

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter Union High School District

CDS Code: 51-71449

School Year: 2024/25

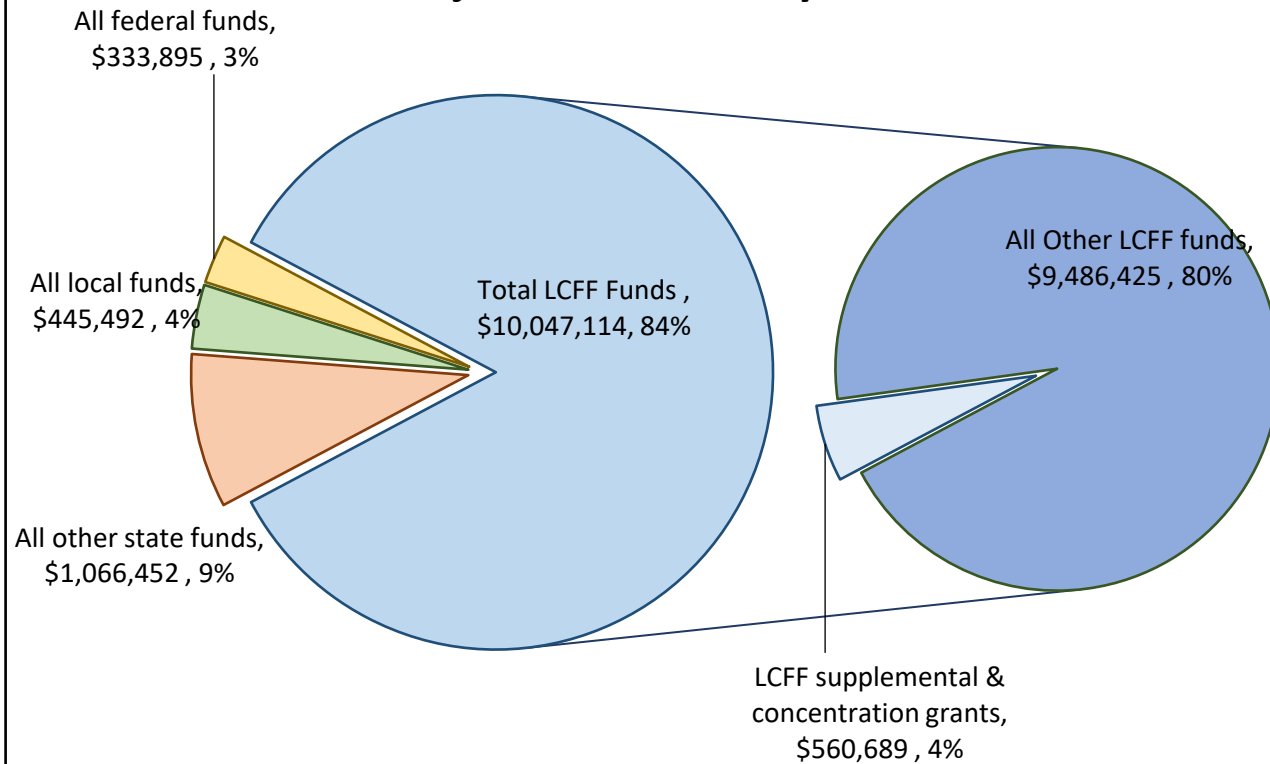
LEA contact information: Jedsen Nunes, Superintendent [jnunes@sutterhigh.k12.ca.us](mailto:jnunes@sutterhigh.k12.ca.us) (530) 822-5161

