Appropriately assigned and fully credentialed: Misassignments: Vacancies: Source: CalSASS	October 2023 (for 2022/23 school year) Appropriately assigned and fully credentialed: 94.35% Misassignments: 5.65% Vacancies: 0%	October 2024 (for 2023/24 school year) Appropriately assigned and fully credentialed: 96.5% Misassignments: 3.5% Vacancies: 0%		October 2026 (for the 2025/26 school year) Appropriately assigned and fully credentialed: 95% Misassignments: 5% Vacancies: 0%	Appropriately assigned and fully credentialed: +2.15% Misassignments: -2.15% Vacancies: 0%
M1.2	Priority 1B Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%		January 2027 100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Base
M1.3	Priority 2A Progress (1-5) in implementing policies or program to support staff in identifying areas where they can improve in delivering instruction aligned to standards and/or frameworks Source: Local Indicator Tool - Priority 2	January 2024 4 ELA 4 ELD 4 Mathematics 4 NGSS 4 HSS	January 2025 3 ELA 3 ELD 3 Mathematics 4 NGSS 3 HSS		January 2027 ≥4 ELA ≥4 ELD ≥4 Mathematics ≥4 NGSS ≥4 HSS	-1 ELA -1 ELD -1 Mathematics 0 NGSS -1 HSS
M1.4	Priority 2B Percentage of English learners scoring a C or higher in their English class. Source: Student Information System (SIS)	January 2024 85%	January 2025 67%		January 2027 ≥85%	-18%
M1.5	Priority 4A Distance from Standard Met on CAASPP <i>Points Above or Below Standard Met on CAASPP</i> Source: Dashboard	2023 Dashboard <u>ELA</u> 114.3 below All 159.8 below Hispanic 111 below White 138.4 below SED <u>Math</u> 184 below All 219.5 below Hispanic 176.8 below White 202 below SED	2024 Dashboard <u>ELA</u> 54.3 below All 116.7 below Hispanic 29.1 below White 69.2 below SED <u>Math</u> 141.6 below All 196.1 below Hispanic 116.8 below White 142.6 below SED <u>Science</u> 19.5 below All 26.6 below Hispanic 17.1 below White 24.1 below SED		2026 Dashboard <u>ELA</u> At Standard All 30 below Hispanic At Standard White 10 below SED <u>Math</u> 30 below All 40 below Hispanic 30 below White 40 below SED <u>Science</u> 10 below All 17 below Hispanic 10 below White 14 below SED	<u>ELA</u> + 60 points All +43.1 points Hispanic +81.9 points White +69.2 points SED <u>Math</u> + 42.4 points All +23.4 points Hispanic +60 points White +59.4 points SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Base
M1.6	Priority 4A Percentage of students meeting and exceeding on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP <u>ELA</u> 37.26% All 8.33% Hispanic 50.01% White 23.52% SED <u>Math</u> 17.65% All 16.67% Hispanic 21.21% White 11.12% SED <u>Science</u> 21.57% All 8.33% Hispanic 25% White 23.53% SED	2024 CAASPP <u>ELA</u> 37.50% All 23.08% Hispanic 43.90% White 27.59% SED <u>Math</u> 11.11% All 0.00% Hispanic 17.08% White 6.90% SED <u>Science</u> 21.33% All 7.41% Hispanic 25.58% White 10.35% SED		2026 CAASPP <u>ELA</u> 60% All 30% Hispanic 70% White 50% SED <u>Math</u> 30% All 30% Hispanic 35% White 22% SED <u>Science</u> 25% All 15% Hispanic 32% White 30% SED	<u>ELA</u> +0.24% All +14.75% Hispanic -6.11% White +4.07% SED <u>Math</u> -6.54% All -16.67% Hispanic -4.13% White -4.22% SED <u>Science</u> -0.24% All -0.92% Hispanic +0.58% White -13.18% SED
M1.7	Priority 4E Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: Dashboard and/or ELPAC Results	2023 Dashboard Fewer than 11 students so data is suppressed 2024 Summative ELPAC 18.18%	2024 Dashboard Fewer than 11 students so data is suppressed 2025 Summative ELPAC 8.33%		2026 Dashboard Fewer than 11 students so data is suppressed 2027 Summative ELPAC 20%	-9.85%
M1.8	Priority 4F English Learner Reclassification Rate Source: Local Data	2023/24 School Year 3 students reclassified	2024/25 School Year 0 student reclassified		2026/27 School Year ≥3 students reclassified	-3
M1.9	Priority 7A Progress (1-5) implementing academic standards for all students Source: Local Indicator Tool – Priority 2	January 2024 4 Health Education 4 Physical Education 4 VAPA 4 CTE 4 World Language	January 2025 3 Health Education 4 Physical Education 3 VAPA 5 CTE 3 World Language		January 2027 ≥4 Health Education ≥4 Physical Education ≥4 VAPA ≥4 CTE ≥4 World Language	-1 Health Education 0 Physical Education -1 VAPA +1 CTE -1 World Language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Base
M1.10	Priorities 7B/C Percentage of unduplicated students and students with exceptional needs who are missing credits who participate in the credit recovery program and earn the needed credits. Source: Attendance in programs	January 2024 33.33% SED 0% EL 0% SWD	May 2025 55% SED 20% EL 66.6% SWD		January 2027 60% SED 60% EL 60% SWD	+21.67% SED +20% EL +66.6% SWD

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.

