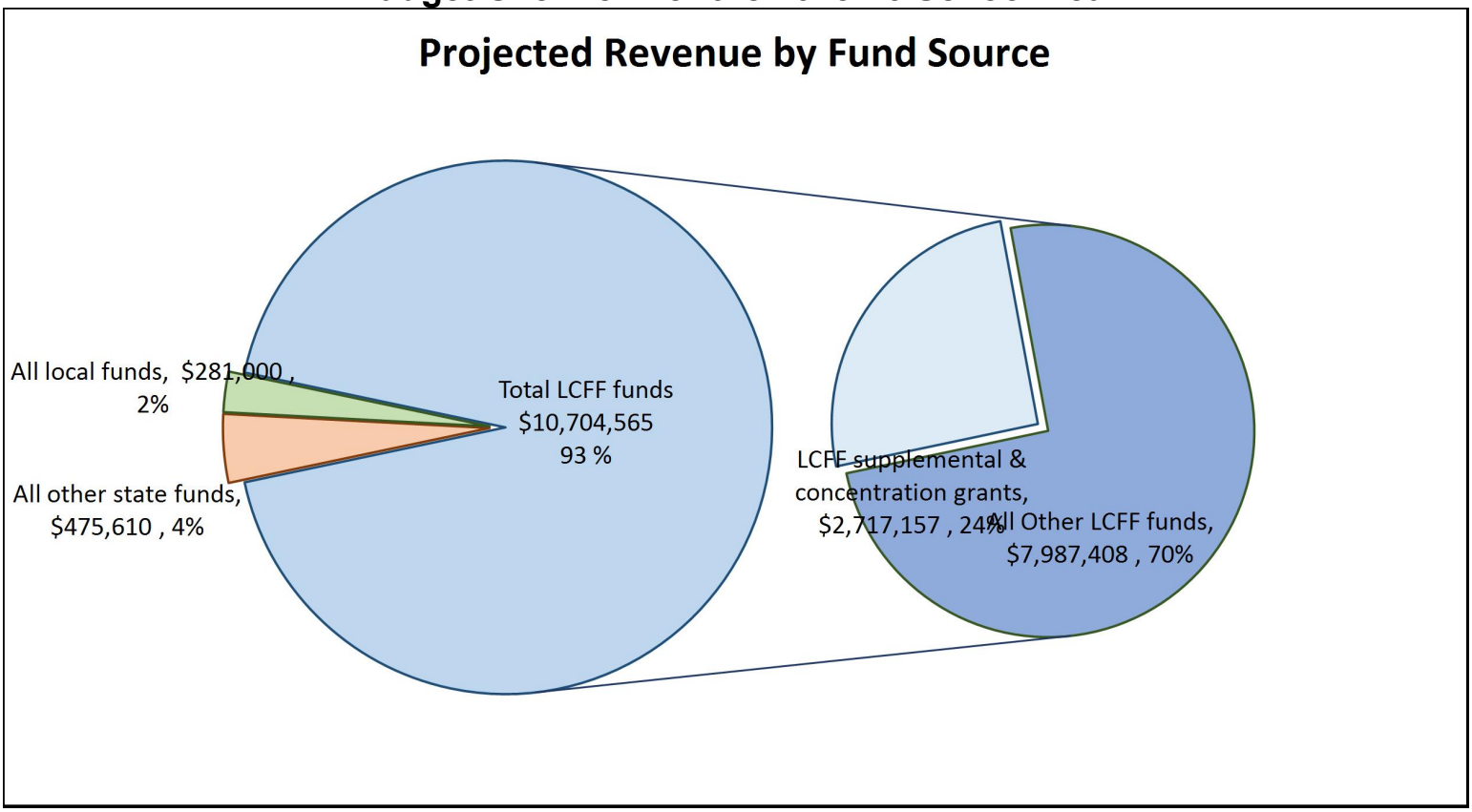
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuview Bridge Early College High School
CDS Code: 33-67157-3331014
School Year: 2025-26
LEA contact information:
Dr. Gregory Wise
Principal
gwise@nuviewusd.org
(951) 928-8498

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

Budget Overview for the 2025-26 School Year

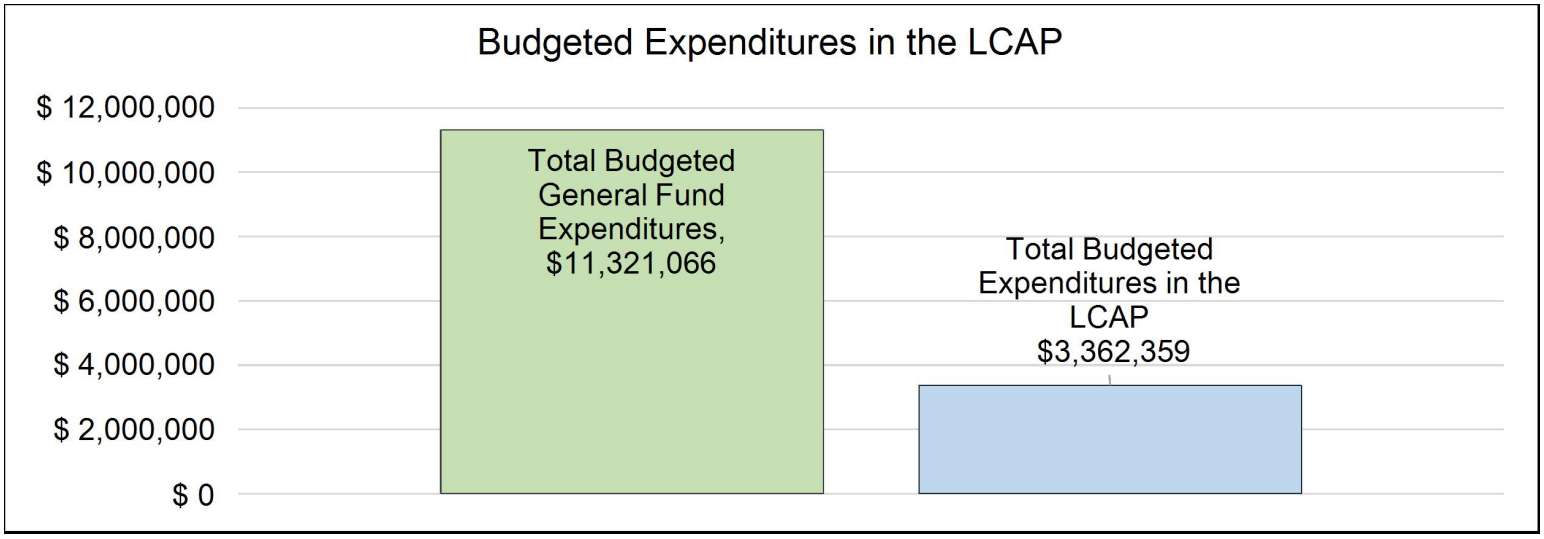


This chart shows the total general purpose revenue Nuview Bridge Early College High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nuview Bridge Early College High School is $11,461,175.00,, of which $10,704,565.00 is Local Control Funding Formula (LCFF), $475,610.00 is other state funds, $281,000.00 is local funds, and $0 is federal funds. Of the $10,704,565.00 in LCFF Funds, $2,717,157.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Nuview Bridge Early College High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

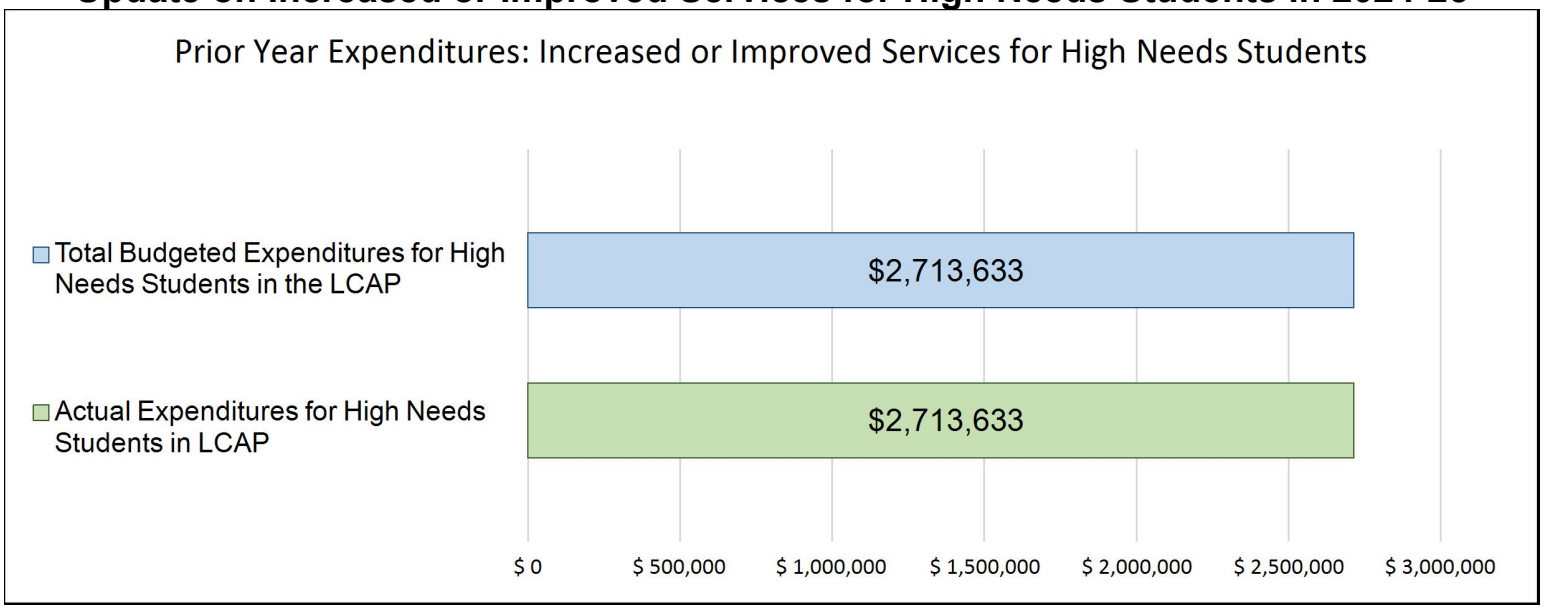
The text description of the above chart is as follows: Nuview Bridge Early College High School plans to spend $11,321,066.00 for the 2025-26 school year. Of that amount, $3,362,359.00 is tied to actions/services in the LCAP and $7,958,707.00 is not included in the LCAP. The budgeted expenditures that 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 2025-26 School Year

In 2025-26, Nuview Bridge Early College High School is projecting it will receive $2,717,157.00 based on the enrollment of foster youth, English learner, and low-income students. Nuview Bridge Early College High School must describe how it intends to increase or improve services for high needs students in the LCAP. Nuview Bridge Early College High School plans to spend $2,717,157.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Nuview Bridge Early College High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nuview Bridge Early College High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Nuview Bridge Early College High School's LCAP budgeted $2,713,633.00 for planned actions to increase or improve services for high needs students. Nuview Bridge Early College High School actually spent $2,713,633.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nuview Bridge Early College High School	Dr. Gregory Wise Principal	gwise@nuviewusd.org (951) 928-8498

Plan Summary [2025-26]

General Information

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

Nuview Bridge Early College High School (NBECHS), which serves Nuevo and surrounding cities of Hemet, Moreno Valley, Perris, Menifee, and other more distant communities, combines Early College and dual credit programs, offering students the opportunity to personalize their academic pursuits, meeting the criteria of the state's priority of providing "access to a broad course of study and programs for high-needs and exceptional students." Students are given latitude to select courses with advice from counselors, allowing students to make choices based upon their own proclivities and interests, thus creating personal meaning. This combination of support and choice creates a strong school climate, while giving students "access to a broad course of study and programs," addressing two important state priorities. Most students take college courses they believe they will enjoy and, ultimately, they succeed. Each success builds confidence. In addition to the college opportunities, all students are enrolled in a traditional high school curriculum taught by staff members engaged in innovative Common Core curricula practices, meeting the state's focus of "implementation of the Common Core State Standards for all students."

