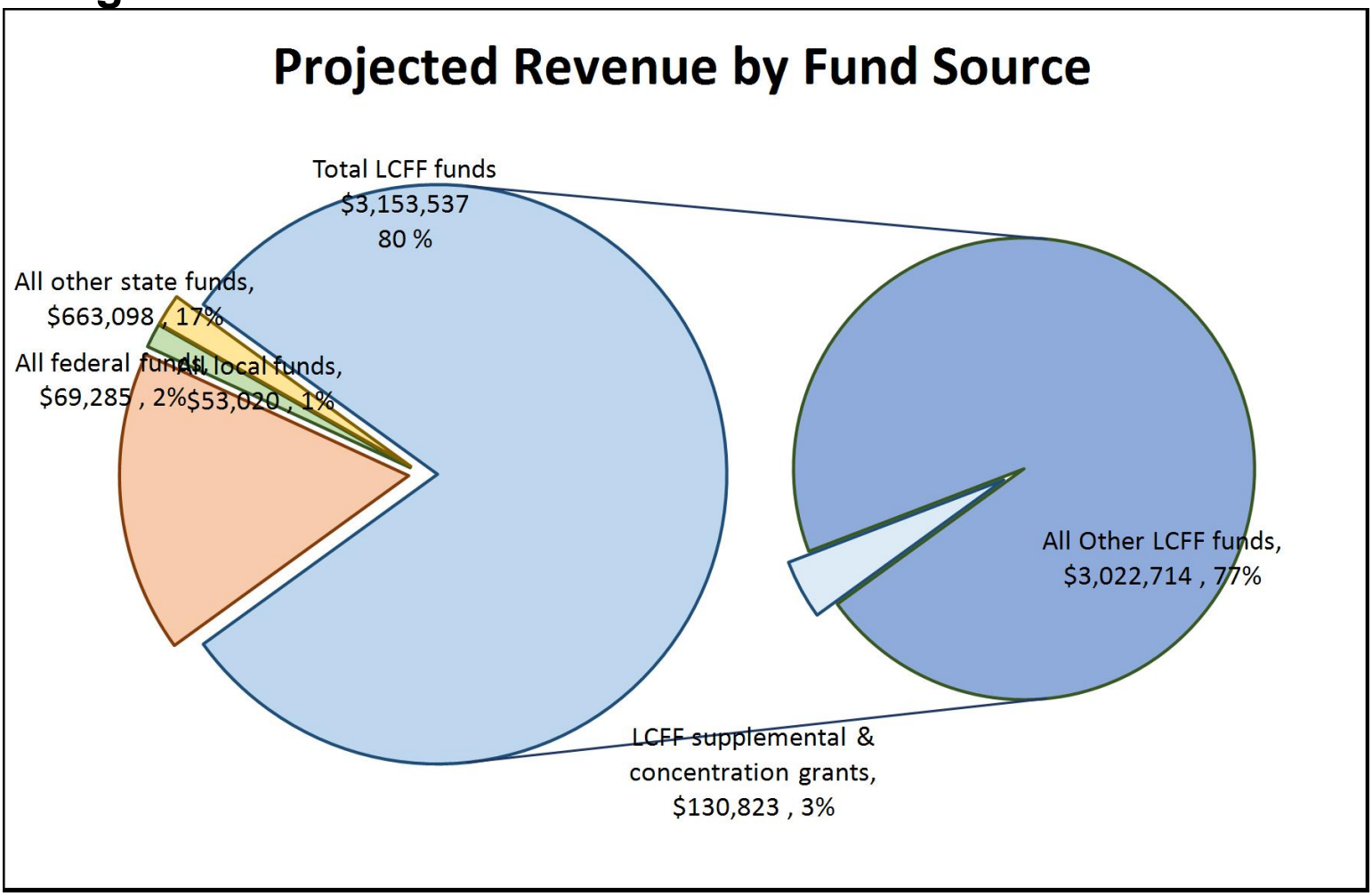
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: School for Entrepreneurship and Technology
CDS Code: 3768 3380 122 788
School Year: 2025-26
LEA contact information:
Neil McCurdy
Principal
principal@sethigh.org
858-874-4338

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

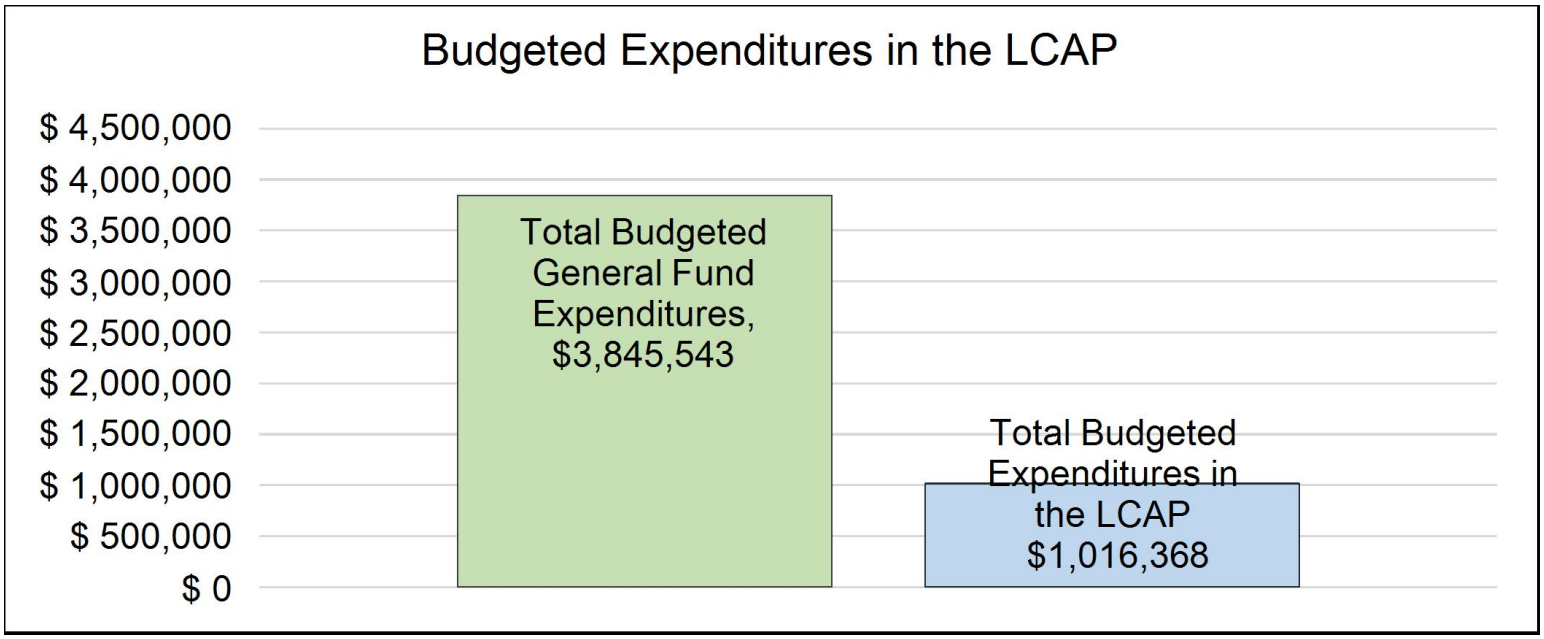


This chart shows the total general purpose revenue School for Entrepreneurship and Technology expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for School for Entrepreneurship and Technology is $3,938,940, of which $3,153,537 is Local Control Funding Formula (LCFF), $663,098 is other state funds, $53,020 is local funds, and $69,285 is federal funds. Of the $3,153,537 in LCFF Funds, $130,823 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 School for Entrepreneurship and Technology 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: School for Entrepreneurship and Technology plans to spend $3,845,543 for the 2025-26 school year. Of that amount, $1,016,368.02 is tied to actions/services in the LCAP and $2,829,174.98 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

