LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nevada City School District
CDS Code: 29663400000000
School Year: 2026-27
LEA contact information:
John Baggett
Superintendent
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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 2026-27 School Year

This chart shows the total general purpose revenue Nevada City 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 Nevada City School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

This chart provides a quick summary of how much Nevada City School District plans to spend for 2026-27. 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: Nevada City School District plans to spend $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Nevada City School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Nevada City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Nevada City School District plans to spend $ 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 2026-27

This chart compares what Nevada City 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 Nevada City 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 2026-27, Nevada City School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Nevada City School District actually spent $ for actions to increase or improve services for high needs students in 2026-27.

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
Nevada City School District	John Baggett Superintendent	jbaggett@ncsd.K12.ca.us 530.265.1820

Plan Summary [2026-27]

General Information

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

The Nevada City School District is nestled in the beautiful Sierra Nevada foothills and is home to students in Transitional Kindergarten through eighth grade. Our district is committed to providing an environment in which all students learn and achieve to the best of their abilities and talents; become life-long, enthusiastic learners; and develop a positive self-concept and sense of responsibility. Our schools are known for excellent academic programs and high student achievement, as well as providing diverse and creative opportunities in and beyond the classroom.

The Nevada City School District consists of two schools serving students in grades in TK-8. Deer Creek Elementary School (TK-3) is a 2012 California Distinguished School, and Seven Hills Middle School (4-8) received the California Distinguished School designation in 2009. NCSD schools are known in the community to have students who excel in the county-wide academic competitions and compete at high levels in the county sports programs. We offer a district-wide STEAM program that includes a state-of-the-art bicycle repair shop. After school enrichment classes are offered each year, which provide amazing options for our students to learn and enjoy. We also offer The Kid's Club program that provides after school childcare for our students. Nevada City School District is a Community Funded or Basic Aid District, with an annual general fund budget of approximately $12 million. We employ approximately 50 certificated staff and 45 classified staff. The district has outstanding community support and a small school, safe, family-like environment for students and families.

Our student enrollment of 705 students, 274 in TK-3 and 431 in 4-8th. NCSD is comprised of a student population of approximately .74% American Indian/Alaskan National, 1.28% Asian, .85% Black/African American, .0% Filipino, 9.22% Hispanic, 6.10% Multiple Races, 81.56% White, .14% Pacific Islander. Out of our 705 students, 34.6% are Socioeconomically Disadvantaged, .0% are Foster Youth, .10% are

Homeless, 12.2% are Students with Disabilities, and .001% are English Learners.

The plan that follows is the result of the District Leadership Team's synthesis of educational partner engagement and available student performance data. This plan continues to be a work in progress and will continue to inform our work on behalf of all students in Nevada City School District. The goal of the LCAP is to reflect how supplemental and concentration dollars are spent within a school district. As a community-funded district, less than 10% of our budget reflects these dollars. Prior LCAPs have included many actions that are part of our base program, or do not directly impact student achievement. These actions continue to remain a part of our base program. As a working document, the 2024-25 LCAP reflects the spending of supplement money while also including additional items to meet the required eight LCAP priorities. Nevada City School District does not receive concentration dollars.

The Nevada City School District serves its students by providing access to the following:

- English Language Arts
- Mathematics
- Science through the Next Generation Science Standards Integrated Approach
- Social Studies
- Physical Education and Health
- A Broad Range of Elective Offerings

Reflections: Annual Performance

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

The district plans to utilize its remaining Learning Recovery Block Grant funds to address critical needs identified in its Local Control and Accountability Plan (LCAP). These funds will support key initiatives focused on academic intervention, student progress monitoring, and social-emotional well-being.

Specifically, the grant will be allocated to:

1. Enhance Academic Progress (LCAP Goal 1.1, Action 1.1): Funds will facilitate the purchase and implementation of STAR 360, a web-based assessment system. This system will enable educators to more effectively monitor and improve student progress in English Language Arts (ELA) and mathematics by identifying skill gaps, tracking growth, and tailoring instruction to individual student needs.
Provide Targeted Academic Intervention (LCAP Goal 1.5, Action 1.2): Additional academic intervention support in ELA and math will be provided at the middle school level, specifically at Seven Hills. This support will be integrated into the master schedule through the creation of dedicated intervention sections, ensuring targeted students receive focused assistance during the regular school day.

2. Address Chronic Absenteeism and Support Learning Recovery (LCAP Goal 2.5, Action 2.5): The grant will fund a 60% counselor position dedicated to these areas. This counselor will implement strategies to improve attendance, reduce chronic absenteeism, and ultimately increase instructional time and student learning outcomes by addressing social-emotional and attendance-related barriers to learning.

The rationale for selecting these actions stems from ongoing data indicating a persistent need for both academic intervention and attendance support. Internal assessments and intervention tracking data show that a significant number of students continue to exhibit academic gaps in core subjects and remain chronically absent, despite previous efforts. These investments are designed to directly address these challenges, aligning with the Learning Recovery Block Grant guidelines, which permit funds for academic interventions, social-emotional support services, and programs aimed at mitigating the impact of lost instructional time.

Based on a review of performance on the California School Dashboard and local data the Nevada City School District has strong academic measurements. Based on a review of our performance on 2023 CAASPP scores, our overall scores in both ELA and Math continue to be above state and county averages. We maintain one of the highest overall elementary school scores in both ELA and Math in Nevada County. Our students score in the top third of elementary schools in our county on the California Science Test.

Our students have strong overall performance on local assessments. In addition to regular assessments provided by teachers during daily instruction, district-wide STAR assessments provide frequent benchmarks to identify gaps and strengths. These results closely mirror the CAASPP and are a more timely measure to monitor progress three times annually. Local assessments (available in Goals 1 and 2) reveal that math and chronic absenteeism are the biggest areas of growth area for the district. Attendance data is aggregated through our Student Information System (SIS).

On the CAASPP in 2023, students district-wide in grades 3rd-8th scored 13 points above in ELA and 17 points below the standard in Math
The dashboard indicates our students scored:
Green in ELA and in Yellow in math overall
Orange for socioeconomically disadvantaged in ELA
Yellow for students with disabilities in ELA
Green Hispanic and White in ELA

Orange for socioeconomically disadvantaged in math scoring 48 points below the standard on the Dashboard
Yellow for students with disabilities in math
Yellow for Hispanic and White students in ELA

The California Dashboard also provides information regarding Chronic Absenteeism and Suspension Rates as follows:

District-wide Chronic Absenteeism:
Red overall for Chronic absenteeism
Red for all subgroups: Soecioconically Disadvantaged, Hispanic, White, two or more races, and students with disabilities

District-wide Suspensions:
Orange for Suspensions overall
Red for students with disabilities

Orange for Hispanic, white, two or more races, and socioeconomically disadvantaged

Student groups that were reported in Red in each school are as follows:

Deer Creek:
Green: English language Arts and math
Red: Chronic Absenteeism for Socioeconomically Disadvantaged, Students with Disabilities and White
Orange: Suspensions for Economically Disadvantaged students and for White students