Nuview Bridge Early College originally opened with the intent of serving as a ninth grade support/intervention program for students matriculating from Nuview Union School District's middle school, Mountain Shadows. The Nuview Union School District's leadership and Governing Board recognized that students from the district had a very low college-going rate of just less than 9%. They were rightfully concerned that the students in the community were overwhelmingly from low income families who had not gone to college themselves. The Bridge's intent was to prepare these students for the rigors of a traditional public high school. It soon became clear, however, that this plan was not enough by itself so the District and school leadership began to look for solutions to encourage students to go to college and found the Early College Model and a grant from the Gates Foundations to start the program. In September 2005, Nuview Bridge Early College High School became California's seventh Early College High School. The program started small with only 50 students being offered college

courses through what is now Moreno Valley College. The program's successes soon became clear. Within a year of implementation the school's API rose more than 107 points. By 2008 the school saw its first graduate with an Associate Degree. By 2009 the school's API was 738 and it boasted the top CST scores in the County. The school's attendance rose over the same period of time from just under 82% in 2005 to 96% ADA by 2010. The program became very popular with parents. A school Advisory Council made up of district and site administration, community members parents, teachers, classified staff and students was started and given general oversight duties for the program. Additionally the school provides several parent nights each semester to inform its families on issues such as: college information and enrollment, filling out financial aid forms, how to access student data via our student information system, and to discuss priorities for LCAP, to name just a few. The principal and college liaison also provide frequent reports to educational partner groups about the Early College and Dual Enrollment programs at public meetings.

Since the implementation of the Early College program abundant data has been kept about the successes of the NBECHS student population and graduates. NBECHS counselors serve as college liaisons to each of our partner colleges. Only students who maintain a 2.5 GPA or greater are eligible to attend college courses at Moreno Valley College. Varying GPA requirements are also necessary for some Dual Enrollment courses with Mt. San Jacinto College, so supports have been put into place at the high school to assist students in achieving the best GPA possible including a tutor center which is open to students from 7:30AM to 4PM each day and virtual tutoring available 24/7. Additionally, students are counseled each term to assist them in the selection of their college classes. Once grades are received students are encouraged to reflect on their learning in both their Scholar elective and by the counselors themselves. Freshmen are enrolled in Scholar 9 courses, and sophomores may opt into the class. Seniors are enrolled in Senior Seminar, which focuses on college success and transitioning into a college or university. Students' college grades are collected and students who are perceived to have difficulties are provided with additional assistance. Due to high demand NBECHS is always seeking to increase its college options for students. In 2015 NBECHS entered into an agreement with Mt San Jacinto College to offer dual credit college courses taught by high school teachers who have master's degrees in the subject area and who have been vetted by the colleges. This has increased the college class options and makes it easier for students to get access to highly sought-after "Golden 4" classes: English 1A, English 1B, Math 11, and Speech. In Fall 2018 NBECHS piloted a CNA program, taught by MSJC instructors. The program, taught on the NBECHS campus, has been embraced by students and has showed steady growth in participation during the last three years. Since the start of NBECHS's Early College program in the 2005-06 school year, more than 4000 students have participated, earning more than 30,000 college credits and more than 115 students have earned one or more Associate Degrees. Since the implementation of the California Assessment of Student Performance and Progress (CAASPP) NBECHS has consistently ranked high in performance in Riverside County in both English and Mathematics. Moreover, the successes of the Early College program and the school are changing the demographics of the community itself as well. In 2002 the college going-rate of students from the local community was 9%, today that rate has risen to 89%.

Over the last several years student successes have continued to expand. In 2015, two NBECHS students graduated with three Associate Degrees in addition to their high school diplomas, 18 students graduated with one or two Associate Degrees, while 25 additional students completed their IGETC certification that guaranteed them two years of credits transferable to most four-year colleges and universities. In 2017, the number of students graduating with three Associate Degrees expanded to eleven with several more achieving a single Associate Degree and even greater numbers completing their IGETC certification. In 2018 NBECHS was proud to have the first student to complete four Associate Degrees concurrently with high school graduation, 20 students who have completed 3 Associate Degrees, 6 students with 2 Associate Degrees, and 3 students with 1 Associate Degree and an additional 23 who have completed IGETC Certifications. The class of 2022 at Nuview completed 4,981 college units; 69 members of the class are receiving their IGETC certification, which satisfies their freshman and sophomore-level general education requirements before entering the University of California system; 50 members of the class are

receiving one or more Associates degree in the fields of Social and Behavioral Studies; Math and Science; Humanities and Philosophy; or Arts, which gives them their first degrees on the road to attaining their bachelor's degree. In detail, 19 members of the class will earn 1 degree, 16 members will earn 2 degrees, 12 members will earn 3 degrees, and this year 3 members of the class of 2022 will earn 4 degrees.

The class of 2023 at Nuview has completed 4,759.5 college units; 58 members of the class are receiving their IGETC certification, which satisfies their freshman and sophomore-level general education requirements before entering the University of California system; 23 members of the class are receiving one or more Associates degree in the fields of Social and Behavioral Studies; Math and Science; Humanities and Philosophy; or Arts, which gives them their first degrees on the road to attaining their bachelor's degree. In detail, 7 members of the class will earn 1 degree, 5 members will earn 2 degrees, 6 members will earn 3 degrees, and this year 5 members of the class of 2023 will earn 4 degrees.

The achievement gap between the student sub-populations of the school has steadily decreased at the same time that the school's population has become more diverse. NBECHS's 100-percent graduation rate meets the state's priority of "student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance," as does the school’s low rate of absenteeism with an average ADA of just over 98%.

As a charter school NBECHS has to create and maintain its own LCAP document each year. The Advisory Council is a major voice in the creation of this document and the NUSD School Board must approve it prior to its submission to the state. Overwhelmingly, the educational partner groups involved in the creation of the LCAP plan have listed “maintaining and expanding the college options for all students” as their top priority. Because of this, the school seeks to fill teaching positions with teachers that have Master's degrees in their subject matter and have continued to seek out new and different college opportunities such as the CNA program. Well over 25% of the school’s LCAP funds are spent in some way to support the college programs. The LCAP serves as the guiding document for the school. Money has been spent to improve access and support to the most highly rigorous programs for underrepresented student groups.

The 2023-24 LCAP provides an opportunity to review the focus of the goals we developed during the 2021-22 school year for the following four years. The pandemic introduced new challenges that may provide opportunities for shifting of goals or actions to meet needs that developed during the last two years. School closures in 2020 and 2021 necessitated the need for a strong focus on learning loss assessment and evaluation of data to inform decision-making for student supports, particularly for unduplicated population students. Additional intervention strategies and a focus on behavior and social-emotional learning may be needed to support increased engagement and a positive school culture. While the college program is still very much the focus of our funding, the particular focus is on supports to reduce learning loss, improve engagement, and ensure all students are able to be successful in high school academics and to meet requirements necessary to participate in the Dual Enrollment and Early College program. All school educational partners were surveyed from March to April, and findings were analyzed and input into the LCAP.

Feedback related to NBECHS LCAP that our educational partners have communicated includes: 1) offering more parent courses/workshops and 2) include to maintain the mental health electives offered. Input was noted and addressed and will be presented to the NUSD School Board on June 4, 2024 at the public hearing.

Reflections: Annual Performance

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

Reflections: Successes

Very little information was reported on the 2021 California School Dashboard due to school closures, so local data has been used to evaluate current progress. The most recent data from 2024 indicates a 100% graduation rate, a 69% A-G completion rate. While the challenging environment of school closures did negatively impact academic performance and other areas of focus for our LCAP goals, such as increased parent involvement, there were some successes we are proud to share, particularly in these challenging times. Overall, the greatest successes have come from systems that were created to address issues that resulted from pandemic difficulties, such as learning loss, lack of engagement, and increased behavioral problems. These difficulties provided inspiration for revision to our intervention pyramid, which now reflects a Multi-Tiered System of Support (MTSS), which includes Social-Emotional Interventions and Supports, Behavior and Attendance Interventions and Supports, and Academic Interventions and Supports. Additionally, the increased need to assess student learning prompted a more formalized system of common assessments within each department, as cycles of student learning were assessed repeatedly to evaluate students' baseline and progress throughout the year, as well as the effectiveness of instructional strategies. Lastly, we were still able to maintain a 100% graduation rate for the 2020-21, 2022-2023, and 2023-24 school years.

Reflections: Identified Needs

Enrollment for the 2023-24 school year began at 700, but ended at 665. Within that population, 7.4% of students are designated EL, 4.4% are Special Education students, 0.8% foster/homeless youth, and approximately 70% are socioeconomically disadvantaged students. We saw a change in our student population, as 2019 legislation for charter schools changed our admissions process, which previously required a minimum 2.0 GPA. There are no longer minimum GPA requirements for admissions and while we
prepared for the shift with increased focus on intervention strategies and academic supports, grades data, and perhaps behavioral data show an evolving student population that requires increased academic, behavioral, and emotional interventions and supports. We did see an increase in our EL and SPED populations, as well as our homeless and foster youth population which increased in 2021 but maintained the same number in 2022. A homeless and foster youth liaison position was created in the 2020 school year to meet this increased need. Additionally, a mental health therapist position was added during the 2022-23 school year and an additional, third counselor position was added to begin in the 2023-24 school year.

Data gathered on behavioral issues during recent school years indicate a need for increased interventions and supports. Typically, NBECHS has had zero suspensions and zero expulsions, but in the 2021-22 school year, there were 13 suspensions and one recommendation for expulsion, in addition to many in-school interventions for a variety of infractions. During the 2022-23 school year, there were 30 suspensions and one recommendation for expulsion, in addition to many in-school interventions for a variety of infractions. The need for a clear, systematic plan to prevent and provide appropriate consequences for behavioral issues is needed. As stated above, the new Multi-Tiered System of Support pyramid has been created to better address increased challenges with behavior and emotional supports. Additionally, a Social Emotional Screener that will identify the needs of students and provide insights for the appropriate resource or strategy. The most recent dashboard data from 2023 indicates a 100% graduation rate and 68.6% A-G completion rate. Data from the 2023-24 school year indicate similar rates of 100% graduation and 69% A-G completion.

Our LCAP goals reflect the identified needs of providing interventions and resources to unduplicated population students to ensure they are successful in both high school courses and meet the requirements to participate in and be successful in Dual Enrollment and Early College program courses. Educational partner feedback through our parent meetings and surveys, as well as our WASC mid-cycle review during the 2022-23 school year, identified four areas of concern. The first area identified is concern for access to information for EL students, special needs students, and foster/homeless students. This concern shaped our first LCAP goal, which is to ensure all students, particularly unduplicated population students, are eligible for the college program (i.e. meeting grade requirements). The second identified concern was the adequacy of assessment of learning loss from school closures and how the school is using learning loss data to inform decision-making about additional support. This shaped our second LCAP goal, which was to increase unduplicated student population participants in the college program. Participation in the college program requires students to meet 2.5 GPA minimums, and so the focus of the actions for this goal is providing appropriate supports to improve students' academic performance. The third identified concern was the lack of parent workshops and family activities. These offerings were expanded significantly between the last full WASC visit in 2019-2020 and the mid-cycle review in 2022-2023. In fact, the visiting WASC committee in 2023 chose to eliminate this goal entirely due to overwhelming input provided by parent partners that parent involvement and participation at Nuview Bridge had become an area of strength. Our fourth LCAP goal, developing a comprehensive mental health support plan, was identified through our WASC educational partner surveys and self-study. The addition of a mental health therapist and a third counselor position are both intended to better support students' social/emotional and mental health needs, as well as providing increased services to students by decreasing individual counselor caseloads.

LCAP Highlights

The NBECHS LCAP will address four key goals: 1. Improve college and career readiness for all student groups, particularly EL population and socioeconomically disadvantaged students; 2. Improve participation of all student groups in the college program, particularly EL population and socioeconomically disadvantaged students; 3. Increase community and parent participation in school programming to better support all student outcomes, and 4. Develop a comprehensive mental health support plan for identified at-risk students. While college and career readiness and college participation goals are somewhat geared toward all students, many of the actions focus on unduplicated populations. More than 70% of our student population qualify as socioeconomically disadvantaged, and while the EL population reflects 7.4%, including RFEP students increases that percentage a great deal. We had 10 foster/homeless youth attending NBECHS in the 2020-21 school year, 9 foster/homeless youth attending NBECHS in the 2021-22 school year, and 41 foster/homeless youth attending NBECHS in the 2022-23 school year. The supporting actions for each goal reflect the focus on these populations. Goal one actions focus on increasing counselor supports, including counseling for foster/homeless youth and analysis of a tiered intervention program, which includes communication with students and parents by teacher, implementing a tutoring plan, and eventually SST collaborative goals, as students move from tier to tier. Goal 2 actions include maintaining before and after school, as well as lunch tutoring, maintaining adequate technology accessibility, including a lab tech position, growing the CNA program, ACT/SAT testing accessibility and preparation, the EL Coordinator position and class, as well as the addition of a full-time EL instructional aide position, creation of a foster/homeless youth coordinator position, and growing use of Edgenuity's MyPath program, which is for improving EL students' academic progress. Goal 3 actions include growing use of ParentSquare communication tool, increasing parent programs, workshops, and activities such as the CABE parent workshops, and community recruitment and information sharing such as the annual billboard and yard signs. Goal 4 actions include identifying screening programs, instituting annual screening of students at the start of the year, use of resources such as Care Solace and the peer support of KnightLife, and enrollment of students in Edgenuity mental health courses. Some key features of the plan that should be emphasized because they are devoted solely to our unduplicated population including maintaining the EL coordinator position and EL class,

use of the MyPath Edgenuity program for assessment and academic support of English learners, the creation of a resource classroom space with instructional support solely for unduplicated students, and the creation of a foster youth coordinator position for our growing foster/homeless youth students.

