



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern Humboldt Union High School District (CDS: 12626870000000)

CDS Code: 12 62687 0000000

School Year: 2025-26

LEA contact information:

Roger Macdonald

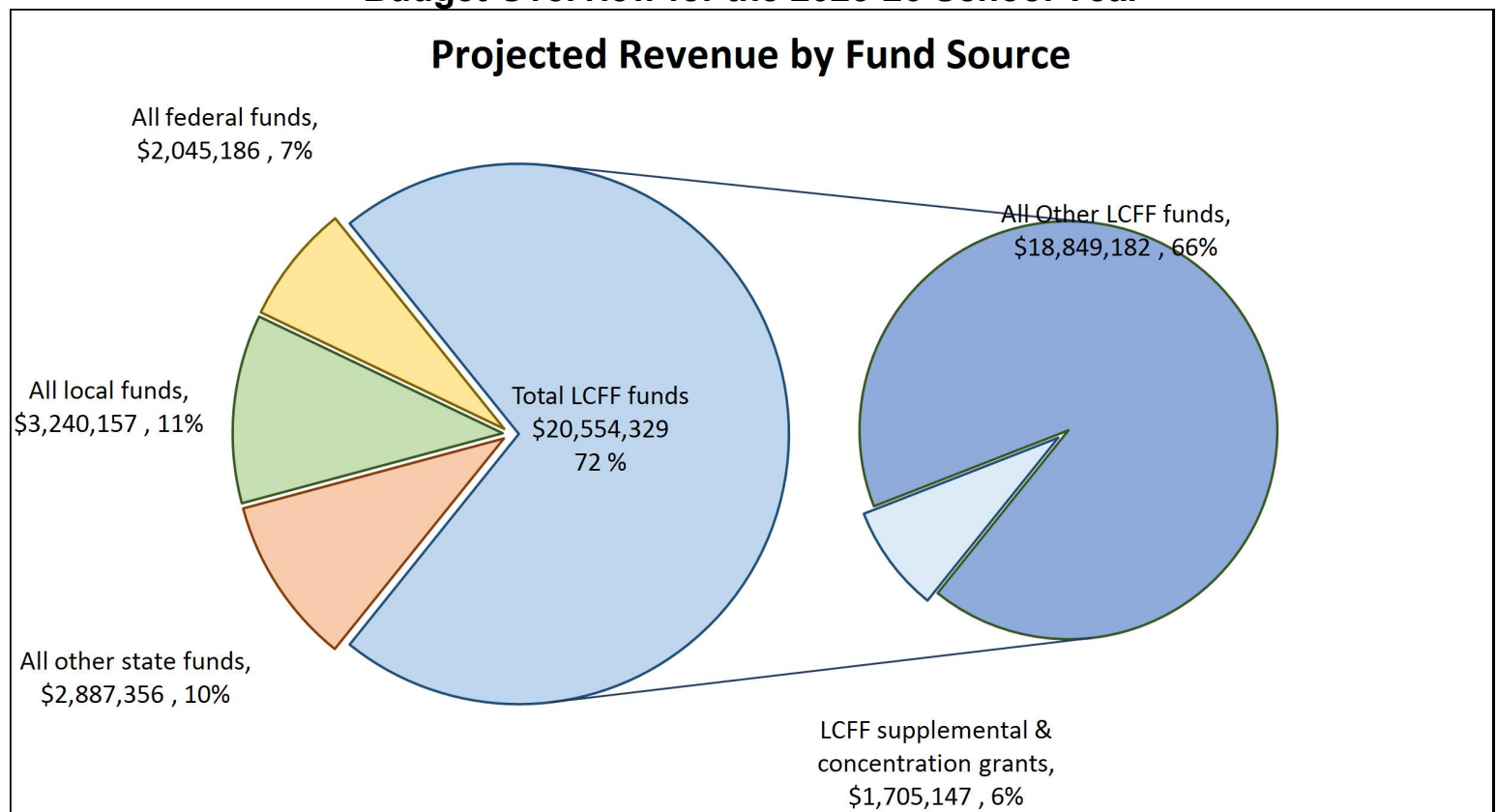
Superintendent

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(707) 839-6481

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

Budget Overview for the 2025-26 School Year

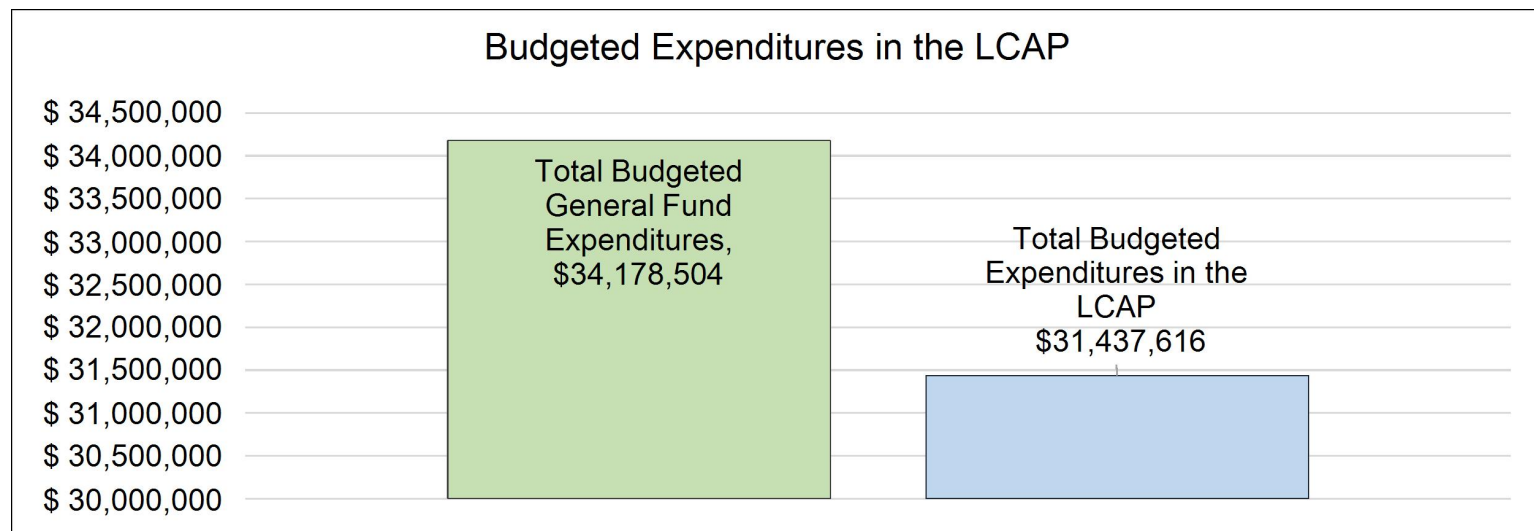


This chart shows the total general purpose revenue Northern Humboldt Union High School District (CDS: 12626870000000) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern Humboldt Union High School District (CDS: 12626870000000) is \$28,727,028, of which \$20,554,329 is Local Control Funding Formula (LCFF), \$2,887,356 is other state funds, \$3,240,157 is local funds, and \$2,045,186 is federal funds. Of the \$20,554,329 in LCFF Funds, \$1,705,147 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Northern Humboldt Union High School District (CDS: 12626870000000) 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: Northern Humboldt Union High School District (CDS: 12626870000000) plans to spend \$34,178,504 for the 2025-26 school year. Of that amount, \$31,437,616 is tied to actions/services in the LCAP and \$2,740,888 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