**Approved  
by COE on  
9-18-24**

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

## Budget Overview for the 2024/25 School Year

### Projected Revenue by Fund Source

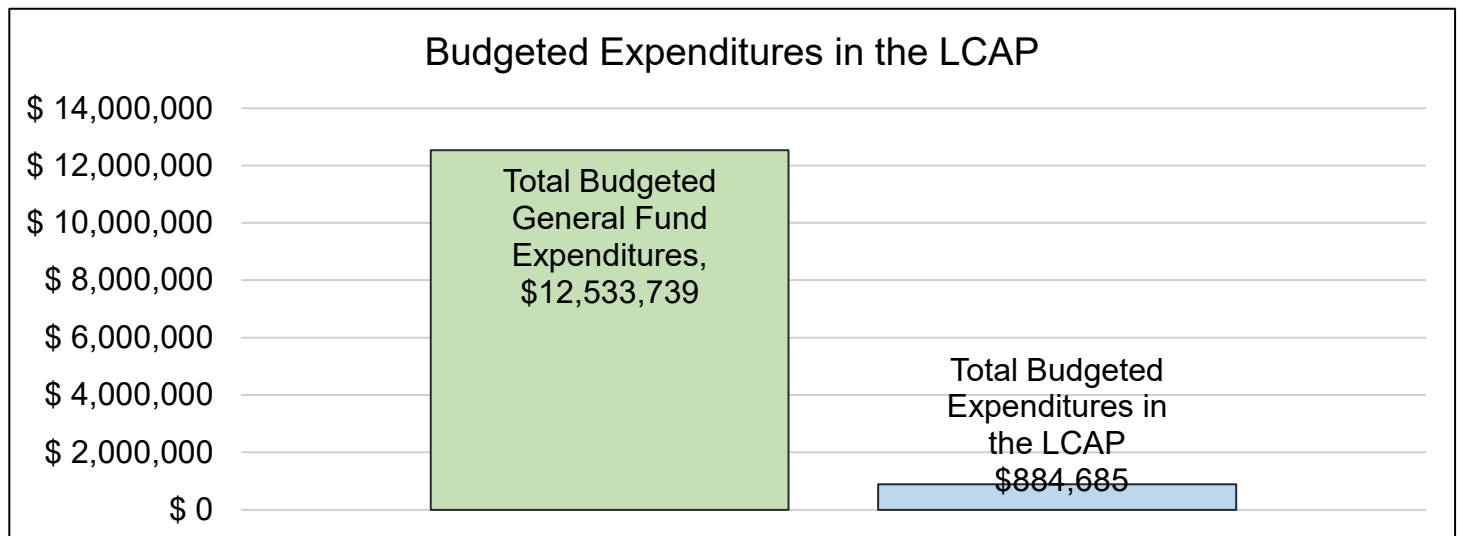


This chart shows the total general purpose revenue Sutter Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sutter Union High School District is \$11,892,953.00, of which \$10,047,114.00 is Local Control Funding Formula (LCFF), \$1,066,452.00 is other state funds, \$445,492.00 is local funds, and \$333,895.00 is federal funds. Of the \$10,047,114.00 in LCFF Funds, \$560,689.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Sutter Union High School District plans to spend \$12,533,739.00 for the 2024/25 school year. Of that amount, \$884,685.00 is tied to actions/services in the LCAP and \$11,649,054.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

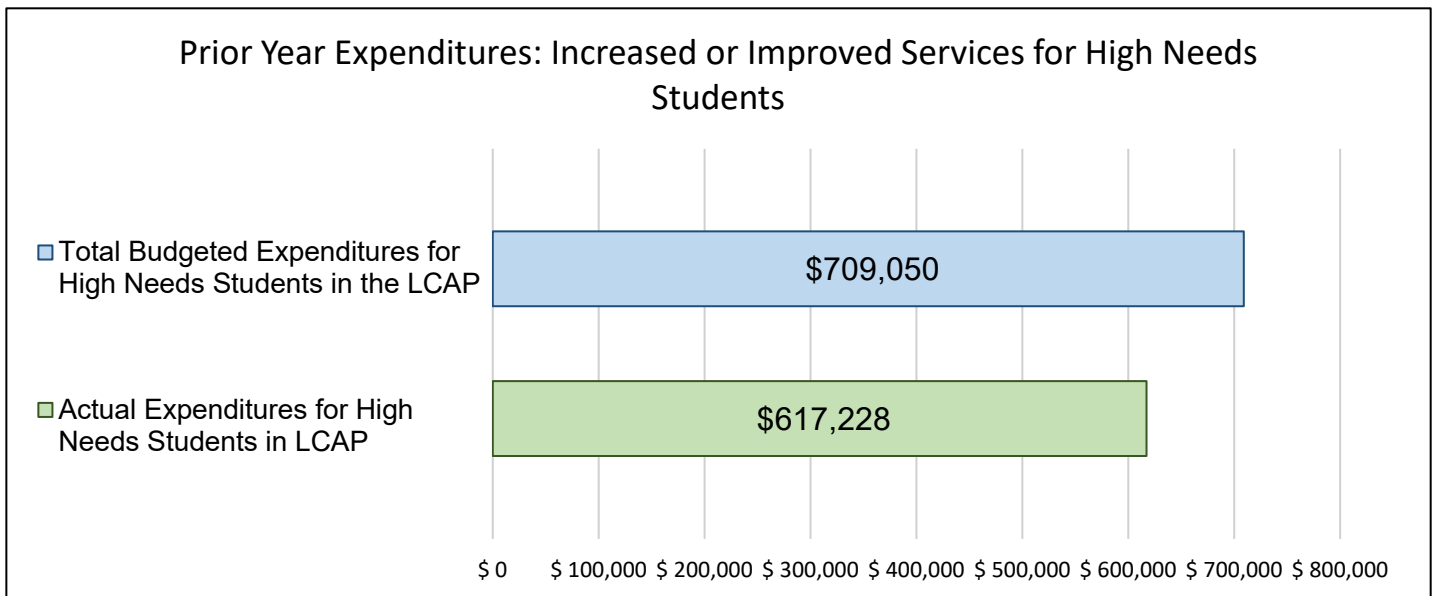
Salary/benefits, special education services, maintenance, transportation, nutrition, technology, etc.

