

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: East Nicolaus Joint Union High School District	<b>Approved by COE on 9-11-24</b>
CDS Code: 51 71373 5132758	
School Year: 2024/25	
LEA contact information: Neil Stinson, Superintendent nstinson@eastnicolaus.k12.ca.us 530-656-2255	

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 2024/25 School Year

### Projected Revenue by Fund Source

All federal funds,

\$92,550 , 2%

All local funds,

\$153,310 , 3%

All Other LCFF funds,

\$3,837,033 , 74%

Total LCFF Funds ,

\$4,065,265, 78%

All other state funds,

\$889,235 , 17%

LCFF supplemental &  
concentration grants,  
\$228,232 , 4%

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

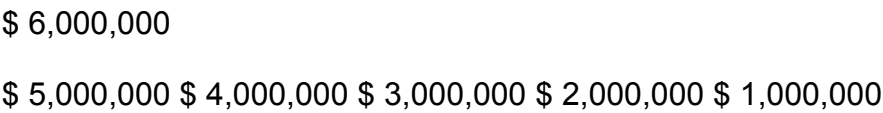
The text description for the above chart is as follows: The total revenue projected for East Nicolaus Joint Union High School District is \$5,200,360.00, of which \$4,065,265.00 is Local Control Funding Formula (LCFF), \$889,235.00 is other state funds, \$153,310.00 is local funds, and \$92,550.00 is federal funds. Of the \$4,065,265.00 in LCFF Funds, \$228,232.00 is generated based on the enrollment of high needs

students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP



Total Budgeted  
General Fund  
Expenditures,  
\$5,314,910

Total Budgeted  
Expenditures in  
the LCAP

\$783,177 \$ 0

This chart provides a quick summary of how much East Nicolaus Joint Union High School District plans to spend for 2024/25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: East Nicolaus Joint Union High School District plans to spend \$5,314,910.00 for the 2024/25 school year. Of that amount, \$783,177.00 is tied to

actions/services in the LCAP and \$4,531,733.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Increased or Improved Services for High Needs Students in the LCAP for the 2024/25  
School Year

In 2024/25, East Nicolaus Joint Union High School District is projecting it will receive \$228,232.00 based on the enrollment of foster youth, English learner, and low-income students. East Nicolaus Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. East Nicolaus Joint Union High School District plans to spend \$259,782.00 towards meeting this requirement, as described in the LCAP.

**LCFF Budget Overview for Parents**

**Update on Increased or Improved Services for High Needs Students in 2023/24**

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

Total Budgeted Expenditures for  
High Needs Students in the LCAP

Actual Expenditures for High Needs Students in  
LCAP

\$ 0 \$ 100,000 \$ 200,000 \$ 300,000 \$ 400,000 \$ 500,000

\$326,802

\$397,273

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

The text description of the above chart is as follows: In 2023/24, East Nicolaus Joint Union High School District 's LCAP budgeted \$326,802.00 for planned actions to increase or improve services for high needs students. East Nicolaus Joint Union High School District actually spent \$397,273.00 for actions to increase or improve services for high needs students in 2023/24.

**2023–24 Local Control and Accountability Plan Annual Update** The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Nicolaus Joint Union High School District	Neil Stinson Superintendent	nstinson@eastnicolaus.k12.ca.us 530-656-2255

## ***Goals and Actions***

### ***Goal***

Goal #	Description
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1	<p>1.0 Conditions of Learning</p> <p>ENHS will hire and assign fully credentialed teachers, ensure that facilities are well maintained, implement California standards (CA Standards), and provide student access to standards-aligned materials while offering a broad course of study and access for all students to include enrichment, expanded CTE offerings, and rigorous core classes.</p>
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### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Basic Conditions at School Percent of teachers appropriately assigned and fully credentialed Priority 1A</p> <p>Source: SARC</p>	100% fully credentialed and appropriately assigned	84.6 % of teaching staff assignments were fully credentialed in appropriately assigned subject areas.	88.74% of teaching staff assignments were fully credentialed in appropriately assigned subject areas. 2022 SARC Report	<p>2023/24</p> <p>94.3% of teaching staff are fully credentialed and appropriately assigned</p>	to reach 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>Basic Conditions at School</p> <p>Percent of students with sufficient access to standards-aligned instructional materials Priority</p> <p>1B Source:</p> <p>SARC</p>	<p>100% of ELA/ELD and Math materials aligned to CCSS</p> <p>0% of Science materials are aligned to NGSS</p> <p>100% of HSS materials aligned to Standards, but not the new Framework</p>	<p>100% of ELA/ELD and Math materials aligned to CCSS</p> <p>100% of Science materials are aligned to NGSS</p> <p>100% of HSS materials aligned to Standards, but not the new Framework</p>	<p>100% of ELA/ELD and Math materials aligned to CCSS</p> <p>100% of Science materials are aligned to NGSS</p> <p>100% of HSS materials aligned to Standards, but not the new Framework</p>	<p>2023/24</p> <p>100% of ELA/ELD and Math Materials are aligned to CCSS</p> <p>100% of Science materials are aligned to NGSS</p> <p>100% of HHS materials are aligned to Standards and the new Framework.</p>	<p>Maintain 100% standards-alignme nt to ELA/ELD and Math 100% alignment to science and HSS</p>
<p>Implementation of CA State Standards</p> <p>EL Access to California Standards including ELD standards.</p> <p>Priority 2B</p> <p>Source Local Data</p>	<p>100% of EL Students have access to ELD curriculum. Baseline established in 2022 - 23 school year.</p>	<p>N/A</p>	<p>2022-23</p> <p>100% of EL Students have access to ELD</p>	<p>2023/24</p> <p>100% of EL Students have access to ELD</p>	<p>2022-23</p> <p>100% of EL Students have access to ELD</p>



<p>Basic Conditions at School</p> <p>Facilities Inspection Tool Rating</p> <p>Priority 1C</p> <p>Source Facility Inspection Tool (FIT)</p>	<p>Good Repair Rating</p>	<p>FIT report was scored at 98.2 reflecting a GOOD rating</p>	<p>FIT report was scored at 100% reflecting a Exemplary rating.</p>	<p>September 2023 Exemplary Repair Rating</p>	<p>Good Repair</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Implementation of CA State Standards</p> <p>Progress (1-5) in implementing programs to support staff in identifying areas they can improve in delivery of instruction.</p> <p>Priority 2A</p> <p>Source: Local Indicator Survey</p>	<p>NGSS Professional Learning</p> <p>- 3 (Initial Implementation) Instructional Materials</p> <p>- 2 (Beginning Development) Implementation of Policies and Programs to support staff - 3 (Initial Implementation</p>	<p>Professional Learning- 3</p> <p>Instructional Materials-3 Implementation of</p> <p>Policies and Programs to support staff- 3</p>	<p>Professional Learning -3</p> <p>Instructional Materials- 3 Implementation of</p> <p>Policies and Programs to support staff- 3</p>	<p>Professional Learning -3</p> <p>Instructional Materials- 4 Implementation of</p> <p>Policies and Programs to support staff- 4</p>	<p>NGSS Professional Learning</p> <p>- 5 (Initial Implementation) Instructional Materials</p> <p>- 4 (Beginning Development) Implementation of Policies and Programs to support staff - 5 (Initial Implementation</p>

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We successfully implemented most of the actions and services in Goal 1. We had 15.04 FTE teachers and were able to fill our position for a Spanish teacher. (Action 1.1 Credentialed and Appropriately Assigned Teachers) Textbooks for the Business Management Pathway and History Social-Studies (HSS) were adopted. All students (100%) had sufficient access to standards-aligned instructional materials in ELA/ELD, Math, Science, and HSS. (Action 1.2 Instructional Materials) The Emergency Electrical Project has been 100% completed. Our facilities, for a 50 year old campus, are in exemplary condition (per the FIT report) through daily attention and effort by staff to maintain a clean and safe environment. (Action 1.3 Facilities) We provided professional development to all staff members once monthly; our AG and Manufacturing CTE pathway instructor received professional development in their respective areas; we provided professional experience to our new CTE business pathway teacher through Creativity, Entrepreneurship and Innovation opportunities and practices; and we provided 1 day per month for teachers to collaborate and share during a Professional Learning Community. (Action 1.4 Professional Development) We had vigorous and active participation in a broad CTE program; added a greenhouse to our Agricultural Pathway ensuring further development and opportunities for learning in that program; Work Based Learning opportunities continued to be an area that is important and increasing with a focus on providing exploratory and introductory opportunities for students; certifications through our welding and floral departments continue to be an

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integral part of preparing students for career and college readiness; this year we added a CTE Agriculture Heavy Equipment operations and maintenance course as an addition to our Agricultural Mechanics pathway, we have 20 students currently enrolled in this course; we offered four sections of floral from beginning to advanced so that students have options within their daily schedule to take such a class; following the completion of a K21 Grant that funded a work based learning coordinator, we have now hired that position and students experience both active and exploratory work based learning opportunities; and we have begun a new CTE Business Pathway that currently has 3 separate courses and focuses on Entrepreneurship type of curriculum. (Action 1.5 CTE Pathways) We ran 3 bus routes that transported approximately 90 students twice a day on a daily basis as well as provided transportation to all extra-curricular and co-curricular events for programs at East Nicolaus High School (ENHS) so that all students had opportunities for participation. (Action 1.6 Transportation) East Nicolaus High School provided 250 meals on average daily to our student body through breakfast and lunch service. (Action 1.7 Nutrition)