- We have our WASC action plan that includes PD and we are working on developing our five year professional development plan. Administrators and teachers worked with SCSOS staff (every department 4 times). We are in the beginning stages of aligning assessment to standards, creating rubrics, data analysis, common grading practices, creation of assessments to standards. Embedded in this work was identifying Essential Standards, rigor, and student success; We provided TCIP for 2 new teachers. (Action 1.1 Professional Development)
- When departments met with SCSOS staff as well as during their one-time per month collaboration day, they worked on developing pacing plans; essential standards for each course; course maps; and common assessments for each course. This is still in the beginning stages, and not every department finished everything, but we are making progress. (Action 1.2 Team Planning)
- We scheduled our students in such a way that students struggling in Math were together so the teacher could pace the class appropriately and provide intervention as needed. We offered a required academic support class for students in grades 9-12 failing a class or needing extra help as identified by the Director of Student Guidance. We added after school math tutoring 3 days per week. (Action 1.3 Intervention)
- The Director of Student Guidance identified students with F grades on their fall semester report card. Those students were enrolled in APEX for credit recovery. (Action 1.4 Credit Recovery Program)
- Each department began work on finding and/or developing common assessments that align to the standards (See Action 1.1 PD) and some began giving the assessments this year. The Director of Student Guidance identified and monitored students who needed intervention classes and specifically tracked the intervention needs and progress for our at risk students. (Action 1.5 Data: Assessments & Progress Monitoring)

One substantive change between planned actions and actual implementation was in Action 1.3. We did not have an intervention class for incoming 9th grade students. We lacked the personnel and master schedule capabilities to offer this class. Instead we scheduled those students who needed intervention in Math in a smaller math class where the teacher would be able to give more time and attention to each student. Another substantive change was that APEX was only offered to students with an F grade (Action 1.4) Challenges included: With all of our other areas of focus, we did not develop the five year professional development plan but that is a priority for next year (Action 1.1). Progress in Action 1.2 was slow. Not all courses developed pacing plans and course maps and we did not align learning objectives with essential standards (Action 1.2) In Action 1.5 we did not evaluate student performance by conducting common student assessment (CSA) data analysis because not all classes had common assessments, we plan to do this in the 2025/26 school year.

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 in three actions in Goal 1. We spent more than budgeted (47.47% more) in Action 1.1 because we had more teachers needing TCIP than planned and also because we sent additional staff to a training. In Action 1.2 we did not spend any of the \$2,500 budgeted since we did not need to use subs for teacher release time. In Action 1.5 we spent 14.56% more than budgeted due to an increase in pay negotiated after the LCAP was adopted.

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

When evaluating the effectiveness or ineffectiveness of the actions in Goal 1 we used metrics, state and local data, and educator partner input. The implementation of actions in Goal 1 showed varying levels of effectiveness in achieving the goal.

Action 1.1 Professional Development does not appear to be overtly effective but our support of new teachers is helping us increase the number of appropriately assigned and fully credentialed teachers by 2.15% and have no vacancies. (Metric M1.1) However, we declined one level in *Progress (1-5) in implementing policies or program to support staff in identifying areas where they can improve in delivering instruction aligned to standards and/or frameworks* in ELA, ELD, Mathematics, and HSS (Metric M1.3). But when we consider progress in students' achievement, it appears that this action was somewhat effective.

We gauged the effectiveness of Actions 1.2 Team Planning, 1.3 Intervention, 1.4 Credit Recovery Program, and 1.5 Data: Assessments & Progress Monitoring by evaluating state and local data contained in Goal 1 metrics. We saw encouraging increases on metrics related to the 2024 Dashboard and CAASPP. On the 2024 Dashboard in ELA and Math all student groups improved 23 to 69 points (Metric M1.5) and as reported on the Dashboard in ELA our two significant students groups All and White moved from the Very Low (Red) performance level to Low (Orange) for our All student group and Medium (Yellow) for our White student group. In Math, both student groups moved from Very Low (Red) to Low (Orange). We saw a significant increase in the number of students participating in state testing in 2024. The large number of students opting out of state testing significantly harmed scores. For the 2024 California Assessment of Student Performance and Progress (CAASPP) in ELA, 100% of eligible students took the test compared to 67% in 2023 and in math 100% of eligible students tested compared to 68% in 2023. On the 2024 SBA three of our four student groups increased the percentage of students meeting and/or exceeding in ELA, all student groups declined in Math, and one of our four student groups increased slightly in Science (Metric M1.6). In metrics related to outcomes from the 2024/25 school year, results were mixed. 18% fewer English learners scored a C or higher in their English class (Metric M1.4). We had 9.85% fewer English learners making progress toward English proficiency by increasing one level on the ELPAC (Metric M1.7) and no English learners were reclassified in the 2024/25 school year (Metric M1.8). The participation in the credit recovery program

increased among unduplicated students and students with exceptional needs who were missing credits, leading to the following increases: SED 21.67%, EL 20%, and SWD 66.6%. (Metric 1.10)

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:

- M1.5 added Science to Year 1 Outcome and Target
- M1.10 *Percentage of unduplicated students and students with exceptional needs who are missing credits who participate in the credit recovery program and earn the needed credits.* We determined that this metric outcome needs to be collected in May each year, therefore, we changed the date to May 2025.

Changes to Actions:

The Learning Director title was changed to Director of Student Guidance in all actions.