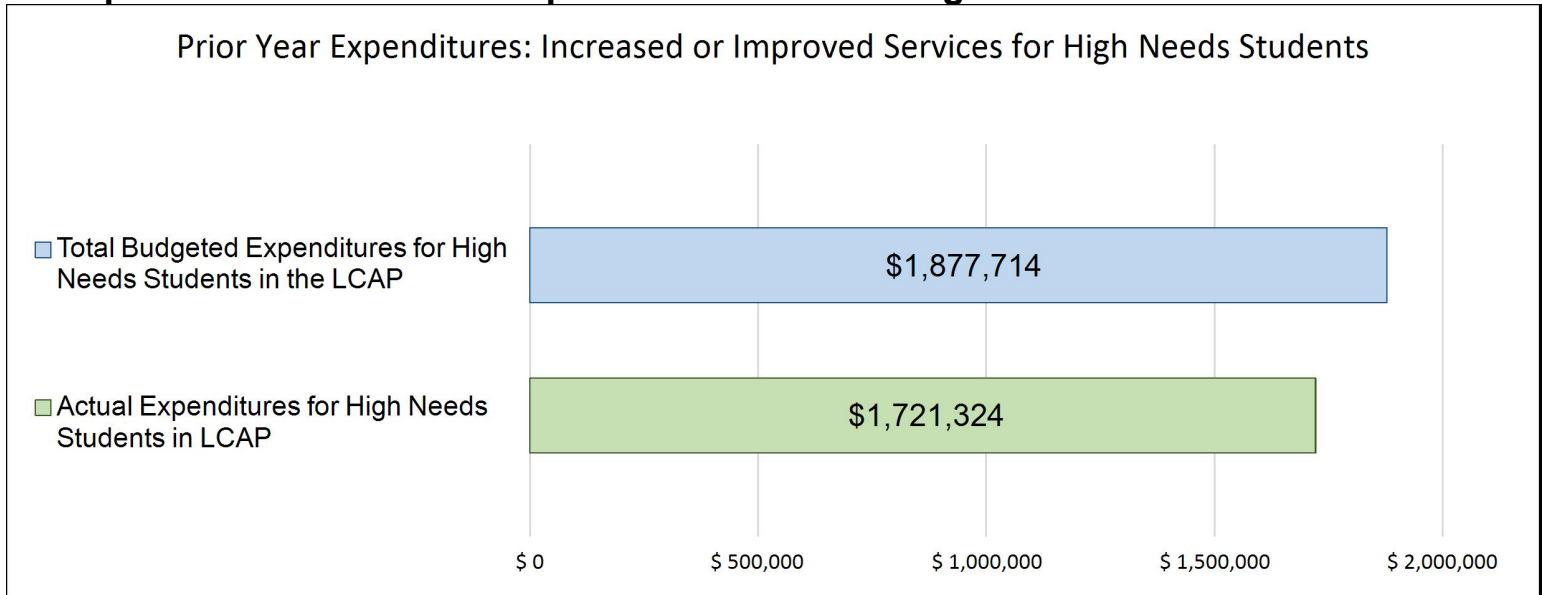
General Fund Budget Expenditures not included in the LCAP include district-wide administrative costs, the fiscal office, STRS on Behalf contributions, and services provided to outside agencies. These are essential operational expenses but are not tied to specific LCAP goals or actions.

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

In 2025-26, Northern Humboldt Union High School District (CDS: 12626870000000) is projecting it will receive \$1,705,147 based on the enrollment of foster youth, English learner, and low-income students. Northern Humboldt Union High School District (CDS: 12626870000000) must describe how it intends to increase or improve services for high needs students in the LCAP. Northern Humboldt Union High School District (CDS: 12626870000000) plans to spend \$1,737,368 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 Northern Humboldt Union High School District (CDS: 12626870000000) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Northern Humboldt Union High School District (CDS: 12626870000000) 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, Northern Humboldt Union High School District (CDS: 12626870000000)'s LCAP budgeted \$1,877,714.00 for planned actions to increase or improve services for high needs students. Northern Humboldt Union High School District (CDS: 12626870000000) actually spent \$1,721,324.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$156,390 had the following impact on Northern Humboldt Union High School District (CDS: 12626870000000)'s ability to increase or improve services for high needs students:

Actual expenditures were lower than budgeted due to fewer students in independent study as we recovered from the pandemic and a smaller-than-expected contribution to the cafeteria program. Despite spending less, services for high needs students were not reduced and remained effectively improved.



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
Northern Humboldt Union High School District (CDS: 12626870000000)	Roger Macdonald Superintendent	rmacdonald@nohum.k12.ca.us (707) 839-6481

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 Northern Humboldt Union High School District (NHUHSD) comprises two traditional four-year high schools, Arcata High and McKinleyville High; along with two smaller continuation high schools, Pacific Coast High and Mad River High. Pacific Coast High and Mad River High both qualify for the Equity Multiplier Funds and are addressed specifically in Goal 4. Additionally, the district includes Six Rivers Charter High School and houses Eagle Point Education Program, a regional therapeutic learning classroom. Currently, the district enrolls 1,545 students spanning grades 9 through 12. Below is the ethnic breakdown, including subgroups:

Ethnic Breakdown:	% of Total	# of Students
White	59.07%	912
Hispanic	16.97%	262
Two or More Races:	11.92%	184
Native American	6.09%	94
African American	1.04%	16
Asian	0.71%	11
Japanese:	0.32%	5
Pacific Islander	0.32%	5
Korean:	0.26%	4

Asian Indian:	0.13%	2
Chinese:	0.13%	2
Filipino:	0.06%	1
Declined to State or Other:	2.98%	46

Other Subgroups:

Socio-economically Disadvantaged	43.39%	670
Students with Disabilities	15.4%	238
Homeless	2.53%	39
English Language Learners	2.14%	33
Foster	0.65%	10

The NHUHSD offers a comprehensive range of programs and course selections to deliver a well-rounded education to its students. From Advanced Placement and Honors courses to Career Technical Education options, as well as full-time Independent Study and credit recovery programs, the district ensures a diverse array of opportunities for high school graduation. Next year we will be adding dual-enrollment opportunities for students in history courses at AHS.

In addition to academic offerings, the district is committed to meeting students' social and emotional needs. This is achieved through an extensive range of services, including multiple counseling options, School Social Workers, a contract for services addressing drug and alcohol issues, and initiatives such as Sources of Strength and Peer Counseling, all designed to provide support and foster holistic development. Next year we will be adding Check and Connect Mentors to further support students as a Tier III option.

Reflections: Annual Performance

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

Part 1: When we discuss CAASPP scores for this report, we must be aware that these scores will not be reflective of current progress and program improvement efforts. CAASPP scores, as well as all data being pulled from the CA Dashboard, are reflecting data from the 23-24 school year, and data about successes or challenges from the Dashboard are showing changes from 22-23 to 23-24. Using this public-facing data is a state requirement. During the 25-26 school year, our district will add metrics to our LCAP monitoring that reflect current data trends, such as using Renaissance STAR Reading scores and Interim Testing Math scores that reflect progress made within the last year.

Successes:

Hispanic 11th graders have demonstrated significant progress in their ELA assessment scores, with an increase of 32.5 points, elevating

their achievement level from 67.9 points below standard to 26.2 points below standard. In mathematics, our Hispanic students again improved, increasing their scores by 31.7 points from 150.9 points below standard to 119.2 points below standard. In the realm of College and Career Readiness, we added three new staff positions, one permanent and two grant-funded, whose role is to increase students' post-secondary opportunities. They comprise the Career and College Team and provide support for career and college field trips, help plan career day events, class visits, and other events to expose students to post-secondary opportunities, skills, and experiences. Over the past three years, the district has proactively engaged in professional learning and implementation initiatives about Universal Design for Learning (UDL). Our dedication to student well-being is evidenced by our efforts to enhance access to mental health services. This includes expanding the number of licensed and credentialed mental health professionals within our district and providing comprehensive training to staff in various evidence-based interventions and support practices. These include trauma-informed care, restorative practices, culturally relevant instruction, universal design for learning, CPI, and the implementation of Sources of Strength.