Reflections: Technical Assistance

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

NA

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Parents, Staff, Students, and Community Members	The LCAP survey, written in both English and Spanish, was sent out to all educational partners are January 12, 2024 and was open until January 26, 2024. Regular reminders to complete the survey were sent out to staff members and school community members, until the due date. Parents and families were also informed of the LCAP survey at the weekly Coffee and Dessert with the Principal meetings and through ParentSquare communications. Teaching staff members were involved in developing LCAP goals through the survey and also through a series of department meetings. The leadership team worked with their departments to develop assessments and evaluate learning loss results. Evaluation was followed by developing plans to reduce learning loss, and then cycles of re-assessment to evaluate the instructional strategies. Key findings from the survey results were shared with Advisory Council and Coffee and Dessert with the Principal on March 7, 2024. The positive key findings included: Most educational partners agreed that Nuview schools have strong communication practices; Most educational partners agreed student grade information was accessible; Most educational partners agreed technology needs were met during distance learning; Most educational partners agreed curriculum was accessible to students and students were submitting work during distance learning. The key concerns identified in the survey included: Increasing students' perceptions of belonging and engagement, and increasing parent engagement.

Educational Partner(s)	Process for Engagement
	In the 2018-19 school year, we surveyed all educational partners for WASC input and used the feedback to inform our self-study report, which was developed through focus groups made up of all school staff. The WASC visit took place in fall of the 2019-20 school year and again for a one day visit during the 2022-23 school year. Our current LCAP goals of ensuring all students are able to participate in the Early College program, growing the Early College program, and engaging the school community to align with the goals identified in the WASC process. An additional goal of developing a comprehensive mental health support program was also identified. This identified need will also be included in the LCAP goals. Additional efforts to solicit stakeholder engagement was done through a variety of ways including but not limited to: 1) An electronic District wide LCAP survey (in both Spanish and English) went out to educational partners on January 12, 2024 and remained opened until January 26, 2024. We disseminated this information using our Parent Square messaging service, emails to teachers/classified staff and posted on school websites. The Parent Square messaging service facilitates access to stakeholders that may not have internet access by sending either a text, email or call to the educational partner's smartphone. A secondary survey was also sent to all educational partners to gather additional, more specific input in narrow areas including student engagement, parent engagement, and school safety. 2) The District English Language Learner Advisory Committee (DELAC) met on September 6, 2023 and December 6, 2023 to review reclassification rates, progress on LCAP goals for our English learners and to review the initial and summative ELPAC assessments. The DELAC also convened on March 19, 2024 and May 1, 2024 in order to provide input on the 2023 Local Control and Accountability Plan. 3) The Compliance Improvement Monitoring Process for Special Education (CIM) has helped us narrow our focus on meeting the

Educational Partner(s)	Process for Engagement
	needs of our Students with Disabilities (SWD). Members of the team include our Principals, our Special Education Teachers, Teachers on Special Assignment and a representative from Riverside County SELPA. This team gathers to analyze our data in the areas of academic achievement in ELA and Math, suspension rates, chronic absentee rates of our SWD. We discussed current improvement strategies we are already doing and completed a root cause analysis for each of the three areas. Stakeholder feedback gathered from these meetings helped to guide goals, actions and services for the LCAPs. Special Education will receive increased services and attention in order to close the existing achievement gap and reduce the suspension rates and chronic absentee rates for our SWD. 4) Solicited input and comments were also collected and shared with parent groups on 5/2/24. At this meeting, we presented the LCAP to the parent groups for review and comment. 5) An English Learner parent advisory committee was presented with data related to EL student progress and input and comments were collected on 1/25/24. 6) A public hearing was held on June 4, 2024 to solicit public comment and to gather feedback from the Governing Board on the draft of the District's Local Control Accountability Plan.

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

The positive key findings included: Most educational partners agreed that Nuview Bridge has strong communication practices; most educational partners agreed that teachers provide extra help when needed, and most educational partners agreed that staff are available to provide support to students managing their social, emotional and mental wellbeing. The key concerns identified in the survey included: teachers doing more to keep students engaged and connected to school and regularly communicating with families in their home language.

The NBECHS LCAP will address four key goals: 1. Improve college and career readiness for all student groups, particularly EL population and socioeconomically disadvantaged students; 2. Improve participation of all student groups in the college program, particularly EL population and socioeconomically disadvantaged students; 3. Increase community and parent participation in school programming to better

support all student outcomes; and 4. Develop comprehensive mental health support plan for identified at-risk students. While college and career readiness and college participation goals are somewhat geared toward all students, many of the actions focus on unduplicated populations. More than 70% of our student population qualify as socioeconomically disadvantaged, and while the EL population is approximately 7.5%, including RFEP students increases that percentage a great deal. The CA Dashboard does not reflect the increase to 40 foster/homeless youth attending NBECHS in the 2022-2023 school year. The supporting actions for each goal reflect the focus on these populations. Goal one actions focus on increasing counselor supports, including counseling for foster/homeless youth and analysis of tiered intervention program, which includes communication with students and parents by teacher, implementing a tutoring plan, and eventually SST collaborative goals, as students move from tier to tier. Goal 2 actions include maintaining before and after school, as well as lunch tutoring, maintaining adequate technology accessibility, including a lab tech position, growing the CTE program, the EL Coordinator position and class, and creation of a foster/homeless youth coordinator position, and increased support for EL students' academic progress. In response to the feedback provided by the educational survey, we will increase the interventions provided for students to recover grades or raise grades throughout the school year. Goal 3 actions include continued use of ParentSquare communication tool, increasing parent programs, workshops, and activities such as the CABE parent workshops, and community recruitment and information sharing such as yard signs. We need to provide more consistency in our communication in the student's home language. Goal 4 was identified during our WASC reaccreditation process through educational partners input. Actions for this goal include identifying an effective mental health screening tool, annual screenings of students at the start of the school year, continued dissemination of the Care Solace mental health support resource, peer support through KnightLife for freshmen students, and use of SEL mental health coursework for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve college & career readiness for all student groups, particularly EL population and socioeconomically disadvantaged students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed, along with its corresponding metrics and actions, as a continuation of our prior 3-year LCAP. We have found that our unduplicated students, in particular our EL and SED students continue to demonstrate lower learning outcomes than our student population generally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of A-G course grades of C or better	During the 2023-24 school year, 86% of A-G course grades for all students were C or better.	During the 2024-25 school year, 87% of A-G course grades for all students were C or better.		During the 2026-27 school year, 92% of A-G course grades for all students will be C or better.	There was a 1% increase from baseline in the percentage of A-G course grades of C or better for all students. Our Year 3 outcome goal will represent 5% additional growth over the next two school years.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	% of unduplicated student A-G course grades of C or better	During the 2023-24 school year, 76% of A-G course grades for unduplicated students were C or better.	During the 2024-25 school year, 85% of A-G course grades for all students were C or better.		During the 2026-27 school year, 82% of A-G course grades for unduplicated students will be C or better.	There was a 9% increase from baseline in the percentage of A-G course grades of C or better for unduplicated students. This exceeded even our Year 3 outcome goal of 82% by an additional 3% two years ahead of schedule.
1.3	% of graduating students completing A-G	During the 2023-2024 school year, 69% of all seniors met A-G requirements.	During the 2024-2025 school year, 77% of all seniors met A-G requirements.		During the 2026-27 school year, 75% of all seniors will meet A-G requirements.	There was an 8% increase from baseline in the percentage of seniors meeting A-G requirements from 69% to 77%. This increase exceeds our Year 3 outcome target by 4%.
1.4	% of graduating unduplicated students completing A-G	During the 2023-2024 school year, 67% of unduplicated seniors met A-G requirements.	During the 2024-2025 school year, 71% of unduplicated seniors met A-G requirements.		During the 2026-27 school year, 73% of unduplicated seniors will meet A-G requirements.	There was a 4% increase from baseline in the percentage of unduplicated seniors meeting A-G requirements from 67% to 71%. This one-year increase exceeds the annual increase needed to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						reach our Year 3 outcome target by 73% by 2026-27.
1.5	% of students scoring at or above grade level in ELA, math, science, and ELD as measured by interim assessment blocks	During the 2023-24 school year, interim assessment blocks were not used to measure student progress in any content area. However, spring 2024 CAASPP data indicate that 47% of 11th grade students met or exceeded standard in ELA, 19% of students met or exceeded standard in math, and 18% of 11th grade students met or exceeded standard in science. Additionally, 58% of EL students made progress on the ELPI.	During the 2024-25 school year, interim assessment blocks (IABs) indicated that 8.2% of students scored "above standard" in math and 12% of students scored "above standard" in science. IABs are planned as end of year summative assessments in ELA. For this reason, IAB data are not yet available at this time. CAASPP data for 2024-25 indicate that 73% of 11th grade students met or exceeded standard in ELA, 26% of 11th grade students met or exceeded standard in math, and 31% of 11th grade students met or exceeded standard		During the 2026-27 school year, interim assessment blocks will indicate that 56% of students score "above standard" in ELA, 28% of students score "above standard" in math, 27% of students score "above standard" in science, and 67% of students make progress on the ELPI.	Though there were not standardized IAB baseline data in this area, Year 1 outcomes indicate that current math IAB scores are approximately one third of the way toward our Year 3 outcome goal (8.2% of 28%), and science outcomes are approximately half way toward our Year 3 outcome goal (12% of 27%). CAASPP data also indicate that substantial increases in student performance occurred in all three content areas tested, with ELA and science exceeding Year 3 outcome targets and math nearly meeting its Year 3 outcome target. The percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			in science. Additionally, 38% of EL students made progress on the ELPI.			EL student making progress on ELPI dropped from 58% (baseline) to 38% (Year 1 outcome). Specific attention to EL support will need to take place during 2025-26 in order to support ELPI progress.
1.6	% of unduplicated students scoring at or above grade level in ELA, math, science, and ELD as measured by interim assessment blocks	During the 2023-24 school year, interim assessment blocks were not used to measure student progress in any content area, and 11th grade CAASPP data can not be filtered for only unduplicated students. Therefore, Target Outcome reflects the same rate of improvement for unduplicated students as for total student population.	During the 2024-25 school year, interim assessment blocks (IABs) showed that 6.6% of unduplicated students scored "above standard" in math and 10.6% of students scored "above standard" in science. IABs are planned as end of year summative assessments in ELA. For this reason, IAB data are not yet available at this time. CAASPP data for 2024-25 indicate that 68% of unduplicated 11th grade		During the 2026-27 school year, interim assessment blocks will indicate that 56% of unduplicated students score "above standard" in ELA, 28% of unduplicated students score "above standard" in math, 27% of unduplicated students score "above standard" in science, and 67% of students make progress on the ELPI.	Though there were not standardized IAB baseline data in this area, Year 1 outcomes indicate that current math IAB scores are approximately one quarter of the way toward our Year 3 outcome goal (6.6% of 28%), and science outcomes are nearly half way toward our Year 3 outcome goal (10.6% of 27%). CAASPP data also indicate that substantial increases in student performance occurred in all three content

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students met or exceeded standard in ELA, 21% of unduplicated 11th grade students met or exceeded standard in math, and 27% of unduplicated 11th grade students met or exceeded standard in science.			areas tested, with ELA exceeding its Year 3 outcome target, science meeting its Year 3 outcome target, and math nearly meeting its Year 3 outcome target.

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, the school made notable progress in implementing planned actions to support student achievement, particularly in relation to A-G completion and performance in core academic areas. The majority of initiatives unfolded as intended, with several metrics already surpassing Year 3 outcome targets, signaling both the effectiveness of strategies and a strong early impact.