There were no substantive differences between planned actions and actual implementation of the actions in Goal 1. Challenges in implementing actions and services in Goal 1 included:

- Teachers being fully credentialed and correctly assigned is a challenge for ENHS due to the fact that we had a math teacher leave during the 23-24 school year and have not been able to fill that position with a fully credentialed teacher. We also have some CTE teachers without the proper EL authorization so we are working with them so they will be fully compliant with the California Commission on Teacher Credentialing (CCTC). (Action 1.1)
- ENHS has gone through our Western Association of Schools and Colleges (WASC) process and the school and the WASC visiting team

have identified that ENHS needs to do more support and work with our teachers on academic rigor, common assessments, and essential standards. This is work that we will do with teachers, along with staff from Sutter County Superintendent of Schools (SCSOS) to help staff implement and deliver high quality rigorous educational opportunities for our students. (Action 1.4)

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

There were materials difference between Budgeted Expenditures and Estimated Actual Expenditures for half the actions in Goal 1. We spent more on Action 1.1 because there was a raise that was negotiated after the LCAP was approved. We spent less for Action 1.4 due to using SCSOS for PD at no cost and less for Action 1.6 because we lost a veteran employee and relied on a neighboring school district for some of our transportation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1 includes actions related to conditions of learning. Actions within the goal, while not always meeting the desired outcome, were effective in making progress toward Goal 1:

Action 1.2 Instructional Materials: Over the three year cycle of this LCAP we have adopted textbooks and made sure all students had access to standards-aligned instruction materials. This action helped us make progress toward Priority 1B.

- Metric: *Sufficient Access to Standards-Aligned Instructional Materials in NGSS*: 0% in the baseline year to 100% in 2023. Met Desired Outcome.
- Local Indicator Progress in *Implementing Instructional Materials in NGSS 2* in the baseline year to 4 in 2024.

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Action 1.3 Facilities: Our facilities, for a 50 year old campus, are in exemplary condition through daily attention and effort by staff to maintain a clean and safe environment. This action helped us make progress toward Priority 1C.

- Metric: The Facilities Inspection Tool (FIT) Rating increased from *Good* in the baseline year to *Exemplary* in 2023. Exceeded Desired Outcome.

Action 1.5 CTE Pathways: We continue to dedicate resources to offer an excellent well-rounded CTE program by adding programs and resources needed to support classes. This action helped us make progress toward Priority 4C.

- According to the 2023 California School Dashboard (Dashboard) the percentage of students completing at least one CTE Pathway has increased from 19% (baseline) to 37.5% (2023).

Actions 1.6 Transportation, 1.7 Nutrition: There are no metrics for these actions in Goal 1 but there are some metrics in Goal 3. These actions were not effective in making progress toward Goal 1. We evaluated these actions based on effectiveness in making progress on metrics for

Priorities 5A Attendance Rate and 5B Chronic Absenteeism Rate and found them not effective.

Metric: *Attendance and Chronic Absenteeism*: Attendance went from 95.6% in the baseline year to 93.1% in 2024; our Chronic Absenteeism Rate was 9.4% in the baseline year and according to our Student Information System (SIS), Aeries, our Chronic Absenteeism Rate was 19.1% as of April 15, 2024. According to DataQuest, the Chronic Absenteeism Rates reported in metrics were not accurate.

Action 1.1 Credentialed and Appropriately Assigned Teachers: In a small school with few teachers, the metric for this action can vary. One teacher misassignment makes a big difference in the percentage. This action did not help us make progress toward Priority 1A. Metric: *Percent of teachers appropriately assigned and fully credentialed*: 100% in the baseline year to 94.3% in the 2023/24 school year.

Action 1.4 Professional Development (PD): This action was evaluated using metrics in Goal 2. During our WASC process in fall 2023, the visiting team identified that ENHS needs to do more support and work with our teachers on academic rigor, common assessments, and essential standards. After reviewing metrics in Goal 2 and considering input from the WASC visiting team, we determined that this action was not effective.

For the 2024/25 LCAP, Goal 1 will be changed to align with our WASC goals. A description of changes can be found in prompt 4 below.

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

Goal 1 will now be, *Provide students with targeted, evidence-based practices, interventions, and supplemental services, supporting the core instructional program, raising levels of student achievement, and closing the achievement gaps with underperforming student groups.*

Priorities 1A, 1B, 1C and 2A, will stay in Goal 1. Priority 2B will stay in Goal 1 but the new metric will be, *Percentage of English learners scoring a C or higher in their English class*. Priorities 4A, 4E, 4F, 7A, and 7B/C have been added. Changes have been made to all Expected Outcomes to reflect baseline data and planned programs and services.

2023/24 LCAP Actions 1.1, 1.2, 1.3 have been removed from Goal 1 because they are actions and services that are firmly in place and will continue to be monitored through metrics. Actions 1.6 and 1.7 were not effective in making progress toward the goal and they are actions that are part of our basic services so they will continue outside of the LCAP. Action 1.4 will stay in Goal 1 but with changes in professional

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development activities to reflect recommendations by the WASC visiting team. 2023/24 LCAP Action 2.1 will be moved to the 2024/25 LCAP Goal 1 with some changes to the action. Action 1.5 will be moved to Goal 2 with some changes. We are adding actions 1.2 Team Planning, 1.4 Credit Recovery Program, and Data: Assessments & Progress Monitoring to the 2024/25 LCAP.

## Goals and Actions

### Goal

Goal #	Description
2	<p>2.0 Pupil Outcomes</p> <p>We will ensure students are college and career ready by providing additional support for staff and students with regard to instruction learning respectively. ENHS will address professional development in the area of California Standards and benchmark assessments, while also reviewing intervention needs and ELD to support. Additionally and in conjunction with this goal, enhance and create an efficient, streamlined, positive facility that coincides with the safe learning environment will be the expectation. Increased access to academic center, enhanced CTE pathways, RTI services, and significant co- curricular activities that create enhanced culture rich experiences for all students at ENHS.</p>

### ***Measuring and Reporting Results***

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pupil Achievement Number of ELs who make progress towards English Proficiency as measured by the ELPAC Priority 4E Source: ELPAC/Ca Schools Dashboard (when data is reported)</p>	<p>2 students did not increase one or more levels on the ELPAC</p>	<p>We increased ELPAC students testing to 8. 3 students increased one or more levels on the ELPAC</p>	<p>There were not enough students in the student group to gather data from the dashboard.</p>	<p>2023 Dashboard There were not enough students in the student group to gather data from the dashboard.</p> <p>2024 Summative ELPAC 18.18%</p>	<p>ALL EL students will increase one or more levels on the ELPAC.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement EL Reclassification Rate Priority 4F Source: Local Data	0 students reclassified in 2019-20	0 students reclassified in 2021-2022	1 student was reclassified in 2022- 2023 school year	3 student was reclassified in the 2023-24 school year	Reclassify 2 students and all long term ELs.
Other Pupil Outcomes D and F rate of students Priority 8  Source: SIS	D and F Rate 13% Hard to determine accuracy of this baseline due to the PASS/FAIL allowances due to Covid-19 pandemic and the Hold Harmless grading of spring 2020.	D & F Rate 25%	D and F Rate: 7.8% according to the 2022- 2023 Fall Semester Grades	8% of students had a D or F on their 2023 fall semester report card.	15%

<p>Pupil Achievement Percent of students who completed both requirements for CSU/UC and CTE pathways</p> <p>Priority 4D</p> <p>Source: Ca School Dashboard</p>	<p>Fall 2019 Dashboard - College and Career Indicator</p> <p>56% of students prepared</p>	<p>CDE has not reported a new CCI report since the 2019 Dashboard</p>	<p>CDE has not reported a new CCI report since the 2019 Dashboard</p>	<p>2023 Dashboard – College and Career Indicator</p> <p>43% of students prepared</p>	<p>65% of students prepared</p> <p>Adjusted Spring 2022-55% of students prepared.</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pupil Achievement Distance from Standard and percent of students meeting/exceeding grade level standards in ELA</p> <p>Priority 4A</p> <p>Source: CAASPP and Ca Schools Dashboard</p>	<p>Fall 2019 Academic Indicator ELA: Status: 7.3 points above standard. Change: Declined 17.9 points Yellow performance category</p> <p>58% of 11th Grade Students</p>	<p>CDE has not reported an Academic Indicator report since the 2019 Dashboard</p> <p>According to CAASP data for the 2020-21 school year 43.4% of 11th grade students who tested</p>	<p>2022 Academic Indicator ELA CA School Dashboard: 18.9 points below standard. In ELA</p> <p>48.24% of the students were at met/exceeded standards.</p>	<p>2023 Dashboard: ELA All 114.3 points below standard, declined 95.4 points (Red performance category)</p> <p>37.26% of 11<sup>th</sup> Grade Students Met/Exceeded Grade Level Standards</p>	<p>19 points above standard</p> <p>70% of students met/exceeded standards</p> <p>Adjusted Spring 2022 to 15 points above standard and 60% of Students Met/Exceeded Grade Level Standards</p>