- Action 1.1: We reworded the activity to develop a five year PD plan; we identified Essential Standards so we are removing that part of the action; and we expanded on Improve Student Success by adding, *continue work on creating benchmarks and using data to inform instruction and identify intervention needs.* We also added staff chosen PD and Math PD that includes attending training on the Framework and attending the CPM conference.
- Action 1.2: We have identified essential standards so we are removing that and we are continuing the remaining work from last year. We added that we will complete and proctor benchmark assessments and evaluate data from benchmark assessment to adjust curriculum and teaching to ensure mastery of essential standards. This was previously funded through Supplemental monies but in the 2025/26 LCAP there is no funding attached to this action since the work is done within the regular day.
- Action 1.3: We lacked the personnel and master schedule capabilities to offer an intervention class in ELA and Math to incoming 9th graders so we are removing that part of the action. We are focusing on improving in Math so we added that we will schedule those students who needed intervention in Math in a smaller math class where the teacher would be able to give more time and attention to each student. We also added Math tutoring after school 3 days per week in 2024/25 and will add that to Action 1.3 for the 2025/26 LCAP.
- Action 1.4: APEX was only available to students with an F grade in the 2024/25 school year so we changed our action to reflect that and we removed APEX training since that has been done.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<ul style="list-style-type: none"> We will look at student outcomes and the professional development needs of teachers to create a five year professional development plan The three administrators along with staff from Sutter County Superintendent of Schools (SCSOS) will work with staff to: <ul style="list-style-type: none"> Continued work on Increasing Rigor Improve Student Success: continue work on developing benchmarks and using data to inform instruction and identify intervention needs Staff chosen PD TCIP for new teachers Math PD <ul style="list-style-type: none"> Attend County (Sutter/Sacramento) training on Framework Attend CPM conference 	\$11,000	Yes
1.2	Team Planning	<p>Grade level or content teams will:</p> <ul style="list-style-type: none"> Continue work in developing pacing plans; course maps; and common assessments in all departments Complete and proctor benchmark assessments Evaluate data from benchmark assessments to identify gaps that need reteaching or adjust pacing and teaching to ensure mastery of essential standards Continue working to align learning objectives with essential standards 	\$0.00	Yes
1.3	Intervention	<ul style="list-style-type: none"> Schedule students struggling in Math into smaller classes with fewer students so they can get more individual and/or small group instruction Include a required academic support class for students in grades 9-12 failing a class or needing extra help as identified by the Director of Student Guidance in the master schedule Math tutoring after school 3 days per week 	\$33,100	Yes
1.4	Credit Recovery Program	<p>The Director of Student Guidance will identify students with F grades on their fall semester report card, for enrollment in APEX for credit recovery.</p> <ul style="list-style-type: none"> APEX program Students have the opportunity to do APEX over the summer 	\$10,500	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Data: Assessments & Progress Monitoring	<ul style="list-style-type: none"> Evaluate student performance by conducting common student assessment (CSA) data analysis The Director of Student Guidance will continue to identify and monitor students who need intervention classes and specifically track the intervention needs and progress of all students with particular attention to unduplicated students, ELs and Foster Youth 	\$47,352	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

2024 Graduation Rate, although slightly lower than last year at 94.7%, continues to be well above the state rate of 86.7% for the All student group and 93.5% for the SED student group (84.4% state). However, our Graduation Rate is still significantly lower than it was in 2019, when 98.7% for our All student group and 100% of our SED student group graduated. ENHS is known for its Career Technical Education (CTE) programs. But as reported on the 2024 Dashboard, there was an increase in the percentage of students with successful completion of CTE program of study for only 1 of our 4 reported student groups. Some educational partners would like support in helping their child prepare for all postsecondary options. On the 2024/25 Parent Survey, 42.9% of parents say the school does very well and 28.6% say the school does just okay providing information on how to help their child plan for college or vocational school. According to the 2024 Dashboard, 47.4% of students have completed A-G requirements, an 8.7% increase from last year and the College/Career indicator is 34.2% compared to 43% in 2023. We want all students to have options beyond graduation and this goal and actions will support them in their postsecondary choices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Priorities 3B/C Percentage of parents who are involved in their student's 4-year college & career plan. Source: Attendance at Meetings	February 2024 80% All 80% SED 100% EL 100% SWD	February 2025 95% All 98% SED 100% EL 100% SWD		February 2027 100% All 100% SED 100% EL 100% SWD	+15% All +18% SED 0% EL 0% SWD
M2.2	Priority 4B Percentage of graduates meeting UC and CSU A-G requirements. Source: Dashboard Additional Reports	2023 Dashboard 38.7% All 47.4% Hispanic 36.9% White 22.5% SED 28.6% SWD	2024 Dashboard 47.4% All 27.8% Hispanic 51.0% White 29.0% SED No Data SWD		2026 Dashboard 40% All 50% Hispanic 40% White 25% SED 30% SWD	+8.7% All -19.6% Hispanic +14.1% White +6.5% SED No Data SWD
M2.3	Priority 4C Percentage of students with successful completion of CTE program of study. Source: Dashboard Additional Reports	2023 Dashboard 41.9% All 26.3% Hispanic 47.7% White 32.5% SED 21.4% SWD	2024 Dashboard 40.8% All 22.2% Hispanic 51.0% White 19.4% SED No Data SWD		2026 Dashboard 45% All 30% Hispanic 50% White 35% SED 25% SWD	-1.1% All -4.1% Hispanic +3.3% White -13.1% SED No Data SWD
M2.4	Priority 4D Percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway Source: Dashboard Additional Reports	2023 Dashboard 11.8% All 10.5% Hispanic 12.3% White 7.5% SED 7.1% SWD	2024 Dashboard 21.1% All 11.1% Hispanic 27.5% White 3.2% SED No Data SWD		2026 Dashboard 15% All 15% Hispanic 15% White 10% SED 10% SWD	+9.3% All +0.6% Hispanic +15.2% White -4.3% SED No Data SWD
M2.5	Priority 4G Percentage of pupils who have passed an advanced placement test with a score of 3 or higher Source: SIS	May 2024 We do not offer AP exams at this time.	May 2025 We do not offer AP exams at this time.		May 2027 We do not offer AP exams at this time.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.6	Priority 4H Percentage of pupils who demonstrate college preparedness as assessed in the Early Assessment Program (EAP)	2023 CAASPP <u>ELA</u> 37.26% All 8.33% Hispanic 50.01% White 23.52% SED <u>Math</u> 17.65% All 16.67% Hispanic 21.21% White 11.12% SED <u>Science</u> 21.57% All 8.33% Hispanic 25.00% White 23.53% SED	2024 CAASPP <u>ELA</u> 37.50% All 23.08% Hispanic 43.90% White 27.59% SED <u>Math</u> 11.11% All 0% Hispanic 17.08% White 6.90% SED <u>Science</u> 21.33% All 7.41% Hispanic 25.58% White 10.35% SED		2026 CAASPP <u>ELA</u> 60% All 30% Hispanic 70% White 50% SED <u>Math</u> 30% All 30% Hispanic 35% White 22% SED <u>Science</u> 25% All 15% Hispanic 32% White 30% SED	<u>ELA</u> +.24% All +14.75% Hispanic -6.11% White +4.07% SED <u>Math</u> -6.54% All -16.67% Hispanic -4.13% White -4.22% SED <u>Science</u> -0.24% All -0.92% Hispanic +0.58% White -13.18% SED
M2.7	Priority 5D High School Dropout Rate Source: CALPADS	Fall 1 Reporting 2023 4.35%	Fall 1 Reporting 2024 2.7%		Fall 1 Reporting 2026 ≤4%	-1.65%
M2.8	Priority 5E High School Graduation Rate Source: Dashboard	2023 Dashboard 95.7% All 93.8% White 100% Hispanic 90.0% SED 92.9% SWD	2024 Dashboard 94.7% All 94.1% White 94.4% Hispanic 93.5% SED No Data SWD		2026 Dashboard ≥97% All ≥96% White 100% Hispanic ≥95% SED ≥96% SWD	-1% All +0.3% White -5.6% Hispanic +3.5% SED No Data SWD
M2.9	Priority 8 College/Career Indicator Source: Dashboard	2023 Dashboard 43% All 47.4% Hispanic 43.1% White 25% SED 21.4% SWD	2024 Dashboard 34.2% All 16.7% Hispanic 43.1% White 12.9% SED No Data SWD		2026 Dashboard ≥60% All ≥60% Hispanic ≥60% White ≥40% SED ≥40% SWD	-8.8% All -30.7% Hispanic 0% White -12.1% SED No Data SWD