Seven Hills:
Green in ELA and Yellow in Math
Red in Math for students with disabilities
Red: Chronic Absenteeism for Socioeconomically Disadvantaged, Hispanic, and students with disabilities
Orange: Suspensions for Hispanic, White, and students with disabilities
Green: Suspensions for Socioeconomically Disadvantaged

Reflections: Technical Assistance

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

Nevada City School District is currently receiving technical assistance in the form of Differentiated Assistance from the Nevada County Superintendent of Schools in the following performance areas: Chronic Absenteeism for Students with Disabilities. This technical assistance specifically focuses on improving attendance by increasing our communication with parents, empathy interviews with students and families, creating and conducting a District School Attendance Review Board team composed of staff, the School Resource Office,r and providing attendance incentives. The work with the attendance team has been focused on increasing the access to our students with disabilities to rigorous academic content at the appropriate access points to ensure they are being provided instruction on grade-level standards and monitoring their attendance with regular follow-up contacts.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
The district developed this plan in collaboration with various educational partners, including, but not limited to, teachers, principals, administrators, other school personnel, local bargaining units, parents, students, and community members; all of whom were consulted during its creation.	The Nevada City School District is committed to meaningful engagement of all educational partners in the development and refinement of the Local Control and Accountability Plan (LCAP). Our process includes gathering feedback through comprehensive surveys of students, staff, and parents, as well as holding regular meetings to solicit input from all educational partners, including teachers, classified staff, administrators, families, board of trustees and community members. This inclusive approach ensures that our LCAP reflects the shared priorities and needs of our entire school community.

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

In the development of the 2024-2027 LCAP goals and actions, we considered input gathered from teachers, principals, administration, bargaining unit/labor union members, county and local Special Education partners, committees, state, and local academic data as well as LCAP and CHKS surveys. This includes student, parent, and staff surveys. Each educational partner groups reflected on district data, surveys, and feedback from their constituents. Physical safety and mental health continue to be a priority and area of concern across multiple educational partner groups although 94.4% of families felt school was a safe place. Input from families, although mostly focused on safety, continues to prioritize NCSD setting high expectations for students and the desire to have students challenged and differentiation practiced throughout the grade levels. In our survey, 93% of families felt students were challenged however, written comments indicated this was still an area of growth. In addition, only 66% of Deer Creek staff felt we adequately challenged students. In the survey, 94.6% of parents felt students had a trusted adult on campus and 97.3% felt NCSD was a supportive environment. The CHKS student survey reflects lower scores as the student moves from 5th grade to 8th grade in the areas of school connectedness. Teachers and staff prioritized the need for a counselor to address chronic absenteeism and continue to keep class sizes small. Teachers also expressed the need for training in the area of differentiation and extending learning for students who are ready to be challenged.

Academically, our students continue to score above state and county averages on the CAASPP test. While our students did well comparatively with other schools and students, the percentage of students that met or exceeded the standard increased in ELA by 2.77% and 9.83% in math. Our students also scored in the top third of elementary schools in our county on the CAST. Based on the STAR 360 reading and math assessments, scores across all grades show an improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and math proficiency as demonstrated through local formative and summative assessments.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of student performance on local benchmark assessments shows 70% of students meet or exceeded grade-level standards in ELA, and 69.2% in math.