<p>Pupil Achievement Distance from Standard and percent of students meeting/exceeding grade level standards in Math</p> <p>Priority 4A</p> <p>Source: CAASPP and Ca Schools Dashboard</p>	<p>Fall 2019 Academic Indicator for Math: Status: 61.5 points below standard.</p> <p>Change: Maintained 2.6 points</p> <p>Orange performance category</p> <p>21% of 11th Grade Students Met/Exceeded Grade Level Standards</p>	<p>CDE has not reported a new Academic Indicator report since the 2019 Dashboard</p> <p>According to CAASP data for the 2020-21 school year</p> <p>25% met or exceeded grade level standards.</p>	<p>2022 Academic Indicator Math CA School Dashboard: In Math 92.2 points below standard</p> <p>18.82% of student were at met/exceeded standards.</p>	<p>2023 Dashboard: Math</p> <p>All 184 points below standard, declined 91.9 points (Red performance category)</p> <p>17.65% of 11<sup>th</sup> Grade Students Met/Exceeded Grade Level Standards</p>	<p>45 points below standard</p> <p>33% of students met/exceeded standards</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pupil Achievement Course Completion rate UC/CSU Priority 4B</p> <p>Source: SIS</p>	<p>For the 2018-2019 school year, ENHS has increased our UC/CSU A-G Completion Rate to 48.1%.</p>	<p>31%</p>	<p>For the 2021-2022 school year, ENHS has an UC/CSU A G Completion Rate of 37.33 according to</p>	<p>2023 Dashboard: UC/CSU All: 38.7%</p>	<p>UC/CSU A-G Completion Rate 75%</p> <p>Adjusted Spring 2022 to 60%</p>



			the 2022 SARC Report		Spring 2022
<p>Pupil Achievement AP Pass Rate of 3 or Higher Data</p> <p>Priority 4G</p> <p>Source: AP Pass Rate in SIS</p>	<p>9% passed AP exams with a score of 3 or higher</p> <p>8 AP exams taken by students</p>	<p>5 students took AP exams, 20% scored with a 3 or higher.</p>	<p>26 Students took AP exams in Spring 2023. 23% of the students taking the AP exam scored a 3 or higher.</p>	<p>2023/24</p> <p>We do not offer AP exams at this time.</p>	<p>70% passed AP exams with 3 or higher</p> <p>15 AP exams taken by students</p> <p>Adjusted Spring 2022 to 50% passed exams with 3 or higher</p> <p>8 AP exams taken by students</p>
<p>Pupil Achievement Percent of students demonstrate college preparedness according to EAP</p> <p>Priority 4H</p> <p>Source: EAP Data</p>	<p>2018-2019 School Year Results:</p> <p>Standard Exceeded (Ready):</p> <p>19% ELA 4% Math</p> <p>Standard Met (Conditionally Ready) 38% ELA 16% Math</p>	<p>According to EAP data:</p> <p>Standard Exceeded; (Ready)</p> <p>22% ELA 11% MATH</p> <p>Standard Met: (Conditionally Ready) 22% ELA 16% MATH</p>	<p>According to 2021-2022 EAP data:</p> <p>Standard Exceeded; (Ready)</p> <p>14.12% ELA 2.8% MATH</p> <p>(Conditionally Ready)</p> <p>34.12% ELA 16.47% MATH</p>	<p>2023 CAASPP:</p> <p>Standard Exceeded (Ready):</p> <p>15.69% ELA 3.92% Math</p> <p>(Conditionally Ready):</p> <p>21.57% ELA 13.73% Math</p>	<p>Exceeded (Ready): 25% ELA</p> <p>10% Math Standard Met</p> <p>(Conditionally Ready) 44% ELA 22% Math</p>

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

A description of any substantive differences in planned actions and actual implementation of these actions.

<p>Successes:</p> <p>We completed 10 professional learning sessions with English 3D. Teachers worked with staff from SCSOS on essential standards and engagement. We offered Spanish and math tutoring within the school day including lunchtime. (Action 2.1 Intervention Support) As part of the regular duties of the Learning Director student progress was monitored at a minimum of every 9 weeks for all students. Those students who were identified as in danger of failing were monitored on a more frequent basis. Our BARR grant period expired so while we were no longer participating in the program, staff including the Learning Director continued to monitor grades, attendance and behavior. (Action 2.2 BARR Interdisciplinary Approach / Progress Monitoring) Our new Learning Director remained committed to identifying and monitoring students requiring intervention classes. Special focus provided to unduplicated students, English Learners (ELs), and Foster Youth. Regular updates and reviews ensured a proactive approach to addressing students' unique needs. Efforts were made to formalize a comprehensive system for assessing students on a school-wide level. Benchmarks were being established in each department to gauge students' academic performance and overall well-being. (Action 2.3 Progress Monitoring)</p> <p>There were no substantive differences in planned actions and actual implementation of the actions in Goal 2. Challenges: We continued to struggle with academic rigor and not having essential standards fully outlined in all courses. ENHS went through the WASC process and the school and the WASC visiting team identified that ENHS needs to do more support and work with our teachers on academic rigor, common assessments, and essential standards. This work that we will do with teachers along with staff from SCSOS will help the staff implement and deliver high quality rigorous educational opportunities for our students. (Actions 2.1 and 2.3)</p> <p>Our BARR grant period expired so while we were no longer participating in the program, staff including the Learning Director continued to monitor grades, attendance, and behavior. (Action 2.2)</p>
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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.

<p>There were material differences between Budgeted Expenditures and Estimated Actual Expenditures for two actions in Goal 2. We spent more in Action 2.1 due to new staff at a higher pay rate teaching academic support courses and we spent less on Action 2.3 because new staff was hired at a lower pay rate.</p>
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An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2 focused on ensuring students are college and career ready by providing additional support. Actions included: 2.1 Intervention Support,

2.2 BARR Interdisciplinary Approach and Progress Monitoring, and 2.3 Progress Monitoring. We identified metrics that indicate actions were somewhat effective in making progress toward the goal during the three-year LCAP cycle.

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- Metric - Rate of D and F: 13% of the students had a D or F on their fall semester report card (baseline) to 8%(2023 fall semester report card). We exceeded our Desired Outcome of 15%. (Local Data)
- Metric - EL Reclassification Rate: 0 students were reclassified in 2019/20, 3 students were reclassified in 2023/24.

The following scores may not seem as though our actions were effective, but given the circumstances of the time period, we believe that our actions are the reason scores did not decrease more than they did. One factor contributing to the 2023 scores is that 67% of students took the ELA CAASPP and 68% of students took the Math test. The Learning Director has already remedied that for the 2024 testing cycle.

- Metric - Percent of 11<sup>th</sup> grade students meeting/exceeding grade level standards in ELA: 58% (2019), 43.4% (2021), 48.24% (2022), 37.26% (2023).
- Metric - Percent of 11<sup>th</sup> grade students meeting/exceeding grade level standards in Math: 21% (2019), 25% (2021), 18.82% (2022), 17.65% (2023).
- Metric - College preparedness according to EAP: Ready: ELA 19% (baseline) to 15.69% (2023), Math 4% (baseline) to 3.92% (2023); Conditionally Ready: ELA 38% (baseline) to 21.57% (2023), Math: 16% (baseline) to 13.73% (2023).

While the metrics noted above indicate some progress, the actions in the 2023/24 LCAP were not effective in the high stakes metrics of achievement on the CASSPP, ELPAC, and UC/CSU rates.

- Metric - Distance from Standard in ELA: 7.3 points above (2019), 18.9 points below (2022), 114.3 points below (2023). - Metric - Distance from Standard in Math: 61.5 points below (2019), 92.2 points below (2022), 184 points below (2023). - Metric - EL progress toward English Proficiency: 2 students did not increase one or more levels on the ELPAC (baseline), 10 students did not increase one or more levels on the ELPAC (2023).
- Metric - UC/CSU completion rate: 48.1% (2018/19), 38.7% (2023 Dashboard).

For the 2024/25 LCAP, Goal 2 will be changed to align with one of our WASC goals. A description of changes can be found in prompt 4 below.

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

Goal 2 will now be, *Provide a rigorous and comprehensive program to ensure ALL students are college and career ready as they transition to graduation and beyond.*

Priorities 4A, 4E, 4F are being moved to Goal 1. Priorities AB, 4D, 4G, 4H, 8 will stay in Goal 2 with some adjustments to wording. Priorities 4C, 5D, 5E have been added to Goal 2. Changes have been made to all Expected Outcomes to reflect Baseline data and planned programs and services.

