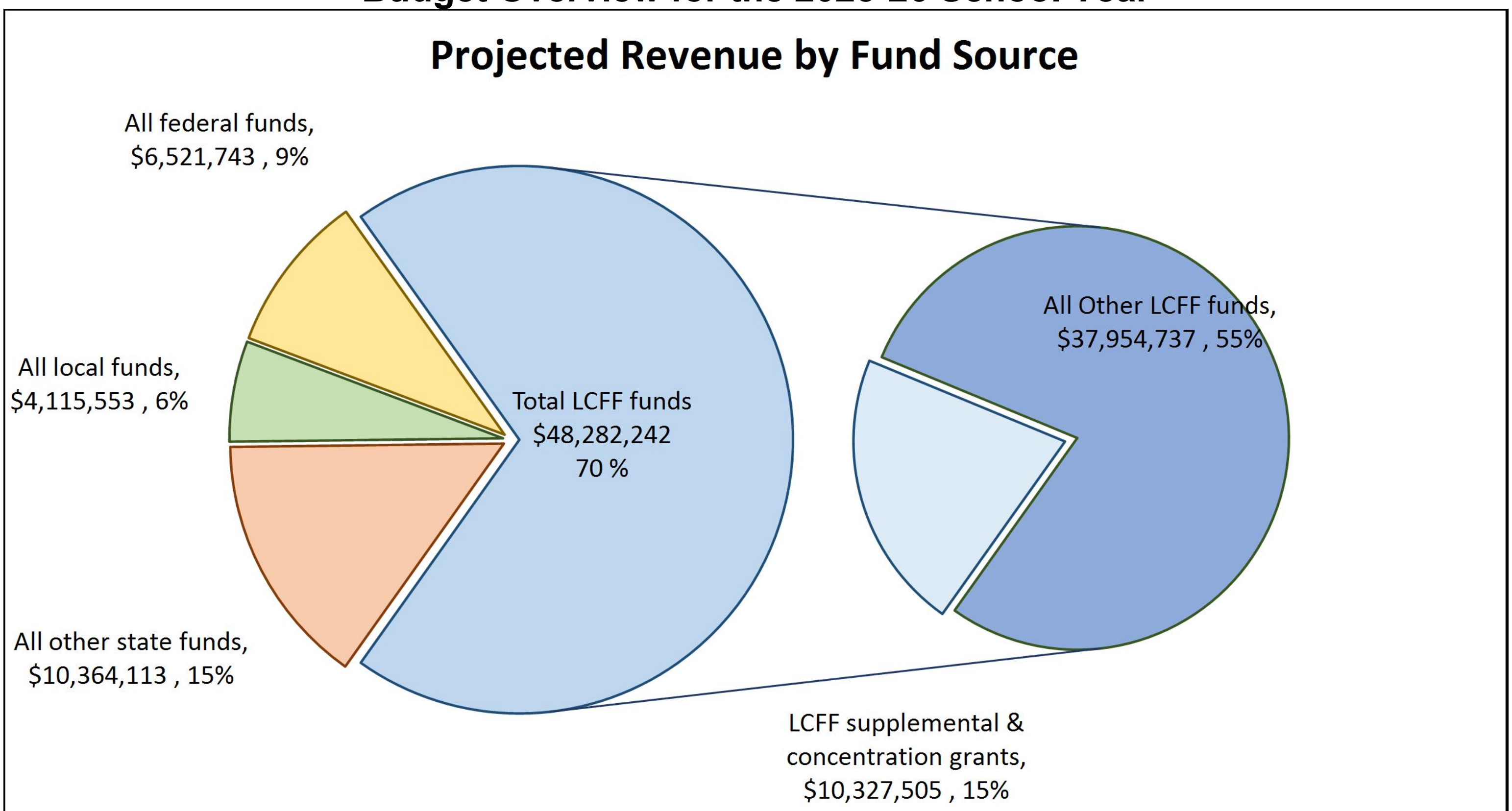
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eureka City Schools
CDS Code: 12-75515
School Year: 2025-26
LEA contact information:
Jennifer Johnson
Assistant Superintendent
Educational Services
(707) 441-3363

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

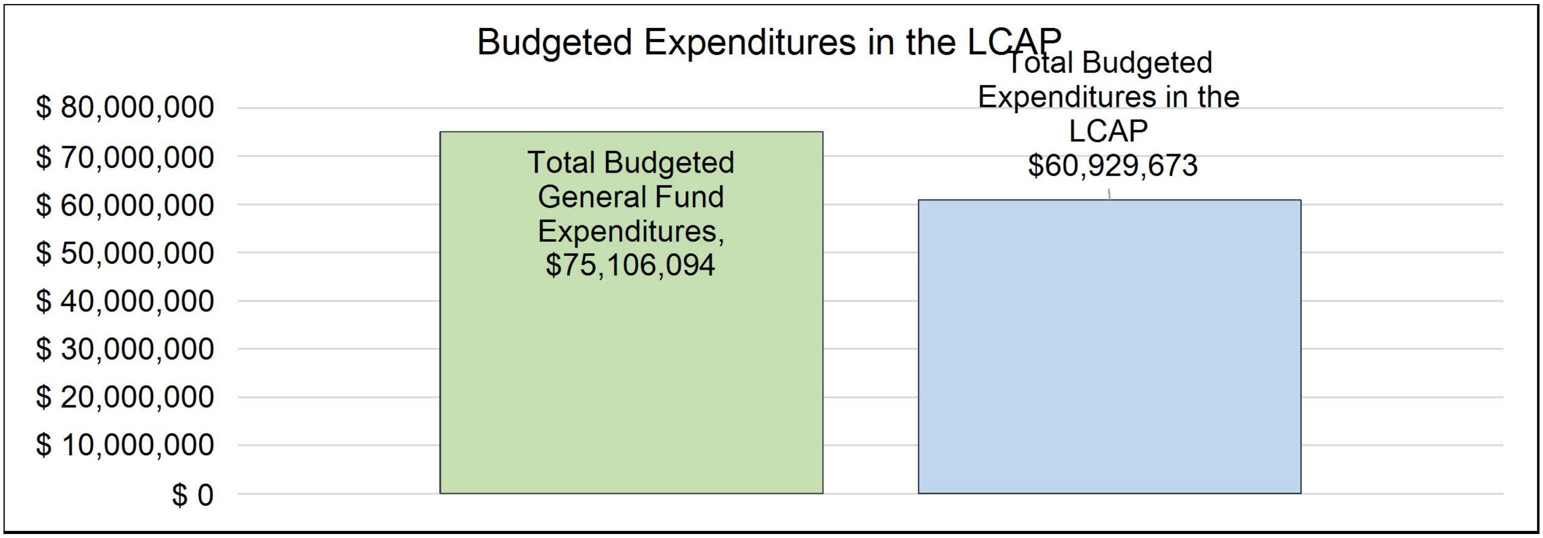


This chart shows the total general purpose revenue Eureka City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Eureka City Schools is $69,283,651, of which $48,282,242 is Local Control Funding Formula (LCFF), $10,364,113 is other state funds, $4,115,553 is local funds, and $6,521,743 is federal funds. Of the $48,282,242 in LCFF Funds, $10,327,505 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 Eureka City Schools 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: Eureka City Schools plans to spend $75,106,094 for the 2025-26 school year. Of that amount, $60,929,673 is tied to actions/services in the LCAP and $14,176,421 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

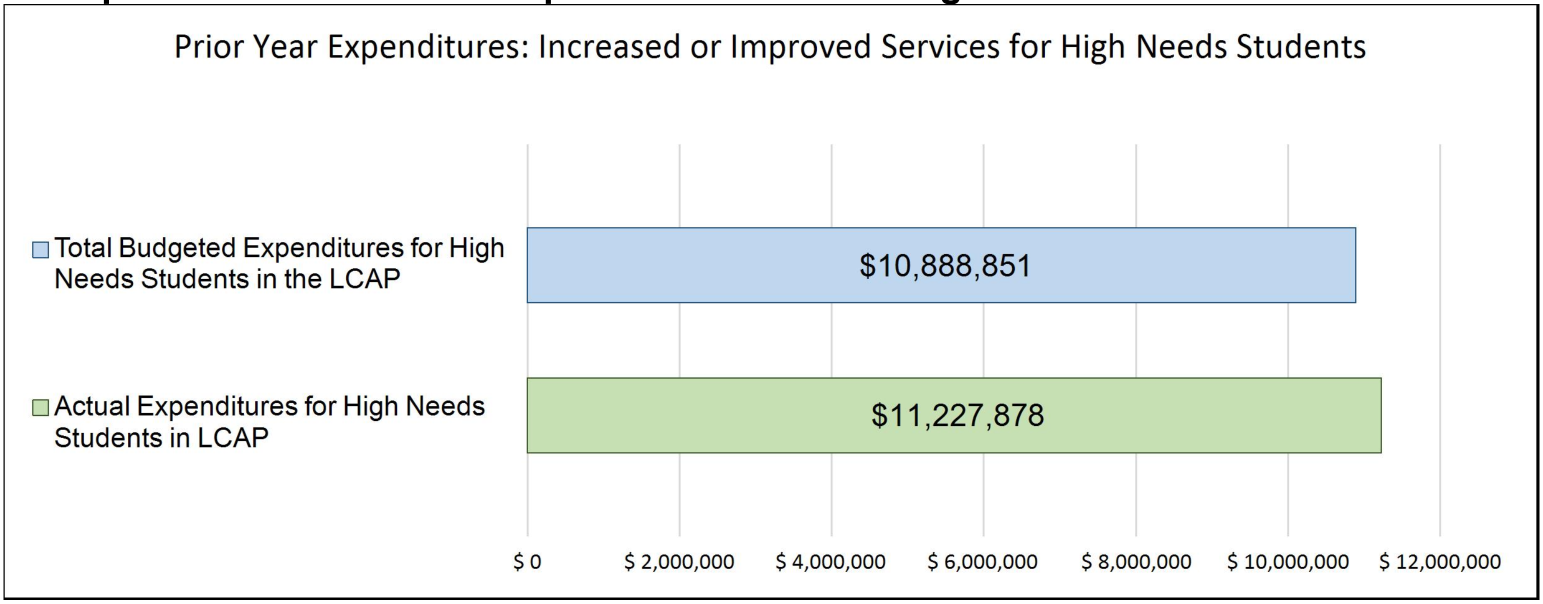
Supply and service costs for transportation, Technology supplies and subscriptions. Annual expenditures including: fuel, field trips, memberships, custodial supplies, professional development, insurance, legal fees, utilities, repairs, contracted services, and equipment.

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

In 2025-26, Eureka City Schools is projecting it will receive $10,327,505 based on the enrollment of foster youth, English learner, and low-income students. Eureka City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Eureka City Schools plans to spend $10,413,522 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 Eureka City Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Eureka City Schools 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, Eureka City Schools's LCAP budgeted $10,888,851 for planned actions to increase or improve services for high needs students. Eureka City Schools actually spent $11,227,878 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eureka City Schools	Jennifer Johnson Assistant Superintendent	johnsonj@eurekacityschools.org (707) 441-3363

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.

Eureka City Schools (ECS) serves students in grades Pre-K through twelve. The District has nine schools: one preschool, four elementary schools, two middle schools, one comprehensive high school, and one continuation high school. Our district also provides an adult school in partnership with the College of the Redwoods. ECS is the largest of the thirty-one school districts in Humboldt County, with a student enrollment of approximately 3,500. The District covers a wide geographic area with students matriculating into our secondary schools from five “feeder districts;” South Bay, Cutten-Ridgewood, Kneeland, Garfield, and Freshwater.

The demographics of our student body are as follows (2024 CA Dashboard data): English Learners = 17.3%, Foster Youth = 1.5%, Homeless Youth = 7.4%, Students with Disabilities = 16.3%, and Socioeconomically Disadvantaged = 69.3%. We have the most culturally and ethnically diverse student body in Humboldt County. Ethnically (2024 DataQuest data), our students are 1.8% African American, 4.3% Native American, 10.3% Asian, 0.4% Filipino, 26.8% Hispanic or Latino, 1.6% Pacific Islander, 42.8% White, and 11.8% two or more races. In contrast, 4.6% of the ECS students identify by ethnicity as Native American/Alaskan, and 10.6% of students have 506 forms on file qualifying for the Indian Education Program. Our district families speak 31 different languages.

We are known throughout the region for our innovative and award-winning programs. EHS boasts the most comprehensive Career and Technical Education offerings in the region. STEAM programs are available to students at the middle levels. We have outstanding after-school programs that serve all families and provide enrichment activities. We understand that we must provide our staff with ongoing professional learning opportunities for student outcomes to improve. For the 2025-26 school year, teachers can engage in 6 professional development days and optional after-school teacher academies. Classified staff have 3 professional development days. The district is working with Corwin to implement various aspects of Visible Learning over five years. We have completed year three of Teacher Clarity and will continue to focus on the three clarity questions: What are you learning?, Why are you learning it? How will you know you have learned it? Our professional development days were “conference” style this year, offering teachers both required training and choice. A dozen teachers completed LETRS training, going in-depth with the Science of Reading. The ECS CARE/TOSA team spans elementary to high school, with an English Language Arts elementary dedicated TOSA and the addition of Student Agency and Learning Progression instructional coaches in 2025-26.

To serve our very diverse student population, ECS has many initiatives in place and takes advantage of several State and federally-funded grants, including Mental Health Demonstration, TUPE, Learning Communities for School Success, Strong Workforce Program, Humboldt Bay Community Youth Project with the Wiyot Tribe, and NECEP Indian Education with the Yurok Tribe. Eureka High has received several CTE grants and is partnering with the Blue Lake Rancheria for 2024-27. These grants support the District's vision, mission, strategic plan priorities, and LCAP Goals.

ECS also receives Title I funding to support our socioeconomically disadvantaged students. These funds are disbursed to the school sites, where school site councils give input on how the monies are used. Additionally, the District receives Title III funds to serve our EL and Immigrant population and Title VI to support the academic achievement of our American Indian students. ECS has an active District English Learner Advisory Committee and Indian Education Parent Advisory. ECS operates after-school and summer school programs at our elementary schools through the Expanded Learning Opportunities Program (ELOP) and After School Education and Safety Program (ASES). Summer school for middle and high school students is located at Eureka High and focuses on language arts and math and credit recovery competencies.

Zoe Barnum Continuation High School is receiving Equity Multiplier funds due to meeting the requirement for the prior year's nonstabilily rate greater than 25% and a socioeconomically disadvantaged rate greater than 70%. Zoe's nonstability rate was 48.1%, and SED rate was 85.1%

ECS adopted a new Mission Statement and Core Values during the 2024-25 school year.