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

In 2024/25, Sutter Union High School District is projecting it will receive \$560,689.00 based on the enrollment of foster youth, English learner, and low-income students. Sutter Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter Union High School District plans to spend \$592,026.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023/24, Sutter Union High School District's LCAP budgeted \$709,050.00 for planned actions to increase or improve services for high needs students. Sutter Union High School District actually spent \$617,228.00 for actions to increase or improve services for high needs students in 2023/24. The difference between the budgeted and actual expenditures of \$91,822.00 had the following impact on Sutter Union High School District's ability to increase or improve services for high needs students:

Although expenditures for actions and services for high need students were less than budgeted, there was no impact on actions and services. The difference between what was budgeted in some actions and what was spent on those actions is due to using grant money rather than supplemental money.

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter Union High School District	Jedsen Nunes, Superintendent	jnunes@sutterhigh.k12.ca.us (530) 822-5161

## Goals and Actions

### Goal

Goal #	Description
1	SUHSD WILL INCREASE ACADEMIC RIGOR AND CAREER TECHNICAL EDUCATION OPPORTUNITIES FOR ALL STUDENTS.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of graduates completing UC A-G requirements. (Priority 4)	2019-20 - 43% 66/153	2020-21- 46.5% 81/174	2021-22 - 36.4% 55/151  2022-23 – 36.2% 78/215	2023 Dashboard - the dashboard has this information grouped together with CSU 42.6%	50% UC A-G Completers
Increase the percentage of graduates completing CSU A-G requirements. (Priority 4)	2019-20 - 49% 75/153	2020-21 - 55% 96/174	2021-22 - 37% 56/151  2022-23 - 40.4% 87/215	2023 Dashboard - the dashboard has this information grouped together with CSU 42.6%	Maintain or improve 55% UC A-G Completion Rate achieved in 20-21 school year. ((50% CSU A-G Completer Benchmark)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of 11th grade students prepared for college level English (EAP). (Priority 4)	2019-20 64% met or exceeded standard  20% nearly met standard	2020-21 - 39.34% met or exceeded standard *30% nearly met standard * Top 20 students opted out of testing	2021-22 - 63.18% met or exceeded standard 19.1 % nearly met standard  2022-23 – 48% met or exceeded standard 27% nearly met standard	2023 CAASPP 47.64% met or exceeded standard  27.23% nearly met standard	75% meet or exceed standards
Increase percentage of 11th grade students prepared for college level Math (EAP). (Priority 4)	2019-20 33% met or exceeded standard  62% nearly met standard	2020-21 19.59% met or exceeded standard 21% nearly met standard  *Top 20 students opted out of testing	2021-22 - 24.66% met or exceeded standard 21% nearly met standard  2022-23 – 19% met or exceeded standard 30% nearly met standard	2023 CAASPP 19.37% met or exceeded standard  29.84% nearly met standard	75% meet or exceed standards
Increase the percentage of students passing an AP Test (Score 3+). (Priority 4)	2020 37% 40/107 Students	2021 38% 41/107 Students	2022 30.5% 39/128 student tests  2023 – 36.62% 26/71 student tests	2022/23 50% (27/54) of students who took the AP exam passed with a score of 3+	50% of AP students will pass AP test (Score 3+)

Increase the percentage of students passing concurrent enrollment courses (Yuba College). (Priority 4)	2020-21 94% 79/84 students passed one or more concurrent enrollment course	2021-22 99% 83/84 students Fall 2021 passing one or more concurrent enrollment courses  100% 44/44 students Spring 2022 passing one or more concurrent enrollment courses	2022-23  Fall 100% 63/63 students one or more concurrent enrollment courses  Spring 100% 65/65 students one or more concurrent enrollment courses	2023-24  Fall 84.2% (80/95) students passing one or more concurrent enrollment courses	100% of students in concurrent enrollment pass one or more course
Increase the percentage of EL students scoring at Proficient Level 4 ELPAC Test (Priority 4)	2019-20  ELPAC Test results not available.	2020-21  18.75% students achieved Proficient Level 4.	2021-22  72.7% of EL students progressed at least one ELPI Level. 18.2 % Maintained ELPI Levels 1, 2L, 2H, 3L and 3H.  2022-23 - 75% of students exceeded standard 25% of students met standard.	2023 Dashboard  72.7% making progress towards English language proficiency.	75% students achieve at Proficient Level on ELPAC.
Increase the percentage of students graduating Career Ready. (Priority 8)	2019-20  19.7%  33/167 students graduated Career Ready	2021-22  32.33%  54/167 students graduated Career Ready	2022-23  44.65% 96/215 students graduated Career Ready	2023 Dashboard  48.3% students graduated Career Ready	50% of students graduating Career Ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of 11th grade students prepared for college level Science (EAP). (Priority 4)	2019-20 33% met or exceeded standard. 62% nearly met standard	2020-21 28% met or exceeded standard. 61% nearly met standard	2021-22 32% met or exceeded standard 62% nearly met standard 2022-23 22% met or exceeded standard 68% nearly met standard	2023 CAASPP 21.36% met or exceeded standard 69.79% nearly met standard	75% meet or exceed standards