Actions 2.1 is being moved to Goal 1 with some changes. Actions 2.2 and 2.3 did not have the impact on student achievement that is needed to improve outcomes so they will not be included in the 2024/25 LCAP. We are adding actions 2.1 CTE, and 2.2 College Preparedness to Goal 2 in the 2024/25 LCAP.

Goals and Actions

Goal

Goal #	Description
3	<p>3.0 Engagement</p> <p>ENHS will increase parent involvement and pupil engagement by ensuring that school climate identifies all areas of academics and student success. ENHS will foster positive relationships between staff, students, parents, and the community as part of a successful learning environment (e.g. rigorous curriculum, robust and fully formed CTE pathways, and enrichment courses). Additionally, a clean, healthy, physically and emotionally safe learning environment will be provided. Access to academic center, intervention services, and extra-curricular activities both in and outside of school foster student engagement.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>Parental Involvement and Family Engagement</p> <p>Parent, Staff, and Student Surveys</p> <p>Percent of parents that feel their input in decision making is valued</p> <p>Priority 3A 3B 3C</p> <p>Source: CHKS</p>	90%	90%	<p>Parental Involvement and Family Engagement:</p> <p>90% Unduplicated Students- Establish baseline in 2023-24</p> <p>Students with exceptional needs Establish baseline in 2023-24</p>	<p>Parental Involvement and Family Engagement:</p> <p>89.5% All</p> <p>Our current survey system does not allow us to look at survey results by student group.</p>	Maintain 90%
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>School Climate</p> <p>Suspension Rate Indicator and Expulsion Data</p> <p>Priority 6A and Priority 6B</p> <p>Source: Local Data and CA</p>	<p>2020-21</p> <p>0% expulsion 0% Suspension</p> <p>Fall 2019 Dashboard - Suspension Rate Indicator</p> <p>3.8% of students suspended</p>	<p>2021-22</p> <p>0 % Expulsion 10.4% Suspension</p> <p>There is no 2020 Dashboard - Suspension Rate Indicator of students suspended but our suspension rate for the 21-22 school year was measured by our</p>	<p>2022 Dashboard</p> <p>0 % Expulsion 11.6% suspended at least one day</p>	<p>2023 Dashboard</p> <p>0% Expulsion 2.8% Suspension</p>	<p>Maintain 0% Expulsion &lt;2% Suspension</p> <p>Dashboard &lt;2% suspension</p>

Schools Dashboard		School Information System.			
Pupil Engagement Attendance Data and Chronic Absenteeism Rate Indicator  Priority 5A and Priority 5B  Source P2 Attendance and SIS system	Attendance - 95.6% Chronic Absenteeism Rate – 9.4%	Attendance- 93.8% Chronic Absenteeism Rate 6.2%	Aeries Data: Attendance- 94.8% Chronic Absenteeism Rate 5.2%	April 2024 Attendance: 93.1% Chronic Absenteeism Rate: 19.1%	Attendance - 98% Chronic Absenteeism - <3%
Pupil Engagement High School Graduation Rate Priority 5E  Source: CA Schools Dashboard	Fall 2019 Dashboard - Graduation Rate Indicator  98.7% graduated	There is no 2020 Dashboard showing the Graduation Rate Indicator.  100% Graduation Rate	2022 CA School Dashboard graduation rate of:96.8%	2023 Dashboard 95.7% graduated	100%  Adjusted Spring 2022- Maintain a minimum 95% graduation rate

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Pupil Engagement High School Drop Out Rate  Priority 5D  Source: Local Data CA Schools Dashboard and SARC	2.3%	0 students are reported as dropouts.	1 student or 3.2% were reported as dropouts.	4.3%	Maintain less than 2%
School Climate Surveys on School Safety and Connectedness Priority 6C           Source: Local Survey Data	School Safety Staff - Create Baseline Parents - 90% Students - 82%      School Connectedness Students - 80%	Parents- 92% Students-76%          School Connectedness Students- 85%	Healthy Kids Survey Data: School Safety Parents - 90%  Students - 74% Staff- Establish baseline in 2023-24 School  Connectedness Students - 82% Staff Establish baseline in 2023-24 Parents Establish Baseline in 2023-24	Fall 2023   School Safety Parents 86% Students 74% Staff 95%  Connectedness Parents 84.2% Students 82% Staff 100%	School Safety Staff - Create Baseline Parents - 100% Students - 100%      School Connectedness Students - 90%

### ***Goal Analysis***

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Successes: We have conducted one school climate survey this year. We use Aeries to monitor chronic absenteeism and discipline. All ENHS staff use restorative justice practices. PBIS incentives support student behavior. We held monthly recognition and awards for Positive Spartan Characteristic traits, we provided Freshman class shirts, and incentives for Honor Roll/Principal's list. For students that are credit deficient and/or in danger of failing, the ENHS Learning Director and teachers reached out to parents and students to discuss student progress. (Action 3.1 School Climate)

There were no substantive differences in planned actions and actual implementation of the actions in Goal 3. It was a challenge to get parents involved with regards to academic based topics and overall school connectedness with regards to students, parents, and staff. (Action 3.1)

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

The material difference between the Budgeted Expenditure and Estimated Actual Expenditure for our only action in Goal 3 was because we implemented a new program that was not planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The action, 3.1 School Climate, was effective in making progress toward Goal 3 during the three-year LCAP cycle. The 2023 Dashboard reported Suspension Rates declined for all reported student groups and all were in the Green performance level. 2023 Suspension Rates: All: 2.8%, declined 8.9%; White: 2.8%, declined 9.7%; Hispanic: 3.4%, declined 5.8%; SED: 3%, declined 14.6%; SWD: 2.8%, declined 10.1%. The suspension rate for our All student group is lower than our baseline rate of 3.8% and just above our Desired Outcome of less than 2%. Our suspension rate as of April 2024 was 2%, meeting our Desired Outcome. We attribute this improvement to the work we have done through Action 3.1 where we have developed a system of monitoring discipline; educated new staff in the components and use of restorative justice practices so all staff uses restorative justice; give incentives to reinforce positive behavior and give PBIS incentives to support students. Action 3.1 has not been as effective in improving attendance. The Chronic Absenteeism Rate increased from 9.4% (baseline) to 19.1% (2023/24) (Local Data) and our Attendance Rate decreased from 95.6% in the baseline year to 93.1% in April 2024. For the 2024/25 LCAP, Goal 3 will be changed to align with our WASC goals. A description of changes can be found in prompt 4 below.

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



Goal 3 will now be, *Provide continuous methods of communication and engagement that sustains ongoing connection with and involvement of the students, parents, staff, and the community with a clear focus in improving student achievement.*

Priorities 3A, 3B/C, 5A, 5B, 6A, 6B, 6C will stay in Goal 3 but with some minor changes to wording of the metrics for clarity. Priorities 5D and 5E have been moved to Goal 2. Changes have been made to all Expected Outcomes to reflect Baseline data and planned programs and services.

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#### 2023–24 Local Control and Accountability Plan Annual Update Template

Action 3.1 has been removed from Goal 3 but we are keeping the restorative justice components and behavior and attendance incentives. We have added actions 3.1 Behavior, 3.2 Attendance, and 3.3 Parent Engagement so we can focus on the aspect of our school climate that will improve student achievement.

**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.**

## Template

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2023–24 Local Control and Accountability Plan Annual Update

### ***Instructions***

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

***Goals and Actions***

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

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

## 2023–24 Local Control and Accountability Plan Annual Update Instructions

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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.

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#### 2023–24 Local Control and Accountability Plan Annual Update

- 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, desired 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.

2023–24 Local Control and Accountability Plan Annual Update

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Nicolaus Joint Union High School District	Neil Stinson, Superintendent	nstinson@eastnicolaus.k12.ca.us (530)656-2255

## Plan Summary 2024/25

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

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

- Promote and encourage literacy for all students.
- Promote and encourage full participation in one or more of CTE pathways (AG Mechanics, Agriscience, Food Service and Hospitality, Ornamental Horticulture, and Business Management)
- Promote a responsible, confident attitude in our students.

### Local Control and Accountability Plan

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- Establish an intrinsic need for lifelong learning.
- Develop a strong sense of climate and culture through multiple SEL and activity based programs.
- Encourage students to accept new challenges and risk failure.
- Promote a secondary foundation through our course of study and A-G rates.
- Encourage students to pursue academic excellence.
- Teach students to value individual differences.

Our current enrollment of 299 students is 32% socio-economically disadvantaged, and 61% of our students are either inter-district transfer or district of choice students. Our staff is dedicated to providing students with a positive, safe educational experience that enables our students to attain his or her potential. Our staff members, who directly affect student achievement, include a Superintendent, Principal, Learning Director, 19 teachers (part time/full time), 7 classified, 4 maintenance and grounds, 2 bus drivers, 2 nutrition workers, and 2 shuttle drivers plus a collaboration with an IT company. They are a dedicated team of staff members who support all functions of the school district.