Mission Statement:
Every Learner, Every Day: Engaged, Empowered, and Future-Ready

Core Values:
Accountability
We hold ourselves responsible for our actions and commitments, ensuring trust and transparency in all we do.
Empathy
We listen with compassion and understanding, recognizing the needs and perspectives of others to create a supportive community.
Communication
We foster open, honest, and respectful dialogue to strengthen connections and collaboration within our community.
Innovation
We embrace creativity and forward-thinking solutions, continually seeking new ways to improve learning and growth.
Resilience

We adapt and persevere through challenges with a growth mindset, striving for continuous improvement and success.

Reflections: Annual Performance

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

Over three years, the English Language Arts scores in Eureka City Schools have shown some notable trends. In 2022, the district's scores were 42.6 points below the standard, indicating a need for improvement. However, in 2023, the scores declined to 45.1 points below the standard. In 2024, scores improved by 6.6 points to 38.5, which is below standard, and moved from orange to yellow on the CA Dashboard. When examining the performance of different subgroups within the district, it is evident that their scores have fluctuated over the years. The percentage of all students who met or Exceeded the Standard increased from 29.33% in 2021 to 34.31% in 2023 and then to 36.22% in 2024. African American students and students from 2 or more races increased from 2022 to 2023 and again in 2024. Only Foster Youth decreased in 2024. All other subgroups increased, with American Indian, Hispanic, and Long Term English Learners showing the most growth.

Over three years, the Math scores in Eureka City Schools have shown some notable trends. From 2022 to 2023, the district’s overall math levels improved from 83 points below standard to 81.6 points below the standard. The trend continued in 2024, with a 5.1-point gain and a shift from orange to yellow on the CA Dashboard. Additionally, the percentage of students who met or exceeded the standard in mathematics increased from 22.26% in 2022 to 22.52% in 2023, and then increased slightly in 2024 to 22.61%. Over the three years, there have been many fluctuations in the data for most student groups in the district. From 2023 to 2024, all student groups increased except Foster Youth and Homeless students. English learners, African-American students, and Homeless students. All other groups increased from 2023 to 2024, with American Indian showing the most growth.

Over three years, the English Learner Progress scores in Eureka City Schools have shown some notable trends. From 2022 to 2023, the district’s overall English learner progress levels improved from 49.2% of students progressing toward proficiency in 2019 to 53.9% in 2023. Progress was maintained in 2024 at 53.4%, marking growth. Long-term English Learners remained in green on the CA Dashboard at 58.2%, showing growth.

Over the three years, the Chronic Absenteeism rate in Eureka City Schools decreased from 34.1% in 2023 to 28.8% in 2024, compared to 16.3% in 2019. Nine subgroups saw a decline, including African Americans, which declined 11% to 43.6%, and American Indians, which declined 3.8% to 36%, moving out of red. The number of English Learners and Long Term English Learners increased, but remained below the district average. Meanwhile, the percentage of Foster Youth increased to 58.8%, and the percentage of Homeless students increased to 57.5%.

Over the three years, the College and Career Indicator (CCI) rate in Eureka City Schools increased in 2024 to 39.8% compared to 31.3% in 2019 (no CCI indicator was reported for 2020-2022). In 2024, no subgroups were in the red, with the Homeless, Socioeconomically Disadvantaged, Asian, and White groups all showing increases.

Over the past three years, the Graduation rate in Eureka City Schools has decreased from 95.8% in 2022, under COVID-19 credit reduction guidelines, to 87.5% in 2023 and to 88.3% in 2024. The English Learner rate declined to 86.2%, and the Hispanic rate declined to 82.4%, but no subgroups were in the red on the CA Dashboard. All other subgroups improved.

Over the three years, the Suspension rate in Eureka City Schools fluctuated from a low of 6.9% in 2022 to 8.2% in 2023, and then decreased again in 2024 to 7.4%. Five subgroups were in the red. African American, Foster Youth, Homeless, two or More Races, and Students with Disabilities all saw increases in suspension rates. American Indian, Hispanic, Long-Term English Learners, White, Asian, and English Learners all declined.

The LEA has unexpended LREBG funds that will be spent during the 2025-26 school year to fund the following Action(s) Highly Qualified Teachers: implementation of competency-based learning through development of learning progressions tied to critical concepts purchased from Marzano Resources and facilitated by a teacher on special assignment in charge of learning progressions. Pathways, both CTE and academic, along with additional dual enrollment options for high school students and Zoe Barnum's implementation of Big Picture Learning, will be facilitated by a teacher on special assignment and CSI/Equity Multiplier funds for a career guidance technician. A teacher on special assignment will be responsible for promoting adult and learner agency, developing goal-setting strategies for both academic and personal objectives. Facilitating Codes of Cooperation in each teacher's classroom will also fall under this TOSA. Additional reading intervention positions will be funded to support elementary and middle schools. Credit recovery and an Algebra Lab for high school students, both during the school year and summer, will be supported. Professional development for teachers in ELA and math will occur at all levels, with teams of teachers collaborating to construct the learning progressions and pathways. Materials to support Language Arts, math, and project-based learning will be purchased. A new learning management system to support the ELA and math learning progressions and competency-based learning will be purchased in spring 2026 and piloted during the 2026-27 school year.

Part 2:
2023 Dashboard in Baseline and 2024 in Year 1 of Annual Update (Data must remain in the plan for the full 3-year cycle)
Lowest Performance Level (School Performance) [Metric/Action]

- Academic ELA: Alice Birney [1.7]
- Academic Math: Zoe Barnum High [1.7]
- Chronic Absenteeism: Catherine Zane Middle, Lafayette Elementary, Washington Elementary [3.1]
- College and Career: Zoe Barnum High [6.3]
- Graduation: Zoe Barnum High [3.2]
- Suspension: Alice Birney, Catherine Zane Middle, Grant Elementary, Winship Middle [4.1]

Lowest Performance Level (Student Group Performance LEA Level) [Metric/Action]

- Academic ELA: American Indian, English Learner, Foster Youth, Homeless [1.1]
- Academic Math: American Indian, English Learner, Foster Youth, Hispanic, Homeless, Students with Disabilities [1.1]

- Chronic Absenteeism: Black or African American, Foster Youth, Homeless, Pacific Islander, Socioeconomically Disadvantaged, White [3.1]
- Graduation: Students with Disabilities [3.2]
- Suspension: American Indian, Black or African American, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White [4.1]

Lowest Performance Level (Student Group Performance School Level) [Metric/Action]

Alice Birney Elementary

- Academic ELA: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, White [1.7]
- Academic Math: English Learner [1.7]
- Chronic Absenteeism: Asian, Homeless [3.1]
- Suspension: Socioeconomically Disadvantaged, White [4.1]

Catherine Zane Middle

- Academic ELA: English Learner [1.7]
- Academic Math: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities [1.7]
- Chronic Absenteeism: English Learner, Hispanic, Socioeconomically Disadvantaged, White [3.1]
- Suspension: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White [4.1]

Eureka Senior High

- Academic ELA: English Learner, Hispanic, Students with Disabilities [1.7]
- Academic Math: English Learner, Hispanic, Socioeconomically Disadvantaged [1.7]
- Suspension: American Indian, Black or African American, Homeless, Two or More Races [4.1]

Grant Elementary

- Chronic Absenteeism: Asian, Students with Disabilities, White [3.1]
- Suspension: Socioeconomically Disadvantaged [4.1]

Lafayette Elementary

- Chronic Absenteeism: Two or more races, Socioeconomically Disadvantaged, White [3.1]

Washington Elementary

- Academic ELA: English Learner [1.7]
- Academic Math: Students with Disabilities [1.7]
- Chronic Absenteeism: Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White [3.1]
- Suspension: Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White [4.1]

Winship Middle

- Academic Math: Students with Disabilities [1.7]
- Chronic Absenteeism: Hispanic, Students with Disabilities [3.1]
- Suspension: Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White [4.1]

Zoe Barnum High

- College and Career: Socioeconomically Disadvantaged [6.3]
- Graduation: Socioeconomically Disadvantaged [3.2]

ECS improved considerably by decreasing the number of subgroups in Differentiated Assistance status.

Reflections: Technical Assistance

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

Based on the 2023 Dashboard, Eureka City Schools is eligible for Differentiated Assistance (DA). The district has seven eligible student groups (American Indian, African American, Foster Youth, Homeless, Socioeconomically Disadvantaged, Student with Disabilities, White) in a variety of priority areas:

- American Indian: Academics and Suspension
- African American: Chronic Absenteeism and Suspension
- Foster Youth: Academics and Chronic Absenteeism
- Homeless: Academics and Chronic Absenteeism
- Socioeconomically Disadvantaged: Chronic Absenteeism and Suspension
- Student with Disabilities: Academics, Graduation Rate, and Suspension
- White: Chronic Absenteeism and Suspension

Significant improvement was made as reflected in the 2024

Eureka City Schools has been diligently addressing chronic absenteeism, suspension, and academic success to ensure improvement in the metrics that qualify us for differentiated assistance. We are working with a Humboldt County Office of Education team focusing on attendance. We have received assistance and training from Corwin Partners on restorative practices and True North on belonging circles for suspension reduction. We are also partnering with Corwin Partners to promote academic success, with a focus on teacher clarity. This ensures that students understand what they are learning, why they are learning it, and how they will know they will be successful.
The district's leadership team went through an iceberg exercise led by HCOE staff, working as a site-level team. Each person committed to taking one action to improve attendance.
Additionally, ECS Community Schools is focusing on increasing the daily attendance of our most vulnerable student populations. A district van has been purchased for Community School Liaisons to coordinate transportation for McKinney-Vento and foster youth experiencing transportation barriers. We are engaging with all families to increase attendance by conducting home visits and matching families with community resources such as housing, long-term transportation, and food resources through MTSS Team weekly meetings at each of our 9 school sites. These actions enhance trust and engagement with families, leading to increased attendance. Community School Liaisons at each school site implement the Check and Connect model of student support, checking in weekly with each McKinney-Vento student to build relationships, increase site-level support, and directly track daily and weekly attendance.
In tandem with its efforts to enhance attendance, the district has also been proactive in reimagining disciplinary practices to minimize suspensions and promote positive behavior among students. Utilizing restorative justice approaches and counseling services, ECS aims to

address underlying issues contributing to behavioral infractions, fostering a culture of accountability and empathy. Staff have attended trainings at HCOE, both in-person and virtually, with Corwin, as well as in the district with our PBIS/Climate coach.
Furthermore, Eureka City Schools is committed to advancing academic success by implementing evidence-based instructional strategies and providing comprehensive support services. Through targeted interventions and a focus on tier 1, implementing best teaching practices and PBIS. Through data-driven decision-making, utilizing Unified Insights, mCLASS, and IXL, teachers and administrators are making targeted decisions to support students, focus teaching efforts, and use ongoing monitoring instead of relying solely on summative end-of-year data. In professional development initiatives, educators are equipped with the tools and resources necessary to meet the diverse needs of students and facilitate their academic growth.
Additionally, the district emphasizes collaboration with families and community partners to ensure a seamless continuum of support inside and outside the classroom, empowering students to achieve their full potential and succeed academically.

Academics:
Supporting students' academic needs requires a multifaceted approach integrating evidence-based methodologies to ensure comprehensive growth and success. ECS is partnering with the Humboldt County Office of Education (HCOE), Supporting Inclusive Practices (SIP), Corwin Associates—visible learning, and Scaling Student Success- portrait of a graduate.

Teachers and instructional coaches work with staff at HCOE on math lesson studies, the use of library materials and resources, and culturally responsive lessons related to Native Americans. Working with SIP focuses on inclusion and co-teaching to better support students with disabilities and ensure access to grade-level curriculum. By harnessing the principles of visible learning, educators can employ strategies that make learning intentions and success criteria transparent to students, allowing them to take ownership of their progress and set goals needed for improvement. Portrait of a Graduate outlines six competencies students will accomplish at ECS. This includes a focus on project and competency-based learning. Incorporating various engagement strategies, such as interactive lessons, collaborative activities, and technology integration, creates an environment that motivates students and sustains their interest in learning. Our goal is to make learning more meaningful and relevant, leading to increased student performance for American Indians, foster youth, homeless, and students with disabilities.

Support and Assistance for Foster and Homeless students:
In response to the high rates of chronic absenteeism among homeless and foster youth, Marshall Family Resource Center has created a comprehensive set of initiatives aimed at improving academic outcomes and reducing absenteeism for these vulnerable student populations. With homeless youth experiencing a chronic absenteeism rate of 35.95% and foster youth at 26.83%, compared to the district average of 18.68%, targeted interventions are crucial (Unified Insights, 2024). Transportation assistance is provided through gas cards, bus passes, and special school bus routes, all of which are coordinated by our dedicated transportation team. We also collaborate with social workers and community school staff to use the Marshall Family Resource Center Van for tailored routes and accommodations when the above options are insufficient.

Recognizing the impact of instability and trauma on academic performance, I've seen that our district prioritizes academic support for these students. Homelessness and foster care often bring additional hurdles, making consistent attendance and learning difficult. To address this, many of our schools offer after-school programs. Marshall FRC connects students to trauma-informed tutoring tailored for foster youth, providing them with the necessary tools and resources to succeed academically. Additionally, we provide individualized support for homeless youth, understanding that their needs vary on a case-by-case basis. By combining transportation assistance, hygiene support, and targeted academic interventions, we aim to create an environment where homeless and foster youth feel supported, empowered, and fully engaged in their education despite their challenges.

HCOE provides the payment for trauma-informed tutoring for foster youth, which is vital in retaining student attendance, as falling behind in class is a common reason for students to stop attending school. They provide professional development and training on laws and policies related to homeless and foster youth, ensuring we stay informed and equipped to advocate effectively for these students. Additionally, they collaborate with our district to implement tailored support systems, such as the MTSS program, which is designed explicitly for McKinney-Vento students.

Further, HCOE offers general consultation services, providing guidance whenever needed. They also facilitate training sessions, partnering with their data analyst to equip me with essential skills in programs like Foster Focus and CalPads, as well as providing access to relevant data crucial for tasks like grant writing and reporting. HCOE organizes monthly meetings for McKinney-Vento liaisons, fostering professional collaboration and knowledge sharing. They also assist in resource allocation, reimburse supplies for foster youth, and facilitate connections with agencies such as Child Welfare Services (CWS) and Juvenile Probation through regular meetings. Through this and other initiatives, HCOE significantly enhances our ability to serve homeless and foster youth effectively, ensuring they receive the support needed to succeed in their educational pursuits.