Our site teams have made substantial progress in enhancing the organization, accessibility, and effectiveness of our intervention systems, utilizing the Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) frameworks.

In the area of English Learner Progress, we made noticeable gains. Our EL Progress Indicator rose from 35.5% to 62.2% of EL students making progress, an increase of 26.7%.

Challenges: While significant strides have been made in enhancing overall academic achievement, particularly in ELA and Math, it is evident that further efforts are required. Despite our efforts, our Math proficiency declined an additional 7.5 points, putting our district average at 80.8 points below the standard benchmark. Our ELA scores also declined. Our average score declined by 24.6 points, bringing our average score to 24.6 points below standard. Certain student subgroups have experienced declines in performance over the past year, warranting attention. Of particular concern are our Students with Disabilities (SWD). This group lost ground in both ELA and Math. ELA scores for SWD declined by 34.6 points from 101.8 points below standard to 136.4 points below standard. SWD Math scores declined by 6.7 points, from 196.4 points below standard to 203.1 points below standard. Of additional concern are our students experiencing homelessness. In 23-24, these students' scores declined considerably in ELA and Math. In ELA, their scores declined by 64.2 points, from 53.3 points below standard to 117.5 points below standard. This group encompasses 31 students in this category. In addition, we had a significant drop in our graduation rate of 6.4%. We believe a significant portion of this, and the increase in our dropout rate, was due to a data error in a cohort of students from one of our feeder schools. They were coded as incoming 10th graders in internal data sets when they were actually incoming 9th graders. This error was not caught until their 11th grade year when their inaccurate data caused them to be "dropouts" due to not graduating. This error was changed after appeals, but unfortunately, it was after the correction date for CalPADs and was unable to be pulled from the public data set. Addressing College and Career Readiness, it is evident that certain subgroups require targeted interventions to enhance preparedness. Unfortunately, our district's LEA Self Assessment (LEASA) implementation fidelity decreased from 53% to 44% over the past year. Specifically, homeless students (9.4% prepared), socioeconomically disadvantaged students (27.1% prepared), and students with disabilities (6.3% prepared) exhibit low college readiness levels, signaling the need for additional support.

Our LEA has no unexpended LREBG funds.

Part 2:

2023 Dashboard (Data must remain in the plan for the full 3 year cycle) SEE ATTACHMENT FOR TABLE OF LOWEST PERFORMING STUDENT GROUPS

Lowest Performance Level (School Performance)

- College and Career: Mad River High and Pacific Coast High

Lowest Performance Level (Student Group Performance LEA Level)

- Academic ELA: Hispanic
- Academic Math: Hispanic
- Suspension: Foster Youth, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities.

Lowest Performance Level (Student Group Performance School Level)

Arcata High

- Suspension: Hispanic

McKinleyville High

- Suspension: Homeless and Two or More Races

Pacific Coast High

- College and Career: Socioeconomically Disadvantaged

Reflections: Technical Assistance

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

This year we were informed that we were identified for Differentiated Assistance (DA). The notification stated, “Based on the 2024 Dashboard (2023-24), your district has been identified as eligible for two years of Targeted Differentiated Assistance (DA) support because the same student group was in the lowest performance category in at least two different LCFF priority areas.”

Homeless students scored in area 1 (red) for both ELA and Math as well as in the College and Career Indicator (CCI)

Students with Disabilities scored in area 1 (red) for both ELA and Math as well as in the College and Career Indicator (CCI)

When we begin to break this information down we get a better picture of where we are falling short in providing College and Career Opportunities for our students.

Homeless Students (53): Stayed at about the same level as the previous year but still in the Very low category with only 9.4% of this group “Prepared”. We further find that an additional 17% are “Approaching Prepared” and a full 73.6% of this group is “Not Prepared”.

Here is the breakdown of how these students met Prepared:

Completed at Least One CTE Pathway: 0%

Smarter Balanced Assessment: 80%

College Credit Courses: 0%

Advanced Placement: 40%

A-G Completion: 80%

State Seal of Biliteracy: 0%

Work-Based Learning Experiences: 0%

Students with Disabilities: Declined from the previous year by 9.1% and scores in the Very Low category with only 6.3% prepared. Additionally, 22.8% are “Approaching Prepared” and 70.9% are “Not Prepared”

Here is the breakdown of how these students met Prepared:

Completed at Least One CTE Pathway: 0%

Smarter Balanced Assessment: 100%

College Credit Courses: 0%

Advanced Placement: 20%

A-G Completion: 20%

State Seal of Biliteracy: 20%

Work-Based Learning Experiences: 0%

What can we do? We are working with the Humboldt County Office of Education to address these concerns and will develop our plan in our MTSS Leadership Team to ensure the work is aligned with our district goals and objectives and avoid working in isolation. Our focus must be on CTE Pathway completion and College Credit Courses, as they are both at 0% and are areas that are being developed and expanded in our LCAP.

Addressing DA in LCAP:

Serving our Homeless Students and Students with Disabilities

Academic Achievement Support (CAASPP Math & ELA)

Goal 1.1 - Academic Screeners provides crucial individualized support for SWD:

Renaissance Assessments will identify specific skill gaps and learning patterns for students with disabilities

The data will be used to write more targeted and measurable IEP goals, ensuring academic supports are directly aligned with identified needs rather than generic goals

Progress monitoring through screeners will help IEP teams adjust goals and services based on actual student growth data

For homeless students, the screeners help identify whether academic struggles stem from educational disruption or other factors

Goal 1.2 - Curriculum and Instruction Plans systematically addresses access:

The Universal Design for Learning (UDL) framework embedded in your C&I plans directly benefits SWD by providing multiple means of representation, engagement, and expression

The three-year timeline allows for building expertise in serving both populations through sustained professional development

Goal 1.3 - Implementation of Educational Equity ensures barrier removal:

Your focus on ensuring "all students have access to resources and support they need, regardless of their background" directly addresses systemic barriers facing both populations

Data-based decision-making using disaggregated CAASPP scores will highlight achievement gaps for these specific subgroups

College and Career Readiness Support:

Goal 1.4 - Quality CTE/Career Pathways has been strategically enhanced:

Our hiring of career and college staff provides increased capacity to serve more students, including those with the highest needs

The collaboration directive between career/college staff and the TPP (Transition Partnership Program) coordinator creates wraparound support specifically for SWD, ensuring transition planning aligns with career pathway development. Work-based learning opportunities can be adapted to accommodate disability needs while providing practical career experience.

Industry partnerships can create inclusive employment opportunities with appropriate support.

Increasing the number of college courses that are available to all students, especially in connection to our CTE courses, can further improve our students readiness.

Enhanced Collaboration Model:

Career and college staff working with social workers will help use existing comprehensive support for homeless students, addressing both immediate survival needs and long-term educational goals

This collaboration ensures career planning doesn't occur in isolation from housing stability and basic needs support. The wraparound approach recognizes that homeless students need both academic intervention and case management support

Existing Systemic Support Elements:

Goal 2.2 - Social-Emotional Frameworks addresses trauma and stability:

SEL components integrated into curriculum maps benefit both populations who may experience trauma, instability, or social isolation

Tier 2 interventions can address the emotional impacts of disability and homelessness

Goal 2.4 - MTSS Framework provides comprehensive support structure:

Tier 2 and Tier 3 interventions can address the multiple barriers both populations face

SAT team restructuring can coordinate between special education services, homeless support, and career planning

Social workers can address barriers for homeless while collaborating with career staff on long-term planning

Goal 3.4 - Transportation, Facilities, and Food Service removes fundamental barriers:

Transportation ensures SWD can access specialized services and homeless students can maintain school stability

Safe facilities and food services provide basic needs security that enables academic focus

Goal 4 Actions provide scalable models:

The College and Career Guidance Tech model developed for continuation schools demonstrates effective support strategies that can be adapted district-wide

Supplemental curriculum approaches (4.3) can be modified to meet IEP goals while addressing educational gaps from mobility

Targeted guidance and support (4.4) can be coordinated between special education transition planning and homeless support services

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.