## Reflections: Annual Performance

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

data. **2023 California School Dashboard (Dashboard)**

### 2023 English Language Arts (ELA)

- All: 114.3 points below standard, declined 95.4 points
- White: 111 points below standard, declined 97.5 points
- Socio-Economically Disadvantaged (SED): 138.4 points below standard, declined 103.4 points

### 2023 Mathematics

- All: 184 points below standard, declined 91.9 points
- White: 176.8 points below standard, declined 92.8 points
- SED: 202 points below standard, declined 82.2 points

### 2023 Graduation Rate - *Declined slightly from 2022*

- All: 95.7%, declined 1.1%
- SED: 90%, maintained 0%

### College/Career

- All: 43%
- SED: 25%

### 2023 Suspension Rate – *Declined from 2022*

- All: 2.8%, declined 8.9%
- SED: 3%, declined 14.6%



Chronic Absenteeism Rate – Local April 2024 compared to DataQuest for the 2022/23 school year.

- All: 19.1%, declined 2.8%
- SED: 18.4%, declined 7.6%

Successes:

- Our facilities, for a 50 year old campus, are in exemplary condition through daily attention and effort by staff to maintain a clean and safe environment. Our Facilities Inspection Tool rating has increased from a Good rating (baseline) to Exemplary (2023). (Action 1.3 Facilities) - We continued to dedicate resources to offer an excellent well-rounded CTE program by adding programs and resources needed to support classes. (Action 1.5 CTE Pathways) According to the 2023 Dashboard the percentage of students completing at least one Career Technical Education (CTE) Pathway increased from 19% (baseline) to 41.9% (2023) for our All student group and increased from 13.3% (baseline) to 32.5% (2023) for our SED student group.
- The rate of students with D or F decreased from 13% in our baseline year to 8% on fall 2023 report cards. This decrease is due to the progress monitoring and intervention support in Goal 2.
- Student Achievement of UC/CSU course completion increased positively from the previous year, 30.6% to 38.7%. The ENHS Learning Director met with each student individually to monitor student achievement towards UC/CSU course completion. (Action 2.2 BARR - Interdisciplinary approach / Progress monitoring)
- 2023 Graduation Rate, although slightly lower than last year at 95.7% continues to be well above the state rate of 86.4 for the All student group and 90% for the SED student group (83.7% state). The Learning Director monitored students to make sure they were on track to graduate. Credit recovery and intervention programs were provided to students. (Actions 2.1 Intervention Support, 2.2 BARR Interdisciplinary approach / Progress monitoring, 2.3 Progress Monitoring)
- The 2023 Dashboard reported Suspension Rates declined for all reported student groups. We attribute this improvement to the work we have done through Action 3.1 (School Climate) where we have educated new staff in the components and use of restorative justice practices so all staff uses restorative justice and incentives to reinforce positive behavior.
- 2023/24 Parent Survey results (Strongly Agree/Agree):
  - The school has clean and well-maintained facilities and properties: 98.3%
  - This school has adults who really care about students: 86%
  - School staff treat parents with respect: 89.5%

## Local Control and Accountability Plan Needs:

- The academic achievement of all student groups declined significantly in English Language Arts (ELA) and Math as reported on the 2023 Dashboard. In ELA and Math our All and White student groups are in the lowest performance level (Red). There is a performance gap in both ELA and Math between our All student group and our SED student group.
- We continue to struggle with academic rigor and not having essential standards fully outlined in all courses. ENHS has gone through our Western Association of Schools and Colleges (WASC) process and the school and the WASC visiting team identified that ENHS needs to do more support and work with our teachers on academic rigor, common assessments, and essential standards.
- The lack of local common assessments tied to essential standards limits our ability to identify intervention needs or progress monitor. - The large number of students opting out of state testing significantly harmed scores. For the 2023 California Assessment of Student Performance and Progress (CAASPP) in ELA, 67% of students were tested and in math 68% of students were tested. As a result, ENHS suffered a large Lowest Obtainable Scale Score (LOSS) Penalty on the 2023 Dashboard.
- According to our Student Information System as of April 2024, our Chronic Absenteeism Rate declined 2.8% from the 2022/23 school year (DataQuest) to 19.1% for our All student group and declined 7.6% to 18.4% for our SED student group. - On the 2023/24 Parent Survey, parents said:
  - How well does the school let you know how your child is doing in school between report cards: Very well 54.4%, Just Okay 22.8%
  - The school enforces school rules equally for my child and all students: 52.6% (Strongly Agree/Agree) -This school provides high quality instruction to my child: 75.5% (Strongly Agree/Agree)
  - This school has high expectations for all students: 68.49% (Strongly Agree/Agree)
  - School staff take parent concerns seriously: 63.1% (Strongly Agree/Agree)

Based on an evaluation of state and local data, input from educational partners, and through our WASC review, we have determined that the emphasis in the 2024/25 LCAP must be on increasing the rigor of our academic program while building in support for all students for college and career readiness. The actions for this work will be found in the 2024/25 LCAP Goals 1 and 2. In Goal 1, we will focus our professional

development on creating a five year professional development plan with an emphasis on identifying essential standards and increasing rigor in all classes. Our grade level and/or content teams will develop pacing plans, course maps, and common assessments for each course. Intervention will include academic support classes, paraeducator support, and several online programs. (Goal 1, Actions 1.1 Professional Development, 1.2 Team Planning, 1.3 Intervention, 1.4 Credit Recovery Program, 1.5 Data) The emphasis in Goal 2 will be on CTE and College Preparedness. We will develop a system to track students within a CTE Pathway to make sure students who start a Pathway complete the Pathway. We will also work to increase college preparedness, (Goal 2, Action 2.1 CTE, 2.2 College Preparedness) We want to maintain the gains we have made in communication and engagement with parents, chronic absenteeism, and suspension. In Goal 3, we will continue to refine our Restorative Justice practices along with Positive Behavioral Interventions and Supports (PBIS). Our Attendance Clerk will monitor attendance and coordinate our School Attendance Review Team (SART) process and meetings. We will continue to host parent engagement opportunities including a monthly Coffee with the Admin, grade level parent meetings, and parent workshops. (Goal 3, Action 3.1 Behavior, 3.2 Attendance, 3.3 Parent Engagement)

## Reflections: Technical Assistance

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

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Local Control and Accountability Plan

N/A
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## Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A
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### *Support for Identified Schools*

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

N/A
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**Monitoring and Evaluating Effectiveness**

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

N/A
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**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.

Local Control and Accountability Plan

ENHS believes strongly that the input of all Educational Partners is essential when developing goals, actions and services that are implemented districtwide. As part of our engagement process, the needs of our students were discussed and identified using state and local data, surveys, and observations to determine the most appropriate goals, actions and services to accelerate learning. Throughout the 2023- 24 school year, the Superintendent and Principal consulted with a broad range of educational partners regarding the LCAP during a series of meetings which informed the 2024-25 LCAP.	
Educational Partner(s)	Process for Engagement

Certificated & Classified Staff (including Bargaining Units)	In monthly staff meetings we reviewed state assessment results, the Dashboard, and WASC findings. We discussed LCAP actions and progress. Starting in March 2024, we started seeking input on potential goals and actions for the 2024/25 LCAP.  Survey: January 2024
Principals & Administrators	Beginning in the fall, the school administrators worked together to review progress on our 2023/24 LCAP goals and actions and examined state data and survey results to present the information to staff and parents. Throughout the year this group evaluated needs to develop draft goals and actions for the 2024/25 LCAP.
Parents	Meetings to review progress on 2023/24 LCAP and seek input on potential goals and actions for the 2024/25 LCAP in: January 2024 and March 2024  Survey: January 2024
Students	Survey: Fall 2023 and Spring 2024
Parent Advisory Committee (PAC)	We held four meetings during the year where we reviewed the progress on actions in the 2023/24 LCAP and discussed needs and potential goals and actions for the 2024/25 LCAP. In May, this group reviewed the draft LCAP prior to board approval.
ELAC/DELAC	N/A
SELPA	April 2024

Insert or delete rows, as necessary.

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

Our educational partners and the WASC visiting team identified that ENHS needs to provide more support and work with our teachers on academic rigor, common assessments, and essential standards. On the 2023/24 Parent Survey, only 75.5% of parents say the school provides high quality instruction and 68.49% say the school has high expectations for all students. Based on this feedback, we have determined that the emphasis in the 2024/25 LCAP must be on increasing the rigor of our academic program while building support for all students for college and career. The actions for this work will be found in the 2024/25 LCAP Goal 1

### Local Control and Accountability Plan

- Action 1.1 Professional Development: We will create a five year professional development plan with an emphasis on identifying essential standards and increasing rigor in all classes.
- Action 1.2 Team Planning: Our grade level or content teams will develop pacing plans, course maps, and common assessments for each course.

ENHS is known for its Career Technical Education (CTE) programs. Some educational partners would like support in helping their child prepare for all postsecondary options. On the 2023/24 Parent Survey, 47.4% of parents say the school does very well and 26.3% say the school does just okay providing information on how to help their child plan for college or vocational school. Both actions in Goal 2, 2.1 CTE and 2.2 College Preparedness, will address this need.