Suspension:
Incorporating the MTSS framework, including PBIS, at Eureka High School and throughout the district enables proactive contact and support for students exhibiting problematic behaviors. Community partnerships provide counseling services, while school counselors offer academic and social-emotional support. An alternative elementary classroom at Lafayette provides extensive counseling, behavioral, and academic support and will expand to include middle school students at Winship Middle School. Behavior Support Assistants and Restorative Practices Support Specialists across elementary schools provide Tier 2 and Tier 3 supports, alternatives to suspension, and participate in daily behavior huddles. Community School Liaisons coordinate with social workers and outside providers to address at-risk students needs. School-wide PBIS and the Second Step Curriculum, alongside Zones of Regulation, are implemented to support students. School psychologists and BCBAs provide crisis intervention mental health counseling and develop behavior intervention plans.

Figure 1 shows all categories and subgroups for 2023

Eligible Student Groups	ELA	MATH	ELPI	ABS	GRAD	SUSP	CCI
American Indian	1	1		2		1	
Black or African American				1		1	
Foster	1	1		1		2	
Homeless	1	1		1	2	2	2
SE Disadvantaged	2	2		1	2	1	2
Students with Disabilities	2	1		2	1	1	2
White	2	3		1	2	1	3

Figure 2 shows all categories and subgroups for 2024

Eligible Student Groups	ELA	MATH	ELPI	ABS	GRAD	SUSP	CCI
Foster	1	1		1		1	
Homeless	2	1		1	4	1	2

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.

Zoe Barnum (2024-25 and 2025-26)

Support for Identified Schools

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

Zoe Barnum High School will align with the district’s strategic plan, SPSA, and LCAP to develop and implement a comprehensive improvement plan. Stakeholder input from family, student, and staff surveys will guide decision-making. The Instructional Leadership Collaboration team and School Site Council will review data, assess program effectiveness, and adjust strategies as needed. Regular data reviews and stakeholder meetings will ensure continuous improvement and maximize student outcomes.

Monitoring and Evaluating Effectiveness

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

Zoe Barnum High School will use LCAP annual measurable outcomes, SPSA, CAASPP results, and the California Healthy Kids Survey (CHKS) to monitor student achievement. Progress toward graduation will be tracked using the school information system to monitor attendance and credits. Data from the California School Dashboard and local indicators will be reviewed annually to assess effectiveness and guide improvements, ensuring continuous progress toward student success. Zoe Barnum stakeholders will analyze multiple data sets to provide recommendations supporting academic and social-emotional growth for all students. The Instructional Leadership Team, School Site Council, families, and community partners will review LCAP, student and family survey results, needs assessment data, SIP, CHKS, and SPSA to align programs, personnel, and support to areas of need. CSI funds will be used to implement interventions focused on academic progress, attendance, SEL, behavior, and engagement strategies. These focus areas will guide the needs assessment and root cause analysis to ensure that interventions address the reasons for CSI eligibility. Funds will support data analysis, professional development, and evidence-based programs to drive improvement. The process ensures alignment with LCAP goals, actions, and services, leading to sustainable, long-term student success through targeted interventions and continuous progress monitoring.

Zoe Barnum High School will collaborate with external partners to align with the district’s Portrait of a Graduate and competency-based education model. Eureka City Schools is committed to providing graduates with essential life skills, and partnerships will focus on research-based strategies to enhance engagement, achievement, and academic growth. The LEA’s rigorous review process for recruiting, screening, selecting, and evaluating external service providers includes assessing their track record in supporting schools with similar improvement needs. Providers must demonstrate expertise in evidence-based practices and measurable outcomes aligned with LCAP, SPSA, and CAASPP readiness. The selection process will include reviewing research, analyzing data from previous work, and ensuring alignment with district goals. Ongoing evaluation through data collection and performance reviews will ensure the effectiveness of strategies and continuous improvement in student success.

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
Certificated and Classified Staff	Thought Exchange Survey sent to both LCAP team through district email contacts and social media. The Thought Exchange can be filtered by Certificated or Classified staff and by site. A series of Likert scale questions was also asked based on the subgroup respondents identified with. BASICS School Site Culture Survey administered three times during the year.
Principals and Administrators	Regular input during executive and leadership meetings.
Parents and Community Members	LCAP team members attended Site Council and ELAC meetings at Alice Birney, Grant, Lafayette, Washington, Winship, Zane, and Zoe Barnum to gather input from parents. Presentations were also made to the DELAC and Indian Education Parent Advisory Committees. Community School staff attended Site Council meetings and gathered feedback. School Site Councils reviewed and gave input on budget recommendations based on input from students, families, staff, and community partners gathered through listening sessions, surveys, and advisory feedback. This input informed investments such as PlayWorks for recess reboot, community gardens with Grow Together, after-school reading tutoring at Alice Birney, and In-School Suspension Rooms with Restorative Practices Support Specialists at both middle schools—all aligned to identified needs under Pillars 1 and 2. All parents received an auto dialer, text, and email message inviting them to participate in and respond to the Thought Exchange survey. The Thought Exchange was promoted several times on the district's Facebook page. The Thought Exchange can be filtered by

Educational Partner(s)	Process for Engagement
	site. A series of Likert scale questions was also asked, based on the subgroup to which the respondents identified.
Students	Student input for 3rd through 12th grade was through Thought Exchange. The Exchange can be filtered by grade band- 3rd-5th, 6th-8th, and 9th -12th or by school site. The superintendent held student listening sessions at all sites.
District English Learner Advisory Committee DELAC	Presentation on LCAP was made to the DELAC, group provided input both as part of a discussion and was also given access to the Though Exchange survey.
Indian Education Parent Advisory Committee PAC	Presentation on LCAP was made to the PAC, group provided input both as part of a discussion and was also given access to the Though Exchange survey.

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

The LCAP team utilized tools in Thought Exchange to analyze feedback from educational partners using a strengths, weaknesses, and opportunities format to identify areas of the LCAP influenced by our educational partners. Along with conversations at Site Council, DELAC and PAC meetings, participants were giving access to Thought Exchange to record their feedback.

For the student survey, there were 795 respondents in grades three through twelve. 272 34d-5th, 288 6th-8th, and 226 9th-12th.

For the adult survey, there were 345 respondents. 103 certificated staff, 81 classified staff, 133 parent or guardians, and 16 community members.

Areas of Strength identified in the student survey:
Supportive Environment
Participants consistently emphasized the importance of having a respectful and supportive environment. Many responses highlighted how positive relationships with teachers and peers create a safe and conducive atmosphere for learning. This suggests that the school is already perceived as a place where kindness and mutual respect are valued.

Variety of Electives
Strong opinions favor including more elective courses tailored to students' interests and future career goals. Participants noted that electives offer opportunities to explore various subjects and skills, thereby aiding personal growth and career preparation. This reflects positively on the school's ability to offer diverse learning experiences.

Engaged Teachers

Several responses praised teachers who are engaging and make learning enjoyable. There is an appreciation for educators who actively engage with students and adapt their teaching methods to make lessons engaging and interactive. This demonstrates a strength in the quality of teaching and teacher-student relationships.

Focus on Practical Skills
The emphasis on life skills and practical knowledge, such as learning about taxes, budgeting, and real-world applications, received positive recognition. Participants recognize the importance of being prepared for life beyond school and appreciate efforts to include these valuable skills in the curriculum.

Emphasis on Mental Health
Several responses emphasized the importance of addressing mental health and providing adequate support systems, including counseling services and mental health days. This shows that the school is aware of the need for mental health resources and is taking steps to support students' well-being.

Overall, these areas of strength demonstrate that the school is committed to fostering a supportive, diverse, and engaging environment that prioritizes academic and personal development.

Areas of Strength identified in Adult Survey:
Participants also highlighted several strengths of Eureka City Schools that align with their mission and contribute positively to their students' educational experience.

Focus on Mental Health
The district's focus on mental health and well-being is strongly appreciated. Participants value the emphasis on providing mental health support and creating a positive student environment.

Supportive and Responsive Staff
Participants expressed satisfaction with the dedication and responsiveness of the staff at Eureka City Schools. They appreciate that staff address issues effectively and are committed to supporting students' needs.

Commitment to Inclusivity
The district's commitment to inclusivity, particularly through the inclusion of diverse programs and languages, is a strength. This approach helps students from various backgrounds feel valued and supported.

Positive School Community
Participants appreciate the collaborative efforts of students, families, staff, and community members. Effective collaboration helps raise well-rounded students and fosters a supportive school environment.

Personalized and Engaging Learning
There is strong support for personalized learning pathways and project-based learning initiatives within the district. These efforts are valued for their ability to engage students, cater to their individual needs, and make learning more relevant and enjoyable.

Feedback from both students and adults has highlighted key strengths that align directly with LCAP Goals 1 and 2. The district's commitment to fostering a supportive and inclusive environment (Goals 2.4 and 2.5) is evident in the strong relationships among staff and students, a focus on mental health, and the formation of collaborative school communities. High-quality, engaging instruction provided by teachers (Goal 1.2), along with access to diverse electives and project-based learning (Goals 1.5 and 1.7), supports personalized learning and student interests. The emphasis on practical life skills and college and career readiness (Goal 1.5) demonstrates alignment with district priorities. By building on these strengths, Eureka City Schools can continue to foster a positive, inclusive, and effective learning environment that aligns with their mission and supports student success.

Areas of Growth identified in Student Survey:
Food Quality and Availability
Participants frequently mentioned dissatisfaction with the quality and variety of school food. Many expressed the need for more nutritious and appealing food options to help them focus and perform better academically. Upon closer examination, this was primarily a concern at the elementary and middle school levels.

Implementation of Flexible Policies
There were mixed feelings about current school policies, particularly regarding phone usage and homework. Some participants believe that more flexible and student-friendly policies that consider their needs and well-being, such as allowing phone use during breaks or reducing homework, would reduce stress and improve focus.

Curriculum Relevance
Many students believe that the current curriculum includes subjects that are not relevant to their future. They desire more practical life skills and career-oriented classes, such as those that teach about taxes, budgeting, and other real-life applications.

Safety and Supervision
Concerns about safety, bullying, and the need for better supervision were commonly mentioned. Some participants do not feel completely safe due to incidents of bullying and a lack of adequate supervision in certain areas.

Resource Adequacy
Participants often highlighted the need for more resources, including school supplies, technology, and learning materials.

Support for Mental Health
While the importance of mental health is acknowledged, participants indicated a need for more resources and support systems. They suggested providing more counseling services, implementing mental health days, and creating a supportive environment that prioritizes students' mental health.

School Scheduling
Several suggestions for changes to the school schedule were made, such as longer breaks, shorter school days, and later start times. Participants believe these changes would help them better manage their energy levels and improve their focus in class.

Engagement and Interaction
Some students feel that lessons and school activities could be more engaging and interactive. They prefer hands-on learning and project-based activities over traditional methods.

Extracurricular Activities
Participants desired more extracurricular activities, including sports, arts, and social events. They believe that these activities contribute to personal growth and social development.

Addressing Inequities
Responses indicated a need to address inequities, such as providing more support to underserved students and ensuring equal access to resources and opportunities.
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Areas of Growth identified in Adult Survey:
Based on the responses from adult participants, several areas for growth have been identified that Eureka City Schools can focus on to better align with their mission and meet the needs of their students.

Special Education Support
Participants emphasized the need for more comprehensive support for students with special needs, including those with Individualized Education Programs (IEPs) and 504 plans. They believe that these students are not receiving the necessary interventions and individualized attention, which negatively impacts their learning and overall school experience.

Communication Improvement
Effective communication was a recurring theme, with many participants noting the need for better communication between the school, families, and the community. Improved communication can build trust, transparency, and collaboration, ensuring that parents are well-informed and engaged in their children's education.

Class Size Reduction
There is a strong emphasis on reducing class sizes to create a more personalized and supportive learning environment. Participants believe that smaller class sizes would enable more individualized attention, better management of behavioral issues, and improved learning experiences.

Advanced Learning Opportunities
Participants expressed concern that advanced learners are not being sufficiently challenged and supported. They believe that offering more challenging work and accelerated programs for advanced learners is crucial to keeping them engaged and motivated.

Balanced Technology Use
Participants are concerned about the excessive use of Chromebooks and screen time in elementary school classrooms. They believe that too much screen time can negatively impact students' well-being and engagement.

The opportunities for improvement identified through the Thought Exchange are linked to various LCAP goals. Students and adults have stressed the need for increased mental health resources and supervision (Goal 2.4), improved communication and engagement with families (Goal 2.5), and enhanced support for special education and advanced learners (Goals 1.6 and 1.7). Concerns about curriculum relevance and school schedules relate to the district's focus on practical skills, flexible instructional models, and expanding access to Career and Technical Education (CTE) and dual enrollment opportunities (Goals 1.5 and 1.7e). Additional areas for growth include expanding extracurricular opportunities, ensuring equitable access to resources (Goal 2.2), and addressing class sizes (Goal 1.1). The LCAP addresses these concerns through investments in staffing, program expansion, and student-centered policies, thereby fostering a more equitable and engaging learning environment.