## Goal Analysis

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

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

Sutter Union High School District (SUHSD) successfully implemented the actions in Goal 1. We purchased new textbooks for Social Studies and Math (including Digital Support) (Action 1.1 Adopt Updated Textbooks). In previous years we focused on expanding Sports Medicine/Athletic Training and Culinary Arts. This year we enhanced these programs by: hiring another Ag teacher to expand the Floral Design program by 2 periods (100% increase over 2022-23); hiring another teacher in the Business Department to expand our CTE offerings in Business and adding entrepreneurial and marketing classes; purchasing a Roland TrueVIS VG3-540 Printer/Cutter for CTE, support software, and training for our entrepreneurial and marketing classes; and upgrading our Deli classroom for use by our Culinary Arts class. (Action 1.2 Expand CTE Pathways) We funded a 1.0 FTE Testing Coordinator/Academic Intervention position, added a 1.0 FTE Career Technical Education (CTE) Advisor, and maintained an 8<sup>th</sup> period CTE Laboratory Class (Action 1.3 Maintain 1.0 Testing Coord/Academic Intervention, 1.4 Add CTE Advisor, 1.5 8th Period CTE Laboratory Class)

There were no substantive differences in planned actions and actual implementation of the actions. There were no challenges in implementing the actions in Goal 1.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures in two actions in Goal 1. The difference in Action 1.1 was due to books costing more than budgeted. The difference in Action 1.5 was due to benefits costing more than budgeted.

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

The effectiveness of actions in Goal 1 were measured by the California School Dashboard (Dashboard) and metrics. Progress was made in many of the metrics, but we met our Desired Outcome in only one of the nine metrics. There was an increase from Baseline in three of the nine metrics over the three-year span of this LCAP. Metrics that were not met related to Priority 4 A-G rate, EAP, and concurrent enrollment.

Actions 1.1 Adopt Updated Textbooks and 1.5, Maintain an 8<sup>th</sup> period CTE Laboratory Class were somewhat effective in that they helped us maintain the percentage of students scoring Standard Met/Exceeded on the California Science Test (CAST) although rates have not been consistent during the three-year LCAP cycle.

Actions 1.2 Expand CTE Pathways, 1.3 Maintain 1.0 Testing Coord/Academic Intervention, and 1.4 Add CTE Advisor have been effective over the three-year LCAP cycle in making progress toward the goal as reported on the 2023 Dashboard including College/Career Measures.

- Priority 4 UC/CSU: All: 42.6% 2023, 38.5% 2022; Socio-economically Disadvantaged (SED): 30.4% 2023, 17.6% 2022
- Priority 4 Completed 1 CTE: All: 37.4% 2023, 26.4% 2022; SED: 26.1% 2023, 23% 2023
- Priority 4 1 CTE and A-G: All: 16.5% 2023, 10.3% 2023; SED: 7.6% 2023, 5.4% 2022
- Priority 4 English Learner Progress: 18.75% (2021 Local Data) to 72.7% (2023)

The actions in Goal 1 were not effective in increasing the academic achievement of students in English Language Arts (ELA) or Math as measured by the Dashboard and our Priority 4 EAP metric. Changes to Goal 1 and actions will be explained in Prompt 4 below.

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

Goal 1 is being changed slightly to include an emphasis on A-G and as well as Career Technical Education (CTE). The new goal will be *SUHSD will provide a rigorous academic program and Career Technical Education (CTE) opportunities for all students and increase the number of students who are A-G and/or CTE Pathway completers.*

#### Metrics Changes

##### Added:

- Priority 1B: Standards-aligned Materials.
- Priority 2A: Progress (1-5) in providing professional learning for teaching to the standards and frameworks.
- Priority 2B: Percentage of English learners scoring a C- or higher in their English class on their fall semester report card.
- Priorities 3B/C: Percentage of parents who are involved in student's 4-year college & career plan.
- Priority 4A: Points above/below Standard Met on CAASPP.
- Priority 4C: Percentage of students with successful completion of CTE Pathway.
- Priority 4D: Percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway.
- Priority 4F: English learner reclassification rate; Priority 5D: High School Dropout Rate.