Mad River High

Support for Identified Schools

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

The Local Educational Agency (LEA) is dedicated to supporting Mad River High School in developing and implementing a Comprehensive Support and Improvement (CSI) plan that places a strong emphasis on college and career readiness. The LEA is working collaboratively with the school to ensure that students are equipped with the academic knowledge, real-world skills, and social-emotional competencies needed for postsecondary success. This support includes:

Social-Emotional Learning (SEL):

To help students build the resilience and interpersonal skills essential for college and career success, the LEA is providing SEL curriculum resources and staff training. These efforts support students in developing self-awareness, responsible decision-making, and goal-setting—key competencies for life after high school.

Hiring a School Social Worker:

The LEA is funding the hiring of a school social worker who will play a critical role in supporting student attendance, mental health, and transition planning. This position will help remove barriers to postsecondary planning by connecting students with support services and helping them stay on track for graduation and beyond.

Updated Curriculum for Engagement:

To foster deeper engagement and relevance, the LEA is supporting the adoption of an updated curriculum that includes project-based learning, career-aligned content, and digital literacy tools. The goal is to connect academic learning to real-world applications and prepare students for both college coursework and skilled employment.

Teacher Collaboration and Professional Development:

Teachers are being supported with access to college and career readiness conferences and training in areas such as CTE integration, work-based learning, and postsecondary advising strategies. The LEA is also facilitating professional learning communities where staff can share strategies that align instruction with current workforce and higher education expectations.

Field Trips and Site Visits:

The LEA is funding field trips to colleges, career fairs, trade schools, and local industry sites to expose students to a variety of postsecondary options. These visits help students envision and plan for their futures, and they are often paired with classroom learning through reflection activities and goal setting.

Student Materials and Career Planning Tools:

To support college and career readiness, the LEA is ensuring students have access to updated materials, including career exploration software, resume and portfolio tools. Technology access is also prioritized so all students can engage with these tools equally.

Ongoing Site Support and Progress Monitoring:

The LEA conducts regular site visits to provide strategic coaching and monitor the effectiveness of CSI activities related to postsecondary preparation. These visits focus on reviewing student outcomes, ensuring alignment with career pathway initiatives, and identifying opportunities to strengthen college and career pipelines.

Through this multi-faceted support, the LEA is helping Mad River High School create a future-focused learning environment that ensures all students are not only graduating but are also fully prepared to succeed in college, careers, and beyond.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the comprehensive support and improvement plan through a multi-faceted approach:

- Regular team meetings: The school will hold team meetings as needed to discuss support and interventions for struggling students. These meetings will include administrators, teachers, instructional aides, social workers, the absentee coordinator, and any additional staff working with the students. The team will identify students through teacher recommendations, peer concerns, student work completion, and synergy reports on attendance.
- Data collection and analysis: The LEA will collect and analyze data on key performance indicators, such as student attendance, behavior incidents, academic performance, and student engagement. This data will be used to assess the effectiveness of the interventions and support provided through the improvement plan.
- Progress monitoring: The LEA will regularly monitor the progress of the initiatives outlined in the improvement plan, ensuring that they are being implemented as intended and making adjustments as necessary based on the data collected.
- Stakeholder feedback: The LEA will gather feedback from students, staff, parents, and community members on the effectiveness of the improvement plan and its impact on student outcomes. This feedback will be used to inform ongoing refinements to the plan.
- Annual evaluation: At the end of each school year, the LEA will conduct a comprehensive evaluation of the improvement plan, assessing its overall impact on student and school performance. This evaluation will be used to guide the development of the plan for the following year.

By implementing this multi-faceted monitoring and evaluation approach, the LEA will ensure that the comprehensive support and improvement plan is effectively supporting student and school improvement, and making data-driven adjustments as needed to maximize its impact.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partner(s) Process for Engagement District Consulted with: Teachers and all other Certificated Staff Principals Administrators Classified Staff All licensed staff Northern Humboldt High School Teacher's Association California School Employee's Association #337 Parents Students	The NHUHSD actively collaborates with our educational partners in various ways throughout the year. We employ several surveys distributed to parents, students, and staff, conducted at least three times annually. These include the Studer Pulse Survey administered in the fall and spring, and the California Healthy Kids Survey (CHKS) conducted in the spring. Each survey is tailored to gather distinct information, allowing us to assess key areas such as school climate, safety, engagement, course offerings, communication, and connectedness. In addition to surveys, we facilitate in-person engagement events to encourage participation and gather feedback. During the spring, we hosted five separate Ed Partner engagement sessions. These sessions provided an opportunity to present data on both our strengths and areas for improvement. Attendees were invited to offer insights on our achievements, identify areas for enhancement, and propose ideas for growth or correction. While four sessions were open to the entire community, one was specifically tailored for our certificated bargaining unit members. Furthermore, to enhance accessibility for families, two evening sessions were offered with complimentary refreshments and childcare. Finally, our Local Control and Accountability Plan (LCAP) is a focal point of discussion within our parent action committees (PACs) throughout the year, including School Site Councils, the English Learner Advisory Committee, and the Indian Education Parent Advisory Committee.

Educational Partner(s)	Process for Engagement
Educational Partners for Equity Multiplier Schools Process for Engagement District Consulted with: Teachers Administrators Families Students	Mad River and Pacific Coast Continuation Schools used a variety of ways to engage their educational partners. In addition to the opportunities provided to their partners through the district (CHKS, Studer Pulse Surveys, parent action committees, and in-person engagement events) these two schools created and distributed specific surveys for their school population. They made specific efforts to have students complete these in class and, at certain times of the year, made them available to parents when they were on campus.

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

District Level Input: The feedback data underwent thorough analysis and synthesis to be presented during the Local Control and Accountability Plan (LCAP) design meetings. This summarized feedback encompassed key themes derived from the data, notably highlighting increased engagement in learning activities, enhanced communication, clearly delineated and executed attendance and discipline policies, and students' expressed desire for deeper connections with their teachers. First, the summary data and themes were shared with our MTSS Leadership Team and our District Admin team. The summary data was also shared with the public at an open school board meeting. We received feedback from all three groups about ways to incorporate the data, suggestions, themes, and ideas in our LCAP. Our LCAP Steering Team had the ed partner summary data presented during the LCAP creation process. The direction was to have the summary feedback themes guide our goals and actions when they were supported by data from a variety of sources. The data used, in addition to the feedback summary: California Dashboard data (CAASPP scores, College and Career Readiness, EL Progress), California Healthy Kids Survey data, Studer Pulse surveys, and Synergy reports for disproportionality on various areas (suspensions, D&F lists, attendance). One actionable outcome directly influenced by partner feedback is Goal 2, Action 2.3, which aims to “Continue to develop and refine district-wide behavior systems, protocols, and implementation.” Similarly, feedback from students regarding enhanced engagement informed Goal 1, Action 1.2: 'Development of Curriculum and Instruction Plans (C&I Plans) for each course.' Next year, the LCAP goals and actions will be shared with our Ed Partners before going to the school board for final approval. Following the adoption of the LCAP by the school board, the LCAP will be posted on our district website. In the fall of 2025, all PACs will have the opportunity to request a presentation of the LCAP to their group by a member of the LCAP Steering Committee. Equity Multiplier Input:

The administrators at Mad River and Pacific Coast Continuation schools analyzed the data from the district as well as the specific data from their surveys. The top three results from students and families, when asked "how the school can better support students" were as follows: Exposure to career/job opportunities, Incentives for student success, and paid internships. As a result, the two schools decided to write their goal and actions around improving the post-secondary opportunities and outcomes for their students. The goals and actions were directly related to the needs and requests of their students and families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Northern Humboldt Union High School District will ensure all students, including lowest performing subgroups, achieve academic growth and proficiency necessary to succeed in college and career paths, ensuring their readiness upon graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Our decision to focus on enhancing our academic programs, curriculum, implementation, and expanding CTE/Career pathways is grounded in current research on evidence-based practices for improving academic success and equity, as well as the invaluable input from our educational partners. Numerous studies have shown that a rigorous, relevant, and engaging curriculum is essential for promoting academic achievement and preparing students for post-secondary success. Our CAASPP scores, particularly in math and for our Hispanic students, students with disabilities, and our ELL students, have shown a concerning decline, underscoring the need to strengthen our instructional practices and ensure equitable access to high-quality learning opportunities for all students. Research also emphasizes the importance of Career Technical Education (CTE) and work-based learning in developing students' college and career readiness. The decrease in our students' completion of A-G requirements, UC/CSU readiness, and CTE pathways highlights the urgency of expanding and diversifying our CTE offerings across the district. The voices of our students and staff have been instrumental in shaping our focus. Students have expressed a desire for more project-based and engaging learning experiences, as well as better access to a wider range of CTE opportunities. This aligns with research showing that student engagement and agency are key drivers of academic success. By incorporating student feedback into our action plans, we aim to create learning environments that are more responsive to their needs and interests. Similarly, our teachers have called for improved communication and collaboration across the district to engage in continuous improvement efforts. Research has consistently shown that teacher collaboration and professional learning communities are powerful levers for enhancing

instructional quality and student outcomes. By creating more opportunities for teachers to be part of the solution, we can harness their expertise and commitment to drive systemic change. Starting in the 25-26 school year, one teacher from each comprehensive site will be able to participate in the district PD team and LCAP writing team.

Our goal and actions, informed by data and stakeholder input, are designed to improve academic equity across our district. By implementing academic screeners, developing coherent curriculum and instruction plans, promoting evidence-based practices, expanding CTE pathways, and potentially developing a "Portrait of a Graduate," we aim to ensure that all students, regardless of background or subgroup, have access to the rigorous, relevant, and supportive learning experiences they need to thrive in college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Scores	All: +15 points Above Standard Hispanic: -58.7 points Below Standard SWD: -101.8 points Below Standard (22-23 data)	All: -9.6 points Below Standard Hispanic: -26.2 points Below Standard SWD: -136.4 points Below Standard		All: +18 points Above Standard Hispanic: -28.7 points Below Standard SWD: -71.8 points Below Standard	All: Declined 24.6 Points Hispanic: Increased 32.5 Points SWD: Declined 34.6 Points
1.2	Math CAASPP Scores	All: -73.3 points Below Standard SED: -125.6 points Below Standard Hispanic: -150.9 points Below Standard SWD: -196.4 points Below Standard (22-23 data)	All: -80.8 points Below Standard SED: -123.8 points Below Standard Hispanic: 119.2 points Below Standard SWD: -203.1 points Below Standard		All: -28.3 points Below Standard SED: -80.6 points Below Standard Hispanic: -105.9 points Below Standard SWD: -151.4 points Below Standard	All: Declined 7.5 Points SED: Maintained 1.8 Points Hispanic: Increased 31.7 Points SWD: Declined 6.7 Points
1.3	CA Science Test Scores	All: 35.02% (22-23 data)	All: 40.84% Met or Exceeded		All: 43%	All: Increased 5.82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	For EL only - English Learner Progress Indicator on Dashboard	35.5% (22-23 data)	62.2% making progress		50%	Increased 26.7%
1.5	The English learner reclassification rate: CALPADS Report 2.16 (EOY 3)	9.7% (22-23 data)	12.4% (23-24)		15%	Increased 2.7%
1.6	Advanced Placement Passing Rate	68.2% (22-23 data)	73%		70%	Increased 4.8%
1.7	UC/CSU Entrance Requirements Rate: CALPADS Report 3.19 (EOY 1)	All: 40.1% (22-23 data)	All: 35.8%		All: 45%	All: Decreased 4.3%
1.8	CTE pathway completion rate: CALPADS Report 1.22 (EOY 3)	All: 18.1% (22-23 data)	All: 14.1%		All: 21%	All: Decreased 4%
1.9	UC/CSU and CTE Pathway Completion Rate (P4)	8.1% (22-23 data)	4.90%		11%	Decreased 3.2%
1.10	College/Career Indicator	All: 43.6% (22-23 data)	All: 38.5%		All: 65%	All: Decreased 5.4%
1.11	UDL Progression Rubric	1.82 (23-24 data)	1.94		2.27	Increase of .12
1.12	Teachers, Instructional Materials, and Facilities (P1)	99% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (23-24 local data)	99% of teachers are fully credentialed, All students have access to standards-aligned instructional materials, and facilities are in good repair (24-25 local data)		100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities in good repair	Same
1.13	Implementation of State Standards	Academic content standards in ELA, Math,	Academic content standards in ELA,		All state adopted academic content	Same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(P2)	Science, Career Technical, Visual and Performing Arts, and World Languages, including for English learners, are fully implemented. Academic Standards for Physical Education and Health Education are in Initial Implementation (2023-24 Local data)	Math, Science, Career Technical, Visual and Performing Arts, and World Languages, including for English learners, are fully implemented. Academic Standards for Physical Education and Health Education are in Initial Implementation (2024-25 Local data)		standards, including for English learners, are fully implemented	
1.14	The percentage of IEPs held within the required timeline as per IDEA law	95%	95%		100%	same
1.15	Pupil Access to a Broad Course of Study (P7)	23-24 All students have access to a Broad Course of Study	24-25 All students have access to a Broad Course of Study		maintain or improve on baseline	Same

Goal Analysis [2024-25]

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

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

All actions were implemented as planned.

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

1.4

The variance for Goal 1, Action 4 is due to the district receiving additional funding from the Middle/Early College Grant, the Golden State Pathways Program Grant, and the Strong Workforce Round 7 Grant. Additionally, there were salary increases in both the General Fund and the EPA Fund. The Agricultural Incentive Grant also included increased expenditures for equipment.

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

Effective:

Actions 1.1, 1.2, 1.3 were effective based on Metric 1.1, 1.2, 1.3, 1.4, 1.5 specifically for our English Learners and Hispanic students.

Actions 1.4 was effective based on an increase of the number of pathways that are available this year versus last year. We have expanded our pathways to include: Public Safety, Education, Advanced Manufacturing and Design, Agricultural Floral Design, Advanced Ag Welding and Fabrication. In addition, we have worked to fix our errors in incorrect pathways, incomplete pathways, or inaccurate pathways due to credentialing and or state coding. In addition, our Students with Disabilities had an increase in CTE Pathway completion according to Metric 1.8

Action 1.5 was implemented through a series of exploratory meetings with school leaders and community partners. We still have work to do introducing the idea to students, families, and staff.

Ineffective:

Actions 1.1, 1.3 still need to be developed and better implemented to connect students to appropriate academic interventions according to Metric 1.1, 1.2, 1.7, 1.8, 1.9, and 1.10. The data tells us that our students are still losing ground in math and ELA competency for the average students.

Action 1.4 is not yet as effective as we can be according to Metric 1.8, 1.9, 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.