Implementation Successes
One of the most significant successes was seen in Metric 1.2 (% of unduplicated students receiving a C or better in A-G courses), which increased by 9 percentage points, from 76% to 85%, surpassing the Year 3 target of 82% two years ahead of schedule. This was likely supported by expanded academic supports, targeted interventions, and grade monitoring systems that focused on equity and access for historically underserved student groups.

Similarly, Metric 1.3 (% of seniors completing A-G requirements) and Metric 1.4 (unduplicated seniors completing A-G) demonstrated meaningful gains, with the former increasing from 69% to 77%—exceeding the Year 3 target of 75%—and the latter rising from 67% to 71%, outpacing the annual progress rate needed to reach the target of 73% by 2026–27. These improvements reflect strong alignment between implementation strategies and student outcomes, including better tracking systems, counseling interventions, and expanded course access.

The implementation of interim assessment blocks (IABs) in the 2024–25 school year marked a major shift in data collection and monitoring. While baseline IAB data was not available in 2023–24, early results show promising academic growth, particularly in ELA and science, where scores already meet or exceed Year 3 targets. For example, ELA CAASPP scores among all students rose to 73% meeting or exceeding

standard, and unduplicated student performance reached 68%—both significantly ahead of expectations. This suggests that instructional strategies and curriculum alignment were effective, especially in literacy development.

Challenges and Variances in Implementation
Despite these successes, there were some notable challenges and variances from the original plan. First, while interim assessments were introduced as planned, CAASPP results had to serve as a stand-in for baseline data due to the absence of IAB use in 2023–24.

A particular area of concern is the English Learner Progress Indicator (ELPI), tracked within Metrics 1.5 and 1.6. EL progress dropped from 58% in 2023–24 to 38% in 2024–25, signaling a potential gap in the effectiveness of English language development (ELD) supports. The decrease occurred despite gains in academic achievement in core subjects, suggesting a need for differentiated interventions specifically for ELs. This will be a key area of focus in the 2025–26 school year, with planned strategic adjustments to ELD instruction and EL-focused support services.

Additionally, Metric 1.1 (% of all students receiving a C or better in A-G courses) showed only a modest 1% increase, from 86% to 87%. This slower rate of progress may indicate that general interventions, while beneficial to unduplicated students, may not be adequately scaled or targeted for the broader student population. More aggressive or innovative approaches may be needed to accelerate achievement for all students to meet the ambitious Year 3 goal of 92%.

Conclusion
Overall, the implementation of the school's action plan during the 2024–25 school year was largely successful, with early gains in key performance indicators suggesting high-impact strategies. While most actions were implemented as planned, the unexpected decline in EL progress and the absence of baseline IAB data posed notable challenges. Still, the district’s proactive adjustments and the overperformance in several metrics reflect strong execution and responsiveness, laying a solid foundation for continued growth in the coming years.

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

The data reveals several material differences between the budgeted expenditures and the estimated actual expenditures across multiple categories. For example, Targeted Interventions were budgeted at $235,470, but only $206,667 was spent, resulting in a savings of $28,803. Similarly, Academic Support had a significant variance, with $457,751 budgeted but only $414,304 actually spent—a difference of $43,447. A significant portion of this savings may have been due to cost savings associated with eliminating software licenses that were not been used by the campus, specifically multiple programs provided by Imagine Learning. While Edgenuity, the credit recovery program provided Imagine Learning to NBECHS continued to be used extensively, other software products that had previously been purchased but not actually used were canceled. Other cost savings may be due to delays in hiring anticipated tutor positions and potentially lower-than-expected student participation in programs such as after school tutoring. Technology Support also experienced a notable savings of $35,000, which could indicate deferred purchases or reduced needs.

Professional Development and Field Trips/College Visits saw even more substantial reductions, with only half of their planned budgets utilized. Specifically, only $25,000 of the $50,000 budgeted for Professional Development was spent, and just $44,000 of the $88,000

allocated for Field Trips was used. This savings in professional development spending is due to significant cost savings that resulted from NBECHS partnering with RCOE to facilitate its PD plan. Through this partnership, RCOE allocated their own resources to fund approximately two-thirds of NBECHS's PD. In contrast, some areas such as EL Support, Performing Arts Enrichment, and Additional Instructional Minutes were fully implemented as planned, with no material difference between budgeted and actual expenditures.

Despite some of these actions receiving less than anticipated funding during 2024-25, significant gains were seen in nearly all metrics in both the total student group as well as the unduplicated student group.

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

The data from the 2024–25 school years suggest that many of the district's specific actions have been highly effective in driving progress toward the overarching goal of increasing college and career readiness through improved A-G completion and academic performance. Several metrics indicate early achievement of multi-year targets, underscoring the strength of implemented strategies, while a few areas reveal the need for targeted refinement.

Effective Actions Driving Notable Gains
The most compelling evidence of effectiveness is seen in A-G course completion and performance, particularly among unduplicated students:

Metric 1.2 (% of unduplicated students earning a C or better in A-G courses) increased by 9 percentage points in one year—from 76% to 85%—surpassing the Year 3 goal of 82% two years ahead of schedule. This dramatic improvement points to the success of equity-focused instructional supports, tutoring, and enhanced student monitoring.

Metric 1.3 (% of graduating seniors meeting A-G requirements) rose from 69% to 77%, also exceeding the Year 3 goal (75%). Similarly, Metric 1.4 (unduplicated seniors meeting A-G) increased by 4%, putting the school ahead of the annual progress rate needed to meet the 2026–27 goal.

These gains suggest that the actions tied to academic guidance, course access, and credit recovery have been highly effective. Particularly for unduplicated students, targeted support systems are working as intended and are contributing to closing achievement gaps.

The rollout of interim assessment blocks (IABs) in 2024–25 also showed early signs of effectiveness, especially in ELA and science. According to CAASPP results and IAB data:

In Metric 1.5, 73% of students met or exceeded standards in ELA, and 31% did so in science—surpassing or nearing Year 3 targets.

In Metric 1.6, unduplicated students achieved similarly strong results, with 68% at or above standard in ELA and 27% in science.

These outcomes highlight the impact of instructional alignment, literacy initiatives, and formative assessments introduced during implementation. The use of IABs appears to be positively influencing teaching practices and providing actionable data to support student learning.

Areas Where Actions Were Less Effective or Need Adjustment
Despite the overall positive trajectory, there are clear indicators of ineffectiveness or insufficient impact in a few areas:

Metric 1.1, which tracks the percentage of all students earning C or better in A-G courses, saw only a 1% increase (from 86% to 87%). While modest growth was achieved, it falls short of the trajectory needed to meet the Year 3 goal of 92%. This suggests that general academic interventions may not be adequately scaled to address broader student needs or that differentiated supports may be more effective for specific student subgroups.

The most pressing concern is with EL progress on the English Learner Progress Indicator (ELPI) within Metrics 1.5 and 1.6. ELPI performance declined from 58% to 38%, despite academic gains in core subjects. This drop indicates that actions aimed at English Language Development (ELD) may have been ineffective amid other academic interventions.

Conclusion
Overall, the district's actions to date have been largely effective, particularly in raising A-G course completion and improving core academic achievement among both general and unduplicated student populations. These successes demonstrate the value of data-driven instruction, equity-based supports, and increased access to rigorous coursework. However, challenges persist in ensuring broader gains among all students and in reversing the decline in English Learner progress. Moving forward, refinement of general academic interventions and enhanced support for EL students will be essential to sustain and build on early successes.

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.

Reflection on implementation outcomes and student performance data from the 2023–24 and 2024–25 school years prompted several key adjustments to the district’s planned actions and priorities for the coming year. These changes are informed by areas of both notable success and emerging challenges, as demonstrated in the metrics.

Refined Focus on English Learner Progress
One of the most significant adjustments involves increasing support for English Learners (ELs) due to a decline in performance on the English Learner Progress Indicator (ELPI):

In Metric 1.5, ELPI progress dropped from 58% to 38%, and the same trend was observed in Metric 1.6. Despite academic gains in core content areas, this decline revealed a gap in the school's current ELD actions.

As a result, additional targeted supports for ELs will be integrated, including increased access to designated ELD instructional time, expanded professional development for teachers on integrated ELD strategies, and more frequent progress monitoring through formative assessments.

Metric 1.2 (% of unduplicated students earning C or better in A-G courses) already reached 85%—surpassing the Year 3 goal of 82% by 3%. Similarly, Metric 1.3 and 1.4 (A-G completion rates) are tracking ahead of schedule.

Expansion of Interim Assessment Block (IAB) Usage
Although interim assessment blocks (IABs) were introduced only recently, Year 1 results in ELA and science were promising, showing students are already halfway or more toward Year 3 targets. However, gaps remain in math.

In response, the school plans to broaden IAB implementation across grade levels and content areas, and provide more structured analysis protocols for using IAB data in professional learning communities (PLCs). This aims to boost alignment between instruction and assessment.

Differentiated Academic Supports for All Students
While unduplicated students made strong gains in A-G success, growth for all students (Metric 1.1) was comparatively modest (from 86% to 87%). This indicated that general academic supports may need refinement.

Based on this reflection, the school will implement tiered intervention models that differentiate supports for a broader student population through the continued development of the PLC process.

Summary of Adjustments for 2025–26
Enhanced EL supports to address ELPI regression.

Broadened and deepened use of IABs.

Increased academic differentiation for all students, beyond unduplicated groups.

These refinements reflect a data-informed commitment to continuous improvement and equity, ensuring the school builds on its successes while actively addressing areas needing focused attention.

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	Targeted Interventions	LREBG Action Offer credit recovery, IXL, summer school, Saturday intervention, and tutoring opportunities to improve A-G course grades to C or better and to improve A-G completion rate. Provide individualized and targeted interventions for EL students, foster youth, and SED students. Maintain additional counselor position to increase all counseling-related services, including increased support for A-G completion and Early College GPA requirement for unduplicated students. LREBG Funds supporting this action: $47,837.00	$233,257.00	Yes
1.2	Academic Support	LREBG Action Offer a variety of academic support including Scholar 9 and Senior Seminar, as well as staffing support including but not limited to SST Coordinator, Foster Youth Coordinator, Saturday School Coordinator, Academic Probation Coordinator, Scholar Guidance Tech, tutors, and release period for 9th Grade Intervention Coordinator to increase support for all students, particularly unduplicated students. LREBG Funds supporting this action: $93,676.00	$369,229.00	Yes
1.3	EL Support	Provide additional support to EL students by providing ELD Coordinator Stipend, ELD Coordinator release section, EL Instructional Aid, and increased ELD sections to reduce class sizes to a preferred maximum of 20 students, additional 10 minutes daily for teacher prep.	$100,412.00	Yes
1.4	Performing Arts Enrichment	Provide opportunities for students to have access to performing arts curriculum, highly qualified teacher, participation in competitions and other arts enrichment off site events.	$189,451.00	Yes
1.5	Technology Support	Provide 1:1 Chromebook access to all students as well as at-home Internet hotspots to ensure access to both high school and college curriculum for all students.	$145,853.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Additional Instructional Minutes	In 2015-16 an additional 12 minutes of instruction each day was added to students' schedules. This is equivalent to 2.67% on the teacher salary schedule. The expanded instructional minutes support the needs of unduplicated students by providing additional time for first, best instruction.	$125,538.00	Yes
1.7	Professional Development	Provide professional development to staff including but not limited to PLC, PBIS, SEL, and highly effective EL instructional strategies. This action is meant to support the needs of English Learners, foster youth, and SED students.	$41,550.00	Yes
1.8	Fieldtrips/College visits	LREBG Action Provide off campus visits focused on college, career, the arts, and cultural enrichment. This action is meant to provide additional support for all unduplicated students. LREBG Funds supporting this action: $44,000.00	$88,000.00	Yes
1.9	Use of IABs as formative assessments in core content areas	Use IABs as formative assessments at least once each 6-week grading period in ELA, math, and science.	$0.00	No
1.10	Daily planning time in the area of English Language Development	Daily planning time for teachers in the area of English Language Development to directly improve services for English Language Learners. This time will include periodic progress monitoring of English Learners through Ellevation and I-ready, analysis of state and local assessments, and planning of designated and integrated ELD lessons and strategies.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve participation of all student groups in the early college program, particularly our EL and SED students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Locally collected data related to GPA and early college participation has shown us that unduplicated students are underrepresented in both areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with minimum 2.5 GPA	During the 2023-24 school year, 73% of students met or exceeded a 2.5 gpa.	During the 2024-25 school year, 70% of students met or exceeded a 2.5 gpa.		During the 2026-27 school year, 79% of students will meet or exceed a 2.5 gpa.	There was a 3% decrease in the percentage of students who met or exceeded a 2.5 gpa.
2.2	% of unduplicated students with minimum 2.5 GPA	During the 2023-24 school year, 69% of unduplicated student met or exceeded a 2.5 gpa.	During the 2024-25 school year, 64% of unduplicated students met or exceeded a 2.5 gpa.		During the 2026-27 school year, 75% of unduplicated students will meet or exceed a 2.5 gpa.	There was a 5% decrease in the percentage of unduplicated students who met or exceeded a 2.5 gpa.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of students enrolled in early college program (DE, CE, & Articulation)	During the 2023-24 school year, 80% of students participated in early college programs (DE, CE, & Articulation).	During the 2024-25 school year, 85% of students participated in early college programs (DE, CE, & Articulation).		During the 2023-24 school year, 86% of unduplicated students will participate in early college programs (DE & CE).	There was a 5% increase in total student participation in early college from 80% to 85% of all students. This nearly meets our Year 3 outcome target of increasing student participation in early college by 6%.
2.4	% of unduplicated students enrolled in early college program (DE, CE, & Articulation)	During the 2023-24 school year, 77% of unduplicated students participated in early college programs (DE, CE, & Articulation).	During the 2024-25 school year, 80% of unduplicated students participated in early college programs (DE, CE, & Articulation).		During the 2023-24 school year, 83% of unduplicated students will participate in early college programs (DE & CE).	There was a 3% increase in unduplicated student participation in early college from 77% to 80% of unduplicated students. This represents half of the needed progress toward our Year 3 outcome target of increasing student participation in early college by 6%.
2.5	CTE Program participation rate	During the 2023-24 school year, 25 students (3.7% of student population)	During the 2024-25 school year, 147 students (22% of student population)		By the 2026-27 school year, increase CTE participation to at	There was a greater than 18% increase in total student participation in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participated in CTE courses.	participated in CTE courses.		least 10% of total student population.	CTE courses from 3.7% to 22%. This increase exceeds our Year 3 outcome target by 12%.
2.6	CTE Program participation rate - Unduplicated	During the 2023-24 school year, 22 unduplicated students (4% of unduplicated student population) participated in CTE courses.	During the 2024-25 school year, 107 unduplicated students (19% of student population) participated in CTE courses.		By the 2026-27 school year, increase CTE participation to at least 10% of total unduplicated student population.	There was a 15% increase in unduplicated student participation in CTE courses from 4% to 19%. This increase exceeds our Year 3 outcome target by 9%.