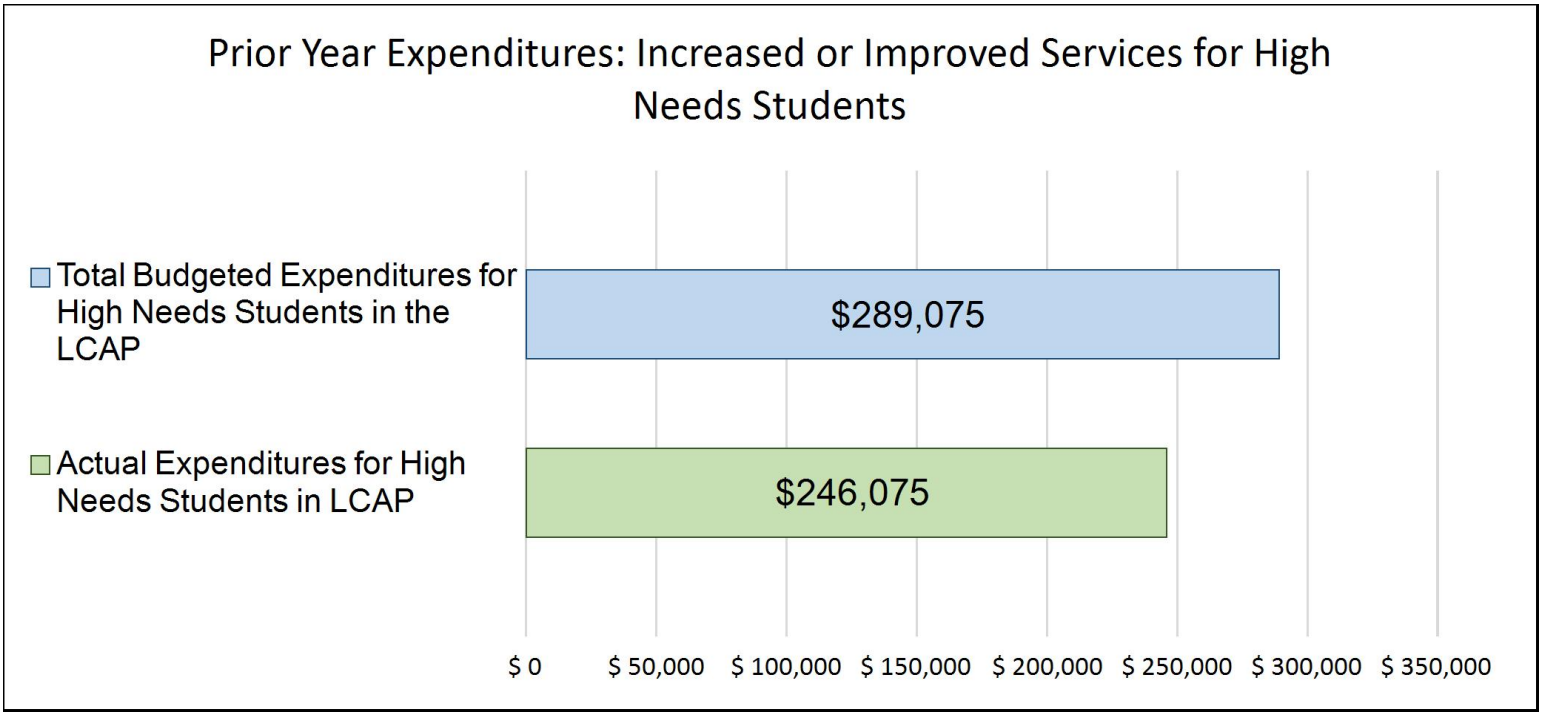
Facilities lease, SPED expenditures, technology cost, Student events, portions of staff salaries and benefits, legal, consulting fees, oversight fees.

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

In 2025-26, School for Entrepreneurship and Technology is projecting it will receive $130,823 based on the enrollment of foster youth, English learner, and low-income students. School for Entrepreneurship and Technology must describe how it intends to increase or improve services for high needs students in the LCAP. School for Entrepreneurship and Technology plans to spend $289,075.02 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 School for Entrepreneurship and Technology budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what School for Entrepreneurship and Technology 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, School for Entrepreneurship and Technology's LCAP budgeted $289,075.02 for planned actions to increase or improve services for high needs students. School for Entrepreneurship and Technology actually spent $246,075 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
School for Entrepreneurship and Technology	Neil McCurdy Principal	neil.mccurdy@sethigh.org 858-874-4338

Plan Summary [2025-26]

General Information

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

The School for Entrepreneurship and Technology is located in Serra Mesa in San Diego, CA and serves students from all across San Diego. Our students come to our school primarily because it is a small school with small classes where no child gets lost or ignored. The school prepares students for a life beyond college by focusing on two 21st century skills: Entrepreneurship and Technology. Our students are SETUP for success by teaching them the entrepreneurial mindset which includes a focus on: Social Responsibility, Effective Leadership, Tenacity and Grit, Uncertainty as Opportunity, and Passion, Purpose, and Performance.

The following is a snapshot of our demographics for the 2024/25 school year:

Number of Students: 244
Socioeconomically Disadvantaged: 25%
English Learners: 1%
Students with Disabilities: 27%
Foster Youth: 0%
White: 57%
Hispanic: 16%
Black or African American: 12%
Asian: 5

Pacific Islander: 1%
Mixed Race: 5%
Not Specified: 3%

Reflections: Annual Performance

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

By all State metrics, SET is doing extremely well, earned a California Distinguished School award for 2024, and the CAASPP scores continue to rise. Our primary focus is on maintaining what we have accomplished and making tweaks to improve the student experience. Schools need to endeavor to be all things to all students, so we are still working on trying to support all different kinds of learners and students with a variety of different social/emotional needs. Our primary focus for the next school year is to improve the senior experience to help the seniors feel more connected to the school. As they take more college classes and are spending less time on campus, they tend to feel less connected.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

Through the meetings with the LCAP advisory group, the board, the staff, and the students, it was determined that the most urgent need for our school is to improve the senior experience. We came up with two strategies that will help the seniors want to spend more time on campus and forge stronger connections with their younger peers. The ideas and the specific details were arrived at in concert with the community.

The following meetings involved discussions about the LCAP:

* 2/12/2025 - Public Board meeting approved the LCAP Mid-Year Update
* 4/16/2025 - Public Board meeting preliminary discussion of LCAP goals
* 4/17/2025 - Staff discussion about LCAP goals for 2025/26
* 5/12/2025 - LCAP Advisory Group discussion about LCAP goals for 2025/26
* 5/14/2025 - Public Hearing for 2025/26 LCAP
* 6/12/2025 - Board approval of LCAP

Main changes as agreed to by all stakeholders:

* Add senior class-wide Passion Project funded at $5,000
* Add Anieya Blue Cord Community Hero challenge

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Parental Involvement (Engagement)	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This is an ongoing goal made even more important after the disconnection of the COVID years. We have done a good job of bringing parents back onto campus and having them feel like they are a part of the community. Our community events (like exhibition, picnics, and the soiree) have all been well attended. A SET PA was formed and they have been active in building community and raising money for the school. We have seen how valuable this contribution is and we need to maintain the status quo and work to make the connection even stronger.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of parents involved in non-mandatory monthly activities associated with the school.	11%	29%		15%	+18%
1.2	Percent of parents who attend at least one non-mandatory school event	85%	85%		90%	0%

Goal Analysis [2024-25]

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

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

All action items were completed as expected with the exception of the semesterly Career talks. We did have some staff members bring in community members and parents, but we have not yet achieved the broad, across the school inclusion of career talks that we have envisioned. We will continue to work on this. The Leadership Podcast has been well received and works well to give parents, students, and staff insight into how and why leadership makes the decisions that it does.