Action 1.1 We will be working with the Math departments to determine and test additional mathematical screeners next year so we can find a tool that is effective for them to gauge the real-time progress students are making in math. They are not convinced that the current screener is the best fit for our school. The math department is also working on improving the articulation of math between local middle schools and our schools. They met with leaders and teachers from their feeder schools to discuss articulation and math placement tests. We will continue this work in the coming year.

Action 1.2 work will continue in the PLCs for the next two years

Action 1.3 Additional training will be provided for teachers in the use of SEL, UDL, and other classroom practices to improve educational equity. The training will be provided during our beginning of the year training. Instructional Coaches (IC) will continue to reinforce the use of these strategies in the classroom of teachers that choose to work with the ICs.

Action 1.4 has ongoing work as we clean up our data to improve our percentages and accuracy of reporting. In addition, our Career and College team are working on direct outreach to our low performing groups for College and Career Readiness. We are also adding four new dual-enrollment courses through College of the Redwoods in the areas of US History and World History. This year the courses will be offered in our advanced classes so we can test out our supports and systems. In the future we intend to offer additional dual-enrollment courses in a number of areas including, but not limited to, World Languages, Art, Music, CTE.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Screeners	Implement Academic Screeners for ELA and Math with all students enrolled in grades 9-11, including those in the Independent Study Program, and the following students in grade 12: those enrolled in EL classes, students with IEPs (mild to moderate disabilities), those enrolled in Continuation schools, those in the Independent Study Program, and other students of concern. Utilize academic screener results to determine appropriate academic interventions and to monitor student progress.	\$1,737,368.00	Yes
1.2	Curriculum and Instruction Plans and Implementation	Curriculum and Instruction Plans (C&I Plans) will be developed and implemented for all courses, including the English Language Acquisition program, using the PLC structure over the next three years. These PLCs will serve as professional development for teachers, focusing on alignment with the standards and framework and embedding universal strategies and specific approaches for EL and LTEL students in the C&I Plans. The plans will include strategies to meet the needs of all students, with particular emphasis on students with disabilities, EL, and LTEL students, ensuring effective language acquisition support across the curriculum.	\$11,186,173.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Implementation of Educational Equity	Site Administrators will utilize evidence-based practices, ensuring consistency, communication, and alignment with provided professional learning, to effectively assess the implementation of educational equity. To effectively assess the extent to which educational equity is being implemented for all students, Site Administrators will: - Engage staff in the Rounding process - Perform observations and walkthroughs - Review Lesson Plans - Analyze evidence of implementation of professional learning content - Analyze evidence of implementation of the Universal Design for Learning Framework - Encourage teachers to participate in peer collaboration and mentoring - Solicit classroom-level student feedback - Engage in data-based decision-making - Utilize effective Communication Cycles	\$2,067,539.00	No
1.4	High-Quality CTE/Career Pathways	Provide high-quality CTE /Career pathways and work-based learning opportunities.	\$3,721,972.00	No
1.5	Portrait of a Graduate	Explore the possibility of developing a “Portrait of a Graduate” to define the knowledge, skills, and attributes we endeavor to impart to students upon their graduation, aligning with community expectations and guiding curriculum, instruction, and assessment practices to prepare students for success in higher education, career, and civic engagement.	\$449,865.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Northern Humboldt Union High School District will enhance and implement systems that foster a safe, equitable, and supportive environment conducive to growth and well-being for the school community.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The NHUHSD understands the critical role that Social-Emotional Learning (SEL) plays in supporting the whole child and promoting positive student outcomes. Research has consistently shown that SEL is associated with improved academic performance, better mental health, and increased prosocial behaviors. Recognizing the importance of SEL, we have made it a priority in our LCAP based on both our formative data and feedback from our educational partners.

Our California Healthy Kids Survey data highlights the need to improve students' sense of school connectedness, strengthen their relationships with caring adults, and address their social-emotional distress. Over the past three years, the percentage of students reporting a caring adult at school has remained relatively stable at 65%, which, although higher than the state average, leaves room for improvement. Similarly, the percentage of students reporting a sense of school connectedness has slightly decreased from 63% to 59%, indicating a need for targeted interventions. These findings are further supported by our Studer Pulse Surveys. Evidence suggests that school connectedness and the presence of caring adults are powerful protective factors that promote resilience and mitigate the risks to students' social-emotional well-being.

Feedback from our educational partners, including students and staff, further emphasizes the need for enhanced SEL support. Students have expressed a desire for increased access to counseling and mental health resources, with one student stating, "more counselors for mental health issues." Staff members have echoed this sentiment, with one recommending, "Regular mental health program that all students can access. Better education of parents, students and staff about how to access the resources."

To address these identified needs, we are implementing evidence-based actions that align with the CASEL framework. Our actions will focus on improving our systems, increasing access to resources, and enhancing the quality of services delivered by our staff to support our students' social-emotional well-being. By prioritizing SEL in our LCAP, we aim to create a nurturing environment that fosters academic success, positive relationships, and overall student well-being.

Funding for action 2.1 is funded by budget listed in Goal 1 Action 3, 1.3

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Dashboard Suspension Rates	All: 7% FY: 36.4% Two or More: 11% SED: 10.3% SWD: 12% Homeless: 14.7% Hispanic: 7.9%	All: 4.7% FY: 19% Two or More: 3.6% SED: 6.7% SWD: 10.6% Homeless: 9.3% Hispanic: 4.3%		All: 3% FY: 13% Two or More: 3% SED: 4% SWD: 6% Homeless: 6.5% Hispanic: 3.8%	All: Decreased 2.3% FY: Decreased 17.4% Two or More: Decreased 7.4% SED: Decreased 3.6% SWD: Decreased 1.4% Homeless: Decreased 5.4% Hispanic: Decreased 3.6%
2.2	Dashboard Expulsion Rates: CALPADS Report 7.15 (EOY 3)	All: .2%	.1%		All: .2% Maintain	Decreased .1%
2.3	School Connectedness Indicator from CHKS School Climate Report Card (all students)	51% 23-24	56%		65%	Increased 5%
2.4	Student perception of “feeling safe or very safe at school” (CHKS Student)	66% 23-24	54%		68%	Decreased 8%
2.6	FIA (Measures MTSS implementation at the site level)	AHS: 71% MHS:45%	AHS: 76% MHS:53%		AHS: 86% MHS:60%	AHS: Increased 5% Tier I MHS: Increased 8% Tier I

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	TFI (Measures PBIS implementation at the site level)	AHS: 83% Tier 1 MHS: 63% Tier 1	AHS: 83.3% Tier 1, 58% Tier II MHS: 80% Tier 1, 73% Tier II		AHS: 86% Tier 1, 70% Tier II MHS: 86% Tier 1, 70% Tier II	AHS: Increased .3% MHS: Increased 17%
2.8	LEASA (Measures MTSS implementation at the district level)	53%	44%		73%	Decreased 9%
2.9	(Slight change to metric) Record of two or more district-wide trainings held annually for Administrators are specific to the implementation of the Discipline Matrix	0	We held three meetings: 8/8/24 4/22/25 5/20/25		3 per year or 9 over three years	Met our 3 meetings

Goal Analysis [2024-25]

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

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

All actions were implemented as planned

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.

2.3

The variance for Goal 2, Action 3 is due to the addition of a new campus supervisor position.

2.5

The variance for Goal 2, Action 5 is due to an increase in administrative salary and the addition of a part-time counselor funded by CSI funds. There were also additional expenditures for supplies, travel, and services covered by these funds.

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

All Actions were effective as evidenced by growth in all metrics but one. Metric 2.7 showed a decrease in our implementation of supportive factors at the district level.

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.

We have reduced the number of admin trainings from three to two this year. Our admin will have less need for ongoing training as they have been using the new matrix and tools for a year at this time.