Only 52.6% of parents agree that the school enforces school rules equally for their child and all other students, 14% do not think the school is a safe place for their child, and 66.7% of parents say student vaping or e-cigarette use is a problem at this school. In Action 3.1 Behavior we will continue to use Restorative Justice, offer Behavior Incentives, and institute Positive Behavioral Interventions and Supports (PBIS).

Our educational partners noted the support given to the school by our parents and community, especially for our sports and CTE programs. Just over 84% of parents say the school keeps them well-informed about school activities. Only 35.1% of parents say they have served on a school committee, 71.9% have attended a general school meeting, and 56.1% of parents say the school actively seeks the input of parents before making important decisions. We have developed Action 3.3 Parent Engagement to increase parent engagement opportunities.

## Goals and Actions

### Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The academic achievement of all student groups declined significantly in English Language Arts (ELA) and Math as reported on the 2023 Dashboard. In ELA and Math our All and White student groups are in the lowest performance level (Red). There is a performance gap in both ELA and Math between our All student group and our SED student group. We continue to struggle with academic rigor and not having essential standards fully outlined in all courses. ENHS went through our WASC process and the school and the WASC visiting team have identified that ENHS needs to do more support and work with our teachers on academic rigor, common assessments, and essential

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standards. The lack of local common assessments tied to essential standards limits our ability to identify intervention needs or progress monitor. The large number of students opting out of state testing has significantly harmed scores. For the 2023 CAASPP in ELA, 67% of students were tested and in math 68% of students were tested. As a result, ENHS suffered a large Lowest Obtainable Scale Score (LOSS) Penalty on the 2023 Dashboard.

- On the 2023/24 Parent Survey, parents said:
  - How well does the school let you know how your child is doing in school between report cards: Very Well 54.4%, Just Okay 22.8%
  - This school provides high quality instruction to my child: 75.5% (Strongly Agree/Agree)
  - This school has high expectations for all students: 68.49% (Strongly Agree/Agree)

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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M1.1	Priority 1A Percentage of teachers - Appropriately assigned and fully credentialed: Misassignments: Vacancies:  Source: CalSASS	October 2023 (for 2022/23 school year)  Appropriately assigned and fully credentialed: 94.35% Misassignments: 5.65% Vacancies: 0%			October 2026 (for the 2025/26 school year)  Appropriately assigned and fully credentialed: 95% Misassignments: 5% Vacancies: 0%	
M1.2	Priority 1B Percentage of students with access to standards-aligned instructional  materials Source:  SARC	January 2024  100%			January 2027  100%	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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M1.3	<p>Priority 2A</p> <p>Progress (1-5) in implementing policies or program to support staff in identifying areas where they can improve in delivering instruction aligned to standards and/or frameworks</p> <p>Source: Local Indicator Tool - Priority 2</p>	<p>January 2024</p> <p>4 ELA 4 ELD 4 Mathematics 4 NGSS 4 HSS</p>			<p>January 2027</p> <p>≥4 ELA ≥4 ELD ≥4 Mathematics ≥4 NGSS ≥4 HSS</p>	
M1.4	<p>Priority 2B</p> <p>Percentage of English learners scoring a C or higher in their English class.</p> <p>Source: Student Information System (SIS)</p>	<p>January 2024</p> <p>85%</p>			<p>January 2027</p> <p>≥85%</p>	

M1.5	Priority 4A  Distance from Standard Met on CAASPP   <i>Points Above or Below Standard Met on CAASPP</i>   Source: Dashboard	2023 Dashboard  <u>ELA</u> 114.3 below All 159.8 below Hispanic 111 below White 138.4 below SED  <u>Math</u> 184 below All 219.5 below Hispanic 176.8 below White 202 below SED			2026 Dashboard  <u>ELA</u> At Standard All 30 below Hispanic At Standard White 10 below SED  <u>Math</u> 30 below All 40 below Hispanic 30 below White 40 below SED	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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M1.6	<p>Priority 4A</p> <p>Percentage of students meeting and exceeding on CAASPP Summative Assessment</p> <p>Source: CAASPP</p>	<p>2023 CAASPP</p> <p><u>ELA</u></p> <p>37.26% All 8.33% Hispanic 50.01% White 23.52% SED</p> <p><u>Math</u></p> <p>17.65% All 16.67% Hispanic 21.21% White 11.12% SED</p> <p><u>Science</u></p> <p>21.57% All 8.33% Hispanic 25% White 8.33% Hispanic 23.53% SED</p>			<p>2026 CAASPP</p> <p><u>ELA</u></p> <p>60% All 30% Hispanic 70% White 50% SED</p> <p><u>Math</u></p> <p>30% All 30% Hispanic 35% White 22% SED</p> <p><u>Science</u></p> <p>25% All 15% Hispanic 32% White 30% SED</p>	
M1.7	<p>Priority 4E</p> <p>Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC</p> <p>Source: Dashboard and/or ELPAC Results</p>	<p>2023 Dashboard</p> <p>Fewer than 11 students so data is suppressed</p> <p>2024 Summative ELPAC 18.18%</p>			<p>2026 Dashboard</p> <p>Fewer than 11 students so data is suppressed</p> <p>2027 Summative ELPAC 20%</p>	
M1.8	<p>Priority 4F</p> <p>English Learner Reclassification</p>	<p>2023/24 School Year</p> <p>3 students reclassified</p>			<p>2026/27 School Year</p> <p>≥3 students reclassified</p>	

	Rate Source:  Local Data					
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.9	<p>Priority 7A</p> <p>Progress (1-5) implementing academic standards for all students</p> <p>Source: Local Indicator Tool – Priority 2</p>	<p>January 2024</p> <p>4 Health Education 4 Physical Education 4 VAPA 4 CTE 4 World Language</p>			<p>January 2027</p> <p>≥4 Health Education ≥4 Physical Education ≥4 VAPA ≥4 CTE ≥4 World Language</p>	
M1.10	<p>Priorities 7B/C</p> <p>Percentage of unduplicated students and students with exceptional needs who are missing credits who participate in the credit recovery program and earn the needed credits.</p> <p>Source: Attendance</p>	<p>January 2024</p> <p>33.33% SED 0% EL 0% SWD</p>			<p>January 2027</p> <p>60% SED 60% EL 60% SWD</p>	

	in programs					
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Insert or delete rows, as necessary.

## Goal Analysis for 2024/25

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

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

N/A

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.

N/A

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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.

N/A

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<ul style="list-style-type: none"> <li>• Create a five year professional development plan</li> <li>• The three administrators along with staff from Sutter County Superintendent of Schools (SCSOS) will work with staff to: <ul style="list-style-type: none"> <li>▪ Identify Essential Standards</li> <li>▪ Increase Rigor</li> <li>▪ Improve Student Success</li> </ul> </li> <li>• TCIP for new teachers</li> </ul>	\$9,510	Yes
1.2	Team Planning	<ul style="list-style-type: none"> <li>• Grade level or content teams will: <ul style="list-style-type: none"> <li>▪ Develop pacing plans, course maps, essential standards for each course, and common assessments for each course</li> <li>▪ Align learning objectives with essential standards</li> </ul> </li> </ul>	\$2,500	Yes
1.3	Intervention	<ul style="list-style-type: none"> <li>• Using results from 8<sup>th</sup> grade CAASPP ELA and Math assessments and/or 8<sup>th</sup> grade teacher recommendations, we will develop and offer an intervention class for incoming 9<sup>th</sup> graders</li> <li>• Include a required academic support class for students in grades 9- 12 failing a class or needing extra help as identified by the Learning Director in the master schedule</li> </ul>	\$27,500	Yes

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Action #	Title	Description	Total Funds	Contributing
1.4	Credit Recovery Program	<p>The Learning Director will identify students with D/F grades on their fall semester report card, for enrollment in APEX for credit recovery.</p> <ul style="list-style-type: none"> <li>• APEX program</li> <li>• APEX training</li> <li>• Students have the opportunity to do APEX over the summer</li> </ul>	\$11,700	Yes

1.5	Data: Assessments & Progress Monitoring	<ul style="list-style-type: none"> <li>• Evaluate student performance by conducting common student assessment (CSA) data analysis</li> <li>• The Learning Director will continue to identify and monitor students who need intervention classes and specifically track the intervention needs and progress of all students with particular attention to unduplicated students, ELs and Foster Youth</li> </ul>	\$42,239	Yes
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## Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