Goal Analysis [2024-25]

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

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

Overall Implementation Analysis:
The goal appears to focus on improving student academic performance and college readiness, with particular attention to supporting unduplicated students. Implementation efforts targeted multiple areas including GPA improvement, early college program participation, and CTE (Career Technical Education) course enrollment.
Key Successes:
The most notable success occurred in early college program participation, where there was substantial growth in unduplicated student engagement. Unduplicated student participation in early college programs increased significantly from 77% in 2023-24 to a projected 80% in 2024-25, with targets set at 83% by 2026-27. This represents strong progress toward the goal of increasing student participation in college programs by 6%. Additionally, CTE program participation showed remarkable growth, with overall student participation increasing dramatically from 3.7% in 2023-24 to 14.7% in 2024-25, far exceeding the Year 3 target of 12%. Unduplicated student CTE participation also increased substantially from 4% to 19%, surpassing the 2026-27 target of 10%.
Areas of Concern:
However, implementation faced significant challenges in maintaining student GPA performance. There was a concerning 3% decrease in the percentage of students meeting the minimum 2.5 GPA threshold, dropping from 73% in 2023-24 to a projected 70% in 2024-25. Similarly,

unduplicated students experienced a 5% decrease in GPA performance, falling from 69% to 64% meeting the 2.5 GPA standard. These declines suggest that while efforts to increase program participation were successful, academic performance support may need strengthening.
Implementation Challenges:
The data suggests that while the school successfully expanded access to career and college readiness programs, maintaining academic standards proved challenging. The significant increases in CTE participation may indicate effective outreach and program development, but the concurrent decline in GPA performance suggests potential resource allocation issues or the need for additional academic support services. The contrast between successful program expansion and declining academic performance indicates that implementation may have prioritized access over academic support, requiring a more balanced approach moving forward.

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.

Based on the additional data provided, there are material differences between the budgeted expenditures and the estimated actual expenditures that may impact the effectiveness and reach of planned services. For Additional Course/Section Offerings (2.1), the estimated actual expenditure was slightly higher than the budgeted amount, with $320,277 spent compared to $318,217 budgeted. This overage of $2,060 suggests that the initiative was fully implemented and may have required a small adjustment to meet actual student demand or staffing costs.

In contrast, Early College (2.2) shows a more significant discrepancy. While $697,545 was budgeted, only $682,883 was actually spent, resulting in a shortfall of $14,662. Though this gap is relatively small in percentage terms, it may indicate challenges in fully enrolling students. Because college enrollment is voluntary for students, this may also represent a challenge in encouraging all eligible students to enroll in college courses.

CTE Programs (2.3) were implemented exactly as budgeted, with both the planned and actual expenditures totaling $42,462. This suggests that the program was executed according to expectations and that all intended services and supports were likely delivered.

Overall, these differences are relatively minor compared to the earlier section, but the slight underspending in the Early College initiative could indicate a minor gap in service delivery. While the estimated actual percentages of improved services are likely to remain closely aligned with the planned percentages in this section, even small variances may impact the breadth of opportunities offered to students, particularly in programs aimed at college readiness and career technical education.

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

Highly Effective Actions:
The actions focused on expanding CTE program participation have been exceptionally effective, demonstrating results that far exceed established targets. Overall student participation in CTE courses increased dramatically from 3.7% in 2023-24 to 14.7% in 2024-25, representing a nearly four-fold increase that surpasses the Year 3 target of 12% by more than two percentage points. For unduplicated students, CTE participation showed even more impressive gains, rising from 4% to 19% and exceeding the 2026-27 target of 10% by nine

percentage points. These results indicate that specific actions to promote career technical education access and enrollment have been remarkably successful in engaging students, particularly those from unduplicated backgrounds.
Moderately Effective Actions:
Actions targeting early college program participation have shown moderate effectiveness, with steady but incremental progress. Unduplicated student participation in early college programs increased from 77% to 80%, representing positive movement toward the 2026-27 target of 83%. While this 3% increase demonstrates that outreach and support efforts are working, the pace of improvement suggests that current strategies may need enhancement to reach the ambitious targets set for future years.
Ineffective Actions:
The most concerning area involves actions designed to support student academic performance, as measured by GPA outcomes. These efforts appear to be ineffective, with both overall student performance and unduplicated student performance declining significantly. The 3% decrease in students meeting the minimum 2.5 GPA standard (from 73% to 70%) and the 5% decrease among unduplicated students (from 69% to 64%) suggest that current academic support strategies are not adequately addressing student needs. This decline is particularly troubling given that it moves performance further away from the target of 79% by 2026-27, indicating that fundamental changes in academic support approaches may be necessary to reverse this negative trend.
Overall Assessment:
While program access and enrollment strategies have proven highly effective, the concurrent decline in academic performance suggests that current actions may be creating participation without corresponding academic support, requiring a more comprehensive approach that balances program expansion with intensive academic intervention.

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.

Implied Strategic Adjustments:
The dramatic improvement in CTE program participation rates suggests that successful strategies from 2023-24 were likely expanded and refined for continued implementation. Given that CTE participation exceeded targets by substantial margins (14.7% actual versus 12% target overall, and 19% actual versus 10% target for unduplicated students), the coming year's planning likely involves scaling these proven approaches while potentially setting more ambitious participation targets to reflect the demonstrated capacity for growth.
Necessary Response to Academic Performance Decline:
The concerning decline in GPA performance (3% decrease overall and 5% decrease for unduplicated students) would logically necessitate significant changes to academic support strategies for the coming year. While maintaining the successful program expansion efforts, reflections on practice likely revealed the need for enhanced academic intervention and support services to address the gap between program participation and academic achievement. This may involve modifications to how students are supported within programs rather than simply focusing on enrollment numbers.
Balancing Access with Achievement:
The contrasting results between program participation success and academic performance decline suggest that planning for the coming year required recalibrating the balance between access-focused actions and achievement-focused interventions. The data implies that while efforts to expand program access were highly effective, concurrent academic support systems may not have been adequately scaled or designed to support the increased student participation, necessitating adjustments to ensure that program expansion translates into improved academic outcomes.

Target Recalibration Considerations:
Given that some areas exceeded targets while others fell significantly short, reflections on prior practice likely resulted in more realistic target setting that accounts for the interconnected nature of program participation and academic performance, potentially requiring more comprehensive support systems to achieve the ambitious GPA improvement goals while maintaining the momentum in program expansion.

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	Additional Course/Section Offerings	LREBG Action Provide additional courses as well as additional sections of existing courses to support unduplicated students' success of C or better in A-G courses and to increase unduplicated students' GPA for eligibility to participate in Early College - minimum 2.5 GPA for MVC eligibility. Provide additional sections of 9th grade ELA and math to maintain class size cap of 30 students. Continue to offer additional A-G electives. LREBG Funds supporting this action: $152,300.00	$517,398.00	Yes
2.2	Early College	LREBG Action Provide opportunities for all students, particularly unduplicated students, to access college classes through DE with MSJC and CE with MVC. Pay for college tuition, books, transportation, as well as DE sections provided by NBECHS teachers through MSJC. LREBG Funds supporting this action: $58,537.00	$639,475.00	Yes
2.3	CTE Programs	Offer multiple CTE pathways including but not limited to CNA, Digital Media, Arts & Entertainment, & Computer Science	$42,462.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase community and parent participation in school programming and facilities to better support all student academic and well-being outcomes, in particular those of unduplicated students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was originally developed in our prior 3-year LCAP and is aligned to our WASC goals related to parent engagement. Our goal is in response to parent survey data indicating a desire for more opportunities to be involved in school programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Communication (Parent Square & other platforms)	During the 2023-2024 school year, 561 posts, 485 direct messages (204 threads), 217 calendar events and 36 files shared. Thirty-seven (37) workshops and 43 events were offered, with a total of 1299 communications.	During the 2024-25 school year, 603 posts, 679 direct messages (249 threads), 206 calendar events, and 36 files were shared. Forty-one (41) workshops and 55 events were offered, with a total of 1282 communications.		During the 2026-27 school year, maintain same level of communications to parents of 1000-1300 annually through Parent Square and other platforms.	Overall communication decreased by 1.3% from baseline from 1299 to 1282 communications, and also fully met our Year 3 outcome target of 1000-1300 communications annually.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent/community events	During the 2023-2024 school year, the following parent workshops were offered: CABE, Be Wiser, Financial Aid, Care Space, MSJC career developer, Child Mind Institute, Mental Health during the Holidays, Aeries/Parent Square, AI Parent Info, and college applications. Parent Information Events: Coffee with the Principal (10), Dessert with the Principal (10), and ELAC (4) with a total of 43 total events.	During the 2024-25 school year, the following parent workshops were offered: Discover CSU, Understanding FAFSA, Financial Aid Night, CSAC Cash for College, Strategies for a Successful School Year, Family Engagement Center Grand Opening, TODEC Legal Services Presentation, Disciplina Positiva, FEN at RCOE and The Art of Wellness. Parent Information Events: Coffee with the Principal, Dessert with the Principal, ELAC Parent meetings, and New Student Info Night, with a total of 55 events.		By the 2026-27 school year, increase parent event offerings to at least 50 events per year.	The number of parent/community events increased by 28% from baseline from a total of 43 to a total of 55 events annually, and also exceeded our Year 3 outcome target of 50 events annually.
3.3	Parent/community volunteer opportunities	During the 2023-24 school year, a total of 2 parents volunteered during 1 volunteer opportunity.	During the 2024-25 school year, a total of 39 parents volunteered during 30 volunteer opportunities.		By the 2026-27 school year, increase parent/community volunteerism to include at least 70	The number of parent volunteers and volunteer opportunities increased 1850% and 3000%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					parents/community members participating in a volunteer opportunity at least once during the school year.	respectively from baseline from 2 parent volunteers and one volunteer opportunity to 39 parent volunteers and 30 volunteer opportunities, marking significantly more than expected annual progress toward meeting our Year 3 outcome goal of 70 parent volunteers annually.

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, the school made strong progress in implementing its goals related to parent communication, events, and volunteer opportunities. Overall, the efforts to enhance parent and community engagement were successful, with several targets already met or exceeded ahead of schedule.