In the coming year, there are no changes to any other metrics or actions.

To address 2.7, we will use the areas of concern to determine district level goals for improvement

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	Recognition Systems	Develop, refine, and implement district-wide student and staff recognition systems.		No
2.2	Social-Emotional Frameworks	Implement structured, evidence-based, district-wide Social-Emotional Learning (SEL) Frameworks with support and fidelity at all sites.	\$1,368,763.00	No
2.3	District-Wide Behavior Systems	Continue to develop and refine district-wide behavior systems, protocols, and implementation.	\$77,625.00	No
2.4	MTSS	Continue to develop and refine the district MTSS, including Tier 1, Tier 2, and Tier 3 systems, protocols, and implementation relative to the California MTSS Whole Child Domain. Document protocols as they are developed.	\$3,468,043.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	District Adopted Discipline Matrix	Train administration to implement the district-adopted discipline matrix to utilize alternatives to suspension and other means of corrective action when appropriate.	\$452,135.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Northern Humboldt Union High School District will increase and maintain overall student attendance rates across all grade levels and all schools.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Attendance is a crucial factor in student success, academic achievement, and a healthy school climate. Research shows that students who feel connected at school tend to attend more regularly, leading to greater opportunities for academic success and better preparation for college and/or career following high school. Several measures pointed to the importance of directing our efforts towards improving attendance. Firstly, it was a major concern and point of discussion in the feedback from our staff. Secondly, chronic truancy and absenteeism rates have climbed significantly in our district over the past five years. As evidence, according to DataQuest, our Chronic Absenteeism rate has moved from 20.3% in the 18-19 school year to 38.3% in the 22-23 school year. Thirdly, our students consistently expressed their desire for a more equitable, consistent, and well-communicated attendance policy. We believe that implementing a strong attendance policy, combined with an effective family, student, and community engagement program, will increase the opportunity for all students to attend school regularly. By focusing on evidence-based practices and addressing the concerns raised by our stakeholders, we aim to improve academic equity for all student groups. This goal and the associated actions demonstrate our commitment to creating an inclusive and supportive learning environment that promotes student success. Action 3.2 is funded through Goal 1 Action 3, 1.3
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate (Synergy)	89.41%	90.06%		94%	Increased .65%
3.2	Chronic Absenteeism Rates (CALPADS Report 14.1 (EOY 3))	38.30%	33.5%		20%	Decreased 5.25%
3.3	Dropout Rates (DataQuest)	1.96%	3.98%		Not above 2%	Increased 3.04%
3.4	Graduation Rates (DataQuest)	96.80%	90.4%		96.8% maintain	Decreased 6.4%
3.5	Parent Involvement (P3)	Seek parent input in decision-making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups.	Continuing to seek parent input through Studer Survey, LCAP Feedback Mtgs, School Site Council, ELAC, Indian Ed Advisory Council		Continue to seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups	Continuing
3.6	Facilities Inspection Tool (FIT)	AHS 91.59 (Good Rating) MHS 92.58 (Good Rating)	AHS 92.91% (Good Rating) MHS 93.04% (Good Rating)		AHS 94% (maintain Good Rating) MHS 94% (maintain Good Rating)	AHS: Increased 2.41% MHS: Increased by 1.42%

Goal Analysis [2024-25]

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

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

All Actions were carried out as planned.

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.

3.3

The variance for Goal 3, Action 3 is due to increased salary costs funded by the Indian Education Program and the California Community Schools Grant.

3.4

The variance for Goal 3, Action 4 is due to the electric bus grant being applied as a discount on the invoice rather than through a reimbursement process. Because the district was not invoiced for the full amount, the associated expenditure decreased, resulting in a budget reduction. This decrease was partially offset by increased expenditures related to deferred maintenance projects.

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

Actions 3.1, 3.2, and 3.4 were effective according to our internal metrics.

Our overall attendance rate, according to the metrics we are currently using (Metric 3.1), is lagging data a year behind our work. We are unable to determine effective actions with this data. We will work with our attendance team to determine a better lagging data marker for next year. In addition, we will consider adding leading data indicators to be more agile in our response and interventions to improve overall attendance and decrease chronic absenteeism.

Metrics 3.3 and 3.4 show a decline in graduation rates and an increase in dropout rates. Due to data errors from a feeder school, our reported data was incorrect. Specifically, the feeder district had given these students a 9th grade assignment instead of 8th grade on the 2020-2021 record. This led to those students being assigned as Seniors one year early. When they didn't graduate it counted them as dropouts. So we were hit with both an increase in dropouts and a decrease in graduates for those students.

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

25-26 will see the establishment of a district Family and Community Steering Team to develop a strategic plan and expand our training and implementation.

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	Attendance Policies	Develop and consistently implement effective school-wide attendance policies	\$394,365.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Training for Attendance Policies	Train staff, students, and families with respect to all components of the attendance policy.		No
3.3	Family, Student, and Community Engagement	The district will provide support and guidance on the implementation of a District Family, Student, and Community Engagement Framework, including guidance to site leaders regarding: Building Relationships between school staff and families Building Partnerships for Student Outcomes Seeking Family, Student, and Community Input for Decision-Making Values/Standards of Excellence	\$243,688.00	No
3.4	Transportation, Facilities, and Food Service	To improve the sense of belonging and engagement within the school, the District will provide: Transportation Clean/Safe Facilities Food via the Free and Reduced Meal Program	\$6,130,949.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase post-secondary readiness for socio-economically disadvantaged students at the two continuation high schools by providing targeted support, resources, and interventions to improve college and career readiness by 2025.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Research has shown that exposure to real-world work experiences and career exploration opportunities can significantly improve post-secondary readiness for socio-economically disadvantaged students. Ensuring that socio-economically disadvantaged (SED) students have access to the necessary supplies and resources is crucial for their success in post-secondary endeavors. Addressing academic gaps is essential for improving post-secondary readiness among SED students. Providing targeted interventions and support for struggling students in reading and mathematics significantly improves their academic performance. It increases their likelihood of graduating from high school and pursuing post-secondary education or careers.

75% of our SED students will receive guidance and support for college and career counseling by June 2025. While we have reasonable assurance of continued funding, we are setting goals on a one-year basis because we are only guaranteed Equity Multiplier Funds one year at a time.

Credentialing and retention are not an issue for Mad River High or Pacific Coast High.

All funds for 4.2, 4.3, 4.4 are funded through 4.1

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of Students served by College and Career Readiness staff per year	0%	0%		75%	0%
4.2	Graduation Rates	Mad River: 87.1% Pacific Coast: 95.5%			Mad River: 93% Pacific Coast: Maintain at 95.5%	

Goal Analysis [2024-25]

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

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

Students attended 3 separate job fairs: Building Trades, Health Careers and Jobs, Job Readiness. A staff member from HSU's TRIO program met and worked with students at Pacific Coast interested in Post-Secondary Education, helping them sign-up for college, picking classes and complete FASFA applications. Several new written academic curriculums were developed and utilized to support students: Life and Physical Sciences, Health, and Personal Fitness.

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.

4.1
The variance for Goal 4, Action 1 is due to a reduction in salary expenditures funded through the Equity Multiplier allocation.

4.2
The variance for Goal 4, Action 2 is due to the district receiving the Homeless Children Education Grant, which allowed for an increased supply budget to support students experiencing homelessness.

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

All programs, curriculum, designated supports, job fairs were very successful. EMF targeted supports were not utilized this year.