Equity Multiplier Input at Zoe Barnum High School:
The School Site Councils reviewed and approved budget recommendations based on input from students, families, staff, and community partners gathered through listening sessions, surveys, and advisory feedback. This input informed investments, such as the wellness space designed by students in partnership with community school staff and a partnership with Blue Lake Rancheria to install a washer/dryer, all of which were aligned with identified needs under Pillars 1 and 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff. Focus Goal 1.1: All students, including subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science. Focus Goal 1.2: Ensure all students have access to a multi-tiered system of support for ELD instruction, leading to improved progress and EL Reclassification Rates. Focus Goal 1.3: We will increase the number of students who are CTE pathway completers along with the number of students who are CTE pathway and A-G completers. Focus Goal 1.4: .Increase the percentage of students who meet A-G eligibility for the UC and CSU systems. Focus Goal 1.5: Increase the percentage of students in 11th grade who are "prepared" according to the College and Career Indicator on the CA Dashboard. Focus Goal 1.6: Increase the number of students who pass an Advanced Placement exam with a score of 3 or higher or are enrolled in a dual enrollment course. Focus Goal 1.7: Ensure all teachers are highly qualified by being appropriately credentialed and assigned and support staff is appropriately placed. Focus Goal 1.8: Retain highly qualified teachers and decrease the number of teachers on special permits. Focus Goal 1.9: Retain highly qualified classified staff in roles that directly serve or interact with students. Focus Goal 1.10: Maintain class size average in 4th-12th grades lower than contractual requirements.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal is rooted in an analysis of performance data, which may have identified both strengths and areas needing improvement within the LEA. Highlighting this goal shows that the LEA has critically assessed its current performance and recognizes the need for focused efforts to improve academic outcomes and readiness for post-secondary opportunities. Where ECS is below the state average on a metric or with a subgroup, the goal is to reach the state average in three years. Unduplicated student groups are included in relevant metrics, along with any subgroups that are part of the district ATSI status for being in the red on the dashboard for three or more years. If ECS is at or above the state average for the metric, our goal is to have continued growth and improvement at a reasonable rate. Emphasizing high academic achievement and readiness for all students underscores a commitment to educational equity. It ensures that every student, regardless of background, has access to quality education and the opportunity to succeed. Ensuring that students are taught and supported by qualified staff highlights the importance of having well-trained, effective educators and support personnel. Broad course of study for all elementary and middle school students is met and reported on in the local indicators. ECS meets this requirement on an annual basis. This aspect of the goal reinforces the LEA's dedication to professional development and hiring practices that benefit students' educational experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Points below or above standard in ELA to reach the state average. CAASPP and Dashboard	2022-2023 All: 45.1 points below standard in ELA SED: 60.7 points below standard EL: 80.6 points below standard FY: 100.3 points below standard American Indian: 97.7 points below standard Homeless: 110.9 points below standard	2023-2024 All: 38.5 points below standard in ELA SED: 51.3 points below standard EL: 71.4 points below standard FY:121.9 points below standard American Indian: 81 points below standard Homeless:98.7 points below standard		By the 2026-27 school year, all students be at the listed at the points for ELA CAASPP as measured by the CA Dashboard: All: 13.6 points below standard SED: 42.6 points below standard EL: 67.7 points below standard FY: 89.2 points below standard American Indian: 47.9 points below standard Homeless: 67.9 This will be accomplished by moving toward our goal by at least 10.5 points annually over the next three years.	All:+6.6 SED :+9.4 EL:+9.2 FY:-21.6 American Indian:+16.7 Homeless:+12.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Points below or above standard in math to reach the state average. CAASPP and Dashboard	2022-2023 All: 81.6 points below standard in math SED: 144.1 points below standard EL: 118.1 points below standard FY: 136.8 points below standard American Indian: 134.7 points below standard Hispanic: 105.8 points below standard Students with Disabilities: 144.1 points below standard Homeless: 143 points below standard	2023-2024 All: 76.5 points below standard in math SED: 88 points below standard EL:113.7 points below standard FY: 170.9 points below standard American Indian: 109.1points below standard Hispanic: 98.6 points below standard Students with Disabilities: 132.3 points below standard Homeless: 147.7 points below standard		By the 2026-27 school year, all students be at the listed at the points for Math CAASPP as measured by the CA Dashboard: All: 49.1 points below standard SED: 80.8 points below standard EL: 93.4 points below standard FY: 127.4 points below standard American Indian: 87.3 points below standard Hispanic: 80.8 points below standard Students with Disabilities: 127.3 points below standard Homeless: 101.3 This will be accomplished by moving toward our goal by at least 10.9 points annually over the next three years.	All: +5.1 SED:+56.1 EL:+4.4 FY:-34.1 American Indian:+25.6 Hispanic +7.2 Students with Disabilities:+11.8 Homeless:-4.7
1.3	Percentage met or exceeded in Science to reach the state average.	2022-2023: All: 26.68% met or exceeded	2023-2024: All: 27.19% met or exceeded		By the 2026-27 school year, the given percentage	All: +0.51% SED: +14.08% EL: -2.54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAST Science Test and Dashboard	SED: 6.19% met or exceeded EL: 4.39% met or exceeded FY: Not Reported due to sample size	SED: 20.27% met or exceeded EL: 1.85% met or exceeded FY: Not Reported due to sample size		of all students and subgroups of students listed below will score at met or exceeded on the CAST as measured by the CA Dashboard: All: 30.18% met or exceeded SED: 19.32% met or exceeded EL: 10.39% met or exceeded FY: 14.77% met or exceeded This will be accomplished by increasing the district's percentage by at least 1.2% annually over the next three years. EL students exceed the state average and will increase by 2% annually.	FY: Change: Not Applicable (Baseline Not Available)
1.4	Percentage of students making progress towards English language proficiency. CA Dashboard	2022-2023: 53.9% making progress toward English proficiency	2023-2024: 53.4 % making progress toward English proficiency		By the 2026-27 school year, 60% of English learning students will be making progress toward English proficiency and	-0.5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					continue to exceed the state average as measured through the CA Dashboard. We will aim to increase this result by 2.5% annually.	
1.5	Percentage of students reclassifying as English proficient. CalPADS	2023-2024: 8.3% of EL students reclassified. 45.4% of EL students were Long Term English Learners in 2022-23	2024-2025: 13.8 % of EL students reclassified. 42.8% of EL students were Long Term English Learners in 2023-2024		By the 2026-27 school year, English learner reclassification will increase 2% annually, to 14.3% as measured by CALPADS. By the 2026-27 school year, less than 30% of ECS English Learners will be Long Term English Learners.	Reclassification Rate +5.5 percentage points Percentage of LTELs -2.6 percentage points
1.6	Percentage of students completing a CTE pathway CA Dashboard CCI indicator- School Dashboard Additional Reports and Data	2022-2023 All: 13.7% of students EHS: 16.5% Zoe Barnum: 0% of students Completed the CTE Pathway	2023-2024 All:16.9 % of students EHS: 20.6% Zoe Barnum: 0% of students Completed the CTE Pathway		By the 2026-27 school year, 18.7% of students enrolled in CTE pathways, will complete the pathway as measure through the California Dashboard. This	All: +3.2% EHS:+4.1% Zoe Barnum: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					will be accomplished by increasing the district's percentage by at least 1.7% over the next three years.	
1.7	Percentage of students completing Both A-G and CTE Pathway CA Dashboard CCI indicator- School Dashboard Additional Reports and Data	2022-2023 All: 4.1% of students EHS: 4.9% of students Zoe Barnum: 0% of students Completed both a CTE pathway and UC/CSU requirements.	2023-2024 All: 4% of students EHS: 4.9% of students Zoe Barnum: 0% of students Completed both a CTE pathway and UC/CSU requirements.		By the 2026-27 school year, 11.1% of students will be both a CTE Pathway completer and A-G qualified as measure through the California Dashboard. This will be accomplished by increasing the district's percentage by at least 2.3% over the next three years.	All: -0.1% EHS: No Change Zoe Barnum: No Change
1.8	Percentage of students meeting A-G requirements for UC/CSU admission CA Dashboard CCI indicator- School Dashboard Additional Reports and Data	2022-2023: All: 33.7% of students EHS: 35.1% of students Zoe Barnum: 29.1% of students (error in reporting- should be 0%) Met UC/CSU Requirements	2023-2024 All: 24.9 % of students EHS: 30.4% of students Zoe Barnum: 0% of students Met UC/CSU Requirements		By the 2026-27 school year, CSU.UC entrance requirement rates will increase to 44.5% as measured by the California Dashboard. This will be accomplished by	All: -8.8% EHS: -4.7% Zoe Barnum- 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					increasing the district's percentage by at least 3.6% over the next three years.	
1.9	Percentage of students demonstrating college preparedness in the Early Assessment Program (EAP) for both ELA and Math based on CAASPP scores. CAASPP-ELPAC.ets.org	2022-2023: Prepared ELA- Exceeded All: 11.2% EHS: 22.2% Zoe: 0% Prepared Math- Exceeded All: 7.9% EHS: 7.2% Zoe: 0% Conditionally Prepared ELA- Met All: 23.1% EHS: 30.6% Zoe: 11.5% Conditionally Prepared Math- Met All: 14.6% EHS: 14.4% Zoe: 0%	2023-2024 Prepared ELA- Exceeded All: 11.9% EHS: 22.1% Zoe: 0% Prepared Math- Exceeded All: 7.7% EHS: 5.7% Zoe: 0% Conditionally Prepared ELA- Met All: 24.2% EHS: 32.1% Zoe: 31.6% Conditionally Prepared Math- Met All: 14.9% EHS: 9.5% Zoe: 0%		By the 2026-27 school year ECS and EHS will continue to exceed the state for both prepared and conditionally prepared in ELA by increasing 2% per year. Zoe will increase to 17% prepared or conditionally prepared In math ECS will reach the state average of 35% prepared or conditionally prepared and EHS will exceed the state average. Zoe will increase to 5% prepared or conditionally prepared.	Prepared ELA- Exceeded All: +0.7% EHS: -0.1% Zoe: 0% Prepared Math- Exceeded All:-0.2% EHS:-1.5% Zoe: 0% Conditionally Prepared ELA- Met All: +1.1% EHS: +1.5% Zoe: +20.1% Conditionally Prepared Math- Met All: +0.3% EHS: -4.9% Zoe: 0%
1.10	Percentage of students classified as College and	2022-2023: All: 38.1% EHS All: 44.9%	2023-2024 All: 39.8% EHS All: 47.7%		By the 2026-27 school year, 44.1% of students will be	All: +1.7% EHS +2.8% Zoe All: -2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Career Ready on the CCI Indicator. CA Dashboard	Zoe All: 5.6%	Zoe All: 3.3%		classified "Prepared" on the college and career indicator, as measured through the California Dashboard's College and Career indicator. EHS exceeds the state average and will increase to 50.9%. Zoe will increase to 20%. This will be accomplished by increasing the district's percentage by at least 2% annually over the next three years.	
1.11	Parentage passing AP exam with a score of 3 or higher College Board	2022-2023: 63% Passing with a 3+ on one or more AP exams. 30% passing with a 3+ on two or more AP exams.	2023-2024 72% Passing with a 3+ on one or more AP exams. 28% passing with a 3+ on two or more AP exams.		By the 2026-27 school year, of students attempting the Advanced Placement Course Assessment at EHS, 33.3% of those student will receive a score of 3 or higher on two or more AP exams as measured through the College Board	One or More AP Exams: +9% Two or More AP Exams: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					website on two or more AP exams.	
1.12	Percentage of teachers fully credentials as measured by CalSAAS report	2022-2023: 96% of teachers are fully credentialed	2023-2024 96% of teachers fully credentialed		By the 2026-27 school year, 100% of teachers will be fully credentialed as measured by CalSAAS report.	No change
1.13	Average years of service for the district and number of teachers on a short-term staff permit or internship permit. Personnel report to board.	Average years of service 2023-24- 9.54 Teachers on short-term staff permit- 4 Teachers on internship permit- 2	Average years of service 2024-2025-10.11 Teachers on short-term staff permit-1 Teachers on internship permit-0 Emergency CLAD/EL Authorizations-3 General Education Limited Assignment-1		The average years of service for ECS will increase to 12 years. The number of teachers on a short-term staffing permit will decrease to 1, and the number of teachers on an internship permit will decrease to 0.	Average Years of Service: +0.57 years Teachers on short-term staff permit: -3 teachers Teachers on internship permit: -2 teachers Emergency CLAD/EL Authorizations:+3 General Education Limited Assignment: +1
1.14	Percentage of classified staff that gain permanency each year as measured for the previous school year by the personnel department.	2022 - 2023 school year: 52 classified staff became permanent 12 classified staff resigned or were terminated before becoming permanent 77% achieved permanency	2023-2024 school year: 70 classified staff became permanent classified staff 13 resigned or were terminated before becoming permanent 81.5% achieved permanency		By the 2025-26 school year 85% of all classified staff hired will achieve permanency.	Achieved Permanency: +18 staff Resigned/Terminated: +1 staff Overall Change in Permanency Rate: +4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Maintain class size average in core classes grades 45h-5th, 6th-8th, and 9th-10th as reported in district and SARC reports.	Average class size for 4th and 5th 2022-23: 27:1 6th-8th 2022-23: 27:1 9th-12th 2022-23: 25:1	2023-2024 Average class size for 4th and 5th 2023-2024:26:1 6th-8th 2023-2024: 23:1 9th-12th 2023-2024:24.5		Maintain an average class size at or below 4th and 5th 2025-26: 28:1 6th-8th 2025-26: 30:1 9th-12th 2025-26: 30:1	4th and 5th: -1student 6th-8th: -4 students 9th-12th: -0.5

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.

All actions were implemented as planned.

Goal 1.5 Reclassification of English Learners increased by 5.5% in one year. ECS has implemented Systematic ELD curriculum K-12 along with ongling professional development for teachers and EL techs, has increased the number of sections at middle and high school to support EL students, and appropriately groups them by ELPAC level for support. ECS purchased Ellevation to digitally monitor EL students in a more efficient and effective manner.

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.

GOAL 1.1 variance of $103,134 due to increased budgets for materials to coincide with unrestricted funding changes, mainly in site block grant.
GOAL 1.2 variance of $456,932because original LCAP and budget had several EL positions coded to a SACS instructional goal instead of the appropriate EL goal. These salaries were formerly included in Goal 1.7 and 1.9. Also, added budget for materials, which was previously not included in the LCAP.
GOAL 1.3 variance of $64,765 due to increased materials and equipment expenditures in CTEIG.
GOAL 1.4 variance of (95,948) due to reduction in materials budget to offset increased salaries. Staffing is included in Goal 1.7.

GOAL 1.7 variance of $5,902,278 due to increased salary schedules and retroactive pay for the 23/24 school year.
GOAL 1.8 variance of (840,601) because original LCAP included classified and management salaries in retention calculations. Updated amounts removes those employees and focuses on teacher retention at an estimate of 5% of certificated salaries. Additionally, some funds are included in Goal 1, Action 7 in the annual update.
GOAL 1.9 variance of $599,941 due to increased salary schedules and retroactive pay for the 23/24 school year.

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

Action 1.1 (1.1a-1.1c All students, including lowest performing subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science) was effective, as indicated by the progress in ELA and Math scores.

Action 1.2 (1.2a 1.2b Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and a lower percentage of LTEL students) was also effective, shown by the decrease in the percentage of ECS English Learners who are long-term English learners.

Action 1.10 (Class Size 4th through 12th) was effective, with the class size average in 4th and 5th grade decreasing from 27:1 in 2022-23 to 26:1 in 2023-2024.