- Priority 7A: Percentage of students passing one or more concurrent courses.
- Priority 7B/C: Percentage of students taking Honors and/or AP course.
- Moved from other goals and reworded: 1A: Teacher Credentialing and Priority 5E: High School Graduation Rate.

These metrics are still in Goal 1 but we changed the wording:

- Priority 4B: Percentage of graduates meeting UC and CSU A-G requirements.
- Priority 4E: Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC.
- Priority 4G: Percentage of pupils who took an advanced placement (AP) test and passed with a score of 3 or higher.
- Priority 4H: Percentage of pupils who demonstrate college preparedness as assessed in the Early Assessment Program (EAP).
- Priority 8: College and Career Indicator.

#### Actions Changed/Eliminated

- Action 1.1 Adopt Updated Textbooks: This was a limited time action, and we purchased the planned textbooks so it will not be in the 2024/25 LCAP.
- Actions 1.2 Expand CTE Pathways and 1.5 8<sup>th</sup> Period CTE Laboratory Class: These actions were completed and will continue as part of our program but will not be in the 2024/25 LCAP.
- Action 1.3 Maintain 1.0 Testing Coord/Academic Intervention will be eliminated but the Testing Coord/Academic Intervention position will remain in the 2024/25 LCAP as part of a larger action.
- Action 1.4 Add CTE Advisor will remain in 2024/25 LCAP with the title CTE Advisor.

Actions Added: Each of these actions were added based on Dashboard and CAASPP data, a needs assessment, and educational partner input and are designed to support academic achievement, graduation rates, and college preparedness for all students but especially for our SED, English learners (EL), Students with Disabilities (SWD), Homeless, and Foster Youth (FY).

- Action 1.1 Academic Support: This action includes two positions that were separate actions in our previous LCAP, our 1 FTE Testing/Academic Intervention Coordinator, and 1 FTE Guidance Counselor who will support improvement in academic achievement and support continued progress in College/Career Indicators, A-G completion, and Dual Enrollment for all students.
- Action 1.3 ELD Teacher: A .5 FTE ELD teacher will administer Initial and Summative English Language Proficiency Assessments for California (ELPAC) to English learners, provide English Language Development (ELD) instruction, monitor grades and graduation progress, and provide intervention to English learners when needed.
- Action 1.4 Support Professional Learning Community (PLC) Development: Guide the development of common assessments, learning targets, interventions, and enrichment opportunities for all students with a focus on our SED and EL student groups, improved articulation with feeder schools and increase in cross-curricular collaboration between departments.
- Action 1.5 Targeted Academic Intervention: This action includes our Zero Period and the development of new targeted interventions through improved data collection and data driven decision making processes.
- Action 1.7 Tri-County Induction Program: This was moved from Goal 3. This will pay mentor stipends for new teacher support.

## Goal

Goal #	Description
2	ALL SUHSD STUDENTS WILL BE CONNECTED, ENGAGED AND SUPPORTED IN A SAFE, CLEAN AND POSITIVE SCHOOL ENVIRONMENT.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100% Graduation Rate (Priority 5)	2019-20 100% Graduation Rate	2020-21 100% Graduation Rate	2021-22 100% Graduation Rate 2022-23 100% Graduation Rate	2023 Dashboard 97% Graduation Rate	100% Graduation Rate
Maintain SUHSD annual student attendance rate of 95% (Priority 5)	2019-20 95%	2020-21 - COVID 2021-22 94.17%	2022-23 93.7%	2023-24 93.5%	95% annual student attendance rate
Maintain district-wide out of school suspensions at less than 3% (Priority 6)	2019-20 3.3% of students suspended at least one time	2021-22 2.2% students suspended at least one time. 17/780 students.	2022-23 2.18% students suspended at least one time. 16/732	2023 Dashboard 3.3% of students suspended at least one time	District-wide out of school suspension rate less than 3%
Maintain district-wide expulsions at less than 1% (Priority 6)	2019-20 0% expulsions	2020-21 - COVID 2021/22 0% expulsions	2022-23 0% Expulsions	April 2024 Local Data 0% Expulsions	District-wide expulsion rate less than 1%
Maintain or increase educational partner rating of “Campus Clean & Well	2020 California Healthy Kids Survey (CHKS)/WASC	2021/22 WASC/LCAP Educational Partner Survey Students-87%	2022/23 WASC/LCAP Educational Partner Survey Students 97.2%	2023/24 WASC/LCAP Survey Students – 97.2% Parents – 94%	CHKS/WASC survey results >95% agree/strongly