Of particular concern are learning loss experienced as a result of the COVID-19 pandemic, additionally, math performance of Students with Disabilities on the CAASPP continues to demonstrate a significant performance gap between students with disabilities and their non-disabled peers. Input received from stakeholders through the LCAP development process indicates the desire to improve achievement for all students. We plan to improve ELA and math performance through actions that support data collection, data analysis, and resulting teaching adjustments, and we will measure progress toward our goal using the metrics identified below. These priorities are combined as it is applicable and the needs have increased for all students including students with disabilities, English Learners, and unduplicated.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Academic Indicators *ELA *Math *Science	Statewide Assessment 2022-2023 CAASPP: ELA 55% met or exceeded, 13.4 points above standard (all students); Math 48% met or exceeded, 17 points below standard	English Language Arts (ELA): 55.23% met or exceeded the standard (all students) Mathematics: 47.03% met or		Statewide assessment CAASPP Academic Indicators: ELA - 60% Met/Exceeded Standard	1.1 ELA: +0.23% 1.1 Math: -0.97% 1.1 Science: +13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(all students); Science 44% met or exceeded the standard.	exceeded the standard (all students) Science: Approximately 55–59% met or exceeded the standard (all students)		Math - 53% Met/Exceeded Standard Science - 49% Met/Exceeded Standard	
1.2	% of teachers meet monthly with their teams and present and discuss data as measured by team meeting minutes.	100% of teachers meet monthly with their teams and discuss instructional practices and student performance as measured by the ER schedule.	100% teachers meet monthly with their teams and discuss instructional practices and student performance as measured by the ER schedule.		Teachers meet twice monthly on pre-specified learning targets, adjust instruction, reteach, review progress and continuing the learning cycle.	Remains at 100%
1.3	% of grade-level teams meet regularly with principals and report on data as measured by team meeting minutes.	Teacher teams meet on Early Release days at least monthly throughout the school year	Teacher teams meet on Early Release days at least monthly throughout the school year		100% of district teams meet monthly with leadership and report on data as measured by team meeting minutes.	Remains at 100%
1.4	% of students will demonstrate growth on district benchmark assessments.	ELA Math Proficiency Levels at Deer Creek 2023-24 STAR ELA assessments K-3. (Spring assessment data not yet available) K ELA STAR: August: 68% End of T1: 70%	2024-2025 ELA STAR K: BOY: 86%, T1: 94%, T2: 92% 1: BOY: 57%, T1: 62%, T2: 58% 2: BOY: 49%, T1: 63%, T2: 63%		100% of students demonstrate a minimum of one year's growth on district benchmarks or meet grade level proficiency.	1.4 K ELA: +6% 1.4 1st ELA: +1% 1.4 2nd ELA: +14% 1.4 3rd ELA: +8% 1.4 1st Math: +23% 1.4 2nd Math: +5% 1.4 3rd Math: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st Grade ELA STAR: August: 48% End of T1: 67% 2nd Grade ELA STAR: August: 37% End of T1: 57% 3rd Grade ELA STAR: August: 69% End of T1: 78% 2023-24 STAR MATH assessments 1-3 (No K assessment, Spring assessment data not yet available). 1st Grade MATH STAR: August 76% End of T1: 83% 2nd Grade MATH STAR: August 51% End of T1: 71% 3rd Grade MATH STAR: August 68% End of T1: 82%	3: BOY: 62%, T1: 63%, T2: 70% MATH STAR 1: BOY: 38%, T1: 54%, T2 : 61% 2: BOY: 72%, T1: 80%, T2: 77% 3: BOY: 68%, T1: 71%, T2: 73%			
1.5	Programs for Low Performing Students Local Benchmark Data	The percent of students in reading and math support who showed growth as measured by the STAR from the beginning of the 2024-2025 to the end of Trimester 2. K: ELA: 91% Math: N/A 1st: ELA: 100% Math: 95% 2nd: ELA Math: 85% 3rd: ELA Math: 95%	The percent of students in reading and math support who showed growth as measured by the STAR from the beginning of the 2024-2025 to the end of Trimester 2. K: ELA: 91%, T2: 100% Math: N/A		100% of students one year or more below grade level will demonstrate growth on district level benchmarks or meet grade level proficiency.	1.5 4th: +8% 1.5 5th: +7% 1.5 6th: +12% 1.5 7th: -6% 1.5 8th: +19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th 78% 5th 62% 6th 38% 7th 51% 8th 48%	1st: ELA: 100%, T2: 88% Math: 95%, T2: 94% 2nd: ELA T2: 100% Math: 85%, T2: 50% (3/6 kids) 3rd: ELA: T2: 80% Math: 95%, T2: 89% 4th 78% 86% Math 100% ELA 5th 62% 69% Math 100% ELA 6th 38% 50% Math N/A ELA 7th 51% N/A Math 45% ELA 8th 48% 67% Math NA ELA			
1.6	Programs for Unduplicated Pupils Local Benchmark Data	Our Foster and Homeless numbers are less than 7 students and data is not available. For economically disadvantaged, CAASPP scores ELA went from 37% to 35% for economically disadvantaged and Math went from 24% to 23% in 2023. Most, but not all students demonstrated growth on district level	Our Foster, EL, and Homeless numbers are less than 7 students and data is not available. *ELA (Socioeconomically Disadvantaged Students) 42.54% met or exceeded standard, 14.1 pts. below standard *Math (Socioeconomicall		100% students receiving specialized interventions will demonstrate growth on district level benchmarks.	1.6 ELA (SED): +7.54% 1.6 Math (SED): +12.36%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		benchmarks and CAASPP in 2023.	y Disadvantaged Students) 35.36% met or exceeded standard, 44.3 pts. below standard			
1.7	CAASPP Academic Indicators for Low-Performing Subgroups *ELA (Socioeconomically Disadvantaged Students) *Math Socioeconomically Disadvantaged Students)	CAASPP Academic Indicators for Low-Performing Subgroups *ELA (Socioeconomically Disadvantaged Students) 14.1 pts. below standard *Math (Socioeconomically Disadvantaged Students) 48.1 pts. below standard	2024 CAASPP Academic Indicators for Low-Performing Subgroups *ELA (Socioeconomicall y Disadvantaged Students) 42.54% met or exceeded standard, 14.1 pts. below standard *Math (Socioeconomicall y Disadvantaged Students) 35.36% met or exceeded standard, 44.3 pts. below standard		CAASPP Academic Indicators for Low-Performing Subgroups *ELA (Socioeconomicall y Disadvantaged Students) 0 pts. below standard *Math Socioeconomically Disadvantaged Students) 24.1 pts. below standard	1.7 ELA Points Below Standard: 0 pts 1.7 Math Points Below Standard: +3.8 pt
1.8	English Learners Progress Metric will be a % of English Learners to improve one level or be reclassified as measured by ELPAC.	In 2023/2024, the District had one (1) student designated as an English Learner.	In 2024/2025. The district increased enrollment of English Learner students from 1 to 11. Summative		100% English Learners will be reclassified as measured by ELPAC within 3 years and 100% of	1.8: N/A (results pending)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELPAC data will be available at the end of June 2025.		English Learners will improve at least one level.	
1.9	California Dashboard color: Blue, Green, Yellow, Red in descending order from strengths to needs improvement	No dashboard color due to the low number of EL students enrolled/tested	No dashboard color due to the low number of EL students enrolled/tested		EL Progress outcome is based on adequate EL progress to reclassified 5 years from initial identification as an English Learner	N/A
1.10	All students (including unduplicated and students with disabilities) have access to California State Standards (CSS) aligned materials.	All students (including unduplicated and students with disabilities) have access to California State Standards (CSS) aligned materials for 2023-2024	All students (including unduplicated and students with disabilities) have access to California State Standards (CSS) aligned materials for 2023-2024		100% of students will have access to standards-aligned instructional materials.	Remains at 100%
1.12	Programs and Performance for Students with Disabilities Local Indicator SELF (Priority 7) and CAASPP Data	CAASPP Academic Indicators 2023: ELA - 24% Met/Exceeded Standard (Students with Disabilities) Math - 21% Met/Exceeded Standard (Students with Disabilities) Science - 9% Met/Exceeded Standard (Students with Disabilities)	Students with disabilities CAASPP Academic Indicators 2024: ELA - 26% Met/Exceeded Standard (Students with Disabilities) Math - 21% Met/Exceeded Standard (Students with Disabilities)		CAASPP Academic Indicators 2023: ELA - 26% Met/Exceeded Standard (Students with Disabilities) Math - 23% Met/Exceeded Standard (Students with Disabilities) Science - 12% Met/Exceeded Standard	1.12 ELA (SWD): +2% 1.12 Math (SWD): 0% 1.12 Science (SWD): +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science - 21% Met/Exceeded Standard (Students with Disabilitie		(Students with Disabilities)	
1.13	% of expectations of student perceptions of school safety and connectedness in 5th-8th disaggregated by student groups when such data is available as part of the local school climate survey. High Academic Expectations Indicator as measured by CHKS School Climate and Conditions Report Card	74.4% of students indicate that NCSD maintains high academic expectations as measured by the 2023-2025 School Climate Report Card.	2024-25 reports 76% of students indicate that NCSD maintains high academic expectations as measured by the 2024-2025 School Climate Report Card.		77.4%. of students will indicate that NCSD maintains high academic expectations as reflected on the 2024-2025 CHKS School Climate Report Card High Expectations indicator.	1.13 +3%

Goal Analysis [2025-26]

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.

1.5 The number of students identified for intervention in each grade level varies, which impacts the overall growth percentages. For example, 19 students were in intervention in 3rd grade during the second trimester, compared to 6 students in 2nd grade. Two students in math intervention in 3rd grade did not show growth as measured by the STAR, while three students in 2nd grade did not show growth on the STAR. While these numbers are similar, the growth percentages are quite different.

1.7 Based on the data analyzed, the overall implementation of actions in the 2023-2024 school year appears to have been successful in improving the CAASPP Academic Indicators for Socioeconomically Disadvantaged Students in both ELA and Math.

Both Deer Creek and Seven Hills implemented targeted intervention strategies and prioritized collaboration time between intervention and general education teachers. A substantive difference appears to be the grade-level focus of the intervention teachers, with Deer Creek focusing on TK-3 for math and Seven Hills focusing on 4th-8th for math. The development of a rotating Early Release master schedule involving intervention teachers at Seven Hills is another specific implementation detail. It is recommended that intervention discussions during early release time be monitored for fidelity and aligned with needs identified through data analysis.
The data indicates a success in improving the percentage of students meeting or exceeding standards and reducing the points below standard in both ELA and Math for the socioeconomically disadvantaged subgroup.
Given the positive progress shown in the 2023-2024 data, no changes to the stated goal of a 5% improvement appear necessary at this time. Continued monitoring of progress will be important.