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

n/a

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

We feel that the broader culture and community at SET is the strongest that it has ever been and that the specific action items are helping building this. We have the highest ADA that we've ever had, and the community engagement is the strongest that it has been. There are numerous other contributors to the school culture that should be mentioned. We have a fantastic SET PA that has supported the school community events by providing food (exhibitions and the sports banquet), and by hosting their own community events (picnic and Spring Soiree).

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.

No changes

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	Leadership Podcast (Nicky and Me) to support parents and students	Use leadership podcast (Nicky and Me) to connect with parents, students, and the community on a variety of topics that support the families of both high achieving students and students who are struggling with various academic and social/emotional issues.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Continue with community events	Fall Picnic, Homecoming Dance, Soiree, Fall and Spring Exhibitions	$2,000.00	No
1.6	Continue to make technology enhancements to CoreCompetency to improve communication between staff, students, and parents.	The easier it is for the staff to communicate with the parents, the more communication will occur. Teachers will communicate when one-on-one help is provided, when a student does something positive, or when a student needs additional help. Also will implement a mechanism to have automatic emails sent when certain grade thresholds are reached. Parents have requested Grad Plans examples of students who have taken the best advantage of their time at SET. Our flexibility provides too many options for students and parents want to know what the "best" path through SET is.	$3,000.00	No
1.7	Have semesterly career talks in each class by either parents, family friends, or community members.	To highlight the wide variety of careers that our parents are engaged in, have career talks be a part of every class with a priority placed on having parents, grandparents, and family members doing the career talks. The talks should be relevant to the subject being taught so we may need to reach out to community members if we do not have the necessary expertise among the family members.	$1,000.00	No
1.10	Update CoreCompetency to allow us to more easily discover and alert the chronic truants before the students become chonic truants.	This is less of a problem this year now that we have streamlined the Independent Study Virtual days to accommodate parent and student schedules, but we are going to continue to have this be an action item in case this year's success with attendance was an anomaly.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase the percentage of students who score proficient or above in Math, English, and Science on the CAASPP and CAST.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Academic performance is the most visible representation of the success of a school on the California Dashboard. Regardless of whether our students are learning and being taught, we need them to also perform well on the standardized tests.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math Test Score	36%	39%		46%	+3%
2.2	CAASPP English Test Score	69%	78%		79%	+9%
2.3	CAST Test Score	46%	56%		56%	+10%

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.

Not only did our test scores increase as reported, but we already have test results for the following year and they increased to record levels for our school yet again. We are having phenomenal success with standardized test results.

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

N/A

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

All action items are being carried out with high fidelity with the exception of the formal reviews for our staff. We will maintain this as a goal.

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

No planned changes.

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	Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to and actively involved in every core classroom	Education Specialists and Academic coaches reduce our student:teacher ratio to 12:1, dramatically helping our students. This action item is for the Education Specialists.	$260,000.00	No
2.2	Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to and actively involved in every core classroom	Education Specialists and Academic coaches reduce our student:teacher ratio to 12:1, dramatically helping our students. This action item is for the Academic Coaches.	$143,271.00	Yes
2.3	Use Renaissance as standardized testing	Renaissance will be used at least 2x per year to determine student progress in Math and ELA. It can also be used to provide practice for students.	$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
	tool and as a math-support tool			
2.4	Have incentives for students in 11th grade to take CAASPP seriously	The student's score on the math CAASPP will be used instead of the final exam score for the current math test. This incentive is only applicable to math.	$0.00	No
2.6	Use Edgenuity curriculum to help with credit-deficient students	Edgenuity helps provide another option for students who are credit-deficient to catch up. We only use Edgenuity for students who have taken a SET High class an not been successful. It cannot be used to get ahead.	$7,500.00	Yes
2.7	Double-block year-long math classes to provide more soak time for students.	To make sure that math content is covered deeply, most of our math classes are year-long classes even though they are already double-block. The year-long classes allows the math support be embedded in the actual classes and the support is provided by credentialed math teachers. The exceptions are advanced math classes like the Alg/Geo 9th grade combo class and the Pre-Calc/Calc combo classes.	$55,946.00	Yes
2.8	Two general support classes will be offered each semester	Support classes will be offered, but most of the support will be for ELA because students who struggle in math will be in double-block math classes.	$111,000.00	Yes
2.10	Support remote learning for up to 10 days per year for each student	We will continue with the virtual option that we started doing during COVID by allowing students to connect virtually to classrooms up to a maximum of 10 times per year. The connection will be an audit-only option unless the student wishes to actually participate in class discussions. Teachers will not be actively looking for engagement.	$10,000.00	No
2.11	Expand the peer tutoring opportunities	We are considering potentially having peer tutoring happen during flex time or potentially having upper grade classes tutor lower grade classes.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Maintain extra Education Specialist to provide better support for Students with Disabilities with a special emphasis on Low Income, English Learners, and Foster Youth	Moving from 3 Ed Specialists to 4 Ed Specialists to help support our growing SPED population.	$74,420.02	Yes
2.13	Formal evaluations of the staff at the end of the year and beginning of the year SMART goal generation by each staff member.	By holding the staff accountable to their own goals in the classroom we can all achieve more.		No
2.14	Encourage staff do travel to conferences for targeted professional development	Continue to pay for PD opportunities and add PD prompt to the staff evaluations to encourage utilization.	$7,500.00	No
2.15	Special 9th grade schedule to prevent math placement from impact other classes.	Our 9th grade math classes used to inform every other class that the students take which meant that students moved together throughout the day based on math ability rather than in randomized groupings. The other classes suffer and it is more difficult for the students to get close with other students in their grade. This is a maintenance activity because we want to ensure that the success of 2023/24 is carried on until this is an entrenched policy.		No
2.16	Require an SST meeting before allowing a student to graduate California State minimum.	This was the practice before the pandemic but the law changed during the pandemic to require schools to allow students to graduate minimum. The need is no longer there and we need to reinforce the full graduation requirements that will help students with college and career.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure that English Language Learners are improving their English Language skills and able to access the entire curriculum	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

While we only have a small percentage of students who are EL, we need to make sure that we are supporting those students to the best of our ability. We have consistently done well with recognizing the academic abilities of our English Learners and separating struggles with the English Language from struggles in learning, but since we now have EL students who have native languages other than Spanish, we recognized that we needed alternative tools to help those students who speak languages other than English and Spanish.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learners will increase by at least one performance level and will have access to the curriculum within first year of being part of SET.	50% increased at least one performance level	n/a		60% increase one performance level	

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.

We only had one student who was EL this year and he was a senior who was not correctly classified because he was able to successfully complete all ELA classes without needing supports.

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.

We had no expenses for this goal because none of our students needed EL services.

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

n/a

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

We will maintain this goal and all action items in their entirety because we anticipate that we will have EL students again in the near future.

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	Specific ELD instruction in 1st period and 5th period English electives	We do not have enough EL students to support a specific ELD class and we do not believe that an online curriculum would be effective for these students so we are going to have specific ELD instruction embedded during 2 English elective timeslots. The non ELD content during those classes will also benefit the EL students.	$40,000.00	Yes
3.2	Use translated copies of texts in English Class when necessary	High School English classes are about analysis and writing. When necessary and when possible, we will separate out the analysis and writing components and allow for home language communication through translation tools.		Yes
3.3	Use Peer Mentoring (Ignite program) to help EL Students	We currently have students who tutor students in various subjects and pair at-risk students with peer mentors. We will also pair EL students with peer mentors who will help students with conversational English.		Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Use Professional Development time to discuss the specific needs of our specific EL students.	In addition to looking at current EL students, we will also make sure that we consider every student who has ever been classified as EL to make sure that they are performing at grade level and do not have any lingering needs.		Yes
3.5	Make sure that all identified EL students are in an English class during the first semester.	We want our EL students to get as much ELA support as possible and want them to have the opportunity to take their English class twice if they are not able to complete the grade-level expectations during the first semester.		Yes
3.6	Have one PD targeted to supporting EL students using SDAIE tecniques.	Teachers may need a reminder on SDAIE best practices	$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Maximize student buy-in to the SET community and culture, a student constructed statement regarding ethics, achievement, respect and self-discipline.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A positive school culture is critical to everything that happens in a school. Students who are free from prejudice and bullying enjoy coming to school and perform better in the classroom. Students who feel loved and supported by the staff are more likely to be invested in the school and will be additional eyes, ears, and mouths to help preserve the school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension rate as indicated on California Dashboard.	Green	Orange		Green	-2 colors
4.2	Students report that SET High is a safe place to learn on annual surveys	95%	94%		95%	-1%
4.3	Parents report that SET High is a safe place to learn on annual surveys	95%	98%		95%	+3%

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.