2023 Graduation Rate, although slightly lower than last year at 95.7% continues to be well above the state rate of 86.4 for the All student group and 90% for the SED student group (83.7% state). However, our Graduation Rate is still significantly lower than it was in 2019, when 98.7% for our All student group and 100% for our SED student group graduated. ENHS is known for its Career Technical Education (CTE) programs. As reported on the 2023 Dashboard, 41.9% of students have completed at least one CTE Pathway compared to 19% in 2019. Some educational partners would like support in helping their child prepare for all postsecondary options. On the 2023/24 Parent Survey, 47.4% of parents say the school does very well and 26.3% say the school does just okay providing information on how to help their child plan for college or vocational school. According to the 2023 Dashboard, 38.7% of students have completed A-G requirements compared to 83.3% in 2019 and the College/Career indicator is 43% compared to 56% in 2019. We want all students to have options beyond graduation and this goal and actions will support them in their postsecondary choices.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	<p>Priorities 3B/C</p> <p>Percentage of parents who are involved in their student's 4-year college &amp; career plan.</p> <p>Source: Attendance at Meetings</p>	<p>February 2024</p> <p>80% All 80% SED 100% EL 100% SWD</p>			<p>February 2027</p> <p>100% All 100% SED 100% EL 100% SWD</p>	
M2.2	<p>Priority 4B</p> <p>Percentage of graduates meeting UC and CSU A-G requirements.</p> <p>Source: Dashboard Additional Reports</p>	<p>2023 Dashboard</p> <p>38.7% All 47.4% Hispanic 36.9% White 22.5% SED 28.6% SWD</p>			<p>2026 Dashboard</p> <p>40% All 50% Hispanic 40% White 25% SED 30% SWD</p>	



M2.3	<p>Priority 4C</p> <p>Percentage of students with successful completion of CTE program of study.</p> <p>Source: Dashboard Additional Reports</p>	<p>2023 Dashboard</p> <p>41.9% All 26.3% Hispanic 47.7% White 32.5% SED 21.4% SWD</p>			<p>2026 Dashboard</p> <p>45% All 30% Hispanic 50% White 35% SED 25% SWD</p>	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.4	<p>Priority 4D</p> <p>Percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway</p> <p>Source: Dashboard Additional Reports</p>	<p>2023 Dashboard</p> <p>11.8% All 10.5% Hispanic 12.3% White 7.5% SED 7.1% SWD</p>			<p>2026 Dashboard</p> <p>15% All 15% Hispanic 15% White 10% SED 10% SWD</p>	

M2.5	<p>Priority 4G</p> <p>Percentage of pupils who have passed an advanced placement test with a score of 3 or higher</p> <p>Source: SIS</p>	<p>May 2024</p> <p>We do not offer AP exams at this time.</p>			<p>May 2027</p> <p>We do not offer AP exams at this time.</p>	
M2.6	<p>Priority 4H</p> <p>Percentage of pupils who demonstrate college preparedness as assessed in the Early Assessment Program (EAP)</p> <p>Source: CAASPP</p>	<p>2023 CAASPP</p> <p><u>ELA</u></p> <p>37.26% All 8.33% Hispanic 50.01% White 23.52% SED</p> <p><u>Math</u></p> <p>17.65% All 16.67% Hispanic 21.21% White 11.12% SED</p> <p><u>Science</u></p> <p>21.57% All 8.33% Hispanic 25.00% White 23.53% SED</p>			<p>2026 CAASPP</p> <p><u>ELA</u></p> <p>60% All 30% Hispanic 70% White 50% SED</p> <p><u>Math</u></p> <p>30% All 30% Hispanic 35% White 22% SED</p> <p><u>Science</u></p> <p>25% All 15% Hispanic 32% White 30% SED</p>	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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M2.7	Priority 5D High School Dropout Rate  Source: CALPADS	Fall 1 Reporting 2023  4.35%			Fall 1 Reporting 2026  ≤4%	
M2.8	Priority 5E High School Graduation Rate  Source: Dashboard	2023 Dashboard 95.7% All 93.8% White 100% Hispanic 90.0% SED 92.9% SWD			2026 Dashboard ≥97% All ≥96% White 100% Hispanic ≥95% SED ≥96% SWD	
M2.9	Priority 8 College/Career Indicator  Source: Dashboard	2023 Dashboard 43% All 47.4% Hispanic 43.1% White 25% SED 21.4% SWD			2026 Dashboard ≥60% All ≥60% Hispanic ≥60% White ≥40% SED ≥40% SWD	

Insert or delete rows, as necessary.

## Goal Analysis for 2024/25

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

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

N/A

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.

N/A

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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.

N/A

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE	We will continue to offer and maintain a broad course of study through different pathways. We will ensure we are continuing to grow and develop our CTE pathways to ensure that we are providing high quality industry education and develop a system to track students within a CTE Pathway to make sure students who start a Pathway complete the Pathway.	\$453,859	No

2.2	College Preparedness	<p>The Learning Director will work with students to increase participation in:</p> <ul style="list-style-type: none"> <li>• Dual Enrollment</li> <li>• Seal of Biliteracy</li> <li>• 11<sup>th</sup> grade SBAC</li> <li>• CTE Pathways</li> </ul> <p>The Learning Director will conduct student education and parent workshops on:</p> <ul style="list-style-type: none"> <li>• UC/CSU A-G requirements</li> <li>• College admissions and financial aid</li> </ul>	\$42,239	No
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## Goal

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

State Priorities addressed by this goal.

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

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An explanation of why the LEA has developed this goal.

Parent involvement is crucial for student success. It creates a partnership between home and school that benefits the students academically, socially, and emotionally. The work we have been doing to improve Chronic Absenteeism and Suspension Rates has been effective. Our Chronic Absenteeism Rate, although still much higher than it was a few years ago, has declined 2.8% to 19.1% (Aeries). Our Suspension Rate was in the Very High performance level last year for almost all student groups but has declined significantly and now is in the Green performance level for all student groups (2023 Dashboard). We must continue to work on attendance, and we still have work to do to improve student behavior. Only 52.6% of parents agree that the school enforces school rules equally for their child and all other students, 14% do not think the school is a safe place for their child, and 66.7% of parents say student vaping or e-cigarette use is a problem at this school. Our parents and community are very supportive of our school, especially our sports and CTE programs. Just over 84% of parents say the school keeps them well-informed about school activities. We would like to engage even more families in a variety of events and encourage more to be involved on committees. Only 35.1% of parents say they have served on a school committee, 71.9% have attended a school meeting, and 56.1% of parents say the school actively seeks the input of parents before making important decisions. This goal was developed to ensure that there is continuous, effective communication and engagement between the school district, students, parents, staff, and the community. By maintaining ongoing connection and involvement, we can better understand the needs and concerns of our educational partners, leading to more targeted and impactful initiatives to support student success. Effective communication can also help build a sense of community and shared responsibility for student achievement.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Priority 1C Facilities Inspection Tool Rating  Source: Facilities Inspection Tool (FIT)	September 2023  Exemplary			September 2026  Exemplary	

M3.2	<p>Priority 3A</p> <p>This school seeks the input of parents before making important decisions.</p> <p>Source: Parent Survey</p>	<p>December 2023</p> <p>56.1%</p>			<p>December 2026</p> <p>75%</p>	
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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.3	<p>Priority 5A</p> <p>Attendance Rate</p> <p>Source: P2 Attendance Report</p>	<p>April 2024</p> <p>93.1%</p>			<p>April 2027</p> <p>≥95%</p>	
M3.4	<p>Priority 5B</p> <p>Chronic Absenteeism Rate</p> <p>Source: SIS</p>	<p>April 2024</p> <p>19.1% All 15.4% EL 18.4% SED 34.8% SWD</p>			<p>April 2027</p> <p>≤16% All ≤12% EL ≤16% SED ≤28% SWD</p>	
M3.5	<p>Priority 6A</p> <p>Pupil Suspension Rate</p> <p>Source: Dashboard</p>	<p>2023 Dashboard</p> <p>2.8% All 2.8% White 3.4% Hispanic 3.0% SED 6.3% EL</p>			<p>2026 Dashboard</p> <p>≤2.5% All ≤2.5% White ≤2.5% Hispanic ≤2.5% SED ≤2.5% EL</p>	

		2.8% SWD			≤2.5% SWD	
M3.6	Priority 6B Pupil Expulsion Rates  Source: SIS	May 2024  0%			May 2027  0%	
M3.7	Priority 6C Percent of parents, students, and staff who feel the school is safe and who feel a sense of connectedness to the school.  Source: Local Surveys	January 2024  <u>Safety</u> 74% Students 86% Parents 95% Staff  <u>Connectedness</u> 62% Students 73.7% Parents 100% Staff			January 2027  <u>Safety</u> 80% Students 90% Parents 98% Staff  <u>Connectedness</u> 75% Students 75% Parents 100% Staff	

## Goal Analysis for 2024/25

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

N/A

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.

N/A

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.