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.

Students participated in the five career technical educational pathways offered at East Nicolaus. These CTE pathways are: 1) Agriculture Mechanics, 2) Agriscience, 3) Foodservice and Hospitality.4) Ornamental Horticulture 5) Business Management. (Action 2.1 CTE)

We worked with Yuba College to expand our Dual Enrollment program and we saw an increase in Dual Enrollment. We offered the Seal of Biliteracy for Spanish only at this time. Our 11th grade SBAC participation increased to 100% in both ELA and Math compared to 67% in ELA in 2023 and 68% in Math in 2023. Participation and completion of CTE Pathways started to increase. The CTE teachers actively made sure they were recruiting and had students complete the pathways if they started the pathway. The Director of Student Guidance conducted student education and parent workshops on UC/CSU A-G requirements and college admissions and financial aid. (Action 2.2 College Preparedness)

There were no substantive differences in planned actions and actual implementation of the actions in Goal 2. Challenges included lack of follow through on the part of students in sticking to the course path that would fulfill UC/CSU A-G requirements; applying for scholarships; and completing the college admissions applications and parents in attending information sessions and completing financial aid paperwork.

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

The material difference between Budgeted Expenditures and Estimated Actual Expenditures in Action 2.2 was due to a salary increase after the LCAP was adopted.

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

Actions 2.1 CTE and 2.2 College Preparedness appears to be mostly effective in supporting our progress toward Goal 2 based on Dashboard, CAASPP, and local data.

- 2024 Dashboard Additional Reports

- There was an increase in the percentage of graduates meeting UC and CSU A-G requirements. All: +8.7%; Hispanic: -19.6%; White: +14.1%; SED: +6.5% (Metric M2.2)
- Only 1 student group increased in the percentage of students with successful completion of CTE program of study. All: -1.1%; Hispanic: -4.1%; White: +3.3%; SED: -13.1%. (Metric M2.3)
- The percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway increased for 3 reported student groups. All: +9.3%; Hispanic +0.6%; White: +15.2%; SED: -4.3%. (Metric M2.4)
- On the 2024 SBA for the percentage of pupils who demonstrate college preparedness as assessed in the Early Assessment Program (EAP) in ELA 3 of our 4 student groups increased (All: +0.24%; Hispanic: +14.75%; White: -6.11%; SED: +4.07%), but in Math all student groups decreased (All: -6.54%; Hispanic: -16.67%; White: -4.13%; SED: -4.22%:, and in Science 1 student group increased (All: -0.24%; Hispanic: -0.92%; White: +0.58%; SED: -13.18%). (Metric M2.6)
- We decreased our High School Dropout Rate by 1.65% to 2.7%. (Metric M2.7)
- On the 2024 Dashboard for High School Graduation Rate our SED student group increased 3.5% but overall we declined 1%. (Metric M2.8)

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

There are no changes to metrics. On the Dashboard metrics related to College and Career measures we often have few students in a student group and scores vary widely so we decided to leave our Year 3 Targets as they are for now.