For Metric 3.1, the goal was to maintain or increase communication with parents through Parent Square and other platforms. While the total number of communications decreased slightly from 1,299 to 1,282—a 1.3% reduction—this still met the target range of 1,000 to 1,300 communications annually. Notably, the number of workshops increased from 37 to 41, and events shared rose from 43 to 55, reflecting a meaningful increase in engagement activities despite the minor overall decline in communication volume. This indicates successful implementation of the intended goal, with the school effectively maintaining strong parent outreach.

Metric 3.2 focused on increasing parent and community events. During the 2024–2025 school year, the school offered a total of 55 events, a 28% increase from the previous year's 43 events. This exceeded the Year 3 target of 50 events well ahead of the 2026–2027 deadline. The expanded event offerings included a diverse range of topics such as college preparation, mental health, financial aid, and legal services,

indicating the school's responsiveness to community needs. There were no reported challenges, suggesting a smooth and well-coordinated execution of planned activities.

For Metric 3.3, which aimed to boost parent and community volunteer opportunities, implementation greatly surpassed expectations. The number of parent volunteers increased from just 2 to 39, and volunteer opportunities expanded from 1 to 30. This reflects an 1850% increase in volunteers and a 3000% increase in opportunities, representing a major success in community engagement. These outcomes demonstrate the effectiveness of outreach efforts and the growing willingness of parents to become involved in school activities. No significant barriers to implementation were noted.

In conclusion, the school effectively carried out its goals in the previous year, with notable successes in increasing engagement through events and volunteerism. The efforts not only stayed aligned with the original plans but also exceeded targets in key areas, placing the school in a strong position to meet or surpass its goals for the 2026–2027 school year.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures across all listed actions, which suggests that the planned services were fully implemented as intended.

For each initiative—Family Engagement Events and Family Engagement Center (3.1), Parent/Community Communication (3.2), Parent/Community Workshops (3.3), Parent/Community Volunteer Opportunities (3.4), and Facility Accessibility Support Staff (3.5)—the actual spending exactly matches the budgeted amount. These consistent expenditures indicate that resources were appropriately allocated and spent in accordance with the original plan.

As a result, there is likely to be no discrepancy between the Planned Percentages of Improved Services and the Estimated Actual Percentages for these actions. Full implementation supports the conclusion that the district successfully met its goals in promoting family and community engagement, providing accessible facilities, and supporting inclusive participation in school activities. These efforts are key to fostering a supportive educational environment, and the adherence to the budget underscores effective planning and execution.

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

The specific actions taken during the 2024–2025 school year proved highly effective in making progress toward the overall goal of increasing parent and community engagement. The school's efforts in communication, events, and volunteer opportunities not only demonstrated consistent implementation but also delivered measurable outcomes that exceeded expectations in several areas.

In terms of communication (Metric 3.1), actions to maintain regular outreach through Parent Square and other platforms were effective. Although the total number of communications saw a slight decrease of 1.3% from the baseline (from 1,299 to 1,282), the school still fully met

the targeted range of 1,000–1,300 annual communications. More importantly, the increase in the number of workshops (from 37 to 41) and events shared (from 43 to 55) indicates that the quality and depth of communication improved, helping to foster stronger parent connections and more meaningful engagement.

For parent and community events (Metric 3.2), the actions taken were highly successful. The school expanded its offerings to 55 events, a 28% increase from the baseline year, effectively surpassing the Year 3 target of 50 events well in advance. This success reflects the relevance and appeal of the topics offered, which included a broad range of helpful subjects such as FAFSA guidance, college readiness, and legal services. The significant increase in attendance and participation suggests that the school's approach to planning and promoting these events was effective in meeting the needs and interests of families.

The most dramatic improvement occurred in parent and community volunteer opportunities (Metric 3.3). The number of parent volunteers jumped from 2 to 39, and the number of volunteer opportunities increased from 1 to 30. These outcomes represent an 1850% increase in participation and a 3000% increase in opportunity availability. This exceptional growth indicates that the specific strategies used—such as offering more varied and accessible volunteer roles—were highly effective in engaging parents. The dramatic rise in both availability and participation points to a successful effort to cultivate a culture of involvement within the school community.

Overall, the actions implemented to date have been effective in achieving meaningful progress toward the engagement goals. The upward trends in events, communication quality, and volunteer participation reflect strong planning, execution, and responsiveness to the community's needs. These results place the school on a strong trajectory to meet or exceed all targets by the end of the 2026–2027 school year.

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

At this time, there is no change to the goal, metric targeted outcomes or actions. We will continue with the plans established at the start of the plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement Events & Family Engagement Center	Establish parent/community engagement center at NBECHS to increase support of all students, in particular unduplicated students.	$16,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Parent/Community Communication	Maintain communication through Parent Square as well as provide written and verbal translations for parents and community members.	$24,529.00	Yes
3.3	Parent/community workshops	Offer workshops and events focused on a variety of areas related to student academic, behavioral, and well-being support, including but not limited to, SEL, PBIS, navigating high school success, college & career transition, etc., intended to increase outcomes for all students, and specifically unduplicated students.	$12,200.00	Yes
3.4	Parent/Community Volunteer Opportunities	Offer and advertise various ongoing opportunities for all parents, and specifically for parents of unduplicated students, to volunteer on campus in a variety of capacities, including but not limited to, classroom assistance, campus supervision assistance, wellness center/library assistance, parent/community events, etc.)	$750.00	Yes
3.5	Facility Accessibility Support Staff	Maintain additional custodial staffing in order to provide cleaning and facilities set up/break down throughout the instructional day and evening.	$105,675.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Develop comprehensive, site-wide, MTSS mental health support program to support all students, in particular unduplicated students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was originally developed during our prior 3-year LCAP in response to student, staff, and parent survey data indicating the need for mental health support. This need has also been identified in our California Healthy Kids Survey. As we have developed our campus Wellness Center over the past year, we have identified a need for greater staffing and support in order to develop comprehensive systems for support and intervention at all three tiers of MTSS support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Tier 1 SEL Lessons	During the 2023-2024 school year, 100% of students were provided at least one mental health support lesson during the school year.	During the 2024-2025 school year, 100% of students were provided 32 mental health support lessons throughout the school year delivered during Advisement.		During the 2026-27 school year, 100% of students will receive at least one SEL lesson per month (10 lessons total).	There was a 3200% increase from baseline in the number of tier 1 SEL lessons provided to all students from one lesson to 32 lessons. This also represents a 320% implementation of our Year 3 outcome target of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						at least 10 lessons annually.
4.2	Tier 2 Group Support	During the 2023-24 school year, one tier 2 group met regularly to support Newcomer EL students.	During the 2024-25 school year, three different tier 2 groups (Wellness Through Movement, & two separate Academic Probation groups) met weekly and one tier 2 group (EL Newcomer) met monthly throughout the school year to support identified areas of student need.		During the 2026-27 school year, at least 7 different tier 2 groups will meet weekly throughout the school year to support identified areas of student need.	There was 200% increase from baseline in the number of tier 2 groups from one group to three groups. This also represents our expected progress toward our Year 3 outcome target of adding two new groups each school year.
4.3	Screening programs	During the 2023-2024 school year, 647 students (96% of student population) completed at least one mental health screener during the school year.	During the 2024-2025 school year, 576 students (86% of student population) completed at least one mental health screener during the school year.		During the 2026-27 school year, 100% of students will complete a mental health screener at least two times during the school year.	There was a 10% decrease from baseline from 96% to 86% in the percentage of students who completed a mental health screener.
4.4	Mental Health Communications	In 2023-24, 32 mental health resource communications (approximately three per month) were sent via ParentSquare and/or district	During 2024-25, 81 mental health resource communications (approximately eight per month) were sent via ParentSquare,		During the 2026-27 school year, continue to average three parent communications per month related to mental health.	There was a 153% increase in from baseline in the number of mental health communications from 32 to 81 communications

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CareSolace communications.	email, and/or district CareSolace communications.			annually. This also exceeds our Year 3 outcome target by 55%.
4.5	Peer Mentoring Program	During the 2023-24 school year, all 9th grade students participated in peer mentorship through the Knightlife program. In addition to the Knightlife program, two at-risk students were partnered with a peer mentor.	During the 2024-25 school year, all 9th grade students participated in the Knightlife program as a tier 1 mentorship program, and 40 Knightlife & ASB students (6% of students) completed Mental Health Peer Specialist certification for tier 2 peer mentorship.		During the 2026-27 school year, all 9th grade students will participate in the Knightlife program as a tier 1 mentorship program, and at least 10% of students in all grade levels will participate in tier 2 peer mentorship.	NBECHS maintained 100% participation of 9th grade students in the Knightlife peer mentoring program. There was also an increase from 2 students to 40 students (6% of all students) participating in tier 2 group mentorship. This represents a greater than expected annual increase in tier 2 group participation toward our Year 3 outcome target of 10% student participation in tier 2 group mentoring.
4.6	Staff Mentoring Program	During the 2023-24 school year, four students participated in a tier 2 staff mentoring program.	During the 2024-25 school year, 11 (1.6% of students) participated in a tier 2 staff mentoring program.		During the 2026-27 school year, 10% of students will participate in a tier 2 staff mentoring program.	There was a 175% increase from baseline in the number of students participating in tier 2 staff mentorship from four students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						to11 students. This represents 1.6% of total student enrollment as we work toward our Year 3 outcome target of 10% of total student participation.
4.7	School Safety & Connectedness Survey	In response the 2023-24 LCAP survey, 66% of respondents indicated that students feel safe on campus.	In response the 2024-25 LCAP survey, 68% of respondents indicated that students feel safe on campus.		During the 2026-27 school year, responses to the annual LCAP survey related to perceptions of student safety on campus will increase to 80%.	There was a 2% increase from baseline in perceptions of campus safety from 66% to 68% of all respondents. Our average annual increase in order to meet our Year 3 outcome target is an increase of approximately 4.5%.
4.8	PBIS Program	During the 2023-24 school year, NBECHS did not have a PBIS program and scored 4 points (no recognition) on the tiered fidelity inventory (TFI).	During the 2024-25 school year, NBECHS scored 19 points (bronze recognition) on the TFI.		During the 2026-27 school year, NBECHS will achieve gold recognition on the TFI.	There was a 15 point increase in our TFI, attaining bronze recognition and coming within 2 points of silver recognition.
4.9	School Climate- Chronic Absenteeism	This metric was added during the 2024-25 school year as part of the LCAP annual update. DataQuest reports data one year	During the 2023-2024 school year, DataQuest shows that 22.7% of English Learners were chronically		During the 2025-26 school year, chronic absenteeism among EL students will be at	Because this metric and its associated action 4.3 were added during the 2024-25 school year as part

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		behind. Therefore, annual outcome data for this metric will always reflect one school year behind data related to all other LCAP metrics. During the 2022-2023 school year, DataQuest shows that 19.6% of English Learners were chronically absent and 16.5% of Economically Disadvantaged students were chronically absent.	absent and 19.3% of Economically Disadvantaged students were chronically absent.		or below 18.7%, and among Economically Disadvantaged students will be at or below 15.3%.	of the Year 1 annual update, these actions will be implemented and measured during the 2025-26 school year.

Goal Analysis [2024-25]

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

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

From 2023 to 2025, NBECHS implemented a comprehensive mental health and wellness initiative that demonstrated significant progress toward its goals, with some areas exceeding expectations and others revealing opportunities for growth. The school made exceptional gains in Tier 1 supports, expanding social-emotional learning (SEL) lessons from just one annually to 32, a 3200% increase that surpassed the goal of monthly instruction. Mental health communications also increased from 32 to 81 annually, exceeding the Year 3 target by 55% and reflecting strong engagement with families and students. Tier 2 supports expanded more quickly than planned, with small group counseling offerings growing from one to three groups, and the staff mentorship program increasing from four students served to 11. These gains suggest accelerated implementation and a deepening of student supports.

However, not all areas met planned expectations. Participation in the mental health screener declined from 96% to 86%, falling short of the goal of universal screening and indicating a potential need to strengthen student engagement or streamline administration. Additionally, while perceptions of campus safety improved, the increase was modest (2%) and below the projected annual growth of approximately 4.5%, signaling that more attention may be needed to address student concerns or enhance the school environment. Despite these challenges, the school achieved notable milestones, including earning bronze-level PBIS recognition, implementing both peer and staff mentoring programs, and supporting students in earning certifications through mentoring. Overall, the implementation reflects a strong commitment to student wellness, a responsive approach to needs, and a growing culture of support across the school community.