Our suspension rate was relatively high two years ago (the color that is reported on this report). We have worked to improve it again this year by using alternative consequences when appropriate. The numbers should be better, but they are not yet final. The culture continues to be strong as evidenced by the high results on the surveys. All of the action items have been effective, but we plan to revamp the peer mentoring to help it include more students but be less formal.

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

N/A

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

All items were effective. The Peer mentoring will be made more effective by having it include all students by being less formal.

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

We have added two action items to better support Senior engagement. These action items are designed to have Seniors want to be on campus for more of the day, especially at the end of the year when senioritis sets in.

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	Maintain the SET Constitution with annual amendments made by the outgoing Senior class	This is a student-created statement that holds the students to a standard that they themselves create. Each year the Seniors will be allowed to revise the statement based on what they learned during their 4 years at SET and what they want to change and/or preserve.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Annual retreat for each grade level	We have a tradition of grade-level retreats during the first week of school. This helps build class cohesiveness and community spirit and helps new students meet their classmates.	$4,000.00	No
4.3	Build on restorative practices approach throughout the school community including in each classroom.	We have a history of using restorative practices at the admin level, but we want to formalize the use of restorative practices at the classroom level as well. This will involve a PD session on restorative practices provided by an outside expert on restorative practices.	$1,000.00	Yes
4.4	Continue with the Ignite Peer Mentoring program and expand it to pay particular attention to EL students, Foster Youth, Low Income students and Students with Disabilities.	We currently pair Ignite mentors with younger students who are at risk. We will make sure that every EL, Foster, and Low Income student, and every Student with Disability is considered as a candidate for peer mentoring while maintaining confidentiality.	$0.00	Yes
4.5	Add structure to passion projects	Encourage passion project participation by funding passion projects and passion project documentation by offering cash prizes to best passion projects	$10,000.00	No
4.8	Encourage more collaboration between staff and the SET Board of Directors by having one teacher present the work they are doing in class at each board meeting.	The culture of the school can be improved even further by fostering a relationship between the board and all staff so that opportunities for collaboration can be discovered and the resources of the board can be utilized. There is also the obvious camaraderie that will be developed that will help all staff members and board members realize that there are hard-working human beings in different roles all making a difference in student lives.	$3,000.00	No
4.9	Improve the senior experience by	The senior class gets fractured because of the number of students who are off campus. We think this will improve by having them have 2nd and 3rd	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
	organizing at least one new senior-only activity beyond the senior camping trip and the usual end of the year senior activities.	period mandatory classes, but we also want to have senior-only activities similar to the senior retreat that we did this year.		
4.10	Continue to work on using the ALSUP-inspired discipline methods and teacher/student focused school expectation conversations	The structured ALSUPs have not worked in our school environment, but having all staff follow the spirit of the ALSUP by looking for root causes of behavioral problems and working to generate student-buy-in for consequences and solutions does seem to be effective.	$0.00	No
4.11	For Seniors, a class-wide Passion Project where students self-organize to do a collaborative Passion Project	Our Seniors need a reason to be on campus to work and play together during free periods. The students will self-organize to run an organization of their choosing and to expend resources in a way that will provide maximal benefit to all members of the organization.	$5,000.00	No
4.12	For Seniors, Anieya Blue Cords for Community Heroes will be awarded at graduation to Seniors who meet a pre-set list of goals	Our Seniors need a reason to be on campus, and the Blue Cord activities are designed to connect the Seniors to each other and to the other students on campus.	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Continue to increase the percentage of students who are eligible to attend a 4-year university as well as the percentage of students enrolling in 4-year or 2-year college, while understanding that college may not be the best option for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We want to make sure that the students have a plan and a path after graduating from SET. We recognize that a 4-year university is not necessarily the right path for every student, but many trades require at least a 2-year associates degree. We want to make sure that our students are not having to take remedial classes in college, classes that they should have taken and mastered while in high school. The best way for students to take advantage of everything that we have to offer is to at least meet the UC A-G requirements. This will give our students the option to go to any college. We also want our students to attempt to take at least one community college class while they are students at SET so that they will hopefully see that college is indeed an option for them. We will encourage them to take a Passion Project Class in a subject for which they have already demonstrated a passion, so that they are encouraged to pursue that passion as far as they can.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	College/Career metric on California Dashboard	40%	50.9%		50%	+11%
5.2	Graduation Rate on California Dashboard	96%	96.4%		96%	+0.4%
5.3	Percent of graduates who attend a 2-year or 4-year college	94%	84%		95%	-10%

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.

The college prepared numbers have increased, but we have more students this year who are taking a gap year or are planning on going directly to the military or work. Our 4-year college going rate is the highest that it has ever been.

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

N/A

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

All action items were effective and we want to continue with all of them.

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.

No new action items needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Encourage students to take at least one Passion Project Class at Mesa College during their Senior year.	Students are already pursuing a passion project, so the goal is to have them recognize that this passion can be pursued at the collegiate level as well. We hope that by giving the student a positive first experience in college that they will see college as an option.	$5,000.00	No
5.2	Utilize a college-going curriculum for advisory for each grade-level to	We already have grade-level advisories, and we have a college-going curriculum, but it needs to be adapted to focus it into the 4 available timeslots that we have during flex time.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	support the grade-level advisories			
5.3	Provide after-school SAT/ACT Test Prep	This will be in the form of a club where like-minded students can study together and get assistance from a staff member.	$2,000.00	No
5.4	College day right after Spring Break for 9th and 10th grade	Visiting local colleges for 9th and 10th graders helps students see that college is an option for them. 11th graders will have the opportunity to do specific college trips throughout Southern California in groups of 7 throughout the year.	$1,000.00	No
5.5	Encourage students to take our CTE classes and to pursue further study by taking community college classes.	We have a rich variety of CTE classes in both Computer Science and Engineering. We hope to expand these programs through a CTEIG grant in future years. We will encourage students to take corresponding classes at Mesa College so that they can potentially pursue careers.	$67,431.00	
5.6	Continue to collect social media handles for graduates to try to improve communication with alumni	This generation of students does not use email so we need to find alternative ways to communicate with our graduates so that we can have more of them answer post-graduation surveys. Instagram or Tik Tok may be the right choice. Parents do not respond to their email either.		No
5.8	Have at least one volunteering day	By providing more volunteer opportunities for students, in addition to being exposed to service, our students may also discover potential careers that they did not know existed.	$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Increase Student Attendance Rates	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

School attendance is the best predictor of academic success. There is a very clear correlation between those students who are not passing classes and chronic absenteeism. We actually instituted a policy a few years ago, that was designed to increase attendance, that stated that a student could not pass a course if they had more than 10 absences in a semester. We have never had to implement that policy, though, because the students who are chronically absent never have the grades to pass the class, anyway.

We removed this goal in 2022/23 because attendance was no longer a problem when we allowed virtual attendance, but now that we have limited the number of virtual days to 10, we are back to having a problem with attendance. This seems to be a problem across California, but regardless, we need to address it because we cannot address COVID learning loss without students being in school. Attendance is also critical to maintain the culture of the school and to increase school connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Average Daily Attendance	91%	97%		95%	+6%
6.2	Percent of students with attendance < 90%	30%	31%		10%	+1%

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.