N/A

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Behavior	<ul style="list-style-type: none"><li>● Restorative Justice<ul style="list-style-type: none"><li>▪ Administration trainings on the development and implementation of a Restorative Justice Panel</li></ul></li><li>● Why Vape? Program</li><li>● Behavior Incentives<ul style="list-style-type: none"><li>▪ Prizes from spirit pack</li></ul></li><li>● Monthly Character Traits letter<ul style="list-style-type: none"><li>▪ Students who exhibit that trait are entered into a drawing that month for prizes.</li></ul></li><li>● PBIS model</li><li>● Develop Student Store for students caught doing something good or caught behaving.</li></ul>	\$21,597	No

Action #	Title	Description	Total Funds	Contributing
3.2	Attendance	<ul style="list-style-type: none"> <li>Principal will oversee attendance and refine our attendance policy; analyze attendance trends and develop programs to improve attendance; and lead our School Attendance Review Team (SART).</li> <li>Attendance Clerk to monitor attendance, send attendance letters as needed, and coordinate our SART process and meetings.</li> <li>Attendance Incentives: Students will be entered into a drawing for prizes, spin the wheel for prizes, prize for students with perfect attendance.</li> <li>School Messenger to automatically notify parents if a student is tardy or absent (Aeries and Catapult).</li> </ul>	\$171,533	Yes
3.3	Parent Engagement	<ul style="list-style-type: none"> <li>Coffee with the Admin: Quarterly morning meetings with the administration with the goal of making connections with parents.</li> <li>Grade level parent meetings: 9<sup>th</sup> grade beginning of school orientation; 10<sup>th</sup> grade discusses classes and events; 11<sup>th</sup> grade Junior Parent Night to review graduation requirements; 12<sup>th</sup> grade college information.</li> <li>Parent Workshops: Vape Escape Room; grades; attendance; other topics of interest to parents.</li> </ul>	\$500	No

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024/25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$228,232	\$0

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
6.33%	0%	\$0	6.33%

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

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Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #s	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Actions 1.1, 1.2, 1.3, 1.4, 1.5</p>	<p>The academic achievement of all student groups declined significantly in ELA (All: 114.3 below, declined 95.4; SED: 138.4 below, declined 103.4) and Math (All: 184 below, declined 91.9; SED: 202 below, declined 82.2) as reported on the 2023 Dashboard. In ELA and Math our All and White student groups are in the lowest performance level (Red). There is a performance gap in both ELA and Math between our All student group and our SED student group. We continue to struggle with academic rigor and not having essential standards fully outlined in all courses. ENHS has gone through our WASC process and the school and the WASC visiting team have identified that ENHS needs to do more support and work with our teachers on academic rigor, common assessments, and essential standards. The lack of local common assessments tied to essential standards limits our ability to identify intervention needs or progress monitor.</p> <p>Our Graduation Rate has continued to decline from 98.7% in 2019, 96.8% in 2022, to 95.7% in 2023. The Graduation Rate for our SED student group was 90% in 2023. There is a similar gap in our College/Career Indicator. Our All student group is 43% but our SED student group is 25%.</p>	<p>The actions in Goal 1 work together to improve the academic achievement and graduation rate of all students but are directed at our Foster Youth, Homeless, and SED student groups and English learners. An essential outcome of these actions will be the ability to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What do we expect students to learn?</li> <li>2. How do we know they are learning it?</li> <li>3. How do we respond when they do not learn?</li> <li>4. How do we respond when they have already learned?</li> </ol> <p>We will begin our professional development by creating a five year PD plan with an emphasis on identifying essential standards and increasing rigor in all classes. (Action 1.1 Professional Development) Our grade level and/or content teams will develop essential standards, pacing plans, course maps and common assessment for each course. Learning objectives and essential standards will be aligned. (Action 1.2 Team Planning) Using results from 8<sup>th</sup> grade CAASPP ELA and Math assessments and 8<sup>th</sup> grade teacher recommendations we will develop and offer intervention classes for 9<sup>th</sup> grade students. Other intervention includes: academic support classes, paraeducator support, and several online programs. (1.3 Intervention) The Learning Director will identify students with D/F grades on their semester report cards for enrollment in APEX for credit recovery. (Action 1.4 Credit Recover Program) We will evaluate student performance by conducting common student assessment (CSA) and analyzing data using local assessments.</p>	<p>Progress will be measured by:</p> <p>M1.5: Priority 4A Dashboard for ELA and Math</p> <p>M1.6: Priority 4A CAASPP results for ELA and Math</p> <p>M1.10: Priorities 7B/C Percentage of unduplicated students and students with exceptional needs who are missing credits who participate in the credit recovery program and earn the needed credits.</p> <p>M2.8: Priority 5E High School Graduation Rate</p>
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	<p>On the 2023/24 Parent Survey, parents said:</p> <ul style="list-style-type: none"><li>-How well does the school let you know how your child is doing in school between report cards: Very well 54.4%, Just Okay 22.8%</li><li>-This school provides high quality instruction to my child: 75.5% (Strongly Agree/Agree)</li><li>-This school has high expectations for all students 68.49% (Strongly Agree/Agree)</li></ul> <p><i>See Annual Progress, Metrics, and Engaging Educational Partners</i></p>	<p>The Learning Director will identify and monitor students who need intervention classes and specifically track the intervention needs and progress of all students but with particular attention to English learners, Homeless students, Foster Youth, and students in our SED student group. (Action 1.5 Data: Assessment &amp; Progress Monitoring)</p> <p>A publication by Johns Hopkins School of Education states, “Comprehensive improvement plans must be based on a school needs assessment, include evidence-based interventions, and identify resource inequalities.” (School Interventions Than Work: Targeted Support for Low-Performing Students July 2017). The actions in Goal 1 follow those guidelines and will provide ongoing assessments, additional targeted support, and monitoring of our English learners and our SED, Homeless, and Foster Youth student groups. Although these actions are being provided on an LEA-wide basis, we expect the academic performance, graduation rate, and college preparedness of our unduplicated pupils to improve at a greater rate than the All student group as a result of the actions in Goal 1.</p>	
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Goal 3, Action 3.2	<p>A 2023 publication by Attendance Works reports, <i>a student who is chronically absent any year between grades 8 and 12 is more than 7 times more likely to drop out.</i></p> <p>School attendance is a strong indicator of student success. According to the US Department of Education, irregular attendance can predict whether students will drop out before graduation more accurately than test scores. The link between attendance and dropout rates has significant implications beyond the classroom. Students who do not complete high school are more likely to experience poverty, poor health, and involvement in the criminal justice system compared to their peers who graduate.</p> <p>Our Chronic Absenteeism Rate, although still much higher than it was a few years ago, has declined 2.8% to 19.1% (Aeries).</p> <p>April 2024 – Local Chronic Absenteeism Rate 19.1% All 15.4% EL 18.4% SED 34.8% SWD</p>	<p>To improve attendance and decrease the Chronic Absenteeism Rate for all students we have added Action 3.2 Attendance. Our Principal will oversee attendance and refine our attendance policy; analyze attendance trends and develop programs to improve attendance; and lead our School Attendance Review Team (SART). The Attendance Clerk will monitor attendance, send attendance letters as needed, and coordinate our SART process and meetings. We will offer attendance incentives to students (Students will be entered into a drawing for prizes, spin the wheel for prizes, prize for students with perfect attendance). Our School Messenger will automatically notify parents if a student is tardy or absent (Aeries and Catapult).</p> <p>Although we are providing this action on an LEA-wide basis, we expect our unduplicated student group to benefit more as a result of close monitoring and communication of attendance to families. Not only will their attendance improve but improved attendance will ensure all students, but especially students in our unduplicated student group, graduate and have college and career options beyond high school.</p>	<p>M3.3 Priority 5A Attendance Rate</p> <p>M3.4 Priority 5B Chronic Absenteeism Rate</p>
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Insert or delete rows, as necessary.

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the

effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

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

Insert or delete rows, as necessary.

Local Control and Accountability Plan

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
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**Additional Concentration Grant Funding**

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

East Nicolaus Joint Union High School District does not qualify for additional concentration grant add-on funding.
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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent

Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Local Control and Accountability Plan

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**2024/25 Total Planned Expenditures Table<sup>e</sup>**

Professional Development<sup>t 1, 1</sup>

1  
 Team Planning<sup>1, 2</sup>



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						<u>Attendance</u> <sup>e</sup>

2024/25 Contributing Actions Tabl<sup>e</sup>

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## 2023/24 Annual Update Table<sup>e</sup>

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Credentialed and appropriately assigned teacher<sup>s</sup> 1.1

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Transportatio<sup>n</sup> 1.<sup>6</sup>

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Nutritio<sup>n</sup> 1.<sup>7</sup>



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Intervention Support 2.1

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N<sup>o</sup>

BARR interdisciplinary approach / Progress monitoring 2.2

.\$ Yes

Progress Monitoring 2.3

.\$ N<sup>o</sup>

School Climate<sup>e</sup> 3.1

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2023/24 Contributing Actions Annual Update Table<sup>e</sup>

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## 2023/24 LCFF Carryover Table<sup>e</sup>

225,10<sup>3</sup>

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# 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](mailto: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]).

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#### Local Control and Accountability Plan Instructions

- 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.

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.

Local Control and Accountability Plan Instructions

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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.

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.



- 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;

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#### Local Control and Accountability Plan Instructions

- 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.

### ***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**

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Local Control and Accountability Plan Instructions

### **Purpose**

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

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

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

Local Control and Accountability Plan Instructions

- Students

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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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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

#### Local Control and Accountability Plan Instructions

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- 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

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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:

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- (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.

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- 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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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- 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:

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- 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.

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.

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- 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.

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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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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.

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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.

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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

- 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.

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- 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.
- 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.

- 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.

## **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

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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

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- 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.

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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.

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**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.

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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

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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

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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.

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- **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.

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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

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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).