Changes to Actions

Action 2.2: We added, *Refine our system of tracking student progress toward fulfilling UC/CSU A-G requirements.*

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE	We will continue to offer and maintain a broad course of study through different pathways. We will ensure we are continuing to grow and develop our CTE pathways to ensure that we are providing high quality industry education and develop a system to track students within a CTE Pathway to make sure students who start a Pathway complete the Pathway.	\$359,000	No
2.2	College Preparedness	<p>The Director of Student Guidance will work with students to increase participation in:</p> <ul style="list-style-type: none"> • Dual Enrollment • Seal of Biliteracy • 11th grade SBAC • CTE Pathways <p>The Director of Student Guidance will conduct student education and parent workshops on:</p> <ul style="list-style-type: none"> • UC/CSU A-G requirements • College admissions and financial aid • Refine our system of tracking student progress toward fulfilling UC/CSU A-G requirements 	\$47,352	No

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Parent involvement is crucial for student success. It creates a partnership between home and school that benefits the students academically, socially, and emotionally. The work we have been doing to improve Chronic Absenteeism and Suspension Rates has been effective. Our Chronic Absenteeism Rate has declined 5.4% to 13.7% (Aeries). According to the 2024 Dashboard, our Suspension Rate increased for most of our student groups, except SED. We must continue to work on attendance, and we still have work to do to improve student behavior. Only 56.8% of parents agree that the school enforces school rules equally for their child and all other students, 14.3% do not think the school is a safe place for their child, and 57.1% of parents say student vaping or e-cigarette use is a problem at this school. Many of these responses are an improvement from last year, but they are not where we want them to be. Our parents and community are very supportive of our school, especially our sports and CTE programs. Almost 86% of parents say the school keeps them well-informed about school activities. We would like to engage even more families in a variety of events and encourage more to be involved on committees. Only 28.6% of parents say they have served on a school committee, 85.7% have attended a school meeting, and 33.3% of parents say the school actively seeks the input of parents before making important decisions. This goal was developed to ensure that there is continuous, effective communication and engagement between the school district, students, parents, staff, and the community. By maintaining ongoing connection and involvement, we can better understand the needs and concerns of our educational partners, leading to more targeted and impactful initiatives to support student success. Effective communication can also help build a sense of community and shared responsibility for student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Priority 1C Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	September 2023 Exemplary	September 2024 Exemplary		September 2026 Exemplary	No Difference
M3.2	Priority 3A This school seeks the input of parents before making important decisions. Source: Parent Survey	December 2023 56.1%	January 2025 33.33%		December 2026 75%	-22.77%
M3.3	Priority 5A Attendance Rate Source: P2 Attendance Report	April 2024 93.1%	April 2025 93.7%		April 2027 ≥95%	+0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.4	Priority 5B Chronic Absenteeism Rate Source: SIS	April 2024 19.1% All 15.4% EL 18.4% SED 34.8% SWD	April 2025 13.7% All 10% EL 25% SED 22.2% SWD		April 2027 ≤16% All ≤12% EL ≤16% SED ≤28% SWD	-5.4% All -5.4% EL +6.6% SED -12.6% SWD
M3.5	Priority 6A Pupil Suspension Rate Source: Dashboard	2023 Dashboard 2.8% All 2.8% White 3.4% Hispanic 3.0% SED 6.3% EL 2.8% SWD	2024 Dashboard 4.4% All 3.2% White 7.3% Hispanic 2.8% SED 0% EL 3.3% SWD		2026 Dashboard ≤2.5% All ≤2.5% White ≤2.5% Hispanic ≤2.5% SED ≤2.5% EL ≤2.5% SWD	+1.6% All +0.4% White +3.9% Hispanic -0.2% SED -6.3% EL +0.5% SWD
M3.6	Priority 6B Pupil Expulsion Rates Source: SIS	May 2024 0%	May 2025 0%		May 2027 0%	No Difference
M3.7	Priority 6C Percent of parents, students, and staff who feel the school is safe and who feel a sense of connectedness to the school. Source: Local Surveys	January 2024 <u>Safety</u> 74% Students 86% Parents 95% Staff <u>Connectedness</u> 62% Students 73.7% Parents 100% Staff	January 2025 <u>Safety</u> 53% Students 85.7% Parents 100% Staff <u>Connectedness</u> 30% Students 61.9% Parents 50% Staff		January 2027 <u>Safety</u> 80% Students 90% Parents 98% Staff <u>Connectedness</u> 75% Students 75% Parents 100% Staff	<u>Safety</u> -21% Students -0.3% Parents +5% Staff <u>Connectedness</u> -32% Students -11.8% Parents -50% 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 used the Why Vape? program. We gave prizes from the spirit pack as behavior incentives. Each month students who exhibited the monthly character trait was entered into a drawing for a prize. We developed a Universal Behavior Matrix and a Progressive Discipline approach along with consistent behavior expectations. The Student Store was started in the spring. (Action 3.1 Behavior)
- Our school's School Attendance Review Team met weekly to review attendance data, identify which students needed attendance letters or a parent meeting; and plan next steps. This team also met monthly with SCSOS Continuous Improvement staff on attendance. Each month

students were entered into a drawing for prizes. We drew 10% of the names entered each month. We used School Messenger to automatically notify parents if a student was tardy or absent (Aeries and Catapult). (Action 3.2 Attendance)