1.8 The overall implementation regarding the English Learner Progress Metric in 2023/2024 was limited due to having only one English Learner student. The planned action was for that student to improve one level or be reclassified, but the student maintained their performance level on the ELPAC. This highlights a challenge of having such a small cohort, making it difficult to assess the effectiveness of any specific program or actions. There were no substantive differences between planned and actual implementation for that single student.
The significant increase in English Learner enrollment in 2024/2025, from one to eleven students, necessitates a more robust delivery model for designated English Language Development instruction. The district's historically low rates of English Learners poses a challenge in terms of experience and potentially available resources to effectively support this growing population. Successes in developing and implementing this more robust model will be measurable after the 2024/2025 ELPAC data is available.
Given the substantial increase in the number of English Learners and the current lack of data on their progress, it is premature to change the goal at this time. The goal remains that 100% of English Learners improve one level or be reclassified as measured by ELPAC. However, the district should closely monitor the progress of these students and be prepared to re-evaluate the feasibility of this ambitious goal after the 2024/2025 ELPAC results are analyzed, considering the challenges of a rapidly growing EL population in a district with historically low numbers.

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 are no substantive differences in planned actions and actual implementation of these actions.

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

Successes include achieving the ELA goal and significantly exceeding the Science goal ahead of schedule. A challenge appears to be improving Math performance, as the 2024 results show no progress from 2023.
There were no changes to the stated goals for ELA and Math. However, the Science goal has effectively been met and surpassed. The significant increase in Science CAASPP performance (from 9% to 21%) suggests potentially impactful implementation in that area, exceeding the 2026 goal well ahead of schedule. Math performance remained static, indicating a possible challenge in the effectiveness or implementation of the planned actions in that subject. ELA performance reached the 2026 goal two years early, signaling successful implementation of the related strategies.There are no substantive differences in planned actions and actual implementation of these actions.

Given the positive progress shown in the 2023-2024 data, no changes to the stated goal of a 5% improvement appear necessary at this time. Continued monitoring of progress will be important.

Specifically, here is a breakdown of each action and whether or not it is effective or ineffective:
1.1 Effective: Met or exceeded state standard
1.2 Effective: 100% of teachers meet monthly with their teams and present and discuss data as measured by team meeting minutes.
1.3 Effective: Met 100% of grade-level teams meet regularly with principals and report on data as measured by team meeting minutes.
1.4 Effective: All students demonstrated growth on district benchmark assessments.
1.5 Effective: 100% of students one year or more below grade level demonstrated growth on district-level benchmarks or met grade-level proficiency.
1.6 Effective: The data indicates a success in improving the percentage of unduplicated students meeting or exceeding standards and reducing the points below standard in both ELA and Math for the socioeconomically disadvantaged subgroup.
1.7 Ineffective: 1.7 ELA Points Below Standard: 0 pts Math Points Below Standard: +3.8 pt
1.8 Results Pending
1.9 N/A California Dashboard data not available
1.10 Effective: 100% of students will have access to standards-aligned instructional materials.
1.12 Effective: Students with disabilities met or exceeded: 1.12 ELA (SWD): +2% Math (SWD): 0%Science (SWD): +12%
1.13 Effective: 2024-25 reports 76% of students indicate that NCSD maintains high academic expectations as measured by the 2024-2025 School Climate Report Card.

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

There are no substantive differences in planned actions and actual implementation of these actions. A minor change is the intervention teacher at 7 HIlls will add 1 or 2 sections of support to the master schedule. There is not increased cost to this change.

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	Continue assessments and data monitoring, and build teacher capacity and	The district will administer assessments and data monitoring to assess the effectiveness of core academic instruction and targeted intervention groups through the following actions: 1. The grade level/subject teams will implement a robust data collection system to measure student achievement in targeted intervention groups,	$42,179.00	No

Action #	Title	Description	Total Funds	Contributing
	collaboration for improved instruction.	identify the most effective lesson design, differentiation and intervention strategies, within the classroom, as well as determine the need for supplemental support. 2. The district will continue to fund a web-based assessment system to allow for easier access to student data for the development of formative and summative assessments. 3. Continue to support Step Up to Writing in all grades		
1.2	Improve student interventions and specialized academic supports	Improve student interventions and supports through the following actions: 1. The district will maintain 4 and add 1 or 2 sections of intervention provided by a credentialed teacher at Seven Hills. There in no increased cost to this change. 2. The district will continue student access to intervention services for reading and math support at Deer Creek.	$232,088.00	No
1.3	Improve learning for English Language Learners.	English Learner students will receive English Language Development (ELD) instruction and intervention services. 1. Employ teachers at staffing levels at least proportional to EL student population who will provide ELD and other needed support for English Learners. 2. Continue with a structured pull-out ELD instruction.		Yes
1.4	Improve math instruction for	The district will improve math instruction for Students with Disabilities at Seven Hills through the following actions:	$10,250.00	No