Maintained” (Priority 1)	Students-89% Parents-89% Staff- 97%	Parents-94% Staff- 86%	Parents-96.3% Staff -81.9%	Staff – 83.4%	agree
Maintain or increase educational partner rating of agree/strongly agree “Feeling Safe” on campus (Priority 6)	2020 CHKS/WASC Students- 80% Parents-96% Staff- 98%	2021/22 WASC/LCAP Educational Partner Survey Students-90% Parents-95% Staff- 96%	2022/23 WASC/LCAP Educational Partner Survey Students 94.4% Parents-95.5% Staff -95%	2023/24 WASC/LCAP Survey Students – 83.3% Parents – 87.5% Staff – 97.5%	CHKS/WASC survey results >95% agree/strongly agree
Maintain 100% parent involvement in student’s 4-year college & career plan (Priority 3)	2020-100%	2021-22 100%	2022-23 100%	2023/24 100%	100% parent involvement in each student’s 4- year college & career plan
Maintain a “Good” rating on annual CDE “FIT” inspection (Priority 1)	2020 - “Good” rating	2021-”Good” rating	2022- "Good" rating 2023- “Good” rating	2023- “Good” rating	“Good” rating or better on annual CDE “FIT” inspection

## Goal Analysis

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

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

SUHSD successfully implemented the actions in Goal 2. We maintained a 1 FTE Credentialed Pupil Personnel Services (PPS) School Counselor (Action 2.1 Second Academic Counseling Position), 1 FTE Academic Advisor (Action 2.2 Bilingual Academic Advisor Position), and “Zero Period” Response to Intervention (RTI)/Academic Intervention class from 7-7:50 am each attendance day. Approximately 50 students were served in the RTI/Academic Intervention class. (Action 2.3 Zero-Period Academic Intervention) We communicated with parents via our School Website, Aeries, and Parent Square. (Action 2.4 Family/Staff Communication)

There were no substantive differences in planned actions and actual implementation of the actions in Goal 2. Challenges included: Students attended the Zero Period but we do not have data on which students attended and the effectiveness of the program. Also, for Action 2.4 we wonder if we send too many notices and emails therefore parents start to disregard them. We need to evaluate how we use our communication tools to evaluate their effectiveness.

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

There was only a 7% difference between Budgeted Expenditures and Estimated Actual Expenditures in Goal 2. The increase was due to the actual cost of benefits being higher than budgeted for Actions 2.1, 2.2, and 2.3 and the renewal cost of an online program was higher than budgeted in Action 2.4.

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

Many of the metrics in Goal 2 relate to School Climate and included safety, cleanliness of the school, the FIT report, suspension, expulsion, and attendance but our actions cannot necessarily be measured by the metrics listed in Goal 2. On the 2023/24 WASC/LCAP survey the students’ ratings for “Campus Clean & Well Maintained” increased from 89% in the baseline year to 97.2% and for “Feeling Safe” on campus increased from 80% in the baseline year to 83.3%. However, ratings regarding safety decreased for parents (96% in the baseline year to 87.5%) and were maintained for staff (98% in the baseline year to 97.5%).

Actions 2.1 Second Academic Counseling Position, 2.2 Bilingual Academic Advisor Position, and 2.3 Zero-Period Academic Intervention were minimally effective in making progress toward Goal 2, but they were more effective making progress toward Goal 1 as measured by many of the Priority 4 metrics.

- Metric Priority 5 Maintain 100% Graduation Rate: We did not meet our Desired Outcome for this metric, although our graduation rate was 97%.

Action 2.4 Family/Staff Communication was effective in improving parent/school communication which is an essential part of a positive school environment.

- 2024 Parent Survey: 88.5% of parents say Sutter Union High School effectively communicates with them an improvement from 80.1% in 2023

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

Metrics Changes

Added:

- Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days
- Priority 3A: Percentage of parents who say SUHSD has given them an opportunity to be involved in their child’s education.

These metrics are still in Goal 2 but we changed the wording:

- Priority 1C: Facilities Inspection Tool (FIT) Rating
- Priority 5A: Attendance Rate
- Priority 6A: Percentage of students suspended 1 or more times during the school year
- Priority 6B: Percentage of students expelled at any time during the school year
- Priority 6C: Percentage of parents, students, and staff who feel the school is safe
- Priority 6C: Percentage of parents, students, and staff who feel a sense of connectedness to the school.

Action Changes

- Move 2.1 Second Academic Counseling Position to Goal 1, Action 1.2 Academic Support and call the position, Guidance Counselor.
- Remove 2.2 Bilingual Academic Advisor Position from the 2024/25 LCAP. We have a small EL population, so this position is being eliminated and the duties assigned to existing staff.
- Move 2.3 Zero-Period Academic Intervention to our new Goal 1, Action 1.5 Targeted Academic Intervention where it will fit with the emphasis on academics and College/Career Readiness.
- We are keeping 2.4 Family/Staff Communication (Action 2.2 in the 2024/25 LCAP) but adding some activities within the action to increase effectiveness of the action.
- Add 2.1 Targeted Social-emotional Support for Students where we will contract for Mental Health Counseling services (.6 FTE) to develop targeted interventions to support students’ social-emotional needs. Focus areas are suspension for our SWD and Homeless students and attendance for SED and EL students.
- Add 2.4 Improve Suspension Rate where we will add a .6 FTE VP to oversee behavior; add Saturday school; offer TUPE program.