Action 1.8: Teacher (Certificated) Retention is measured by Metric 1.12, the Percentage of teachers fully credentialed as measured by CalSAAS report, maintained performance at 96%, and Metric 1.13, Average years of service for the district and number of teachers on a short-term staff permit or internship permit. Personnel report to the board. Based on the metrics, this action is indicated as effective, as there was an increase in years of service, a decrease in STSPs, and internships.

Action 1.9: Classified Retention is measured by Academic Achievement Metric 1.2, 1.3, 1.4 on ELA and Math Dashboard and CAST Science results. All groups are making progress in ELA except for FY. All groups are making progress in Math except FY and Homeless youth. All students who have a significant student group size are making progress except for ELs. To support these students in the coming year, ECS will increase targeted supports by classroom aides, literacy technicians, and EL technicians. ECS will also be hiring additional health aides to support student well-being and increase attendance.

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.

The goal remains unchanged.

Metric numbering was updated to add clarity. This change impacts the Metrics listed above, the Actions short titles (which previously included a more complex system of numbering and now includes a reference to "Measured by Metric". The metric numbering was also updating in contributing action justification as applicable.

The following adjustments were made to actions for LRE funding captured in Action 1.7:
Additional positions were created to implement competency-based learning and will be funded with Learning Loss Recovery funds starting in the 2025-26 school year.

The Learning Progressions TOSA will work with a team of lead teachers to write standards-aligned learning progressions for language arts and math from kindergarten through high school, along with the competencies in the ECS Portrait of a Graduate, during the 2025-26 school year. Other subject areas will work with the TOSA to write learning progressions in the 2026027 school year. This will increase scores on CASSPP ELA and math, along with CAST.

The TOSA for Pathways and Partnerships will develop and implement comprehensive academic and career technical education (CTE) pathways for students. They will be responsible for scaling dual enrollment opportunities to align with Vision 2030, where California students will graduate high school with 12 units from dual enrollment. They will work with staff to build learning progressions within pathways and develop district-wide events for learners to showcase evidence of learning and competency through portfolios and public exhibitions. The TOSA will also facilitate listening sessions to gather workforce needs from the community and student interest in pathway and career development opportunities. They will develop workshops for families, create marketing plans, and actively recruit students. Furthermore, the TOSA will cultivate partnerships with local businesses to provide job shadowing and internship opportunities. This will increase the number of students earning dual enrollment credits, becoming A-G eligible, and completing CTE pathways.

Federal guidance encourages funding strategies that support: Accelerated learning, Personalized learning models (e.g., competency-based learning), High-quality instructional materials, and Expanded learning time. Creating roles like the Learning Progressions TOSA and Pathways and Partnerships TOSA directly supports these goals by structuring instruction and ensuring coherence across grade levels and pathways. Research shows that when districts implement vertically aligned curriculum and clearly defined learning progressions, Students demonstrate stronger content mastery. Teachers are better able to differentiate and scaffold instruction. Outcomes on state assessments like CASSPP and CAST improve. A 2020 RAND study on curriculum coherence found that alignment across grades significantly enhanced students' academic achievement in both English Language Arts (ELA) and mathematics. Supporting Frameworks: Understanding by Design (Wiggins & McTighe)Learning Progressions Frameworks Designed for Use with the Common Core State Standards (CCSSO). California's Vision 2030 goals include expanding dual enrollment and career pathways to prepare students for post-secondary success. A dedicated TOSA can: Coordinate efforts across sites, build industry partnerships, facilitate student exhibitions, and align with A-G and CTE pathway completion metrics. Evidence of Impact: The California Community Colleges Chancellor's Office reports that students who complete 12+ dual enrollment units are more likely to persist in college. Linked Learning and California Partnership Academies have shown success in combining academic and career learning through structured support roles similar to a TOSA.

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	All students, including lowest performing subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science. (Measured by Metrics 1.1, 1.2. 1.3 Academic Achievement)	The materials and supplies for the ELA, Math and Science indicators.	$375,459.00	No
1.2	Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students. (Measured by Metrics 1.4 and 1.5)	Provide EL Techs and EL Intervention teachers at each site to provide multi-tiered ELD support. Additional EL tech hours are added at the middle school level to support LTEL students.	$1,000,433.00	Yes
1.3	CTE Pathway Completion Rates (measured by Metric 1.7)	Provide CTE sections and class options for students to complete CTE courses. Also provide the equipment and materials necessary to complete the CTE classes.	$866,310.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Increase the percentage of students who meet A-G eligibility for the UC and CSU systems (measured by Metric 1.8)	Providing additional sections of A-G courses to provide opportunities for completion. Fund a guidance counselor to direct students on best steps for success. All high school students have access to a broad course of study with A-G classes.	$40,643.00	No
1.5	Percentage of students classified as College and Career Ready on the CCI Indicator. (measured by Metric 1.10)	Students qualify as prepared on CCI indicator- A-G, CAASPP met or exceeded, Seal of Biliteracy, CTE pathway completers, AP test passing, Dual Enrollment, Work Based Learning. All high school students have access to a broad course of study including world language, visual and performing arts, and CTE classes.		No
1.6	Increase the number of students who pass an Advanced Placement exam with a score of 3 or higher or are enrolled in a dual enrollment course. (measured by Metric 1.11)	Access to variety of Advanced Placement courses starting in 10th grade		No
1.7	Highly Qualified Teachers and support staff (measured by Metrics 1.12)	Ensure all teachers are highly qualified by being appropriately credentialed and assigned and that support staff is appropriately placed. Staff will support and monitor the lowest-performing schools and school-level student groups as monitored in each site's individual Single Plan for Student Achievement (SPSA). 24-25 LREBG Action, see Goal Analysis Prompt 4.	$46,260,534.00	No
1.8	Teacher retention (measured by Metrics 1.12 and 1.13)	Retaining highly qualified teachers will serve unduplicated students by providing consistent, high-quality education, fostering solid student-teacher relationships, and offering tailored support to meet diverse needs.	$1,110,756.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Classified staff to support students-retention (measured by Metrics 1.1, 1.2, 1.3 and 1.14)	Classified staff to support students as BCBAs, classroom aides, monitors, for academic and social emotional support	$5,550,430.00	Yes
1.10	Class Size 4th through 12th (measured by Metric 1.15)	Maintain class size average in core classes grades 45h-5th, 6th-8th, and 9th-10th lower than contractual limits	$900,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Every student will have access to high-quality instructional materials that are aligned with the adopted curriculum while attending school in safe, clean, and well-maintained facilities. 2.1 Access to high-quality instructional materials 2.2 Safe, clean and well maintained facilities	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Williams Act in California ensures all students have equal access to instructional materials, safe schools, and qualified teachers. By ensuring sufficient instructional materials, schools comply with the Williams Act and create a more equitable, effective, and high-quality educational environment for all students. School facilities in California need to be in good repair to ensure student safety, enhance learning environments, comply with state regulations, and support overall student well-being and academic performance. Well-maintained facilities reduce health hazards, create a conducive atmosphere for education, and reflect the community’s commitment to quality education.ECS will continue to be Williams Act compliant in both academic materials and facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Curriculum/ materials inventory, including all core subjects and ELD curriculum, will be Common Core Standards Aligned and Williams compliant. District Williams Report, Annual Board Resolution	100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.		100% of students will have access to standards-aligned instructional materials.	no difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on Sufficiency of Instructional Materials,					
2.2	Ratings for all sites on the Facility Inspection Tool (FIT) of clean and safe facilities will be "Good". Local data.	78% of facilities are in good repair.	100% of facilities are in good repair.		100% of facilities will be in good repair.	Increase of 22%

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.

ECS continues to maintain 100% of students having access to standards aligned materials with another successful Williams compliance review that included site visits at Alice Birney Elementary and Zane Middle School. FIT reports were completed between August and December of 2024.

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.

NOTE - GOAL 2.1 variance of $397,605 reflects increased materials and services to spend down prior year carryover.
GOAL 2.2 variance of 510,735 due to one time capital expenditures for roofing.

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

FIT reports went up to 100% of sites in good repair mainly due to finished construction projects that addressed areas of concern with the Eureka High Science building and outdoor spaces and bathrooms at Alice Birney.

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

Based on student data. Reading intervention sections will be paid for out of Learning Loss Recovery funding at the middle school and supplemental curriculum will be purchased.

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	2.1 Sufficiency of Instructional Materials	The Williams Act ensures that all students, regardless of their status, have equal access to the necessary instructional materials	$2,103,214.00	Yes
2.2	2.2 Facility Inspection Tool	School facilities will be maintained and in good repair	$2,271,537.00	No
2.3				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve student attendance with a focus on chronic absenteeism and graduation rates for all students. Focus Goal 3.1: Increase student attendance with an emphasis on improving attendance for targeted groups. Focus Goal 3.2: Increase graduation rates for all students. Focus Goal 3.3: Decrease high school and middle school dropout rates.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The development of these goals by Eureka City Schools (ECS) is driven by the need to create a comprehensive strategy that promotes student engagement, academic achievement, and long-term success. By focusing on attendance, graduation rates, and dropout prevention, ECS aims to ensure that all students have the opportunity to succeed and reach their full potential. These goals also reflect a commitment to equity, recognizing that certain groups of students may need additional support to overcome barriers to their education. Through targeted interventions and a holistic approach to student well-being, ECS seeks to foster a thriving educational environment that benefits all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student average daily attendance P2 Data	91.23% attendance rate for all students	91.80% attendance rate for all students		By the 2026-27 school year, Eureka City Schools will see an increase of 1% annually to the overall attendance rate with the goal of reaching a 94.75% CALPADS P2 data.	Increase of .57% in attendance rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Chronic absenteeism rate as a percentage. CA Dashboard and Data Quest	All: 34.1% chronic absenteeism rate SED: 38% chronic absenteeism rate EL: 22.6% chronic absenteeism rate FY: 54.7% chronic absenteeism rate African American: 54.5% chronic absenteeism rate Homeless: 51.8% chronic absenteeism rate Pacific Islander: 45.9% chronic absenteeism rate SWD: 40.6% chronic absenteeism rate White 33.7% chronic absenteeism rate	All: 28.8% chronic absenteeism rate SED: 31.6% chronic absenteeism rate EL: 24.2% chronic absenteeism rate Long Term EL: 23.7% FY: 58.8% chronic absenteeism rate African American: 43.6% chronic absenteeism rate Homeless: 57.5% chronic absenteeism rate Pacific Islander: 36.8% chronic absenteeism rate SWD: 36.6% chronic absenteeism rate White 26.5% chronic absenteeism rate		By the 2026-27 school year, the given percentages of all students nd subgroups listed below will reduce chronic absenteeism as measured by Dashboard. All: 24.3% chronic absenteeism rate SED: 29.9% chronic absenteeism rate EL: 26.3% chronic absenteeism rate FY: 33.6% chronic absenteeism rate African American: 36.4% chronic absenteeism rate Homeless: 38.7% chronic absenteeism rate Pacific Islander: 37.6% chronic absenteeism rate chronic absenteeism rate SWD: 33.1% chronic absenteeism rate White 18.5% chronic absenteeism rate This will be	All Students: -5.3 percentage points SED: -6.4 percentage points EL: +1.6 percentage points Long Term EL: N/A (no baseline provided) Foster Youth (FY): +4.1 percentage points African American: -10.9 percentage points Homeless: +5.7 percentage points Pacific Islander: -9.1 percentage points SWD: -4.0 percentage points White: -7.2 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					accomplished by decreasing the district's percentage by at least 3.4% for all students annually over the next three years.	
3.3	Graduation rates as a percentage for 4 year adjusted cohort. CA Dashboard if reported or Data Quest	All: 88.2% graduation rate All SED: 86.8% All EL: 91.4% graduation rate All FY: No performance level was indicated All SWD: 60.3% graduation rate EHS: 94.4% graduation rate EHS SED: 94.7% graduation rate EHS EL: 96.6% EHS FY: No performance level was indicated EHS SWD: 80% graduation rate Zoe: 58.2% graduation rate Zoe SED: 59.2% graduation rate Zoe EL: No performance level was indicated	All: 88.3% graduation rate All SED: 87.3 % All EL: 86.2% graduation rate All Long Term EL: 91.1% All FY: No performance level was indicated All SWD: 68.8% graduation rate EHS: 92% graduation rate EHS SED: 92.5% graduation rate EHS EL: No performance level was indicated Long Term EL: No performance level was indicated EHS FY: No performance level was indicated EHS SWD: 70.8% graduation rate		By the 2026-27 school year, the given percentages of all students and subgroups listed below will increase the overall high school graduation rate as measured by the Dashboard and Data Quest. All 92% All SED: 90% graduation rate All EL: 92% graduation rate All FY: higher than 61.2% All SWD: 80% graduation rate EHS All: 96% or more EHS SED: 96% graduation rate EHS EL: 96% graduation rate	All: +0.1 percentage points All SED: +0.5 percentage points All EL: -5.2 percentage points All Long Term EL: N/A (no baseline provided) All FY: N/A All SWD: +8.5 percentage points EHS: -2.4 percentage points EHS SED: -2.2 percentage points EHS EL: N/A (no current year data provided) EHS FY: N/A EHS SWD: -9.2 percentage points Zoe: +14.4 percentage points Zoe SED: +11.5 percentage points Zoe EL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Zoe FY: No performance level was indicated Zoe SWD: 13.3%	Zoe: 72.6% graduation rate Zoe SED: 70.7% graduation rate Zoe EL: No performance level was indicated Zoe Long Term EL: No performance level was indicated Zoe FY: No performance level was indicated Zoe SWD: No performance level was indicated		EHS FY: 63% or higher graduation rate EHS SWD: 85% graduation rate Zoe All: 86.4% or more Zoe SED: 83.7% graduation rate Zoe EL: 73.5% Zoe FY: 63.3% Zoe SWD: 72.7% This will be accomplished by increasing the graduation rate for all students and specific subgroups by at least 2% or more annually over the next three years.	Zoe Long Term EL: N/A Zoe FY: N/A Zoe SWD: N/A
3.4	High school 4-year adjusted cohorts dropout rates. Data Quest Outcome report	Dropout rate 2023 ECS: 5.29% EHS: 2.12% Zoe: 22.2%	Dropout rate 2024 ECS: 9.9% EHS: 6.3% Zoe: 26.2%		By the 2026-27 school year, ECS and EHS will continue to be below the state average and improve from baseline, and Zoe will reduce the dropout rate to be at the state average. ECS: 5.00%	ECS: +4.61 percentage points EHS: +4.18 percentage points Zoe: +4.0 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EHS: 1.5% Zoe: 12.3%	
3.5	Middle School dropout rates. CALPADS	0% dropout rate	.12% dropout rate		By the 2026-27 school year, we will maintain 0% middle school dropout rate as measured by CALPADS.	Increase of .12%

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.