Our ADA is the highest that we have ever achieved. The chronic absenteeism rate is still high, but that number is particularly high for the seniors (17%) and juniors (9%). The primary reason for this is that the seniors are on their own program and get their work done on their own time and value being at school less. We have them doing college classes where they are being trained to manage their own time, and as a result, it is more difficult to get them to work on our program at school. This was our highest achieving senior class ever, and yet they still have a very high chronic absenteeism rate. We are hopeful that the class-wide passion project and the blue cord honors will make a difference for next year's seniors. Not because we think that the absenteeism is a problem for them academically, but because we want them to be more engaged in our 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.

n/a

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

The newly renovated multimedia space (renamed to the study lounge) had a big impact on getting students to be on campus this year. Making sure that the senior classes were during 2nd and 3rd period also helped the seniors feel more connected to the campus.

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.

No planned changes, but the changes in other goals will impact this (class-wide passion projects and blue cords)

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Use Maker Space, Multimedia Space, and Passion Projects as a carrot to get students to school.	We want to encourage students to have fun at school while they are learning. We help the students find a passion by encouraging them to work on passion projects, and we have our staff pursuing their passions while at school as well. The Maker Space and Multimedia Space are	$27,000.00	No

Action #	Title	Description	Total Funds	Contributing
		designed to be places where students and staff can pursue their passions. The space is supervised by a dedicated staff member.		
6.2	Support virtual attendance by continuing to use OWL cameras	During COVID-19 we supported Hybrid education by broadcasting classes using OWL cameras. This allowed seamless conversations between our virtual and in-person students. We will continue to offer virtual options for connecting to classes, but will limit it to 5x per semester unless there is a medical reason for the student to be absent.	$6,300.00	No
6.3	Full class load for all students	When students do not have a full schedule, it is too easy for them to miss school because the consequences of missing are less severe. If students are only missing one class instead of multiple, it is easier for them to justify the miss. By having students actively participating in multiple classes, we should be able to get them to come to school. One challenge we have, though, is some students will be taking multiple college courses and may find that it is less distracting for them to study for those classes at home than at school.	$0.00	No
6.4	Support spaces for mental health and non-school-related support	When we look at the list of students who are chronically truant, the primary cause is mental health or other non-school-related events that the student sees as more pressing than academics. We will provide a space and the personnel to support these students on campus. The goal will be to ultimately transition the student into their actual classes, but until that is possible the student will have a safe place to work through their issues. As with all of our other initiatives to get students to school, we want the students to feel that the school site is giving them something that they cannot get at home.	$75,000.00	No
6.5	Seniors will have mandatory senior-only classes during 2nd and 3rd period	By redesigning the master schedule to clump senior classes during 2nd and 3rd period, we can get all seniors to be on campus during those two periods and foster camaraderie by having senior-only classes and electives. This will be a goal and may not be 100% possible to achieve based on the scheduling needs.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Support the mental health and social/emotional needs of both students and staff.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Mental health concerns for our students have increasingly become a concern post-COVID. We have noticed an increase in chronic sadness and depression and the data from the California Healthy Kids Survey confirms that the levels of depression and suicide ideation for at least one of our grades is higher than the county average.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Chronically Sad rate on California Healthy Kids Survey	32%	37.25%		27%	+5.25%
7.2	Suicide Ideation rate on California Healthy Kids Survey	20%	18.25%		15%	-1.75%

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.

These results are still concerningly high and show why we need to continue to help students with mental health. The results from the last survey did show some encouraging signs in addition to the drop in the suicide ideation rate reported here. For 11th graders, in particular (students who have been in our school for awhile), we saw a 12% increase in Caring adults in school, +2% in school connectedness, -15% in social emotional distress, -15% in experienced harassment or bullying at school, -21% in chronic sadness, -14% in suicide ideation, +31% in know where to go for help, +13% in school talks openly about mental health, -17% in would be afraid to get help,-11% in wanted to talk to a therapist, -20% in did not get help when needed, -30% in they would not understand, and -10% in would think something is wrong with me.

These are really encouraging results that show that we are on the right track in terms of addressing mental health. Our 9th graders are coming in with serious mental health concerns, so it makes sense that the more time they are with us and the more they trust us, the more help they will get. In the Chronic sadness number listed above (37.25%), the 9th graders had a very high 44% that was averaged into the others. In future years we may want to report on the 11th grade numbers instead of averaging all grades.

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

n/a

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

Each of these action items has been effective in helping our students feel more connected. The students generally enjoy the fun of the SET Reset events, the NAMI club has been helpful for the students who reach out to it, the PD helps keep this in the forefront for our staff, the wellness activities help our teachers maintain their mental health (which in turn gives them more ability to help the students), and the PE classes continue to be extremely popular.

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.

No changes planned.

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
7.1	SET ReSET quarterly	Continue monthly whole school team building activities that are planned by mixed grade advisory groups. Examples are whole-school musical chairs, dessert bar, and dunk competition.	$2,000.00	No
7.2	NAMI (National Alliance on Mental Illness) club	NAMI provides support for a student run club to talk about and help students with mental illnesses. We are going to continue with the NAMI club		No

Action #	Title	Description	Total Funds	Contributing
7.3	Targeted Professional Development to address mental health issues	We will have an annual PD to analyze the healthy kids survey data and to identify tools to help our students based on the data.		No
7.4	Continued support for teacher wellness activities	As part of the Teacher Effectiveness Grant we have funds allocated for lunches and small group activities designed to foster a sense of community and to encourage wellness.	$10,000.00	No
7.5	Continue offering the Wellness, Boxing, and Jiu Jitsu classes	These classes have provided our students with opportunities to engage with other students while at the same time working on their physical and mental health.	$50,000.00	

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
$130,823	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.328%	0.000%	$0.00	4.328%

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:** Leadership Podcast (Nicky and Me) to support parents and students **Need:** Low income need extra parental support because they have less time and fewer resources. Foster students may need the	Hearing advice, guidance, and tips from school leaders on far ranging issues will help students navigate the pitfalls of adolescence. This is LEA-wide because all students have varying needs for advice based on their relationships with parents.	Engagement counts (listens), and number of follow-up one-on-one conversations with students based on the content in the podcasts.

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
	parental advice from trusted community members. **Scope:** LEA-wide		
2.2	**Action:** Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to and actively involved in every core classroom **Need:** Our EL, Low Income, and Foster Youth students can have more academic needs due to difficult home situations. **Scope:** LEA-wide	Having additional staff in the classroom helps these students and also improves classroom management to make the classroom more conducive to learning.	Percentage of EL, FY, and LI students passing core classes.
2.6	**Action:** Use Edgenuity curriculum to help with credit-deficient students **Need:** EL, FY, and LI students can struggle in classes even with the supports. **Scope:** LEA-wide	By having many possible avenues to meet graduation requirements we can better serve students who may need additional supports.	Number of students who take advantage of the Edgenuity option for credit recovery.
2.7	**Action:** Double-block year-long math classes to provide more soak time for students.	The extra time in the class that allows for math support to be embedded in the class helps the students who struggle academically.	The number of students who take supported math classes.

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
	Need: EL, FY, and LI students can struggle in classes even with the extra support provided by co-teachers. **Scope:** LEA-wide		
2.8	**Action:** Two general support classes will be offered each semester **Need:** EL, FY, and LI students can struggle in classes even with the extra support provided by co-teachers. **Scope:** LEA-wide	Having a dedicated period for students to get support will be helpful for students who are struggling to get support.	
2.12	**Action:** Maintain extra Education Specialist to provide better support for Students with Disabilities with a special emphasis on Low Income, English Learners, and Foster Youth **Need:** EL, FY, and LI students can struggle in classes even with the supports. **Scope:** LEA-wide	By having many possible avenues to meet graduation requirements we can better serve students who may need additional supports.	Number of students who take advantage of the Edgenuity option for credit recovery.