Goal

Goal #	Description
3	SUHSD WILL PROVIDE ON-GOING PROFESSIONAL GROWTH AND TRAINING WHICH WILL FOCUS ON ALL AREAS OF ACADEMIC INSTRUCTION, SUPPORT, MENTAL HEALTH AWARENESS, CAREER DEVELOPMENT AND SAFE SCHOOL CULTURE

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the number of teacher mis- assignments by course (as described by CDE guidelines). (Priority 1)	2020-21 22 teacher course misassignments	2021-22 11 teacher course misassignments	2022-23 27 teacher course misassignments	2023-24 24 teacher course misassignments	No teacher misassignments for any course
Decrease the number of EL teacher mis- assignments by course (as described by CDE guidelines). (Priority 1)	2020-21 18 EL teacher course misassignments	2021-22 4 EL teacher course misassignments	2022-23 5 EL teacher course misassignments	2023-24 18 EL teacher course misassignments	No EL teacher misassignments for any course
Maintain 5 in-service days prior to the start of school year. (Priority 1)	5 contracted in-service days prior to first day of school.	5 contracted in-service days prior to first day of school.	5 contracted in-service days prior to first day of school	5 contracted in-service days prior to first day of school	Maintain 5 in-service days prior to the start of school year.
Collaboration designated days on SUHSD Master Calendar. (Priority 1)	Wednesdays follow Minimum Day Schedule.  1:15-3:05 Dedicated to Staff Development and Collaboration Activities	Wednesdays follow Minimum Day Schedule.  1:15-3:05 Dedicated to Staff Development and Collaboration Activities	Wednesdays follow Minimum Day schedule.  1:15-3:05 Dedicated to Staff Development and Collaboration Activities	Wednesdays follow Minimum Day schedule.  2:00 - 3:05 Dedicated to Staff Development and Collaboration Activities	Wednesdays follow Minimum Day Schedule.  1:15-3:05 Dedicated to Staff Development and Collaboration Activities

Goal Analysis

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

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

Successes: A Director of Curriculum and Instruction position was added to oversee implementation of ELD/ELA instructional strategies, assessments, and curriculum. (Action 3.1 Instructional Coaching) Seven staff went to Solution Tree PLC training and additional training will be done in June 2024. (Action 3.2 PLC Training) Three teachers participated in the Tri-County Induction Program. (Action 3.3 Tri-County Induction Program) We held training in Capturing Kids' Hearts for all staff during summer 2023 with a follow up in April and May 2024. (Action 3.4 Trauma-Informed Instruction Training)

There was one substantive difference in planned actions and actual implementation of the actions in Goal 3. We did not carry out Action 3.5 Administrative Training because the need to use collaborative time for PLC training and follow-up took our time and attention. Challenges in implementing the actions in this goal included: Follow through in Capturing Kids' Hearts and keeping the momentum, we did not have a good plan for keeping it in the forefront.

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

There material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following actions:

- Action 3.1: Actual cost of salary and benefits were higher than budgeted.
- Action 3.2: Fewer teachers were trained than planned so we spent less than budgeted.
- Action 3.3: The number of participants and actual cost of benefits was higher than budgeted.
- Action 3.5: We did not complete this action so there was no cost.

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

All of the actions in Goal 3 supported progress toward the goal, *SUHSD will Provide On-Going Professional Growth and Training Which will Focus on All Areas of Academic Instruction, Support, Mental Health Awareness, Career Development and Safe School Culture*. On the 2023/24 WASC/LCAP survey the students' ratings for "Feeling Safe" on campus increased from 80% in the baseline year to 83.3%. We met our Desired Outcomes for two of the four metrics, Maintain 5 in-service days prior to the start of school year and Collaboration designated days on SUHSD Master Calendar.

- Actions 3.1 Instructional Coaching and 3.2 PLC Training: There are no metrics in Goal 3 to determine the effectiveness of these actions so, we used Dashboard data. As reported on the 2023 Dashboard all student groups declined in ELA and all student groups decreased one performance level. 2023 ELPAC test results continued to demonstrate consistent improvement. 72.7% of EL students tested progressed at least one ELPI Level but we do not have results for 2024 ELPAC testing at this time. These actions have been minimally effective in making progress toward the goal during the three-year LCAP cycle. Action 3.1 will be eliminated from the 2024/25 LCAP and Action 3.2 will be moved to Goal 1 with some changes.
- Action 3.3 Tri-County Induction Program: We did not meet our Priority 1A Desired Outcome nor did we make progress on metrics as a result of this action. However, given the number of new teachers we will have in the 2024/25 school year, we will maintain this action in the 2024/25 LCAP but move it to Goal 1.