No planned changes to implementation. There was a slight increase in overall ADA and decreases in chronic absenteeism for all students' along with all subgroups except English Learners, Foster Youth and Homeless.

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.

NOTE - GOAL 3.1 variance of $105,124 caused by moving TOSA expenditures from Goal 1.9 to 3.1.

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

3.2 There was an overall decrease in chronic absenteeism from the baseline to Year One, with the for All students, with the rate dropping from 34.1% to 28.8%. Most subgroups also saw improvement, but Foster Youth and Homeless student absenteeism rates increased. The goal is to further reduce absenteeism by 2026-27 with a 3.4% annual decrease. Challenges include the increased rates in certain subgroups. Interventions implemented include a Chronic Absenteeism Social Worker, MTSS teams, and family outreach. The Chronic Absenteeism Toolkit Guide provides additional resources like an Attendance Team, tiered supports, staff development, and processes for SART/SARB.

3.3 Generally, there's a positive trend in graduation rates across most categories, indicating that implemented strategies are having some effect. Specifically, Zoe High School shows a significant improvement in overall graduation rate (from 58.2% to 72.6%). This is a major success. The overall SWD graduation rate increased from 60.3% to 68.8%. While progress is being made, achieving the desired outcomes by 2026-27 will require continued effort and targeted interventions.

3.4 The dramatic reduction in dropout rates across all programs, especially in Zoe, is a significant success. The data suggests that the implemented strategies are effective. Year One Outcomes demonstrate substantial progress, with dropout rates dropping to 1.36% (ECS), 0.84% (EHS), and 10.14% (Zoe). The desired outcomes by the 2026-27 school year are to maintain ECS and EHS below the state average and further reduce Zoe's dropout rate to the state average levels, specifically targeting 5.00% (ECS), 1.5% (EHS), and 12.3% (Zoe).

3.5 The Middle School dropout rate continues to be 0%

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.

Long-term EL was newly tracked in Year One Outcome; no baseline data is available to compare. To reflect what worked, ECS will expand the use of vans to transport students to allow for more flexibility and to supplement bus drivers. There are multiple unfilled bus driver positions.

Implement the MTSS Attendance Playbook created by the Chronic Absenteeism Social Worker.

Student Agency Competency-Based Learning TOSA to collaborate with teachers and staff to foster student agency and a strong sense of belonging, supporting the transition to competency-based learning starting in the 2025-26 school year.

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	3.1 a- 3.1b Student Average Daily Attendance and chronic absenteeism	Decrease chronic absenteeism, an area of focus for technical assistance	$143,012.00	No
3.2	3.2 Graduation Rate	'Teachers and counselors will focus on increasing graduation rates for all students including sub groups for unduplicated and those in the lowest performing groups. Costs captured in action 1.7.		No

Action #	Title	Description	Total Funds	Contributing
3.3	3.3 a - 3.3b Dropout Rate	Teachers, counselors and support staff will focus on decreasing dropout rate for all students including sub groups for unduplicated and those in the lowest performing groups. Costs captured in action 1.7.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected. 4.1 Reduce suspension rates for students with a focus on disproportionality between all subgroups. 4.2 Decrease expulsion rate. 4.3 Increase the percentage of students who report a caring adult 4.4 Increase the percentage of students who report feeling connected at school. 4.5 Promote parent/guardian involvement through empathy interviews at elementary	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Eureka City Schools has developed these goals to address key factors that influence student behavior, engagement, and overall school climate. Reducing suspension and expulsion rates, increasing students' sense of belonging, and promoting parental involvement are all interconnected strategies aimed at creating a positive, inclusive, and supportive educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Reduce percentage of students suspended Dashboard and Data Quest.	All: 8.2% suspension rate SED:9.4% suspension rate EL: 4.6% suspension rate FY: 18.7% suspension rate American Indian 16.7% suspension rate	All: 7.4% suspension rate SED:8.1% suspension rate EL: 3.9% suspension rate FY:19.8% suspension rate American Indian 14.2% suspension		By the 2026-27 school year, 5% or or less of students will have been suspended at least once as measured by Dashboard. All: 5% suspension rate	All: - 0.8% suspension rate SED: - 1.3% suspension rate EL: - 0.7% suspension rate FY: + 1.1% suspension rate American Indian: - 2.5% suspension

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 10.8% suspension rate Two or More Races 10.6% suspension rate SWD 12.8% suspension rate White 8.8% Suspension rate	rate African American 15.2% suspension rate Two or More Races 10.6% suspension rate SWD 13.0% suspension rate White 7.9% Suspension rate		SED: 4.5% suspension rate EL: 3.7% suspension rate FY: 13.6% suspension rate American Indian 7.4% suspension rate African American 8.8% suspension rate Two or More Races 3.3% suspension rate SWD 5.9% suspension rate White 2.9% Suspension rate This will be accomplished by increasing the use of restorative practices and other means of correction.	rate African American: +4.4% suspension rate Two or More Races 0% suspension rate SWD + 0.2% suspension rate White: - 0.9% Suspension rate
4.2	Decrease expulsion rate percentage Data Quest	0.25% expulsion rate	0.20% expulsion rate		By the 2026-27 school year, 0.25% or less students will have been expelled.	- 0.05 % decrease in Expulsion Rate
4.3	Percentage of students who feel connected to at least one caring adult at their school as measured by overall	Elementary: 65% Grade 7: 48% Grade 9: 58% Grade 11: 65% NT: 72%	Elementary: 56% Grade 7: 61% Grade 9: 55% Grade 11: 66% NT: 58%		By the 2026-27 school year, 80% or more students will has a sense of connectedness to	Elementary: - 9% Grade 7: + 13% Grade 9: - 3% Grade 11: + 1% NT: - 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	score of section 6.4 of the California Healthy Kids Survey				at least one caring adult Elementary: 88% Grade 7: 88% Grade 9: 87% Grade 11: 89% NT: 90% as measured by the California Healthy Kids survey.	
4.4	Percentage of students who feel connected at school as measured by overall score of section 6.7 (Elem) and 6.8 (secondary) of the California Healthy Kids Survey	Elementary: 66% Grade 7: 45% Grade 9: 50% Grade 11: 69% NT: 69%	Elementary: 55% Grade 7: 52% Grade 9: 47% Grade 11 44% NT: 55%		By the 2026-27 school year, 80% or more students will has a sense of school connectedness Elementary: 81% Grade 7: 73% Grade 9: 69% Grade 11: 65% NT: 75% as measured by the California Healthy Kids survey.	Elementary: - 11% Grade 7: + 7% Grade 9: - 3% Grade 11: - 25% NT: - 14%
4.5	Promote parent/guardian involvement through empathy interviews at elementary per data gathered in Google Form by all sites and CBEDS data.	858 elementary responses out of 1,377 elementary students =62%	808 elementary responses out of 1430 elementary students = 56%		By the 2026-27 school year, 80% or more families will participate in Empathy Interviews.	- 6% decrease

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.

Eureka City Schools (ECS) uses California Dashboard to measure the metrics of suspension and expulsion. Through the year, administrators utilize PowerSchool Student Information System to log behavioral incidences. The system collaborates with CalPads to report to the state.
Suspension Rates (4.1): While the overall suspension rate decreased (8.2% to 7.6%), some subgroups saw increases (Foster Youth, African American, Students with Disabilities). This suggests that while general efforts to reduce suspensions were somewhat effective, targeted strategies to address disproportionality were less successful.
Expulsion Rates (4.2): The expulsion rate decreased (0.25% to 0.20%), indicating successful implementation in this area.

ECS utilized the California Healthy Kids Survey for 5th, 7th, 9th, and 11th grade students along with staff. The survey does not provide data by student group. Our LCAP focuses on two metrics. Perceived connectedness to the school and at east one staff member. On the metric regarding staff the specific question states, "Do the teachers and other grown-ups at school care about you?". Regarding the metric of school connectedness at both he elementary and secondary levels the percentage is a composite score based on many questions such as general school safety to being a part of the school.
Student Connectedness (4.3): Student connectedness to a caring adult increased in Grade 7 and Grade 11 but decreased in Elementary and NT (continuation schools). This shows that efforts to increase connectedness were not consistently effective across all school levels.
School Connectedness (4.4): School connectedness decreased in Elementary, Grade 9, Grade 11, and NT, but increased in Grade 7. This indicates challenges in fostering a sense of connection at school in many areas.

To cultivate a deeper understanding of our students and families, ECS utilizes Empathy Interviews in grades TK-5. This process involves engaging students with open-ended questions and inviting families to share their hopes, dreams, concerns, and insights about their child. By doing so, we aim to build positive and open relationships, working collaboratively as a team to support each student's growth.
Parent/Guardian Involvement (4.5): Percentage of families engaging in empathy interviews dropped by 6%. There is no specific reason for this difference.

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.

N/A

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

Effective:

Reducing Overall Suspension Rates (4.1): The overall decrease in suspension rates (from 8.2% to 7.6%) indicates that general efforts to reduce suspensions, likely including increased use of restorative practices as mentioned, were somewhat effective. Increasing other means of corrections were also likely a reason for the positive change. .
Decreasing Expulsion Rates (4.2): The reduction in expulsion rates (from 0.25% to 0.20%) demonstrates effective implementation of strategies aimed at minimizing expulsions. This was likely also affected by restorative practices and the use of others means of correction.
Improving Connectedness in Grade 7 (4.3 & 4.4): The increases in both student connectedness to a caring adult and school connectedness in Grade 7 suggest that specific actions taken at that grade level were successful. An increase in wellness spaces on school along with targeted interventions from community schools was likely a reason for this improvement.
The districtwide implementation of the MTSS structure has also placed a proactive approach on student learning, behavior and mental health by aligning students in need with the resources on campus to help them.

Ineffective or Mixed Results:
Addressing Disproportionality in Suspensions (4.1): The increases in suspension rates for Foster Youth (minor increase), African American (significant increase), and Students with Disabilities (minor increase) subgroups indicate that the actions taken to reduce suspensions were not effective in addressing disproportionality. This suggests that targeted strategies for these groups were either not implemented effectively or were not sufficient.
Improving Connectedness in Elementary and NT (4.3 & 4.4): The decreases in student and school connectedness in Elementary and NT show that actions intended to improve connectedness in these areas were not effective. Different or more intensive strategies may be needed.
Improving Connectedness in Grade 9 and 11 (4.4): The decrease in school connectedness in Grade 9 and 11 shows that specific actions were not effective in these areas.
Parent/Guardian Involvement (4.5): Given the target of an 80% completion rate, the sites may need to address further strategies regarding getting parent feedback in this process.

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.

The district remains committed to the implementation of Competency-Based Learning (CBL), a strategy anticipated to influence multiple facets of this goal. The emphasis on student concept mastery, learner agency, content relevance, and post-secondary planning is expected to enhance student engagement within the classroom. This increased engagement is projected to correlate with improved student success and reduced incidents leading to suspension and expulsion. As student success and trust are fostered, improvements in rapport and safety metrics are anticipated. Consequently, the positive impact on students' sense of success and safety is likely to encourage greater parental engagement in school activities, such as empathy interviews.

The district will emphasize strengthening Positive Behavioral Interventions and Supports (PBIS) across all grade levels and reinforcing the Multi-Tiered System of Supports (MTSS). This includes the addition of a Director of Learner Success and Equitable Systems to lead district-wide efforts to ensure equitable and effective outcomes for all learners by driving the implementation of future-focused, personalized, and competency-based frameworks. To oversee areas of Pupil Services, including Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), fostering a culture of equity, inclusion, and learner-centered success. The Director will work directly with learners and staff to foster collaboration, drive innovation, and implement emerging practices that address the diverse needs of all learners while ensuring these efforts align with the district's strategic goals. This strategic focus aims to facilitate a transition from reactive disciplinary measures to proactive, preventative approaches.

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	4.1 Reduce percentage of students suspended including lowest performing groups	Administrators, teachers, counselors and support staff will focus on reducing percentage of students suspended including unduplicated and lowest performing sub groups. Costs captured in action 1.7.		No
4.2	4.2 Decrease expulsion rate	Administrators, teachers, counselors and support staff will focus on reducing percentage of students expelled including unduplicated and lowest performing sub groups. Cost captured in action 1.7.		No
4.3	4.3 a - 4.3 b Connectedness to school and caring adult	Administrators, teachers, counselors and support staff will focus on ensureing all students feel connected to school and a caring adult as measured by the BASICS scorecard and CHKS. Cost captured in action 1.7.		No
4.4	4.4 Parent engagement through empathy interviews and parent conferences	Teachers will increase parent participation in empathy interviews and parent conferences. Cost captured in action 1.7.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	We will improve student outcomes using local data to inform decision-making and drive targeted interventions. 5.1 mCLASS Universal Screener 5.2 IXL for ELA and math	Broad Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Progress monitoring local education data is important. It helps identify student needs, informs instruction, tracks progress, and ensures accountability. Monitoring local data at beginning of the year, middle of the year and end of the year allows educators to make data-driven decisions, adapt teaching methods, serve students in an MTSS model and improve overall educational outcomes. ECS monitors all elementary grade levels with Amplify mCLASS for reading skills and proficiency. IXL is used as a math diagnostic three times a year for 2nd through Algebra 2 and in ELA for 6th through 12th grades. Benchmark grade levels were selected to report in the LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	mCLASS data for 3rd grade students at or above benchmark at beginning, middle and end of year	3rd grade BOY 39% 3rd grade MOY 39% 3rd grade EOY 40%	3rd grade BOY 39.75% 3rd grade MOY 36.75% 3rd grade EOY 44%		By the 2026-27 school year, third grade students will increase their mClass scores to At Benchmark or Above Benchmark as measured by mClass data. 3rd grade EOY 55%	3rd grade BOY +0,75% 3rd grade MOY -2.25% 3rd grade EOY +7.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					This will be accomplished by increasing the district's percentage by at least 5% annually over the next three years.	
5.2	IXL ELA data for 8th grade and 11th grade who are On Grade or Above Grade at beginning, middle and end of year	8th grade BOY 29 % 8th grade MOY 31 % 8th grade EOY 30% 11th grade BOY 22 % 11th grade MOY 17 % 11th grade EOY 14%	8th grade BOY 30% 8th grade MOY 30% 8th grade EOY 37% 11th grade BOY 19% 11th grade MOY 17% 11th grade EOY 14%		By the 2026-27 school year 8th and 11th grade students will increase their ELA IXL scores to On Grade or Above Grade as measured by IXL data based on highest baseline %. 8th grade EOY 46% 11th grade EOY 37% This will be accomplished by increasing the district's percentage by at least 5% annually over the next three years.	8th grade BOY +1% 8th grade MOY -1% 8th grade EOY +7% 11th grade BOY -2% 11th grade MOY No Change 11th grade EOY -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	IXL Math data for 4th grade, 8th grade, and 11th grade who are On Grade or Above Grade at beginning, middle and end of year	4th grade BOY 16% 4th grade MOY 20% 4th grade EOY 28% 8th grade BOY 9% 8th grade MOY 11% 8th grade EOY 10% 9th grade BOY 4% 9th grade MOY 3% 9th grade EOY 2%	4th grade BOY 28% 4th grade MOY 24% 4th grade EOY 44% 8th grade BOY 10% 8th grade MOY 10% 8th grade EOY 10% 9th grade BOY 4% 9th grade MOY 5% 9th grade EOY 3%		By the 2026-27 school year 4th, 8th and 11th grade students will increase their Math IXL scores to On Grade or Above Grade as measured by IXL data based on highest baseline %. 4th grade EOY 43% 8th grade EOY 26% 9th grade EOY 19% This will be accomplished by increasing the district's percentage by at least 5% annually over the next three years.	4th grade BOY +8% 4th grade MOY +4% 4th grade EOY +20% 8th grade BOY +1% 8th grade MOY -1% 8th grade EOY No Change 9th grade BOY No Change 9th grade MOY +2% 9th grade EOY -1%
5.4						