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
4.3	**Action:** Build on restorative practices approach throughout the school community including in each classroom. **Need:** There is a tendency for adults and schools to misunderstand the challenges that FY, EL, and LI students face and to resort immediately to punishment rather than understanding and teaching. With LI students, parents may have additional stressors and work commitments that limit the amount of parenting that is possible. With FY, the inconsistency of trusted adults in their lives can lead to behavioral problems. EL students can be misunderstood, either linguistically or culturally. **Scope:** LEA-wide	Restorative Practices works to identify the root causes of behavioral problems and can work to build trusting relationships with staff members that may be able to fill in parenting gaps.	Number of classroom-specific behavioral issues that require admin intervention.
4.4	**Action:** Continue with the Ignite Peer Mentoring program and expand it to pay particular attention to EL students, Foster Youth, Low Income students and Students with Disabilities. **Need:** LI students can feel isolated due to embarrassment or inability to participate in outside activities due to lack of money. FY may not be in a stable family situation and may not be able to participate in outside	Peer mentoring will encourage structured communication which can possibly lower self-isolation in LI, FY, and EL students. The peer mentor can also be a role model to help with behavioral problems that result from the challenges that LI, FY, and EL students face.	Percentage of EL, FY, and LI students who have a peer mentor.

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
	activities. EL students may not engage with students because of language barriers. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Specific ELD instruction in 1st period and 5th period English electives **Need:** EL students need specific ELD instruction. **Scope:** Limited to Unduplicated Student Group(s)	English teachers trained in ELD will provide the specific ELD instruction.	Percentage of EL students who are in the ELD supported classes.
3.2	**Action:** Use translated copies of texts in English Class when necessary **Need:** EL students may be high achieving in ELA skills in their native language, but may struggle with translating those skills into English. **Scope:**	Translated texts and translation tools can help the student perform the high level textual analysis in their native language.	Percent of EL students who have need for translated text who receive translated text

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.3	**Action:** Use Peer Mentoring (Ignite program) to help EL Students **Need:** Conversational English is one of the best tools for learning, but sometimes anxiety can prevent the natural friendships from forming. **Scope:** Limited to Unduplicated Student Group(s)	Having peer counselors engage with students will make sure that the conversations are happening even if friendships have not yet formed.	Number of hours of peer tutoring for EL purposes
3.4	**Action:** Use Professional Development time to discuss the specific needs of our specific EL students. **Need:** Each student is different and we want to look at each specific student to make sure that we know how to serve them best. It is also possible that reclassified students will still have struggles with instruction in English as the coursework gets progressively more difficult. **Scope:** Limited to Unduplicated Student Group(s)	By discussing as a staff each of our EL student's needs, we can better identify what supports each of them may need. By monitoring the grades of reclassified students and checking in with the student and their teachers, we can potentially identify an EL need.	Number of PD's or staff meetings where we do a deep dive on EL. Once per semester is the goal.
3.5	**Action:** Make sure that all identified EL students are in an English class during the first semester. **Need:**	By having them in English during 1st semester we can better assess their EL needs and possibly have them continue in English class during the 2nd semester if they need more time to pass.	Number of EL students who are in English during 1st semester

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	EL students tend to struggle the most (and learn the most) in ELA classes. **Scope:** Limited to Unduplicated Student Group(s)		
3.6	**Action:** Have one PD targeted to supporting EL students using SDAIE tecniques. **Need:** The quality of teacher instruction can impact how well EL students access the curriculum. **Scope:** Limited to Unduplicated Student Group(s)	Teacher training will help remind teachers how to best support EL students.	Number of PD trainings in SDAIE

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.

Nearly everything that we do at our school benefits the foster youth, English learners, and low-income students because our hyper-personalized approach to education is the right approach for every student. The biggest benefit to our students, though, is the small class sizes and the 12:1 student to adult ratio that we maintain in every core class.

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total 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	3,022,714	130,823	4.328%	0.000%	4.328%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$289,075.02	$678,731.00	$11,000.00	$37,562.00	$1,016,368.02	$750,068.02	$266,300.00

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	Leadership Podcast (Nicky and Me) to support parents and students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Bi-Monthly	$10,000.00	$0.00		$10,000.00			$10,000.00	
1	1.5	Continue with community events	All	No			All Schools		$0.00	$2,000.00		$2,000.00			$2,000.00	
1	1.6	Continue to make technology enhancements to CoreCompetency to improve communication between staff, students, and parents.	All	No			All Schools	Daily	$0.00	$3,000.00		$3,000.00			$3,000.00	
1	1.7	Have semesterly career talks in each class by either parents, family friends, or community members.	All	No			All Schools	Once/year	$0.00	$1,000.00		$1,000.00			$1,000.00	
1	1.10	Update CoreCompetency to allow us to more easily discover and alert the chronic truants before the students become chonic truants.	All	No			All Schools									
2	2.1	Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to and actively involved in every core classroom	All Students with Disabilities	No			All Schools	Daily	$260,000.00	$0.00		$260,000.00			$260,000.00	
2	2.2	Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to and actively involved in every core classroom	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Daily	$143,271.00	$0.00	$143,271.00				$143,271.00	111

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Use Renaissance as standardized testing tool and as a math-support tool	All	No			All Schools	2x per year	$0.00	$8,000.00		$8,000.00			$8,000.00	
2	2.4	Have incentives for students in 11th grade to take CAASPP seriously	All	No			All Schools	Annual	$0.00	$0.00		$0.00			$0.00	
2	2.6	Use Edgenuity curriculum to help with credit-deficient students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Throughout year (including summer)	$0.00	$7,500.00		$7,500.00			$7,500.00	
2	2.7	Double-block year-long math classes to provide more soak time for students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$55,946.00	$0.00	$28,384.00			$27,562.00	$55,946.00	22
2	2.8	Two general support classes will be offered each semester	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$111,000.00	$0.00		$111,000.00			$111,000.00	
2	2.10	Support remote learning for up to 10 days per year for each student	All	No			All Schools	Daily	$10,000.00	$0.00		$10,000.00			$10,000.00	
2	2.11	Expand the peer tutoring opportunities	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	0
2	2.12	Maintain extra Education Specialist to provide better support for Students with Disabilities with a special emphasis on Low Income, English Learners, and Foster Youth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	daily	$74,420.02	$0.00	$74,420.02				$74,420.02	58
2	2.13	Formal evaluations of the staff at the end of the year and beginning of the year SMART goal generation by each staff member.	All	No			All Schools									
2	2.14	Encourage staff do travel to conferences for targeted professional development	All	No			All Schools		$0.00	$7,500.00		$7,500.00			$7,500.00	
2	2.15	Special 9th grade schedule to prevent math placement from impact other classes.	All	No			All Schools									
2	2.16	Require an SST meeting before allowing a student to graduate California State minimum.	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Specific ELD instruction in 1st period and 5th period English electives	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Daily	$0.00	$40,000.00	$40,000.00				$40,000.00	31
3	3.2	Use translated copies of texts in English Class when necessary	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Daily								
3	3.3	Use Peer Mentoring (Ignite program) to help EL Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Weekly								
3	3.4	Use Professional Development time to discuss the specific needs of our specific EL students.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Twice annually								
3	3.5	Make sure that all identified EL students are in an English class during the first semester.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Once at beginning of year								
3	3.6	Have one PD targeted to supporting EL students using SDAIE tecniques.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	2
4	4.1	Maintain the SET Constitution with annual amendments made by the outgoing Senior class	All	No			All Schools	once per year	$0.00	$0.00		$0.00			$0.00	
4	4.2	Annual retreat for each grade level	All	No			All Schools	once per year	$0.00	$4,000.00		$4,000.00			$4,000.00	