Action #	Title	Description	Total Funds	Contributing
	Students at Seven Hills with Disabilities.	1. Provide ongoing professional development for special education and general education staff on research-based best practices for designing standards-based instruction, providing instructional strategies that allow all students to access rigorous standards-aligned instruction, and developing accurate present levels statements that guide future instruction. 2. Case Managers will lead data gathering, discussions, and the implementation of research-based best practices. Case Managers will also take the lead in collecting and analyzing math data from student assessments to foster continuous improvement, assist teachers, guide instruction, and refine specialized intervention activities to address individual student needs.		
1.5	Unduplicated students will receive additional instructional supports and services to reduce barriers to student learning.	Unduplicated students will receive additional instructional supports and services to reduce barriers to student learning through the following actions: 1. Classified Instructional Assistants	$390,945.00	Yes
1.6	Improved Math Performance for all Students	Deer Creek -TK-3 Math Intervention Teacher -Create an Intervention Team staff to meet regularly during Early Release time -Create protected collaboration time for intervention and general education teachers -Website with resources for parents Seven Hills -4th-8th grade Intervention teacher for a specified number of math sections -Develop Early Release master schedule rotating Intervention teachers and other specialists -Protected collaboration time for intervention and general education teachers		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Nevada City School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students, so they are able to maximize their learning and achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In analyzing the Health Kids Survey (CHKS), there is a notable increase in School Climate key indicators such as thoughts of suicide, substance abuse, and feelings of loneliness between 6th and 8th grade. This is an area for further investigation.
Input from stakeholders highlights the need to improve our data collection process, conduct routine analysis of local performance indicators as teacher teams, and determine the resulting action to improve student performance.
Another area of focus is the need for a supportive social emotional learning environment at Deer Creek with the consistent and continued use of programs such as Positive Behavior Interventions and Supports, Love and Logic, The Toolbox, Tap in Tap out, Check in Check out, and other school community building systems. Routine trainings need to be offered to onboard new staff. Additionally, Tier II/III PBIS teams need to meet with staff representatives weekly/bi monthly to discuss the success of these systems.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students - Healthy Kids Survey Response Rates and Results	The CHKS survey student response rate was 87.2% over the last five years (average based of the response rate indicator on the	The CHKS survey student response rate was 84.5% over the last five years (average based of the		91.7% response rate as measured by the response rate indicator on the School Climate	Participation rate was reduced by 2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Climate Report Card for Middle School).	response rate indicator on the School Climate Report Card for Middle School).		Report Card for Middle School	
2.2	Access to and enrollment in a broad course of study - including courses described under EC sections 51210 and 51220(a)-(1), as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities. Local Indicator SELF (Priority 7) and Master Schedule will measure student enrollment	100% of NCSD students have access to and are enrolled in a broad course of study in 2023-2024	100% of NCSD students have access to and are enrolled in a broad course of study in 2023-2024		100% of NCSD students have access to and are enrolled in a broad course of study.	Remains at 100%
2.3	Attendance Rates - P2 Attendance Report	93.07% Attendance Rate as of P2 for the 2023/2024 School Year	P2 data not yet available		95.07% Attendance Rate for P2	93.74% attendance at P2 at 2024-25
2.4	Chronic Absenteeism Rate - Local Data (Attendance Tracking)	31% Chronic Absenteeism Rate in 2023 according to the CA Dashboard	23.2% Chronic Absenteeism Rate in 2023 according to the CA Dashboard		25% Chronic Absenteeism Rate according to the CA Dashboard	Chronic absenteeism declined 7.8%
2.5	Class Size Reduction Report will measure credentialed teacher to student ratio	Deer Creek maintains an average of 24 or less students in K-3 in 2023-2024	Deer Creek maintains an average of 24 or less students in K-3 in 2023-2024		Deer Creek maintain an average of 24 or less students	No difference, Deer Creek School class size average of 24 or less students in K-3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Local Indicator (Priority 7) and Master Schedules, Special Education Billback, Staffing Reports, and Service Tracking will measure programs and services developed and provided to unduplicated students and students with disabilities	100% of Students with Disabilities have access to appropriate programs, services, and supports. in 2023-24	100% of Students with Disabilities have access to appropriate programs, services, and supports. in 2024-25		100% of Students with Disabilities have access to appropriate programs, services, and supports.	Remains at 100%
2.7	Middle School Dropout Rate - CALPADS Fall 1, Report 8.1c	0 Middle School Dropouts in 2023-2024 as reported on CALPADS Fall 1, Report 8.1c	0 Middle School Dropouts in 2024-2025 as reported on CALPADS Fall 1, Report 8.1c		0 Middle School Dropouts as reported on CALPADS Fall 1, Report 8.1c	Dropouts remain at 0
2.8	Suspension Rate - CDE: California School Dashboard and System of Support (Additional Reports and Data)	2022/2023 4% Suspension Rate as reported on the CDE: California School Dashboard and System of Support (Additional Reports and Data)	2022/2023 2.8% Suspension Rate as reported on the CDE: California School Dashboard and System of Support (Additional Reports and Data)		2.5 % Suspension Rate as reported on the CDE: California School Dashboard and System of Support (Additional Reports and Data)	Suspensions declined 1.2%
2.9	Expulsion Rate - DataQuest	0% Expulsion Rate as reported on DataQuest	0% Expulsion Rate as reported on DataQuest		0% Expulsion Rate	Expulsions remains at 0%
2.10	Deer Creek staff will be continually trained in PBIS, Love and Logic and the Toolbox as measured by sign-in training logs and will use PBIS as measured by staff.	Programs are not consistently used by staff, and 80% have been trained across Deer Creek school in 2023-2024	95% of Deer Creek staff are trained and use PBIS, Love and Logic and The Toolbox in 2022-23.		100% of staff will be trained PBIS, Love and Logic and the Toolbox as measured by sign in training logs and will use PBIS as measured by staff.	Improved by 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Chronic absenteeism rate for students with disabilities.	38.9% Chronic Absenteeism for students with disabilities in 2023 on the CA Dashboard	25.7% chronically absent Declined 13.2%		32.8% Chronic Absenteeism rate for students with disabilities as reported on the California Dashboard	Chronic absenteeism for students with disabilities declined 13.2%
2.12	Parent Involvement and Input and in Decision Making Local Indicator (Priority 3) Local Survey and promote parental participation in programs for low-income, EL, Foster Youth and Students with Disabilities	Local survey results measuring parent input and involvement at Deer Creek 97% local survey results measuring parent input and 96.5% involvement at Seven Hills in 2023-2024	91% local survey results measuring parent input and involvement at Deer Creek. 85% local survey results measuring parent input and involvement at Seven Hills for 2024-25. The reduction could be due low survey turnout.		Remain at baseline or improve of parents surveyed report opportunities for involvement and input according to local survey results measuring parent input	Participation decrease by 6% at Deer Creek and 11% at Seven Hills
2.13	My Child Feels Safe at School: Locally administered LCAP Survey	Locally administered Climate Survey indicated that 94.4 % of Seven Hills and 94.1% at Deer Creek parents report their child feels safe at school in 2023-2024	Locally administered 2024-25 Climate Survey and Healthy Kids Survey indicate that the following percentages of people feel safe and connected to their school environments:' = Students 90.3% Parents = 97.5%		Locally administered Climate Survey indicates parents will remain at baseline or improve Seven Hills and 95% at Deer Creek parents report their child feels safe at school.	Students reduced they feel safe by 4..1% and parents increased by 3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Suspension rate for students with disabilities.	2022/2023 6.4% Suspension rate for students with disabilities.	4.6% Suspension rate for students with disabilities in 2023-24		4% Suspension rate for students with disabilities.	1.8% reduction in suspensions for students with disabilities.

Goal Analysis [2025-26]

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.

Implementation occurred as planned. Pending increase of counselor by .20 FTE to continue to support students and families who are chronicaly absent.

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.

Intention from grant funding to temporarily increase counselor by .20 FTE to continue to support students and families who are chronically absent.

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

The Nevada City School District has shown overall progress and improvements in student well-being based on comparisons to baseline data. Notably, CAASPP scores improved in English Language Arts and science, while math showed modest gains or remained steady. Significant growth was seen among socioeconomically disadvantaged students and students with disabilities, particularly in science. Chronic absenteeism and suspension rates decreased across all students, including students with disabilities. Parent-reported school safety perceptions increased, though student-reported safety slightly declined. While most metrics improved, some areas, like parent engagement survey participation, saw small declines.
Effectiveness for each action is noted below:
2.1 Ineffective: Participation rate was reduced by 2.7%
2.2 Effective: 100% of NCSD students have access to and are enrolled in a broad course of study.
2.3 Effective: improved by less than 1 % at 93.74% attendance at P2 for 2025
2.4 Efective: Reduced Chronic absenteesim by 7.8%
2.5 Effective: Maintain or exceeded minimum per Class Size Reduction requirements
2.6 Effective: 100% of Students with Disabilities have access to appropriate programs, services, and supports.
2.7 Effective: Dropouts remain at 0
2.8 Effective: Suspensions declined 1.2%
2.9 Effective: Expulsions remains at 0%
2.10 Effective: 100% trained until mid year when new staff was added, now at 95%

2.11 Effective: Chronic absenteeism for students with disabilities declined 13.2%
2.12 Ineffective: Participation decrease by 6% at Deer Creek and 11% at Seven Hills
2.13 Ineffective: Students reduced they feel safe by 4..1% and parents increased by 3.4%
2.14 Effective: 1.8% reduction in suspensions for students with disabilities.