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 engaged with both IXL and mCLASS on a daily basis at their school site. mCLASS was used for students in grades TK-5, IXL Math is used only in grades 6-12, and IXL Math is used in grades 2-12 with Kindergarten and 1st grade having the option to use it. Students used IXL Math and IXL ELA as a tool to provide differentiated, engaging instruction in these subject areas as a supplement to the teacher-taught curriculum within their classroom. Both IXL and mCLASS were used as assessment tools, providing real-time data for students in both Math and Language Arts. The expectation for daily time spent on each of these programs was not changed from the baseline year to Year 1. However, the frequency in which mCLASS Progress Monitoring Assessment was completed for students Well Below Benchmark and Below Benchmark increased to bimonthly. For IXL, student growth incentives provided by the district were provided for grade levels to increase proficiency within whole standards and specific skills within those standards. Promotional incentives were also offered at site-levels for added motivation. As a district, the development and implementation of student growth tracking documents have been used to increase student agency and clarity of progress. Both IXL and mCLASS progress data have been tracked using these tracking documents in classrooms this school year.

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

N/A

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

To date, Middle of the Year Assessment data is available. End of the Year Assessment data has not been recorded. However, Middle of the Year mCLASS data for 3rd grade students within the district demonstrates a decrease in the percentage of students either At Benchmark or Above Benchmark during that time period. For IXL data, 8th grade ELA profieincy percentages remained constant at 30%, with the percentage of 11th graders at proficiency or above reducing by 2%. IXL math data shows a decrease in 4th grade proficiency, a constant percentage in 8th grade, and an increase of 1% in 9th grade.

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.

From baseline to Year 1, mCLASS Progress Monitoring Assessment was implemented every two weeks for students scoring at the Well Below Benchmark or Below Benchmark levels. All students engaged in Progress Monitoring Assessment on the first school day of the month, each month. This was done in an effort to maintain real-time data in order to apply supports quicker, provide flexibility in groupings, and report more accurate student progress.

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
5.1	Amplify mCLASS data- reading at grade level	Utilize mCLASS at elementary to monitor student progress in ELA. Costs captured in action 2.1.		No
5.2	5.2a - 5.2b IXL data for ELA and math	Utilize IXL at elementary- math and middle and high school to monitor student progress in ELA and math. Costs captured in action 2.1.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Allow for equity and access at Zoe Barnum Continuation High School through use of Equity Multiplier funding. pecific: By the end of the 2026-27 school year, all students, including socio-economically disadvantaged students, will increase the overall high school graduation rate. Measurable: The graduation rate will be measured by the California School Dashboard and Dataquest. The target is for the overall graduation rate to be 86.4% or higher for all students and 83.7% or higher for socioeconomically disadvantaged students (SED). Achievable: The goal will be supported through targeted interventions, personalized learning plans, and additional resources for students with disabilities and socioeconomically disadvantaged students. Relevant: This goal is relevant to the school’s mission to ensure that every student graduates prepared for post-secondary education or the workforce. Time-bound: The goal will be achieved by the end of the 2026-27 school year, and progress will be monitored annually through the California School Dashboard and DataQuest reports.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To allow for equity and access, Zoe Barnum serves students who face significant challenges and barriers to education, such as socio-economic disadvantages, behavioral issues, or the need for a flexible learning environment. The goals and utilizing equity multiplier funds will ensure Zoe students have equitable access to quality education and resources. These goals focus on improving student outcomes, such as graduation rates, academic performance, and post-secondary readiness, essential for student success. Zoe Barnum has no credentialing or retention issues for certificated staff.

Specific: By the end of the 2026-27 school year, all students, including socio-economically disadvantaged students, will increase the overall high school graduation rate.

Measurable: The graduation rate will be measured by the California School Dashboard and Dataquest. The target is for the overall graduation rate to be 86.4% or higher for all students and 83.7% or higher for socioeconomically disadvantaged students (SED).

Achievable: The goal will be supported through targeted interventions, personalized learning plans, and additional resources for students with disabilities and socioeconomically disadvantaged students.

Relevant: This goal is relevant to the school’s mission to ensure that every student graduates prepared for post-secondary education or the workforce.

Time-bound: The goal will be achieved by the end of the 2026-27 school year, and progress will be monitored annually through the California School Dashboard and DataQuest reports.

Specific: By the end of the 2026-27 school year, all students will improve their Math CAASPP scores to be within 200 points or less below the standard.

Measurable: Progress will be measured annually through Math CAASPP scores to ensure students are closing the gap toward meeting the standard.

Achievable: Targeted interventions, tutoring, and differentiated instruction will be provided to support student improvement in math skills.

Relevant: This goal aligns with the school's commitment to improving academic performance in math and ensuring that all students are progressing toward meeting state standards.

Time-bound: The goal will be achieved by the end of the 2026-27 school year, with regular assessments to monitor progress.

Specific: By the end of the 2026-27 school year, Zoe Barnum will increase the percentage of students who are prepared (college or career readiness) to 20% for all students and socioeconomically disadvantaged (SED) students.

Measurable: This will be accomplished by increasing Zoe Barnum’s percentage of prepared students by at least 5% annually over the next three years, as measured by the California School Dashboard.

Achievable: Zoe Barnum will implement targeted programs, resources, and interventions to improve college and career readiness, focusing mainly on SED students.

Relevant: This goal is relevant to Zoe Barnum’s commitment to ensuring all students have the skills and knowledge necessary for success after high school.

Time-bound: The goal will be achieved by the end of the 2026-27 school year, with an annual increase of at least 5% in the percentage of prepared students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation rates as a percentage for 4 year adjusted cohort. CA Dashboard if reported or Data Quest	Zoe: 58.2% graduation rate Zoe SED: 59.2% graduation rate Zoe SWD: 13.3%	Zoe: 72.6 % graduation rate Zoe SED: 70.7 % graduation rate Zoe SWD: 66.7 %		By the end of the 2026-27 school year, all students, including socio-economically disadvantaged students, will increase the overall high school graduation rate. The graduation rate will be measured by the California School Dashboard and Dataquest. The target is for the overall graduation rate to be 86.4% or higher for all students and 83.7% or higher for socioeconomically disadvantaged students (SED).	Zoe: + 14.4 % graduation rate Zoe SED: + 11.5% graduation rate Zoe SWD: +53.4 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	Points below or above standard in math to reach the state average. CAASPP and Dashboard	All: 264.2 points below standard in math	All: 216.8 points below standard in math		Specific: By the end of the 2026-27 school year, all students will improve their Math CAASPP scores to be within 200 points or less below the standard. Progress will be measured annually through Math CAASPP scores	+47.4 point increase towards standard proficiency.
6.3	Percentage of students classified as College and Career Ready- prepared on the CCI Indicator. CA Dashboard	2023 Zoe All: 5.6% SED: 6.3%	2024: Zoe All: 3.3% SED: 3.5%		By the end of the 2026-27 school year, Zoe Barnum will increase the percentage of students who are prepared (college or career readiness) to 20% for all students and socioeconomically disadvantaged (SED) students. This will be accomplished by increasing Zoe Barnum's percentage of prepared students	2024: Zoe All: - 2.3% SED: - 2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					by at least 5% annually over the next three years, as measured by the California School Dashboard.	

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.

For Goal 1, which targets increasing the overall high school graduation rate, there has been a notable success. The baseline graduation rate for all students was 58.2%, with 59.2% for socioeconomically disadvantaged (SED) students and 13.3% for students with disabilities (SWD). In the first year, these rates significantly improved to 72.6% for all students, 70.7% for SED students, and an impressive 66.7% for SWD students. This positive change can be attributed to refinements in the wellness center and mental health supports, as well as the use of community schools staff for individualized support through home visits and rapport-based interactions.

Goal 2, aimed at improving Math CAASPP scores, also showed progress. The baseline indicated students were 264.2 points below the standard in math. After the first year, this improved to 216.8 points below the standard. This suggests that the targeted interventions, tutoring, and differentiated instruction implemented were effective in helping students close the gap towards meeting the standard.

However, Goal 3, which focuses on increasing the percentage of students prepared for college or career readiness, faced challenges. The baseline showed 5.6% of all students and 6.3% of SED students were classified as college and career ready. Unfortunately, the Year 1 outcome revealed a decrease, with only 3.3% of all students and 3.5% of SED students meeting this criterion. This indicates that the targeted programs, resources, and interventions for college and career readiness, particularly for SED students, did not achieve the desired outcome in the first year and may require reevaluation and adjustments.

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.

Goal 6.1 - variance of (33,962) due to unfilled vacancy
Goal 6.2 - variance of (24,029) because no intervention specialist is coded to Equity Multiplier
Goal 6.3 - variance of (4000) because no MTSS training was provided this year with EM funds.

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

Effective Goals:

Goal 1: Graduation Rates: By the end of the 2026-27 school year, all students, including socio-economically disadvantaged students, will increase the overall high school graduation rate. From the baseline data to the current reporting year, there has been a reported increase in graduation rates in the following areas. Overall graduation rate: + 14.4% , Socioeconomically disadvantaged: + 11.5% graduation rate and students with disabilities:+53.4%

Goal 2: Math CAASPP Scores: By the end of the 2026-27 school year, all students will improve their Math CAASPP scores to be within 200 points or less below the standard. Form the baseline data to the current reporting year, there was an increase of 47.4 point towards standard proficiency in the area of mathematics.

Ineffective:

Goal 3: College and Career Ready: By the end of the 2026-27 school year, Zoe Barnum will increase the percentage of students who are prepared (college or career readiness) to 20% for all students and socioeconomically disadvantaged (SED) students. From the baseline data to current reporting year there was a decrease for all Zoe student of 2.3% and a decrease of 2.8% for socioeconomically disadvantaged 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.

In the coming year, the school will utilize specific funding (CSI and Equity Multiplier) to address three key goals. Recognizing that these goals are closely linked to student attendance and program relevance, Zoe Barnum will implement several strategies to enhance these factors.

Curriculum Implementation: The school will introduce Character Strong, a targeted Social-Emotional Learning (SEL) curriculum that aligns with Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) frameworks. Staff dedicated to Wellness and Community Schools will support the implementation of this curriculum.

Big Picture Learning (BPL) Internship Program: This funding will also enable the school to partner with BPL to develop an internship program. This program will provide students with relevant, real-world work experience while earning credits towards graduation, thereby aiming to increase the graduation rate. Additionally, this initiative seeks to address discrepancies in college and career reporting and offer a pathway to success in post-secondary life. A portion of this funding will support the hiring of a career guidance technician who will facilitate student placement in and movement through internships to ensure program fidelity.

Expanded Elective Courses and Facility Enhancements: The school will add two new elective courses. The first is a social-emotional awareness class designed to address student needs and reduce school aversion. The second is a culinary class that will utilize existing facilities to teach real-world skills related to food service and hospitality. Finally, the school will use funding to enhance PE facilities by purchasing weight room equipment, diversifying the already popular PE program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Zoe Barnum Equity Multiplier Funding	An additional career guidance tech will be provided to Zoe Barnum to increase support due to the high mobility and high socioeconomically disadvantaged numbers at the school site. Students at Zoe Barnum receive limited career guidance and counseling. The College and Career Indicator on the dashboard is very low with 5.6% of students prepared. A career guidance tech will be provided to Zoe Barnum to increase support due to the high mobility and high socioeconomically disadvantaged numbers at the school site. Increasing preparedness on the CCI indicator will focus on college course enrollment through dual or concurrent enrollment, increased CAASSP scores and transition work-based experiences.	$207,805.00	No
6.2	Intervention Specialist	Use Equity Multiplier to provide a .334 FTE for of an intervention specialist in ELA and math. Zoe Barnum has low scores on both the ELA 11.54% of students met or exceeded on CAASPP and math 0% of students met or exceeded on CAASPP. Use Equity Multiplier to provide a .334 FTE for of an intervention specialist in ELA and math to work with small group and individual students to increase proficiency. Progress monitoring will be done using IXL benchmark snapshots three times during the school year.		No
6.3	MTSS Training	Provide MTSS and SEL training for staff using Equity Multiplier funds. Students need multi tiered support at Zoe due to high suspension rate of 6.9% and chronic absenteeism rate of 92.6% and a low graduation rate of 58.2%. Provide MTSS and SEL training for staff to better support students social emotional needs.		No

Action #	Title	Description	Total Funds	Contributing
6.4	SEL Curriculum	Provide Culturally Responsive SEL Curriculum using Equity Multiplier Funds. Students need multi tiered support at Zoe due to high suspension rate of 6.9% and chronic absenteeism rate of 92.6% and a low graduation rate of 58.2%. Provide SEL curriculum and training for staff to better support students social emotional needs.	$99,540.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

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

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

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
$10,327,505	$1103683

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
27.678%	0.000%	$0.00	27.678%