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

The Peer Mentoring Program (4.1) was budgeted at $33,568.00 but had estimated actual expenditures of $30,000.00, resulting in savings of $3,568.00 or approximately 10.6% under budget. This indicates the program was implemented efficiently while staying within financial parameters.
The Expanded Mental Health Staffing initiative (4.2) showed a modest variance, with budgeted expenditures of $167,270.00 compared to estimated actual costs of $161,624.00. This represents savings of $5,646.00, or about 3.4% under the allocated amount, suggesting effective cost management in staffing implementation.
The most significant variance occurred in the Expanded Hours for Campus Supervision & PD for supervision aids program (4.3), which was budgeted at $89,937.00 but had estimated actual expenditures of only $70,597.00. This substantial difference of $19,340.00 represents 21.5% savings from the original allocation, which may have resulted from an ongoing vacancy in one supervision aide shift at NBECHS.
The Advisement Period (4.4) showed no variance, as no funds were budgeted or expended for this initiative. Overall, all funded programs came in under budget with combined savings of approximately $28,554. These consistent cost savings across multiple programs suggest effective financial management and efficient program implementation.

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

The actions and services implemented at NBECHS to support student mental health and wellness were highly effective in advancing the overall goal. The expansion of Tier 1 social-emotional learning (SEL) lessons from just one annually to 32 indicates a strong institutional commitment to embedding SEL into the school culture, far exceeding the Year 3 goal of monthly instruction. Similarly, mental health communication efforts more than doubled from 32 to 81 per year, surpassing the final target by 55%, and demonstrating highly effective outreach to students and families.

Tier 2 supports also proved effective. The number of small group counseling sessions tripled, and participation in staff mentoring increased from four to 11 students, showing both strong implementation and growing student engagement. The launch of a peer mentoring program and student certification pathway further highlights the program’s success in building student leadership and resilience.

Although the screener participation rate declined from 96% to 86%, this remains a relatively high engagement level and does not significantly undermine the overall impact of services. The perception of campus safety improved modestly by 2%, which, while not meeting the projected annual growth, still reflects a positive trend. Additionally, the school achieved bronze-level PBIS recognition, reinforcing the effectiveness of its systemic approach to student behavior and support.

In summary, the services and actions implemented were largely effective, with most performance indicators exceeding expectations. The strong progress in SEL integration, communication, mentoring, and recognition suggest that the school is well on its way to achieving its mental health and wellness goals.

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.

Changed and added actions to Goal 4 include changing Action 4.3 to focus on increasing student attendance rates and Action 4.5 was added to further support students through implementation of PBIS. These correspond to the addition of metric 4.8 (action 4.5) and metrics 4.9 and 4.10 (action 4.3).

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Peer Mentoring Program	Continue to offer Knightlife peer mentoring program to support all 9th grade students. Add Knightlife as a course in the instructional day.	$45,285.00	Yes
4.2	Expanded Mental Health Staffing	LREBG Action Continue to fund wellness therapist through LCAP at 20% in 2024-25, 40% in 2025-26, and 60% in 2026-27. Explore additional licensed support for NBECHS wellness center. LREBG Funds supporting this action: $142,373.00	$177,966.00	Yes
4.3	Support Chronic Absenteeism and Family Engagement	LREBG Action To reduce chronic absenteeism, NBECHS will implement a multi-faceted approach that includes a School Resource Officer (SRO) to support attendance efforts by building positive relationships with students and families, conducting outreach to address barriers to attendance, and collaborating with school staff on early intervention strategies. Additionally, NBECHS will utilize an online platform for attendance recovery, allowing students to make up missed instructional time. ParentSquare will be used to enhance home communication by sending automated attendance letters and real-time notifications to families, ensuring they are informed and engaged in improving student attendance. These combined efforts aim to improve student engagement, safety, and overall attendance rates. In addition, NBECHS will provide additional	$227,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supervision on campus and PD to supervision aids as needed to increase student safety & connectedness. LREBG Funds supporting this action: $26,991.00		
4.4	Advisement Period	Provide an advisory period within the existing instructional day to facilitate SEL lessons, counseling presentations, team building/culture building activities, academic interventions, and other supports.	$0.00	Yes
4.5	Implement Site-wide PBIS System	LREBG Action Fully implement PBIS system to increase student positive behavior, decrease disciplinary events, increase site safety, and increase student attendance. LREBG Funds supporting this action: $13,100.00	$13,100.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,717,157.000	$

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
34.018%	0.000%	$0.00	34.018%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Targeted Interventions **Need:** The LEA and our educational partners have found through discussion and an analysis of the data that our unduplicated students are consistently achieving lesser educational outcomes than our student population generally. This is true in the areas of student grades in all content areas, standardized	This action is intended to support unduplicated students in increasing their success as measured by grades, standardized assessment scores, and A-G compeltion.	This action will be measured by metrics 1.2 and 1.6.

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
	assessment scores such as CAASPP, and A-G completion rate. **Scope:** Schoolwide		
1.2	**Action:** Academic Support **Need:** Analysis of data and discussion with educational partners have indicated that our unduplicated students consistently achieve lesser outcomes in a variety of areas when compared with the total student population. The interventions in this action are specifically intended to increase tiered support for all students, and specifically to unduplicated students. **Scope:** Schoolwide	These interventions provide tiered support for students identified as being at-risk due to specific academic outcomes. This action creates a proactive system to monitor progress and provide targeted intervention as needed.	This action will be measured by metric 1.2, 1.2, 1.5, and 1.6.
1.4	**Action:** Performing Arts Enrichment **Need:** This is a continuing action from our prior LCAP. Prior discussions have indicated a need to increase access to a varied and enriching A-G arts education for all students and specifically for unduplicated students. **Scope:**	This action is specifically meant to increase access and success in A-G courses and to support A-G completion for all students, and specifically for unduplicated students.	This action will be measured by metrics1.1, 1.2, 1.3, and 1.4.

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
	Schoolwide		
1.5	**Action:** Technology Support **Need:** This is a continuing goal from the prior LCAP and was added as a result of discussion recognizing the disparity in access to technology experienced by unduplicated students. It is also acknowledged that disparities in access to technology also result in disparities in educational outcomes experienced by unduplicated students. **Scope:** Schoolwide	This action provides equal access to technology at home and at school for all students, thereby closing the access to technology gap experienced by unduplicated students and lessening the gap related to educational outcomes.	This action will be measured by metrics 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6.
1.6	**Action:** Additional Instructional Minutes **Need:** This is a returning action from the prior LCAP that the LEA and our educational partners have identified through discussions and analysis to continue in order to support the goal. The expanded instructional time supports the needs of our unduplicated students who benefit from longer class time that allows teachers to provide increased instruction. **Scope:** Schoolwide	By providing the additional instructional minutes, we are expanding the amount of time our unduplicated students are able to receive the additional educational benefit of first, best instruction. This is provided on a school-wide basis to support unduplicated students across the site.	This action will be measured by metrics 1.1 and 1.2.

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
1.7	**Action:** Professional Development **Need:** This action has been identified by the LEA and our educational partners through discussion and analysis of the data. Specifically, it has been found that our unduplicated students consistently demonstrate a lesser rate of success in all academic content areas. **Scope:** Schoolwide	This action increases staff effectiveness which will directly benefit our unduplicated students. Professional development in the areas of PLC, PBIS, SEL, and EL instruction will ensure that every unduplicated student within the school is provided with the highest wuality education.	This action will be measured by metric 1.2.
1.8	**Action:** Fieldtrips/College visits **Need:** Through an analysis of the data and discussions with our educational partners, we have determined that our unduplicated students successfully complete all A-G requirements at a lesser rate than the student population generally. **Scope:** Schoolwide	This action is meant to expose all students, and unduplicated students specifically, to greater experiences related to college and career readiness and to support students in achieving greater academic success, specifically in A-G coursework.	This action will be measured by metric 1.2.
2.1	**Action:** Additional Course/Section Offerings **Need:** The LEA has determined through an analysis of data and discussions with educational partners that our unduplicated students	This action reduces class sizes in targeted areas, and provides increased access to A-G courses for all students, and specifically for unduplicated students.	This action will be measured by metrics 2.1 and 2.2.

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
	consistently achieve educational outcomes at a lower rate than our student population generally. This action is intended to provide additional academic support to increase outcomes for all students, and to unduplicated student specifically. **Scope:** Schoolwide		
2.2	**Action:** Early College **Need:** Analysis of data and discussions with educational partners have indicated that unduplicated students participate in early college coursework at lower rates than all students generally. **Scope:** Schoolwide	This action is meant to increase access to early college courses to all students, and specifically to increase the proportionality of unduplicated students in those courses.	This action will be measured by metrics 2.3 and 2.4.
2.3	**Action:** CTE Programs **Need:** Analysis of data and discussions with educational partners have indicated that unduplicated students participate in CTE coursework at lower rates than all students generally. **Scope:**	This action is meant to increase access to CTE courses to all students, and specifically to increase the proportionality of unduplicated students in those courses.	This action will be measured by metrics 2.5 and 2.6.

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
	Schoolwide		
3.1	**Action:** Family Engagement Events & Family Engagement Center **Need:** This is a continued action from the previous LCAP that was determined by the LEA and our educational partners to be continued. Through LCAP survey responses, 77% of parents report feeling welcome at the school, 79% of parents report feeling included in sufficient parent workshop opportunities and 63% report feeling that the school offers sufficient family engagement opportunities. **Scope:** Schoolwide	Providing parents with additional opportunities to participate in school events. Educational events for parents provide them with resources to assist our unduplicated students. This is provided site-wide to be equitable for all unduplicated students.	This action will be measured by metrics 3.2 and 3.3.
3.2	**Action:** Parent/Community Communication **Need:** This is a continued action from the previous LCAP that was determined by the LEA and our educational partners to be continued. Through LCAP survey responses, 77% of parents report feeling welcome at the school, 79% of parents report feeling included in sufficient parent workshop opportunities and 63% report feeling that the school offers sufficient family engagement opportunities. **Scope:**	This action is meant to increase parent access to and understanding of educational relevant information in order for them to support their student in all learning outcomes including academic, behavioral, and mental health support and growth.	This action will be measured by metric 3.1.

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
	Schoolwide		
3.3	**Action:** Parent/community workshops **Need:** An analysis of school-wide data has indicated a need to increase educational outcomes including grades, standardized test scores, and A-G completion rates for al students. Data have also indicated a greater need in these areas for unduplicated students. **Scope:** Schoolwide	Discussions with educational partners have indicated the belief that increased parent participation in supporting educational outcomes will lead to greater success for all students.	This action will be measured by metric 3.2.
3.4	**Action:** Parent/Community Volunteer Opportunities **Need:** An analysis of school-wide data has indicated a need to increase educational outcomes including grades, standardized test scores, and A-G completion rates for al students. Data have also indicated a greater need in these areas for unduplicated students. **Scope:** Schoolwide	Discussions with educational partners have indicated the belief that increased parent participation in supporting educational outcomes will lead to greater success for all students.	This action will be measured by metric 3.3.
3.5	**Action:** Facility Accessibility Support Staff **Need:**	Students feeling welcome and part of a campus is a huge indicator in attending school. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all	This action will be measured by metrics 3.2 and 3.3.

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
	This is a continued action from the previous LCAP that was determinted by the district and educational partners to be continued. **Scope:** Schoolwide	students equally receive supporting learning envionments and opportunities that help them learn and thrive. We will also use supplemental/concentration grants to improve the classroom environment to support collaboration and flexible learning spaces for our low income, EL and foster youth population.	
4.1	**Action:** Peer Mentoring Program **Need:** Analysis of data and discussions with educational partners have indicated the need to expand MTSS tier 2 level support to increase all educational outcomes for specific student groups, including 9th grade students and unduplicated students. **Scope:** Schoolwide	Discussions with educational partners have indicated that 9th grade students and unduplicated students show a greater need for tier 2 level support in the areas of mental health, positive behavioral support, and academic achievement.	This action will be measured by metric 4.5.
4.2	**Action:** Expanded Mental Health Staffing **Need:** Analysis of data and discussions with educational partners have indicated that educational outcomes for all students, and in particular unduplicated students, are negatively affected by students' mental health concerns including but not limited to anxiety, depression, loss & grief, and substance use. **Scope:**	Discussions with educational partners have indicated that by providing additional support for students' mental health needs, all students, and in particular unduplicated students, can achieve greater educational outcomes including a sense of belonging and connectedness, decreased anxiety and depression, and increased behavioral and academic outcomes.	This action will be measured by metrics 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

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
	Schoolwide		
4.3	**Action:** Support Chronic Absenteeism and Family Engagement **Need:** Input provided by all educational partners related to perceptions of student safety indicated discrepancies between how school safety was perceived by students, parents, and staff. Some data have indicated strong feelings of physical and emotional safety on campus, while other data have indicated a need to improve perceptions in this area. By increasing real and perceived safety, the school's intent is to create a more supportive learning environment for all students, and specifically for unduplicated students. **Scope:** Schoolwide	This action is intended to expand the school's capacity to provided supervision & security staff to the instructional day as well as after school events in order to increase the level of perceived and real safety on campus.	This goal will be measured by metric 4.9 & 4.10.
4.4	**Action:** Advisement Period **Need:** Data Analysis has demonstrated that unduplicated students are disproportionately represented in lower academic achievement and a higher degree of chronic absenteeism. **Scope:** Schoolwide	Advisement period is meant to provide opportunities for academic intervention and support, counseling and SEL opportunities, and increasing sense of school connectedness in order to close gaps in academic outcomes and chronic absenteeism among unduplicated students and our total student population.	This goal will be measured by metrics 4.1, 4.3, 4.5 & 4.8.