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.

Only change is to 2.5 to increase counselor by .20 FTE although it is proposed grant funded, not LCFF funded

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	Administer student survey	Middle School Students will take the Healthy Kids Survey and the LCAP committee will compare responses to prior years to determine needs.		No
2.2	Provide PBIS District-Wide and Social Emotional Programs at Middle School	Seven Hills Middle School will implement an Advisory period for all students in 4th-8th grade to address 5 key areas of need including: Promoting Positive School Culture, Improved Behavior/SEL, Suicide Prevention/Mental Wellness, Academic/Social/Lifelong Success Skills, Attendance/Engagement The advisory class will be based on the following: 1. "Advisory" is a class that focuses on social-emotional learning and building community 2. Implement Research-Based Best Practices to improve school culture and student outcomes 3. Utilize CASEL 3 Signature SEL Practices for structure: Inclusive Welcome, Engaging Strategies and Instruction, Intentional Close 4. Intent is to leverage our existing PBIS Framework and Campus Culture Committee work to Integrate Community, Behavioral Health, Restorative Practices & Social Emotional Learning		

Action #	Title	Description	Total Funds	Contributing
2.3	Provide PBIS District-Wide and Social Emotional Programs at Elementary Level to support students' social and emotional learning.	Deer Creek will provide PBIS, and Social Emotional Programs at the elementary level to support students' social and emotional learning through the following actions: 1. Implement successful SEL programs with fidelity school-wide: PBIS, Love and Logic, The Toolbox, Check in Check out, Tap in Tap Out, and provide training to staff and families.	$9,950.00	No
2.4	Maintain low class sizes	Maintain teacher-to-student ratio as outlined by the California Class Size Reduction guidelines to promote student wellness and reduce learning loss.		No
2.5	Improve student attendance rates and address chronic absenteeism	The district will improve student attendance rates and address chronic absenteeism for all students including students with disabilities, low socioeconomic, English Learners, and all unduplicated students through the following actions: 1. Increase counselor via grant funding by .20 FTE from a .40 FTE school counselor for the 2024-25 and 2025-2026 school year. Totaling a 60% counselor. 2. Increase support and accountability for students who are chronically absent through the following (Items below are funded through multiple revenue streams) A. Site-level teams meet regularly to support and track progress B. District attendance review team with School Resource Officer, Counselor, Principal, Superintendent, other district staff and outside agencies C. Review Interdistricts and hold meetings with district staff regarding chronic absenteeism, recommending school of residence with possible denial of transfers. D. District School Attendance Review Board E. County School Attendance Review Board F. Increase student support and incentives for attendance	$58,457.00	No

Action #	Title	Description	Total Funds	Contributing
		G. Parent notification and acknowledgment of student attendance policy through the Student Information System H. Receive continued support as needed from the Nevada County Superintendent of Schools for Differentiated Assistance for students with disabilities.		
2.6	Unduplicated students will receive services and support to address barriers to school engagement	Unduplicated students will receive services and support to address barriers to school engagement through the following actions: 1. Dean of Students (.67 FTE). 2. Student Assistance Program Coordinator at Seven Hills (1.0 FTE). 3. Site Principals will meet with parents/families and develop actionable plans to remove barriers to school attendance and address chronic absenteeism. 3. .40 FTE counselor at Deer Creek to support families in removing barriers to school attendance and address chronic absenteeism.	$328,051.00	Yes
2.7	Reduce chronic absenteeism and suspension rates for students with disabilities.	The district will provide individualized services to address barriers to regular school attendance and behavioral needs that may lead to suspensions for students with disabilities. 1. Maintain a .20 FTE Board Certified Behavior Analyst (BCBA) 2. Maintain staffing of Registered Behavior Technicians (RBT) 3. Conduct empathy interviews for students with disabilities who are at risk of chronic absenteeism or suspension.	$87,715.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintenance Goal: The metrics and actions described below will be implemented to ensure that progress made with Priority1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

An analysis of data and input from stakeholders has not identified concerns or needs within Priority 1 and Priority 2. The metrics were selected to ensure progress is maintained. Regular evaluation will determine if legal obligations are being met. The actions selected have proven to be effective in these areas and reflect input from stakeholder input.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities in "Good" Repair Measured by Facility Inspection Tool (FIT)	Both schools continue to be maintained in good repair. 100% Fall 2023 (per Williams Report)	Both schools continue to be maintained in good repair. 100% Fall 2023 (per Williams Report)		Both schools continue to be maintained in good repair. 100% in the Fall of 2026 (per Williams Report)	Maintained 100%
3.2	Fully Credentialed and Appropriately Assigned Teachers per The Teacher Assignment	2022 TAMO Data Report: 100% Fall 2023 (per Williams Report) including full and preliminary credentials:	2023-24 TAMO Data FTE: 36.6 Clear: 89.2% Out of Field: 7.2%		100% of TK-8 teachers are fully credentialed and appropriately assigned.	Increase clear credentials: 6.6% Increase out of field: 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring Outcomes (TAMO) per CDE	FTE= 38.1, Clear 82.6,Out of Field: 6.2%, Intern 0%, Ineffective 0%, Incomplete 10.2% and Unknown 0%	Intern: 0 Ineffective: 2.3% Incomplete: 1.4% UnKnown 0%			Increase Ineffective: 2.3% Decrease incomplete: 8.8%
3.3	100% sufficiency of materials, including unduplicated, has access to California State Standards aligned curriculum as measured by the Williams Report.	100% sufficiency of materials, including unduplicated, has access to California State Standards aligned curriculum. 100% Fall 2023(per Williams Report)	100% sufficiency of materials, including unduplicated, has access to California State Standards aligned curriculum. 100% Fall 2024(per Williams Report)		100% sufficiency of materials, including unduplicated, has access to California State Standards aligned curriculum. 100% Fall 2026 (per Williams Report)	Maintained 100%
3.4	Professional Development Opportunities as measured by list of PD offered both on ER days and outside of school. (Local Priority 2 Self-Assessment Tool)	100% of the teachers had the opportunity to participate in Professional Development (PD) in 2023-24.	100% of the teachers had the opportunity to participate in Professional Development (PD) in 2024-25.		100% of the teachers had the opportunity to participate in Professional Development (PD) in 2026-2027.	Maintained 100%
3.5	Technology access as measured by technology checkout log/data base.	100% of the students have access to individual devices in 2023-2024	100% of the students have access to individual devices in 2024-2025		100% of the students have access to individual devices	Maintained 100%
3.7	Positive work environment as measured by staff surveys.	98% of staff on average reported that the district is a supportive, inviting place to work in 2023-2024.	92.8 % of staff agree or strongly agree district is a supportive, inviting place to work.		99% of staff on average reported that the district is a supportive, inviting place to work in 2023-2024.	Reduced by 6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Parent/family communication as measured by LCAP parent surveys.	An average of 98% of NCSD families, on the survey, reported "Agree" that the school communicates information and decisions to families in 2023/2024	96.5% of NCSD families, on the survey, reported "Agree and Strongly Agree' that the school communicates information and decisions to families in 2024-25		99% of NCSD families on average, on the survey, "Agree" that the school communicates information and decisions to families	96.5% of NCSD families, on the survey, reported "Agree and Strongly Agree' that the school communicates information and decisions to families in 2024-25.
3.9	NCSD will hold Tier II/III meetings, as measured by meeting notes.	Deer Creek and Seven Hills met at least each trimester beginning in 2023-2024	Deer Creek and Seven Hills Tier II/III met at least each trimester beginning in 2024-2025		Deer Creek and Seven Hills will meet at least 4 times a year in 2026-2027	Maintained 100% at 4 times per year
3.10	Access to Services outside of the school day, up to the allocated budget allotment, as measured by monthly time sheets.	100% of teachers currently have the opportunity to tutor outside the school day in 2023-24	100% of teachers currently have the opportunity to tutor outside the school day in 2024-25		100% of teachers have the opportunity to tutor outside the school day	Maintained 100%
3.11	All teachers will implement California State academic content and performance standards adopted by the state as measured by the SELF priority 2.	100% of teachers implement CA aligned standards in 2023-24	100% of teachers implement CA aligned standards in 2024-25		100% of teachers implement CA aligned standards	Maintained 100%
3.12	100% sufficiency of materials Standards-Aligned ELD Materials as measured by the Williams Report.	100% sufficiency of ELD materials Standards-Aligned Materials 100% Fall 2023 (per Williams Report)	100% sufficiency of ELD materials Standards-Aligned Materials 100% Fall 2024 (per Williams Report)		100% sufficiency of ELD materials Standards-Aligned Materials 100% Fall 2026 (per Williams Report)	Maintained 100%