- Each quarter throughout the school year we offered Coffee with the Admin events but attendance was poor, instead we found that being available at school events and open to conversations provided opportunities for exchanges with parents and community members. Our Director of Student Guidance offered parent meetings for each grade level that included grades and attendance. (Action 3.3 Parent Engagement)

There were a couple of substantive differences between planned actions and actual implementation of the actions. In Actions 3.1 we did not find a Restorative Justice or PBIS training so we did not implement a PBIS model. As a staff we developed a Universal Behavior Matrix and a Progressive Discipline approach, along with consistent behavior expectations. Challenges in implementing actions in this goal included time to set up and start the Student Store. In Action 3.3 we did not hold parent workshops for Vape Escape Room; grades; attendance; or other topics because we did not have the interested parents. If we held the workshop during the day for students, parents were invited to attend. A challenge in Action 3.3 was getting parents to engage in meetings and decision making groups, but we do see the value in meetings to hear parent input so we will work on various ways to advertise the meetings and encourage attendance.

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

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures in two actions in Goal 3. We spent more in Action 3.1 because counseling services cost more than originally budgeted, and we spent more in Action 3.2 due to salary and cost to employ increases after the LCAP was approved.

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

Action 3.1 Behavior interventions do not appear to have been effective based on metrics. However, the 2024/25 school year was the first year we used our Universal Behavior Matrix and Progressive Discipline process. We also worked all year with staff on consistent behavior expectations. Therefore, we need more time to see if the actions will be effective in making progress toward Goal 2.

- As reported on the 2024 Dashboard our Suspension Rate increased for 4 of our 6 student groups (Metric M3.5)
- We have maintained a 0% Expulsion Rate. (Metric M3.6)

Action 3.2 Attendance is also a work in progress and based on metrics appears to be effective. During the 2024/25 school year we worked with SCSOS staff on Continuous Improvement in attendance and formed a School Attendance Review Team that met weekly to review attendance data, identify which students needed attendance letters or a parent meeting; and plan next steps.

- Our Attendance Rate has stayed about the same and is 93.7% (+0.6%). (Metric 3.3)
- Our Chronic Absenteeism Rate has declined 5.4% and is now 13.7% for all students. For English learners the rate declined 5.4% to 10%, and for SWD the rate declined 12.6% to 22.2%. Our SED student group had an increase of 6.6% to 25% (Aeries). (Metric 3.4)

Action 3.3 Parent Engagement saw varying degrees of effectiveness based on metrics and survey results. While input regarding the school environment is positive we need to find a way to involve more parents in groups and decision making committees on campus. Changes to the action can be found in prompt 4.

- Results decreased 22.77% in the metric, *This school seeks the input of parents before making important decisions.* (Metric M3.2)
- 2024/25 Parent Survey results (Strongly Agree/Agree):
 - This school treats all students with respect: 100%; 80.7% in 2024
 - This school has adults who really care about students: 100%; 86% in 2024
 - School staff treat parents with respect: 95.3%; 89.5% in 2024
 - The school keeps me well-informed about school activities: 85.8%; 84.2% in 2024
 - This school encourages me to be an active partner with the school in educating my child: 61.9%; 73.7% in 2024
- There was an increase in the percentage of parents who are involved in their student's 4-year college and career plan. All: 95%; 80% in 2024; SED: 98%, 80% in 2024; EL and SWD remained 100% (Goal 2, Metric M2.1)
- Fewer parents feel a sense of connectedness to the school (61.9% compared to 73.7% in 2024)

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

There are no changes to metrics

Changes to Actions

Action 3.1: We have been doing this work during the 2024/25 school year and need more time to see the impact of the work so we added, *Continue work on refining the Universal Behavior Matrix and Progressive Discipline process. Throughout the year, work with staff on consistent behavior expectations.* We established the Student Store so in the 2025/26 LCAP we will maintain it.

Action 3.2: We have been doing Continuous Improvement work with SCSOS staff but it was not in the previous LCAP so we added, *Continuous Improvement with SCSOS staff (quarterly meetings)*