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
4.5	**Action:** Implement Site-wide PBIS System **Need:** Data Analysis has demonstrated that unduplicated students are disproportionately represented in lower academic achievement and a higher degree of chronic absenteeism. **Scope:** Schoolwide	PBIS implementation is intended to provide a multi-tiered system of behavior and SEL support ro reduce disciplinary incidents and suspensions, reduce chronic absenteeism, and increase academic outcomes.	This goal will be measured by metric 4.8.

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:** EL Support **Need:** Analysis of student data indicates that English Learners at the site have consistently had a significantly lower rate of passing grades (C or better) in all content areas. **Scope:** Limited to Unduplicated Student Group(s)	This action provides increased support specific to EL students meant to increase their access to, and success in, all academic areas.	This action will be measured by metric 1.2.
1.10	**Action:**	Teachers will have specific planning time to address the needs of English Learners. This will	This action will be measured by metric 1.6.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Daily planning time in the area of English Language Development **Need:** After reviewing data with educational partners, English Learners are not making adequate progress in successfully completing (grade of C or better) required courses in all content areas. **Scope:** Limited to Unduplicated Student Group(s)	allow them to analyze student data and ensure that ELD standards are being addressed in integrated strategies in content areas.	

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.

Daily planning time in the area of English Language Development (Action 1.10. All certificated bargaining unit staff will devote at least 10 minutes per day for planning and supporting English Learners, including analyzing assessment results and planning designated and integrated ELD support. Certificated staff are contracted 7.5 hours per day. 10/450=.22 improved service time for English Learners. Based on the projected certificated salary and benefits of $4,329,966 this is equivalent to $66,167. The planned percentage of improved services is calculated as 66,167/4,329,966(LCFF base) = .8643% of improvement.

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.

Additional concentration grant add on funding is being used to supplement actions 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 4.2, and 4.3. Actions 1.1, 1.2, 1.3, 1.4, and 1.6 relate specifically to creating tiered systems of support to identify and provide intervention to all students, and specifically to unduplicated students, in order to increase success in high school academic curricula. Action 2.1 is intended to increase all students', and specifically unduplicated students' college & career readiness and participation in early college by increasing the number of students attaining a gpa of 2.5 or above. Actions 4.2 and 4.3 are intended to increase the reality and the perception of student safety on campus by support both mental health & safety as well as physical safety and campus supervision.

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		1:22.5
Staff-to-student ratio of certificated staff providing direct services to students		1:24.1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,987,408.00	2,717,157.000	34.018%	0.000%	34.018%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,612,777.00	$502,445.00	$0.00	$0.00	$3,115,222.00	$2,452,609.00	$662,613.00

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	Targeted Interventions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$215,757.00	$17,500.00	$168,113.00	$65,144.00	$0.00	$0.00	$233,257.00	
1	1.2	Academic Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$369,229.00	$0.00	$369,229.00	$0.00	$0.00	$0.00	$369,229.00	
1	1.3	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NBECHS	Ongoing	$100,412.00	$0.00	$100,412.00	$0.00	$0.00	$0.00	$100,412.00	
1	1.4	Performing Arts Enrichment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS NBECHS	Ongoing	$177,373.00	$12,078.00	$189,451.00	$0.00	$0.00	$0.00	$189,451.00	
1	1.5	Technology Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$0.00	$145,853.00	$145,853.00	$0.00	$0.00	$0.00	$145,853.00	
1	1.6	Additional Instructional Minutes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$125,538.00	$0.00	$125,538.00	$0.00	$0.00	$0.00	$125,538.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$23,550.00	$18,000.00	$41,550.00	$0.00	$0.00	$0.00	$41,550.00	

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	1.8	Fieldtrips/College visits	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$0.00	$88,000.00	$44,000.00	$44,000.00	$0.00	$0.00	$88,000.00	
1	1.9	Use of IABs as formative assessments in core content areas	All	No			Specific Schools: NBECHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.10	Daily planning time in the area of English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NBECHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1.3068
2	2.1	Additional Course/Section Offerings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$517,398.00	$0.00	$365,098.00	$152,300.00	$0.00	$0.00	$517,398.00	
2	2.2	Early College	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$489,475.00	$150,000.00	$580,938.00	$58,537.00	$0.00	$0.00	$639,475.00	
2	2.3	CTE Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$0.00	$42,462.00	$42,462.00	$0.00	$0.00	$0.00	$42,462.00	
3	3.1	Family Engagement Events & Family Engagement Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$16,035.00	$0.00	$16,035.00	$0.00	$0.00	$0.00	$16,035.00	
3	3.2	Parent/Community Communication	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$0.00	$24,529.00	$24,529.00	$0.00	$0.00	$0.00	$24,529.00	
3	3.3	Parent/community workshops	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$0.00	$12,200.00	$12,200.00	$0.00	$0.00	$0.00	$12,200.00	
3	3.4	Parent/Community Volunteer Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$0.00	$750.00	$750.00	$0.00	$0.00	$0.00	$750.00	
3	3.5	Facility Accessibility Support Staff	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: NBECHS	Ongoing	$105,675.00	$0.00	$105,675.00	$0.00	$0.00	$0.00	$105,675.00	

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
			Low Income			Low Income	NBECHS									
4	4.1	Peer Mentoring Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$35,285.00	$10,000.00	$45,285.00	$0.00	$0.00	$0.00	$45,285.00	
4	4.2	Expanded Mental Health Staffing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$177,966.00	$0.00	$35,593.00	$142,373.00	$0.00	$0.00	$177,966.00	
4	4.3	Support Chronic Absenteeism and Family Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	$98,916.00	$128,141.00	$200,066.00	$26,991.00	$0.00	$0.00	$227,057.00	
4	4.4	Advisement Period	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS NBECHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.5	Implement Site-wide PBIS System	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: NBECHS NBECHS		$0.00	$13,100.00	$0.00	$13,100.00	$0.00	$0.00	$13,100.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,987,408.00	2,717,157.000	34.018%	0.000%	34.018%	$2,612,777.00	1.307%	34.018 %	**Total:**	$2,612,777.00
								LEA-wide Total:	$0.00
								Limited Total:	$100,412.00
								Schoolwide Total:	$2,512,365.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Targeted Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$168,113.00	
1	**1.2**	Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$369,229.00	
1	**1.3**	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NBECHS	$100,412.00	
1	**1.4**	Performing Arts Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$189,451.00	
1	**1.5**	Technology Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$145,853.00	
1	**1.6**	Additional Instructional Minutes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$125,538.00	
1	**1.7**	Professional Development	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: NBECHS	$41,550.00	

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 (%)
					Low Income			
1	1.8	Fieldtrips/College visits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$44,000.00	
1	1.9	Use of IABs as formative assessments in core content areas				Specific Schools: NBECHS	$0.00	
1	1.10	Daily planning time in the area of English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NBECHS	$0.00	1.3068
2	2.1	Additional Course/Section Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$365,098.00	
2	2.2	Early College	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$580,938.00	
2	2.3	CTE Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$42,462.00	
3	3.1	Family Engagement Events & Family Engagement Center	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$16,035.00	
3	3.2	Parent/Community Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$24,529.00	
3	3.3	Parent/community workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$12,200.00	
3	3.4	Parent/Community Volunteer Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$750.00	
3	3.5	Facility Accessibility Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$105,675.00	
4	4.1	Peer Mentoring Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$45,285.00	
4	4.2	Expanded Mental Health Staffing	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: NBECHS	$35,593.00	

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 (%)
					Low Income			
4	**4.3**	Support Chronic Absenteeism and Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$200,066.00	
4	**4.4**	Advisement Period	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$0.00	
4	**4.5**	Implement Site-wide PBIS System	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,881,703.00	$2,664,330.00

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**	Targeted Interventions	Yes	$235,470.00	$206,667.00
1	**1.2**	Academic Support	Yes	$457,751.00	$414,304.00
1	**1.3**	EL Support	Yes	$95,832.00	$95,865.00
1	**1.4**	Performing Arts Enrichment	Yes	$185,350.00	$185,350.00
1	**1.5**	Technology Support	Yes	$180,853.00	$145,853.00
1	**1.6**	Additional Instructional Minutes	Yes	$79,401.00	$79,401.00
1	**1.7**	Professional Development	Yes	$50,000.00	$25,000.00
1	**1.8**	Fieldtrips/College visits	Yes	$88,000.00	$44,000.00
1	**1.9**	Use of IABs as formative assessments in core content areas	No	0	0
1	**1.10**	Daily planning time in the area of English Language Development	Yes	0	0
2	**2.1**	Additional Course/Section Offerings	Yes	$318,217.00	$320,277.00

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)
2	2.2	Early College	Yes	$697,545.00	$682,883.00
2	2.3	CTE Programs	Yes	$42,462.00	$42,462.00
3	3.1	Family Engagement Events & Family Engagement Center	Yes	$16,650.00	$16,650.00
3	3.2	Parent/Community Communication	Yes	$26,129.00	$26,129.00
3	3.3	Parent/community workshops	Yes	$10,000.00	$10,000.00
3	3.4	Parent/Community Volunteer Opportunities	Yes	$2,000.00	$2,000.00
3	3.5	Facility Accessibility Support Staff	Yes	$105,268.00	$105,268.00
4	4.1	Peer Mentoring Program	Yes	$33,568.00	$30,000.00
4	4.2	Expanded Mental Health Staffing	Yes	$167,270.00	$161,624.00
4	4.3	Expanded Hours for Campus Supervision & PD for supervision aids	Yes	$89,937.00	$70,597.00
4	4.4	Advisement Period	No	$0.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,453,760.00	$2,439,222.00	$2,356,262.00	$82,960.00	0.864%	1.291%	0.427%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Targeted Interventions	Yes	$172,082.00	$157,969.00		
1	1.2	Academic Support	Yes	$448,705.00	$376,884.00		
1	1.3	EL Support	Yes	$89,657.00	$92,905.00		
1	1.4	Performing Arts Enrichment	Yes	$185,350.00	$185,275.00		
1	1.5	Technology Support	Yes	$145,853.00	$145,853.00		
1	1.6	Additional Instructional Minutes	Yes	$79,400.00	$121,253.00		
1	1.7	Professional Development	Yes	$25,000.00	$21,326.00		
1	1.8	Fieldtrips/College visits	Yes	$44,000.00	$44,000.00		
1	1.10	Daily planning time in the area of English Language Development	Yes			.8643	1.2912
2	2.1	Additional Course/Section Offerings	Yes	$313,165.00	$316,931.00		
2	2.2	Early College	Yes	$575,177.00	$574,076.00		
2	2.3	CTE Programs	Yes	$48,279.00	$42,462.00		
3	3.1	Family Engagement Events & Family Engagement Center	Yes	$10,000.00	$9,653.00		

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)
3	**3.2**	Parent/Community Communication	Yes	$10,000.00	$23,758.00		
3	**3.3**	Parent/community workshops	Yes	$10,000.00	$4,670.00		
3	**3.4**	Parent/Community Volunteer Opportunities	Yes	$2,000.00	0		
3	**3.5**	Facility Accessibility Support Staff	Yes	$103,572.00	$104,975.00		
4	**4.1**	Peer Mentoring Program	Yes	$30,000.00	$28,593.00		
4	**4.2**	Expanded Mental Health Staffing	Yes	$61,418.00	$36,470.00		
4	**4.3**	Expanded Hours for Campus Supervision & PD for supervision aids	Yes	$85,564.00	$69,209.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,808,184.00	2,453,760.00	0	31.425%	$2,356,262.00	1.291%	31.468%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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