Goal Analysis [2025-26]

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.

Regular evaluation of this goal and metrics continues and obligations are being met. The actions continue to be effective in these areas and reflect community partner input.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Actions continue to be effective to meet all metrics within this goal. Notable progress has been made in updating our facilities master plan to assess needs to maintain and keep our schools in good repair, as well as identify more substantial and costly facility needs. Specific effectiveness of the goals and actions is as below:
3.1 to 3.5 Effective: All remain at 100%
3.6 Effective: 96.5% of NCSD families, on the survey, reported "Agree and Strongly Agree' that the school communicates information and decisions to families in 2024-25. A reduction of 6% from previous years but effective for those survey. An increase in participation in surveys is needed.
3.7 Effective: 92.8 % of staff agree or strongly agree that the district is a supportive, inviting place to work. An increase in the participation in surveys is needed.
3.8 to 3.12 Effective: All maintained at 100%

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

There are no changes made to planned goal, metrics, target outcomes or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$482,769	$N/A

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
6.673%	0.000%	$0.00	6.673%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Unduplicated students will receive additional instructional supports and services to reduce barriers to student learning. **Need:** Analysis of student performance on local benchmark assessments shows 70% of students meet or exceeded grade-level standards in ELA, and 69.2% in math.	Unduplicated students will receive additional instructional supports and services to reduce barriers to student learning through the following actions: 1. Classified Instructional Assistants	Programs for Low Performing Students Local Benchmark Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Of particular concern are learning loss experienced as a result of the COVID-19 pandemic, additionally math performance of Students with Disabilities on the CAASPP continues to demonstrate a significant performance gap between students with disabilities and their non disabled peers. Input received from stakeholders through the LCAP development process indicates the desire to improve achievement for all students. We plan to improve ELA and math performance through actions that support data collection, data analysis, and resulting teaching adjustments, and we will measure progress towards our goal using the metrics identified below. **Scope:** LEA-wide		
2.6	**Action:** Unduplicated students will receive services and support to address barriers to school engagement **Need:** In analyzing the Health Kids Survey (CHKS), there is a notable increase in School Climate key indicators such as thoughts of suicide, substance abuse, and feelings of loneliness between 6th and 8th grade. This is an area for further investigation. Input from stakeholders highlights the need to improve our data collection process, conduct routine analysis of local performance	Unduplicated students will receive services and support to address barriers to school engagement through the following actions: 1. Dean of Students (.67 FTE). 2. Student Assistance Program Coordinator at Seven Hills (1.0 FTE). 3. Site Principals will meet with parents/families and develop actionable plans to remove barriers to school attendance and address chronic absenteeism. 3. .40 FTE counselor at Deer Creek to support families in removing barriers to school attendance and address chronic absenteeism.	Local Indicator (Priority 7) and Master Schedules, Special Education Billback, Staffing Reports, and Service Tracking will measure programs and services developed and provided to unduplicated students and students with disabilities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicators as teacher teams, and determine the resulting action to improve student performance. Another area of focus is the need for a supportive social emotional learning environment at Deer Creek with the consistent use of programs such as Positive Behavior Interventions and Supports, Love and Logic, The Toolbox, Tap in Tap out, Check in Check out, and other school community building systems. Routine trainings need to be offered to onboard new staff. Additionally, Tier II/III PBIS teams need to meet with staff representatives weekly/bi monthly to discuss the success of these systems. **Scope:** LEA-wide	The district will provide individualized services to address barriers to regular school attendance and behavioral needs that may lead to suspensions for students with disabilities. 1. Maintain a .20 FTE Board Certified Behavior Analyst (BCBA) 2. Maintain staffing of Registered Behavior Technicians (RBT) 3. Conduct empathy interviews for students with disabilities who are at risk of chronic absenteeism or suspension.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Improve learning for English Language Learners. **Need:**	English Learner students will receive English Language Development (ELD) instruction and intervention services. 1. Employ teachers at staffing levels at least proportional to EL student population who will	% of English Learners will improve one level or be reclassified as measured by ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Analysis of student performance on local benchmark assessments shows 70% of students meet or exceeded grade-level standards in ELA, and 69.2% in math. Of particular concern are learning loss experienced as a result of the COVID-19 pandemic, additionally math performance of Students with Disabilities on the CAASPP continues to demonstrate a significant performance gap between students with disabilities and their non disabled peers. Input received from stakeholders through the LCAP development process indicates the desire to improve achievement for all students. We plan to improve ELA and math performance through actions that support data collection, data analysis, and resulting teaching adjustments, and we will measure progress towards our goal using the metrics identified below. **Scope:** Limited to Unduplicated Student Group(s)	provide ELD and other needed support for English Learners. 2. Continue with a structured pull-out ELD instruction.ort on data as measured by team meeting minutes.	