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

We reworked the job description to try to address the difficulty we had in placing a qualified person and to make the position more closely aligned to our desired outcomes and actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Guidance and Support	Provide guidance and support for students to access internships, work readiness programs, jobs, attend career fairs, and engage in other job-related activities.	\$115,189.00	No
4.2	Supplies and Resources	Provide supplies and resources to support students' readiness for attending and engaging with jobs and careers appropriately, safely, and professionally.	\$23,942.00	No
4.3	Supplemental Curriculum	Implement supplemental curriculum to support students struggling with grade-level reading, mathematics, and writing.		No
4.4	Targeted Guidance and Support	Provide guidance and support for students wanting to pursue postsecondary education, including field trips to local college, university, and other career opportunities.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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

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

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.

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

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.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,705,147	\$

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
9.182%	0.000%	\$0.00	9.182%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Academic Screeners Need: Low CAASP scores, identification for academic interventions and supports, input from our educational partners. 22-23 Points Below Standard All: -73.3 points Below Standard SED: -125.6 points Below Standard Hispanic: -150.9 points Below Standard	The Academic Screeners are designed to identify specific learning needs and gaps. By providing a detailed academic profile for each student, we can better tailor our support to address the specific needs of all students, including those with disabilities, English Learners, and socio-economically disadvantaged students. By administering the screeners to all students, we ensure that no student who might benefit from additional support is overlooked, regardless of their official classification. In addition, universal	academic screener assessment tools, CAASP scores, and D/F list

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SWD: -196.4 points Below Standard Scope: LEA-wide	screening allows for early identification of struggling students who could benefit from proactive support. In addition, the data gathered from our academic screeners will be used to analyze and build a comprehensive academic intervention program to benefit all students who are struggling academically.	

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

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

Additional Concentration Grant Funding

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,570,540	1,705,147	9.182%	0.000%	9.182%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$18,793,660.00	\$7,729,767.00	\$292,167.00	\$4,622,022.00	\$31,437,616.00	\$22,997,192.00	\$8,440,424.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Screeners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,470,088.00	\$267,280.00	\$1,737,368.00				\$1,737,368.00	
1	1.2	Curriculum and Instruction Plans and Implementation	All	No			All Schools		\$10,257,490.00	\$928,683.00	\$6,253,768.00	\$4,545,488.00		\$386,917.00	\$11,186,173.00	
1	1.3	Implementation of Educational Equity	All	No			All Schools		\$1,999,575.00	\$67,964.00	\$2,067,539.00				\$2,067,539.00	
1	1.4	High-Quality CTE/Career Pathways	All	No			All Schools		\$3,099,025.00	\$622,947.00	\$1,501,155.00	\$2,041,672.00		\$179,145.00	\$3,721,972.00	
1	1.5	Portrait of a Graduate	All	No			All Schools		\$294,196.00	\$155,669.00	\$440,109.00	\$9,756.00			\$449,865.00	
2	2.1	Recognition Systems	All	No			All Schools									
2	2.2	Social-Emotional Frameworks	All	No			All Schools		\$763,280.00	\$605,483.00	\$86,563.00	\$169,281.00		\$1,112,919.00	\$1,368,763.00	
2	2.3	District-Wide Behavior Systems	All	No			All Schools		\$77,625.00	\$0.00	\$77,625.00				\$77,625.00	
2	2.4	MTSS	All	No			All Schools		\$2,068,371.00	\$1,399,672.00	\$192,433.00	\$667,156.00	\$292,167.00	\$2,316,287.00	\$3,468,043.00	
2	2.5	District Adopted Discipline Matrix	All	No			All Schools		\$109,236.00	\$342,899.00				\$452,135.00	\$452,135.00	
3	3.1	Attendance Policies	All	No			All Schools		\$288,742.00	\$105,623.00	\$310,151.00	\$84,214.00			\$394,365.00	
3	3.2	Training for Attendance Policies	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Family, Student, and Community Engagement	All	No			All Schools		\$240,375.00	\$3,313.00		\$93,011.00		\$150,677.00	\$243,688.00	
3	3.4	Transportation, Facilities, and Food Service	All	No			All Schools		\$2,276,559.00	\$3,854,390.00	\$6,126,949.00	\$4,000.00			\$6,130,949.00	
4	4.1	Guidance and Support	All Socio-Economically Disadvantaged Students	No			All Schools Specific Schools: Mad River High, Pacific Coast High		\$52,630.00	\$62,559.00		\$115,189.00			\$115,189.00	
4	4.2	Supplies and Resources	All Socio-Economically Disadvantaged Students	No			All Schools Specific Schools: Mad River High, Pacific Coast High		\$0.00	\$23,942.00				\$23,942.00	\$23,942.00	
4	4.3	Supplemental Curriculum	All Socio-Economically Disadvantaged Students	No			All Schools Specific Schools: Mad River High, Pacific Coast High									
4	4.4	Targeted Guidance and Support	All Socio-Economically Disadvantaged Students	No			All Schools Specific Schools: Mad River High, Pacific Coast High									

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
18,570,540	1,705,147	9.182%	0.000%	9.182%	\$1,737,368.00	0.000%	9.356 %	Total:	\$1,737,368.00
								LEA-wide Total:	\$1,737,368.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Screeners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,737,368.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$32,002,054.00	\$32,219,153.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Screeners	Yes	\$1,877,714.00	1,721,324.00
1	1.2	Curriculum and Instruction Plans and Implementation	No	\$12,699,081.00	12,578,479.00
1	1.3	Implementation of Educational Equity	No	\$1,846,377.00	1,849,574.00
1	1.4	High-Quality CTE/Career Pathways	No	\$2,458,988.00	3,103,129.00
1	1.5	Portrait of a Graduate	No	\$413,939.00	436,497.00
2	2.1	Recognition Systems	No		
2	2.2	Social-Emotional Frameworks	No	\$1,670,962.00	1,626,148.00
2	2.3	District-Wide Behavior Systems	No	\$76,266.00	94,068.00
2	2.4	MTSS	No	\$4,358,699.00	4,732,339.00
2	2.5	District Adopted Discipline Matrix	No	\$155,988.00	266,511.00
3	3.1	Attendance Policies	No	\$438,186.00	470,502.00

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)
3	3.2	Training for Attendance Policies	No		
3	3.3	Family, Student, and Community Engagement	No	\$337,553.00	392,442.00
3	3.4	Transportation, Facilities, and Food Service	No	\$5,531,462.00	4,789,548.00
4	4.1	Guidance and Support	No	\$136,839.00	114,533.00
4	4.2	Supplies and Resources	No		44,059.00
4	4.3	Supplemental Curriculum	No		
4	4.4	Targeted Guidance and Support	No		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,691,247.00	\$1,877,714.00	\$1,721,324.00	\$156,390.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Screeners	Yes	\$1,877,714.00	1,721,324.00		

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)
18,536,244	1,691,247.00	0	9.124%	\$1,721,324.00	0.000%	9.286%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Lowest performing student groups reported on 2023 Dashboard

Indicator	School/LEA	Student Group	Goal and Action Number
CCI	Mad River	SCHOOL LEVEL	4.1, 4.2, 4.3, 4.4
CCI	Pacific Coast	SCHOOL LEVEL	4.1, 4.2, 4.3, 4.4
CCI	Pacific Coast	SED	4.1, 4.2, 4.3, 4.4
ELA	LEA	Hispanic	1.1, 1.2, 1.4, 3.1, 3.2, 3.3
Math	LEA	Hispanic	1.1, 1.2, 1.4, 3.1, 3.2, 3.3
N/A	LEA	SWD	1.1, 1.2, 1.4, 3.1, 3.2, 3.3
Suspension	LEA	Foster	2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Suspension	LEA	Two or More Races	2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Suspension	LEA	SED	2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Suspension	LEA	SWD	2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Suspension	Arcata High	Hispanic	2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Suspension	McK High	Homeless	2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3
Suspension	McK High	Two or More Races	2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3