Action 3.3: We are removing Parent Workshops since there was little interest. We will find other ways to share the information. We will try out various forms of advertising and encouragement to increase parent participation in groups and decision making committees on campus.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Behavior	<ul style="list-style-type: none"> Restorative Justice <ul style="list-style-type: none"> Administration trainings on the development and implementation of a Restorative Justice Panel Why Vape? Program Behavior Incentives <ul style="list-style-type: none"> Prizes from spirit pack Monthly Character Traits letter <ul style="list-style-type: none"> Students who exhibit that trait are entered into a drawing that month for prizes. Maintain Student Store for students caught doing something good or caught behaving. Continue work on refining the Universal Behavior Matrix and Progressive Discipline process. Throughout the year, work with staff on consistent behavior expectations. 	\$19,642	No
3.2	Attendance	<ul style="list-style-type: none"> Principal will oversee attendance and refine our attendance policy; analyze attendance trends and develop programs to improve attendance; and lead our School Attendance Review Team (SART). Attendance Clerk to monitor attendance, send attendance letters as needed, and coordinate our SART process and meetings. Attendance Incentives: Students will be entered into a drawing for prizes, spin the wheel for prizes, prize for students with perfect attendance. School Messenger to automatically notify parents if a student is tardy or absent (Aeries and Catapult). Continuous Improvement with SCSOS staff (quarterly meetings) 	\$138,350	Yes
3.3	Parent Engagement	<ul style="list-style-type: none"> Coffee with the Admin: Quarterly morning meetings with the administration with the goal of making connections with parents. We will try out various forms of advertising and encouragement to increase parent participation in groups and decision making committees on campus. Grade level parent meetings: 9th grade beginning of school orientation; 10th grade discusses classes and events; 11th grade Junior Parent Night to review graduation requirements; 12th grade college information. 	\$0.00	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$213,387	\$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, 1.2, 1.3, 1.4, 1.5	<p>Based on an evaluation of metrics plus input from educational partners, we have determined that the emphasis in the 2025/26 LCAP must continue to be on increasing the rigor of our academic program while building in support for all students for college and career readiness. The actions for this work will be found in Goal 1.</p> <p>Metric M1.5 Dashboard: The academic achievement of all student groups increased significantly in ELA (All: 54.3 below, increased 60; SED: 69.2 below, increased 69.2) and Math (All: 141.6 below, increased 42.5; SED: 142.6 below, increased 59.3). In ELA and Math our All student group moved from the lowest performance level (Red) to Low (Orange).</p>	<p>The actions in Goal 1 work together to improve the academic achievement and graduation rate of all students but are directed at our Foster Youth, Homeless, and SED student groups and English learners.</p> <p>During the 2024/25 school year we were in our infancy in terms of the actions in Goal 1. The results of metrics indicate that the actions in Goal 1 were somewhat effective in making progress toward the goal. Even though we did not make the gains we desired as a result of our Professional Development, we saw good progress in student achievement on the Dashboard. Since we just completed year one of this three-year LCAP, we need time to see if our actions are truly effective, therefore we will maintain our actions in Goal 1 with</p>	<p>Progress will be measured by:</p> <p>M1.5: Priority 4A Dashboard for ELA and Math</p> <p>M1.6: Priority 4A CAASPP results for ELA and Math</p> <p>M1.10: Priorities 7B/C Percentage of unduplicated students and students with exceptional needs who are missing credits who participate in the credit recovery program and earn the needed credits.</p> <p>M2.8: Priority 5E High School Graduation Rate</p>

<p>Goal 1, Actions 1.1, 1.2, 1.3, 1.4, 1.5 <i>continued</i></p>	<p>Metric M1.6 CAASPP: On the 2024 SBA more student in our All and SED student groups met and/or exceeded the standard in ELA. All: 37.5% increased 0.24%; SED: 27.59% increased 4.07%. Both student groups declined in Math. All: 11.11%, 6.54%; SED: 6.9%, -4.22%.</p> <p>There continues to be a performance gap in both ELA and Math between our All student group and our SED student group as shown on the Dashboard and CAASPP results.</p> <p>Metric M1.10 Credit Recovery: We saw a large increase in the percentage of unduplicated students and students with exceptional needs who were missing credits who participated in the credit recover program and earned the needed credits: SED 21.67%, EL 20%, and SWD 66.6%. (Metric 1.10)</p> <p>Metric M2.8 Graduation Rate: Our Graduation Rate has continued to decline from 98.7% in 2019, 96.8% in 2022, to 95.7% in 2023 and 94.7% in 2024. The Graduation Rate for our SED student group increased 3.5% to 93.5% in 2024.</p> <p>There is a gap in our College/Career Indicator. Our All student group is 34.2% but our SED student group is 12.9%.</p> <p>On the 2024/25 Parent Survey, parents said: -How well does the school let you know how your child is doing in school between report cards: Very well 23.8%, Just Okay 33.3% -This school provides high quality instruction to my child: 66.6% (Strongly Agree/Agree) -My child is receiving adequate instruction from teachers to support assigned work: 52.4% (Strongly Agree/Agree)</p>	<p>some modifications to actions. A priority will be to develop a five year PD plan based on student outcomes and professional needs of teachers. Professional Development will include the continued work on increasing rigor and improving student success by using data to inform instruction and identify intervention needs. Our grade level and/or content teams will finish developing pacing plans, course maps, and common assessments for each course. Intervention will include strategic scheduling into smaller classes, academic support classes, paraeducator support, and several online programs. (Goal 1, Actions 1.1 Professional Development, 1.2 Team Planning, 1.3 Intervention, 1.4 Credit Recovery Program, 1.5 Data)</p> <p>A publication by Johns Hopkins School of Education states, "Comprehensive improvement plans must be based on a school needs assessment, include evidence-based interventions, and identify resource inequalities." (School Interventions Than Work: Targeted Support for Low-Performing Students July 2017). The actions in Goal 1 follow those guidelines and will provide ongoing assessments, additional targeted support, and monitoring of our English learners and our SED, Homeless, and Foster Youth student groups. Although these actions are being provided on an LEA-wide basis, we expect the academic performance, graduation rate, and college preparedness of our unduplicated pupils to improve at a greater rate than the All student group as a result of the actions in Goal 1.</p>	
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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 3, Action 3.2	<p>A 2023 publication by Attendance Works reports, <i>a student who is chronically absent any year between grades 8 and 12 is more than 7 times more likely to drop out</i>. School attendance is a strong indicator of student success. According to the US Department of Education, irregular attendance can predict whether students will drop out before graduation more accurately than test scores. The link between attendance and dropout rates has significant implications beyond the classroom. Students who do not complete high school are more likely to experience poverty, poor health, and involvement in the criminal justice system compared to their peers who graduate.</p> <p>Metric M3.3 Attendance Rate: - Our Attendance Rate has stayed about the same and is 93.7% (+0.6%).</p> <p>Metric M3.4 Chronic Absenteeism: Our local chronic absenteeism rate as of April 2025 declined 5.4% for our All and EL student groups and 12.6% for our SWD but increased 6.6% for our SED student group. (Metric 3.4)</p>	<p>The addition of Action 3.2 has improved the Attendance Rate for all students and decreased the Chronic Absenteeism Rate for all students except for our SED student group. Our Principal led our school's School Attendance Review Team which met weekly to review attendance data, identify which students needed attendance letters or a parent meeting; and plan next steps. This team also met monthly with SCSOS Continuous Improvement staff on attendance. Each month students were entered into a drawing for prizes. We drew 10% of the names entered each month. We used School Messenger to automatically notify parents if a student was tardy or absent. We saw an improvement in metrics but this action needs more time to truly determine the effectiveness of the action.</p> <p>Although we are providing this action on an LEA-wide basis, we expect our unduplicated student group to benefit more as a result of close monitoring and communication of attendance to families. Not only will their attendance improve but improved attendance will ensure all students, but especially students in our unduplicated student group, graduate and have college and career options beyond high school.</p>	<p>M3.3 Priority 5A Attendance Rate</p> <p>M3.4 Priority 5B Chronic Absenteeism Rate</p>

Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

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

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

2025/26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025/26	\$ 3,695,193	\$ 213,287	5.772%	0.000%	5.772%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 659,296	\$ -	\$ -	\$ 7,000	\$ 666,296.00	\$ 580,654	\$ 85,642

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 9,000	\$ 2,000	\$ 7,000	\$ -	\$ -	\$ 4,000	\$ 11,000	0.000%
1	1.2	Team Planning		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	1.3	Intervention		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 33,100	\$ -	\$ 33,100	\$ -	\$ -	\$ -	\$ 33,100	0.000%
1	1.4	Credit Recovery Program		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 3,000	\$ 7,500	\$ 10,500	\$ -	\$ -	\$ -	\$ 10,500	0.000%
1	1.5	Data: Assessments & Progress Monitoring		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 47,352	\$ -	\$ 47,352	\$ -	\$ -	\$ -	\$ 47,352	0.000%
2	2.1	CTE		No	LEA-wide		All	Ongoing	\$ 320,000	\$ 39,000	\$ 359,000	\$ -	\$ -	\$ -	\$ 359,000	0.000%
2	2.2	College Preparedness		No	LEA-wide		All	Ongoing	\$ 47,352	\$ -	\$ 47,352	\$ -	\$ -	\$ -	\$ 47,352	0.000%
3	3.1	Behavior		No	LEA-wide		All	Ongoing	\$ -	\$ 19,642	\$ 19,642	\$ -	\$ -	\$ -	\$ 19,642	0.000%
3	3.2	Attendance		Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 120,850	\$ 17,500	\$ 135,350	\$ -	\$ -	\$ 3,000	\$ 138,350	0.000%
3	3.3	Parent Engagement		No	LEA-wide		All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	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
\$ 3,695,193	\$ 213,287	5.772%	0.000%	5.772%	\$ 233,302	0.000%	6.314%	Total:	\$ 233,302
								LEA-wide Total:	\$ 233,302
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners and Low-Income	All	\$ 7,000	0.000%
1	1.2	Team Planning	Yes	LEA-wide	English Learners and Low-Income	All	\$ -	0.000%
1	1.3	Intervention	Yes	LEA-wide	English Learners and Low-Income	All	\$ 33,100	0.000%
1	1.4	Credit Recovery Program	Yes	LEA-wide	English Learners and Low-Income	All	\$ 10,500	0.000%
1	1.5	Data: Assessments & Progress Monitoring	Yes	LEA-wide	English Learners and Low-Income	All	\$ 47,352	0.000%
3	3.2	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	\$ 135,350	0.000%

2024/25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 783,177.00	\$ 814,078.00

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	Professional Development	Yes	\$ 9,510	\$ 14,024
1	1.2	Team Planning	Yes	\$ 2,500	\$ -
1	1.3	Intervention	Yes	\$ 27,500	\$ 28,199
1	1.4	Credit Recovery Program	Yes	\$ 11,700	\$ 11,686
1	1.5	Data: Assessments & Progress Monitoring	Yes	\$ 42,239	\$ 48,391
2	2.1	CTE	No	\$ 453,859	\$ 442,319
2	2.2	College Preparedness	No	\$ 42,239	\$ 48,391
3	3.1	Behavior	No	\$ 21,597	\$ 35,754
3	3.2	Attendance	Yes	\$ 171,533	\$ 185,314
3	3.3	Parent Engagement	No	\$ 500	\$ -

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)
\$ 216,672	\$ 259,782	\$ 282,115	\$ (22,333)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$ 7,310	\$ 11,474.00	0.000%	0.000%
1	1.2	Team Planning	Yes	\$ 2,500	\$ -	0.000%	0.000%
1	1.3	Intervention	Yes	\$ 27,500	\$ 28,199.00	0.000%	0.000%
1	1.4	Credit Recovery Program	Yes	\$ 11,700	\$ 11,686.00	0.000%	0.000%
1	1.5	Data: Assessments & Progress Monitoring	Yes	\$ 42,239	\$ 48,391.00	0.000%	0.000%
3	3.2	Attendance	Yes	\$ 168,533	\$ 182,365.00	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)
\$ 3,612,403	\$ 216,672	0.000%	5.998%	\$ 282,115	0.000%	7.810%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">Enter the metric number.
Metric
<ul style="list-style-type: none">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
<ul style="list-style-type: none">Enter the baseline when completing the LCAP for 2024–25.<ul style="list-style-type: none">Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.Indicate the school year to which the baseline data applies.The baseline data must remain unchanged throughout the three-year LCAP.<ul style="list-style-type: none">This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
<ul style="list-style-type: none">When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).