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.

Goal 1, Action 3 is a focus action principally directed to meet the needs of our English Language learners based on local assessment data from 2022-23. Based on the identification of this need, we created a structure that consistently supports the needs of this population. We employed teachers proportionally to ensure ELD and other supplemental supports are provided for English language learners, which could include pull-out instructional support. We anticipate that with this LEA-wide action, English language learners' performance levels will

improve as measured by the ELPAC and other academic assessment metrics. ELPAC assessment results were not yet available in May of 2023.

In the LCAP year, 2023-24, the Nevada City School School District anticipates funds in the amount of $507,061 to increase or improve services for our low-income students, foster youth and English learners. The District will expend these funds to improve or increase intervention and remediation services for these students, including, but not limited to: small group academic support for students, English Language Development professional development and direct services, and attendance support programing for students and parents. As stated in Goal 1, All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and math proficiency as demonstrated through local formative and summative assessments.

The District provides professional, highly qualified staff that provides services and support for all students. In 2023-24 the full-time equivalent (FTE) certificated teachers total 42.05 FTE. The Nevada City School School District serves 716 TK-8 students with an unduplicated pupil count of 248 students or 34.63%. These unduplicated students include students of Low Income (LI), Foster Youth (FY), and English Learners (EL). To support these students, the District maintains the following staffing and services, providing a 7.14% to increase or improve services to these students:

- classified instructional assistants (11.91 FTE)
- certificated EL teacher (.20 FTE) for support at Deer Creek Elementary School
- certificated student support administrators, Dean of Students (0.67 FTE), Site Principals who monitor and address chronic absenteeism (.40 FTE), Student Assistant Coordinator (1.0 FTE) and added school counselor (.40 FTE) for the 2023-24 school year.

Based on the Minimum Proportionality Percentage (MPP), Nevada City School District must increase or improve services by 6.03% in 2023-24. The district plans to expend approximately $507,061 in supplemental grant funding in the 2023-24 fiscal year. For 2023-24 services are improved by the required percentage because the actions will prioritize inclusion and strategies that will benefit our unduplicated students. Focusing on improved instructional strategies, the social emotional well being of students and providing additional academic support to students should improve achievement for all, but we expect a greater improvement in particular by our unduplicated students. These increased and improved services are principally directed toward our unduplicated students, however, they are available to all students. When combined, these actions are expected to result in the required proportional increase or improved services. Through these actions, we have demonstrated qualitative increased or improved services above the required percentage.

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.

The district received Learning Recovery Grant funding which will support the following goals through increased student time with intervention teacher, counselor and classified staff for the following goals and actions: improve student interventions and supports through the following actions:

1. The district will maintain 4 and add 1 or 2 sections of intervention provided by a credentialed teacher at Seven Hills per the Master Schedule for 2025-2026, increased support for a counselor at Deer Creek and classified employee support. There in no increased cost to this change.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,234,775	$482,769	6.673%	0.000%	6.673%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$531,461.00	$150,912.00	$309,605.00	$167,657.00	$1,159,635.00	$1,108,239.00	$51,396.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Continue assessments and data monitoring, and build teacher capacity and collaboration for improved instruction.	All	No			All Schools		$10,983.00	$31,196.00		$31,196.00		$10,983.00	$42,179.00	
1	1.2	Improve student interventions and specialized academic supports	All	No			All Schools		$232,088.00	$0.00	$41,360.00	$34,054.00		$156,674.00	$232,088.00	
1	1.3	Improve learning for English Language Learners.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners										
1	1.4	Improve math instruction for Students at Seven Hills with Disabilities.	Students with Disabilities	No			All Schools		$0.00	$10,250.00	$10,250.00				$10,250.00	
1	1.5	Unduplicated students will receive additional instructional supports and services to reduce barriers to student learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$390,945.00	$0.00	$169,055.00		$221,890.00		$390,945.00	
1	1.6	Improved Math Performance for all Students														
2	2.1	Administer student survey	All	No			All Schools Specific Schools: Seven Hills									
2	2.2	Provide PBIS District-Wide and Social Emotional Programs at Middle School														

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.3**	Provide PBIS District-Wide and Social Emotional Programs at Elementary Level to support students' social and emotional learning.	All	No			All Schools		$0.00	$9,950.00	$9,950.00				$9,950.00	
2	**2.4**	Maintain low class sizes	All	No			Specific Schools: Deer Creek TK/K-3rd									
2	**2.5**	Improve student attendance rates and address chronic absenteeism	All Students with Disabilities	No			All Schools		$58,457.00	$0.00		$58,457.00			$58,457.00	
2	**2.6**	Unduplicated students will receive services and support to address barriers to school engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$328,051.00	$0.00	$300,846.00	$27,205.00			$328,051.00	0%
2	**2.7**	Reduce chronic absenteeism and suspension rates for students with disabilities.	All Students with Disabilities	No			All Schools		$87,715.00	$0.00			$87,715.00		$87,715.00	
2	**2.10**						Specific Schools: Seven Hills									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,234,775	$482,769	6.673%	0.000%	6.673%	$469,901.00	0.000%	6.495 %	**Total:**	$469,901.00
								LEA-wide Total:	$469,901.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Improve learning for English Language Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners			
1	**1.5**	Unduplicated students will receive additional instructional supports and services to reduce barriers to student learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,055.00	
2	**2.6**	Unduplicated students will receive services and support to address barriers to school engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$300,846.00	0%

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,159,635.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Continue assessments and data monitoring, and build teacher capacity and collaboration for improved instruction.	No	$42,179.00	
1	**1.2**	Improve student interventions and specialized academic supports	No	$232,088.00	
1	**1.3**	Improve learning for English Language Learners.	Yes		
1	**1.4**	Improve math instruction for Students at Seven Hills with Disabilities.	No	$10,250.00	
1	**1.5**	Unduplicated students will receive additional instructional supports and services to reduce barriers to student learning.	Yes	$390,945.00	
1	**1.6**	Improved Math Performance for all Students			
2	**2.1**	Administer student survey	No		
2	**2.2**	Provide PBIS District-Wide and Social Emotional Programs at Middle School			
2	**2.3**	Provide PBIS District-Wide and Social Emotional Programs at Elementary Level to support students' social and emotional learning.	No	$9,950.00	
2	**2.4**	Maintain low class sizes	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Improve student attendance rates and address chronic absenteeism	No	$58,457.00	
2	**2.6**	Unduplicated students will receive services and support to address barriers to school engagement	Yes	$328,051.00	
2	**2.7**	Reduce chronic absenteeism and suspension rates for students with disabilities.	No	$87,715.00	

2026-27 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$469,901.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	Improve learning for English Language Learners.	Yes				
1	**1.5**	Unduplicated students will receive additional instructional supports and services to reduce barriers to student learning.	Yes	$169,055.00			
2	**2.6**	Unduplicated students will receive services and support to address barriers to school engagement	Yes	$300,846.00		0%	

2026-27 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,451,793		0%	6.070%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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