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
4	**4.3**	Build on restorative practices approach throughout the school community including in each classroom.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	once per year	$0.00	$1,000.00	$1,000.00				$1,000.00	1
4	**4.4**	Continue with the Ignite Peer Mentoring program and expand it to pay particular attention to EL students, Foster Youth, Low Income students and Students with Disabilities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	weekly	$0.00	$0.00		$0.00			$0.00	
4	**4.5**	Add structure to passion projects	All	No			All Schools	once per year	$0.00	$10,000.00		$10,000.00			$10,000.00	
4	**4.8**	Encourage more collaboration between staff and the SET Board of Directors by having one teacher present the work they are doing in class at each board meeting.	All	No				monthly	$0.00	$3,000.00		$3,000.00			$3,000.00	
4	**4.9**	Improve the senior experience by organizing at least one new senior-only activity beyond the senior camping trip and the usual end of the year senior activities.	All	No			All Schools	once per semester	$0.00	$2,000.00		$2,000.00			$2,000.00	
4	**4.10**	Continue to work on using the ALSUP-inspired discipline methods and teacher/student focused school expectation conversations	All	No				Daily	$0.00	$0.00		$0.00			$0.00	
4	**4.11**	For Seniors, a class-wide Passion Project where students self-organize to do a collaborative Passion Project	All	No			All Schools	Year	$0.00	$5,000.00			$5,000.00		$5,000.00	
4	**4.12**	For Seniors, Anieya Blue Cords for Community Heroes will be awarded at graduation to Seniors who meet a pre-set list of goals	All	No			All Schools		$6,000.00	$0.00			$6,000.00		$6,000.00	
5	**5.1**	Encourage students to take at least one Passion Project Class at	All	No			All Schools	One class per year for seniors	$0.00	$5,000.00		$5,000.00			$5,000.00	

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
		Mesa College during their Senior year.														
5	**5.2**	Utilize a college-going curriculum for advisory for each grade-level to support the grade-level advisories	All	No			All Schools	4 times per year	$0.00	$1,000.00		$1,000.00			$1,000.00	
5	**5.3**	Provide after-school SAT/ACT Test Prep	All	No			All Schools	6x per year	$2,000.00	$0.00		$2,000.00			$2,000.00	
5	**5.4**	College day right after Spring Break for 9th and 10th grade	All	No			All Schools	once per year	$0.00	$1,000.00		$1,000.00			$1,000.00	
5	**5.5**	Encourage students to take our CTE classes and to pursue further study by taking community college classes.					All Schools	daily	$67,431.00	$0.00		$67,431.00			$67,431.00	
5	**5.6**	Continue to collect social media handles for graduates to try to improve communication with alumni	All	No			All Schools	once per year								
5	**5.8**	Have at least one volunteering day	All	No				once per year	$0.00	$3,000.00		$3,000.00			$3,000.00	
6	**6.1**	Use Maker Space, Multimedia Space, and Passion Projects as a carrot to get students to school.	All	No			All Schools	daily	$0.00	$27,000.00		$27,000.00			$27,000.00	
6	**6.2**	Support virtual attendance by continuing to use OWL cameras	All	No			All Schools	daily	$0.00	$6,300.00		$6,300.00			$6,300.00	
6	**6.3**	Full class load for all students	All	No			All Schools	twice per year	$0.00	$0.00		$0.00			$0.00	
6	**6.4**	Support spaces for mental health and non-school-related support	All	No			All Schools	daily	$0.00	$75,000.00		$75,000.00			$75,000.00	
6	**6.5**	Seniors will have mandatory senior-only classes during 2nd and 3rd period	All	No			All Schools	twice per year	$0.00	$0.00		$0.00			$0.00	
7	**7.1**	SET ReSET quarterly	All	No			All Schools	4x per year	$0.00	$2,000.00		$2,000.00			$2,000.00	

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
7	7.2	NAMI (National Alliance on Mental Illness) club	All	No			All Schools	weekly								
7	7.3	Targeted Professional Development to address mental health issues	All	No			All Schools	once per year								
7	7.4	Continued support for teacher wellness activities	All	No			All Schools	monthly	$10,000.00	$0.00				$10,000.00	$10,000.00	
7	7.5	Continue offering the Wellness, Boxing, and Jiu Jitsu classes					All Schools	daily	$0.00	$50,000.00		$50,000.00			$50,000.00	

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
3,022,714	130,823	4.328%	0.000%	4.328%	$289,075.02	225.000%	234.563 %	**Total:**	$289,075.02
								LEA-wide Total:	$247,075.02
								Limited Total:	$42,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Leadership Podcast (Nicky and Me) to support parents and students	Yes	LEA-wide	Foster Youth Low Income	All Schools		
1	**1.5**	Continue with community events				All Schools		
1	**1.6**	Continue to make technology enhancements to CoreCompetency to improve communication between staff, students, and parents.				All Schools		
1	**1.7**	Have semesterly career talks in each class by either parents, family friends, or community members.				All Schools		
1	**1.10**	Update CoreCompetency to allow us to more easily discover and alert the chronic truants before the students become chonic truants.				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to and actively involved in every core classroom				All Schools		
2	2.2	Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to and actively involved in every core classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,271.00	111
2	2.3	Use Renaissance as standardized testing tool and as a math-support tool				All Schools		
2	2.4	Have incentives for students in 11th grade to take CAASPP seriously				All Schools		
2	2.6	Use Edgenuity curriculum to help with credit-deficient students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.7	Double-block year-long math classes to provide more soak time for students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,384.00	22
2	2.8	Two general support classes will be offered each semester	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.10	Support remote learning for up to 10 days per year for each student				All Schools		
2	2.11	Expand the peer tutoring opportunities				All Schools	$0.00	0
2	2.12	Maintain extra Education Specialist to provide better support for Students with Disabilities with a special emphasis on Low Income, English Learners, and Foster Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,420.02	58

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.13	Formal evaluations of the staff at the end of the year and beginning of the year SMART goal generation by each staff member.				All Schools		
2	2.14	Encourage staff do travel to conferences for targeted professional development				All Schools		
2	2.15	Special 9th grade schedule to prevent math placement from impact other classes.				All Schools		
2	2.16	Require an SST meeting before allowing a student to graduate California State minimum.				All Schools		
3	3.1	Specific ELD instruction in 1st period and 5th period English electives	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	31
3	3.2	Use translated copies of texts in English Class when necessary	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.3	Use Peer Mentoring (Ignite program) to help EL Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.4	Use Professional Development time to discuss the specific needs of our specific EL students.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.5	Make sure that all identified EL students are in an English class during the first semester.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.6	Have one PD targeted to supporting EL students using SDAIE tecniques.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	2
4	4.1	Maintain the SET Constitution with annual amendments made by the outgoing Senior class				All Schools		

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 (%)
4	4.2	Annual retreat for each grade level				All Schools		
4	4.3	Build on restorative practices approach throughout the school community including in each classroom.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	1
4	4.4	Continue with the Ignite Peer Mentoring program and expand it to pay particular attention to EL students, Foster Youth, Low Income students and Students with Disabilities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Add structure to passion projects				All Schools		
4	4.9	Improve the senior experience by organizing at least one new senior-only activity beyond the senior camping trip and the usual end of the year senior activities.				All Schools		
5	5.1	Encourage students to take at least one Passion Project Class at Mesa College during their Senior year.				All Schools		
5	5.2	Utilize a college-going curriculum for advisory for each grade-level to support the grade-level advisories				All Schools		
5	5.3	Provide after-school SAT/ACT Test Prep				All Schools		
5	5.4	College day right after Spring Break for 9th and 10th grade				All Schools		
5	5.5	Encourage students to take our CTE classes and to pursue further study by				All Schools		