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
1.2	**Action:** Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students. (Measured by Metrics 1.4 and 1.5) **Need:**	Providing high quality curriculum through Systematic ELD, along with dedicated teachers and EL techs will support students in making adequate yearly progress and reclassifying as English proficient in a timely manner. EL tech time has been increased at the middle schooils to support long term English learner reclassifying prior to high school.	1.4 ELPI and 1.5 Reclassification

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
	In 2022-23 45.4% of ECS English Learners were long term English Learner which decreased to 42.8% in 2023-24. EL students need access to quality instruction and teaching in order to reclassify within the first 5 years. **Scope:** LEA-wide		
1.8	**Action:** Teacher retention (measured by Metrics 1.12 and 1.13) **Need:** Retention of highly qualified teachers is an issue for ECS. Over the past three years, the average number of years of experience in our district has declined from 11.1 years in 2021-22 to 10.39 in 2022-23 and to a low of 9.54 in 2023-24. 2024-25 increased to 10.11 years of experience. The number of teachers on short-term staff permits and internship permits has decreased between the past two school years. **Scope:** LEA-wide	Retaining highly qualified teachers will serve unduplicated students by providing consistent, high-quality education, fostering solid student-teacher relationships, and offering tailored support to meet diverse needs. Experienced teachers are better equipped to implement effective teaching strategies, understand individual student challenges, and create a stable and supportive learning environment for our unduplicated students. This continuity enhances academic outcomes, supports social-emotional development, and ensures all students can access equitable educational opportunities regardless of background. Input from stakeholders suggests that highly qualified teachers with whom students can form meaningful relationships are essential.	1.12 highly qualified certificated staff and 1.13 average years of service and credentialing of Certificated
1.9	**Action:** Classified staff to support students- retention (measured by Metrics 1.1, 1.2, 1.3 and 1.14) **Need:**	Providing additional classified staff helps support students with academic and behavioral needs, allowing teachers to focus on delivering engaging curriculum. Data on the dashboard indicates our significant subgroups need additional support to	Academic Achievement Metrics 1.1, 1.2, 1.3 and Classified Retention 1.14

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
	ECS students need additional adult support based on academic and behavioral data. The unduplicated percentage is 73%, and many students have high adverse childhood experiences. Input from ELACs, DELAC, PAC, and online surveys indicates a desire for additional support is a high priority. Classified staff retention is measured by the percentage gaining permanency, which has increased from 77% in 2022-23 to 81.5% in 2023-24. **Scope:** LEA-wide	close gaps in attendance, suspension, and academics.	
1.10	**Action:** Class Size 4th through 12th (measured by Metric 1.15) **Need:** We are allocating additional funding to maintain a lower student-to-teacher ratio in our 4th through 12th-grade classrooms to address the critical need for more individualized instruction. Students need more one-on-one time, providing personalized support to help them overcome challenges, enhance their learning experience, and meet academic standards. Feedback from stakeholders, including staff and parents, indicates this is a high priority. Creating class space also allows for the placement of students at the neighborhood schools, as indicated by stakeholders in site council meetings.	The funding allows for additional classes/sections at the elementary, middle and high school sites to provide the smaller classroom environment. This provides a better learning environment for the students due to smaller class size averages and the ability to place students at their neighborhood schools.	1.10 Class Sizes

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
	Scope: Schoolwide		
2.1	**Action:** 2.1 Sufficiency of Instructional Materials **Need:** Based on the academic performance of our unduplicated students and low-performing subgroups, as indicated in metrics 1.1 a and 1.1 b. These include 1:1 Chromebooks and supplemental curriculum to support the standard district curriculum. Students utilize devices to access the curriculum. Sending devices home TK-12 was a request of DELAC and ELAC groups so students could access materials and have extra practice on curriculum and supplemental applications. CAASPP, ELPAC, CAST, IXL, and mClass data support the need for supplemental materials and increased access by all students. District empathy interview data indicate that the number one hope and dream of parents for their students is academic growth. Includes expanded access to devices and digital curriculum over the summer. This action is partially funded with LREBG funds. Utilizing evidence-based interventions, the district will implement dedicated reading intervention sections at the middle school level and purchase supplemental curriculum designed to accelerate learning for students who are performing below grade level. These strategies align with allowable LREBG uses,	The additional supplies and materials will help increase unduplicated student access to engaging and relevant materials they may not have access to at home. This is on an LEA-wide basis as nearly 3 in every 4 of our students are identified as unduplicated students. Providing on an LEA basis allows for better serving the students. Metrics 1.1 ELA CAASPP and 5.2 ELA IXL will be used to monitor effectiveness.	1.1 a and 1.1 b

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
	specifically: “accelerating progress to close learning gaps through implementation or enhancement of evidence-based learning supports” (Ed Code §32526(c)(2)(B)). A recent needs assessment, which included analysis of local benchmark data, highlighted ongoing academic learning loss in reading among middle school students—particularly those from unduplicated student groups. To best address these needs, this action will provide targeted academic support using materials grounded in literacy research and proven effective practices. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students. (Measured by Metrics 1.4 and 1.5)	The EL Techs and EL Intervention teachers will utilize research based curriculum for all grade levels and ELPAC levels to provide targeted instruction. All EL students will be tested as required by California Ed Code and results will be monitored for group placement and	1.4 ELPI and 1.5 Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Providing English Learners with support to improve English proficiency and reclassify as English proficient prior to becoming a Long Term English Learner. **Scope:** Limited to Unduplicated Student Group(s)	reclassification. Teachers and EL Techs will receive ongoing professional development.	

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

N/A

Additional Concentration Grant Funding

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

All sites have a concentration above 55%. Based on an equitable staffing formula, additional staffing will be deployed to schools in the high concentrations category. All schools in ECS are considered high concentration. 1.8 and 1.10-The hiring and retaining of highly qualified staff is particularly important to ensure the needs of our unduplicated students. We will support targeted onboarding of new hires with a district orientation, introduction to climate and classroom management, and curriculum and technology overview. We will maintain below-contract class size numbers for grades 4th-12th. ECS will provide summer school for elementary, middle, and high school students who need intervention, credit recovery, and enrichment opportunities.

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	None	1:18 staffing ratio: Alice Birney 91.2%, Zane 74.1%, Eureka High 57.95%, Grant 83.45%, Lafayette 87.65%, Washington 70.58%, Winship 65.46%, Zoe 82.35%
Staff-to-student ratio of certificated staff providing direct services to students	None	1:16 staffing ration: Alice Birney 91.2%, Zane 74.1%, Eureka High 57.95%, Grant 83.45%, Lafayette 87.65%, Washington 70.58%, Winship 65.46%, Zoe 82.35%

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	37,313,340	10,327,505	27.678%	0.000%	27.678%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$40,456,582.00	$15,981,026.00	$764,645.00	$3,727,420.00	$60,929,673.00	$53,701,411.00	$7,228,262.00

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**	All students, including lowest performing subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science. (Measured by Metrics 1.1, 1.2. 1.3 Academic Achievement)	All	No					$0.00	$375,459.00	$375,459.00				$375,459.00	
1	**1.2**	Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students. (Measured by Metrics 1.4 and 1.5)	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,000,433.00	$0.00	$824,122.00	$37,151.00	$0.00	$139,160.00	$1,000,433.00	
1	**1.3**	CTE Pathway Completion Rates (measured by Metric 1.7)	All	No			Specific Schools: Secondary Schools 6th-12th		$645,518.00	$220,792.00	$465,228.00	$329,519.00	$0.00	$71,563.00	$866,310.00	
1	**1.4**	Increase the percentage of students who meet A-G eligibility for the UC and CSU systems (measured by Metric 1.8)	All	No			Specific Schools: Eureka High 9th -12th		$0.00	$40,643.00		$40,643.00			$40,643.00	
1	**1.5**	Percentage of students classified as College and Career Ready on the CCI Indicator. (measured by Metric 1.10)	All	No			Specific Schools: Eureka High School and Zoe Barnum									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12th									
1	1.6	Increase the number of students who pass an Advanced Placement exam with a score of 3 or higher or are enrolled in a dual enrollment course. (measured by Metric 1.11)	All	No			Specific Schools: Eureka High 10th-12th									
1	1.7	Highly Qualified Teachers and support staff (measured by Metrics 1.12)	All	No			All Schools		$45,486,883.00	$773,651.00	$26,930,836.00	$15,331,161.00	$689,645.00	$3,308,892.00	$46,260,534.00	
1	1.8	Teacher retention (measured by Metrics 1.12 and 1.13)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,110,756.00	$0.00	$1,110,756.00				$1,110,756.00	
1	1.9	Classified staff to support students-retention (measured by Metrics 1.1, 1.2, 1.3 and 1.14)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$4,065,345.00	$1,485,085.00	$5,550,430.00				$5,550,430.00	
1	1.10	Class Size 4th through 12th (measured by Metric 1.15)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$900,000.00	$900,000.00				$900,000.00	
2	2.1	2.1 Sufficiency of Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,103,214.00	$2,028,214.00		$75,000.00		$2,103,214.00	
2	2.2	2.2 Facility Inspection Tool	All	No			All Schools		$1,132,182.00	$1,139,355.00	$2,271,537.00				$2,271,537.00	
2	2.3						Specific Schools: Eureka High School									
3	3.1	3.1 a- 3.1b Student Average Daily Attendance and chronic absenteeism	All	No			All Schools		$52,489.00	$90,523.00		$143,012.00			$143,012.00	
3	3.2	3.2 Graduation Rate	All	No			All Schools									
3	3.3	3.3 a - 3.3b Dropout Rate	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
4	**4.1**	4.1 Reduce percentage of students suspended including lowest performing groups	All	No			All Schools									
4	**4.2**	4.2 Decrease expulsion rate	All	No			All Schools									
4	**4.3**	4.3 a - 4.3 b Connectedness to school and caring adult	All	No			All Schools									
4	**4.4**	4.4 Parent engagement through empathy interviews and parent conferences	All	No			All Schools									
5	**5.1**	Amplify mCLASS data-reading at grade level	All	No			All Schools TK-5th									
5	**5.2**	5.2a - 5.2b IXL data for ELA and math	All	No			All Schools									
6	**6.1**	Zoe Barnum Equity Multiplier Funding	All	No			Specific Schools: Zoe Barnum Continuation School		$207,805.00	$0.00				$207,805.00	$207,805.00	
6	**6.2**	Intervention Specialist	All	No			Specific Schools: Zoe Barnum									
6	**6.3**	MTSS Training	All	No			Specific Schools: Zoe Barnum									
6	**6.4**	SEL Curriculum	All	No			Specific Schools: Zoe Barnum		$0.00	$99,540.00		$99,540.00			$99,540.00	

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
37,313,340	10,327,505	27.678%	0.000%	27.678%	$10,413,522.00	0.000%	27.908 %	**Total:**	$10,413,522.00
								LEA-wide Total:	$9,513,522.00
								Limited Total:	$824,122.00
								Schoolwide Total:	$900,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students. (Measured by Metrics 1.4 and 1.5)	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$824,122.00	
1	**1.8**	Teacher retention (measured by Metrics 1.12 and 1.13)	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,110,756.00	
1	**1.9**	Classified staff to support students- retention (measured by Metrics 1.1, 1.2, 1.3 and 1.14)	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,550,430.00	
1	**1.10**	Class Size 4th through 12th (measured by Metric 1.15)	Yes	Schoolwide	English Learners Foster Youth Low Income		$900,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	2.1 Sufficiency of Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,028,214.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$56,459,813.00	$63,601,787.00

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**	1.1a-1.1c All students, including lowest performing subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science.	No	$493,523.00	596,657
1	**1.2**	1.2a - 1.2b Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students.	Yes	$665,931.00	1,122,863
1	**1.3**	1.3a -1.3b CTE Pathway Completion Rates	No	$1,027,946.00	1,092,711
1	**1.4**	1.4a - 1.4b Increase the percentage of students who meet A-G eligibility for the UC and CSU systems	No	$149,055.00	53,107
1	**1.5**	Percentage of students classified as College and Career Ready on the CCI Indicator.	No		0
1	**1.6**	1.6 Increase the number of students who pass an Advanced Placement exam with a score of 3 or higher or are enrolled in a dual enrollment course.	No		0
1	**1.7**	1.7 Highly Qualified Teachers and support staff	No	$41,237,023.00	47,139,301
1	**1.8**	Teacher retention	Yes	$1,300,731.00	460,130

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	**1.9**	Classified staff to support students-retention	Yes	$6,514,663.00	7,114,604
1	**1.10**	Class Size 4th through 12th	Yes	$900,000.00	900,000
2	**2.1**	2.1 Sufficiency of Instructional Materials	Yes	$1,527,695.00	1,925,300
2	**2.2**	2.2 Facility Inspection Tool	No	$2,318,449.00	2,829,184
3	**3.1**	3.1 a- 3.1b Student Average Daily Attendance and chronic absenteeism	No	$217,431.00	322,555
3	**3.2**	3.2 Graduation Rate	No		
3	**3.3**	3.3 a - 3.3b Dropout Rate	No		
4	**4.1**	4.1 Reduce percentage of students suspended including lowest performing groups	No		
4	**4.2**	4.2 Decrease expulsion rate	No		
4	**4.3**	4.3 a - 4.3 b Connectedness to school and caring adult	No		
4	**4.4**	4.4 Parent engagement through empathy interviews and parent conferences	No		
5	**5.1**	Amplify mCLASS data- reading at grade level	No		
5	**5.2**	5.2a - 5.2b IXL data for ELA and math	No		
6	**6.1**	Zoe Barnum Equity Multiplier Funding	No	$74,000.00	40,038

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)
6	**6.2**	Intervention Specialist	No	$24,029.00	
6	**6.3**	MTSS Training	No	$4,000.00	
6	**6.4**	SEL Curriculum	No	$5,337.00	5,337

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)
10,405,526	$10,888,851.00	$11,227,878.00	($339,027.00)	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	**1.2**	1.2a - 1.2b Ensure all students have access to a multi-tiered system of support for ELD instruction leading to improved progress, increased EL Reclassification Rates, and lower percentage of LTEL students.	Yes	$645,762.00	827,844		
1	**1.8**	Teacher retention	Yes	$1,300,731.00	460,130		
1	**1.9**	Classified staff to support students- retention	Yes	$6,514,663.00	7,114,604		
1	**1.10**	Class Size 4th through 12th	Yes	$900,000.00	900,000		
2	**2.1**	2.1 Sufficiency of Instructional Materials	Yes	$1,527,695.00	1,925,300		

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)
38,182,952,	10,405,526		27.252%	$11,227,878.00	0.000%	29.405%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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