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 (%)
		taking community college classes.						
5	5.6	Continue to collect social media handles for graduates to try to improve communication with alumni				All Schools		
6	6.1	Use Maker Space, Multimedia Space, and Passion Projects as a carrot to get students to school.				All Schools		
6	6.2	Support virtual attendance by continuing to use OWL cameras				All Schools		
6	6.3	Full class load for all students				All Schools		
6	6.4	Support spaces for mental health and non-school-related support				All Schools		
6	6.5	Seniors will have mandatory senior-only classes during 2nd and 3rd period				All Schools		
7	7.1	SET ReSET quarterly				All Schools		
7	7.2	NAMI (National Alliance on Mental Illness) club				All Schools		
7	7.3	Targeted Professional Development to address mental health issues				All Schools		
7	7.4	Continued support for teacher wellness activities				All Schools		
7	7.5	Continue offering the Wellness, Boxing, and Jiu Jitsu classes				All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,005,368.02	$892,437.00

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**	Leadership Podcast (Nicky and Me) to support parents and students	Yes	$10,000.00	6000
1	**1.2**				0
1	**1.3**				0
1	**1.4**				0
1	**1.5**	Continue with community events	No	$2,000.00	2000
1	**1.6**	Continue to make technology enhancements to CoreCompetency to improve communication between staff, students, and parents.	No	$3,000.00	5000
1	**1.7**	Have semesterly career talks in each class by either parents, family friends, or community members.	No	$1,000.00	0
1	**1.8**				0
1	**1.9**				0
1	**1.10**	Update CoreCompetency to allow us to more easily discover and alert the chronic truants before the students become chonic truants.	No		2000
2	**2.1**	Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to and actively involved in every core classroom	No	$260,000.00	260000
2	**2.2**	Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to	Yes	$143,271.00	143271

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)
		and actively involved in every core classroom			
2	**2.3**	Use Renaissance as standardized testing tool and as a math-support tool	No	$8,000.00	8000
2	**2.4**	Have incentives for students in 11th grade to take CAASPP seriously	No	$0.00	0
2	**2.6**	Use Edgenuity curriculum to help with credit-deficient students	Yes	$7,500.00	9000
2	**2.7**	Double-block year-long math classes to provide more soak time for students.	Yes	$55,946.00	55946
2	**2.8**	Two general support classes will be offered each semester	Yes	$111,000.00	111000
2	**2.9**				0
2	**2.10**	Support remote learning for up to 10 days per year for each student	No	$10,000.00	10000
2	**2.11**	Expand the peer tutoring opportunities	No	$0.00	0
2	**2.12**	Maintain extra Education Specialist to provide better support for Students with Disabilities with a special emphasis on Low Income, English Learners, and Foster Youth	Yes	$74,420.02	74420
2	**2.13**	Formal evaluations of the staff at the end of the year and beginning of the year SMART goal generation by each staff member.	No		0
2	**2.14**	Encourage staff do travel to conferences for targeted professional development	No	$7,500.00	3600
2	**2.15**	Special 9th grade schedule to prevent math placement from impact other classes.	No		0

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	2.16	Require an SST meeting before allowing a student to graduate California State minimum.	No		0
3	3.1	Specific ELD instruction in 1st period and 5th period English electives	Yes	$40,000.00	0
3	3.2	Use translated copies of texts in English Class when necessary	Yes		0
3	3.3	Use Peer Mentoring (Ignite program) to help EL Students	Yes		0
3	3.4	Use Professional Development time to discuss the specific needs of our specific EL students.	Yes		0
3	3.5	Make sure that all identified EL students are in an English class during the first semester.	Yes		0
3	3.6	Have one PD targeted to supporting EL students using SDAIE tecniques.	Yes	$2,000.00	0
4	4.1	Maintain the SET Constitution with annual amendments made by the outgoing Senior class	No	$0.00	0
4	4.2	Annual retreat for each grade level	No	$4,000.00	4000
4	4.3	Build on restorative practices approach throughout the school community including in each classroom.	Yes	$1,000.00	0
4	4.4	Continue with the Ignite Peer Mentoring program and expand it to pay particular attention to EL students, Foster Youth, Low Income students and Students with Disabilities.	Yes	$0.00	0
4	4.5	Add structure to passion projects	No	$10,000.00	0

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)
4	4.8	Encourage more collaboration between staff and the SET Board of Directors by having one teacher present the work they are doing in class at each board meeting.	No	$3,000.00	1500
4	4.9	Improve the senior experience by organizing at least one new senior-only activity beyond the senior camping trip and the usual end of the year senior activities.	No	$2,000.00	0
4	4.10	Continue to work on using the ALSUP-inspired discipline methods and teacher/student focused school expectation conversations	No	$0.00	0
4	4.11				0
5	5.1	Encourage students to take at least one Passion Project Class at Mesa College during their Senior year.	No	$5,000.00	5000
5	5.2	Utilize a college-going curriculum for advisory for each grade-level to support the grade-level advisories	No	$1,000.00	1000
5	5.3	Provide after-school SAT/ACT Test Prep	No	$2,000.00	0
5	5.4	College day right after Spring Break for 9th and 10th grade	No	$1,000.00	0
5	5.5	Encourage students to take our CTE classes and to pursue further study by taking community college classes.		$67,431.00	40000
5	5.6	Continue to collect social media handles for graduates to try to improve communication with alumni	No		0
5	5.7				0
5	5.8	Have at least one volunteering day	No	$3,000.00	1000
6	6.1	Use Maker Space, Multimedia Space, and Passion Projects as a carrot to get students to school.	No	$27,000.00	10000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.2**	Support virtual attendance by continuing to use OWL cameras	No	$6,300.00	6300
6	**6.3**	Full class load for all students	No	$0.00	0
6	**6.4**	Support spaces for mental health and non-school-related support	No	$75,000.00	75000
6	**6.5**	Seniors will have mandatory senior-only classes during 2nd and 3rd period	No	$0.00	0
7	**7.1**	SET ReSET quarterly	No	$2,000.00	1000
7	**7.2**	NAMI (National Alliance on Mental Illness) club	No		0
7	**7.3**	Targeted Professional Development to address mental health issues	No		2400
7	**7.4**	Continued support for teacher wellness activities	No	$10,000.00	5000
7	**7.5**	Continue offering the Wellness, Boxing, and Jiu Jitsu classes		$50,000.00	50000

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)
140,877	$289,075.02	$246,075.00	$43,000.02	632.000%	497.000%	-135.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Leadership Podcast (Nicky and Me) to support parents and students	Yes				
2	2.2	Continue with our co-teacher model that has an Education Specialist or an Academic Coach assigned to and actively involved in every core classroom	Yes	$143,271.00	143271	200	200
2	2.6	Use Edgenuity curriculum to help with credit-deficient students	Yes				
2	2.7	Double-block year-long math classes to provide more soak time for students.	Yes	$28,384.00	28384	164	164
2	2.8	Two general support classes will be offered each semester	Yes				
2	2.12	Maintain extra Education Specialist to provide better support for Students with Disabilities with a special emphasis on Low Income, English Learners, and Foster Youth	Yes	$74,420.02	74420	133	133
3	3.1	Specific ELD instruction in 1st period and 5th period English electives	Yes	$40,000.00	0	31	0

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	Use translated copies of texts in English Class when necessary	Yes				
3	3.3	Use Peer Mentoring (Ignite program) to help EL Students	Yes				
3	3.4	Use Professional Development time to discuss the specific needs of our specific EL students.	Yes				
3	3.5	Make sure that all identified EL students are in an English class during the first semester.	Yes				
3	3.6	Have one PD targeted to supporting EL students using SDAIE tecniques.	Yes	$2,000.00	0	104	0
4	4.3	Build on restorative practices approach throughout the school community including in each classroom.	Yes	$1,000.00	0		
4	4.4	Continue with the Ignite Peer Mentoring program and expand it to pay particular attention to EL students, Foster Youth, Low Income students and Students with Disabilities.	Yes				

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)
2,997,378	140,877	0	4.700%	$246,075.00	497.000%	505.210%	$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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