- Action 3.4 Trauma-Informed Instruction Training: There are no metrics in Goal 3 to determine the effectiveness of this action so we used survey data. Parents say that Sutter Union High School personnel respect and care about their students: 90.4% (2023/24); 83.8% (2022/23) and when their child has a problem, there is somebody at Sutter Union High School who is available to help with the situation: 81.1% (2023/24); 76.3% (2022/23). We will continue using many of the practices learned in this training but since staff have been trained this will not be in the 2024/25 LCAP.

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

This goal and actions as written will be removed from the 2024/25 LCAP. Some of the actions will be incorporated into new actions in Goal 1 and others are being eliminated because they were not effective. The new Goal 3 will be *Put a system in place to support behavior and decrease the suspension rate for students at Butte View*.

#### Metrics Changes

##### Metrics removed:

- Priority 1: Decrease the number of EL teacher misassignments by course (as described by CDE guidelines).
- Priority1: Maintain 5 in-service days prior to the start of school year.
- Priority 1: Collaboration designated days on SUHSD Master Calendar because they do not measure progress toward a goal.

##### Metric reworded and moved to Goal 1:

- Priority 1: Decrease the number of teacher mis- assignments by course (as described by CDE guidelines).

##### Metric Added:

- Priority 6A: Percentage of students suspended 1 or more times during the school year.

#### Action Changes:

- Action removed from the 2024/25 LCAP because it was ineffective: 3.1 Instructional Coaching
- Action completed so it will be removed: 3.4 Trauma-Informed Instruction
- Actions included in the 2024/25 LCAP but with changes and moved to Goal 1: 3.2 PLC Training and 3.3 Tri-county Induction Program.
- Action added: 3.1 Decrease Suspension Rate where we will decrease the suspension rate at Butte View by putting programs and services in place to be used prior to suspension. These programs and services will support all students but are directed at our SWD student group.

**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.**



## Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.  
2023–24 Local Control and Accountability Plan Annual Update Instructions

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

## Goal Analysis

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

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

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

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

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

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

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

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education  
November 2023

# 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
Sutter Union High School District	Jedsen Nunes, Superintendent	<a href="mailto:jnunes@sutterhigh.k12.ca.us">jnunes@sutterhigh.k12.ca.us</a> (530) 822-5161

## Plan Summary 2024/25

### General Information

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

The Sutter Union High School District (SUHSD) was established in 1893. The district has one comprehensive high school and one continuation high school, both of which are located at 2665 Acacia Avenue in Sutter, California. Our continuation high school, Butte View will receive Equity Multiplier Funding in 2024/25. Our district boundaries encompass six population areas which are primarily small, rural agricultural areas. The district's students come from five feeder elementary school districts: Brittan, Franklin, Meridian, Nuestro and Winship/Robbins. The district also receives a significant number of inter-district transfer students from nearby schools in Sutter, Butte, Yuba, Colusa and Yolo counties. The district serves approximately 800 students in grades 9-12. In the 2023/24 school year student ethnicity was: White 58.7%, Hispanic 29.8%, Two or More Races 7.4%, Asian 2.9%, American Indian .75%, African American .25%, Filipino .1% and Pacific Islander 0%. The district served 234 (29.43%) Socioeconomically Disadvantaged (SED), 70 (8.9%) Students with Disabilities, 26 (3.3%) English Learners, and 20 (2.5%) Homeless students.

### Reflections: Annual Performance

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

SUHSD and its educational partners began the 2023/24 school year with the arrival of students on the first day of school on August 14, 2023. Implementation of the 2023-24 Local Control and Accountability Plan (LCAP) began long before students arrived. The 2023-24 LCAP is the third year of the district's three-year plan, which was developed in conjunction with the district's WASC action plan. Both plans were designed to improve student achievement for all students. The district evaluated annual performance based on a review of the California School Dashboard (Dashboard), DataQuest, and local data.

## Successes

The implementation of SUHSD's 2021-2024 LCAP has produced numerous successes in pupil achievement, College/Career Indicators, and school climate.

- As reported on the 2023 Dashboard in Math all student groups improved and moved closer to meeting the standard. All student groups increased at least one performance level and our Hispanic student group increased two performance levels.

### 2023 Dashboard Math:

- All: 86 points below standard, increased 12
- Hispanic: 100 points below standard, increased 16.1
- White: 82.9 points below standard, increased 13.7
- Socio-economically Disadvantaged (SED): 118 points below standard, increased 15.5
- Although our Graduation Rate declined 1.9% to 97% (2023 Dashboard) it is significantly higher than the state's rate of 86.4%.
- College and Career Indicator: 48.3% prepared.
- College and Career Preparation measures increased (2023/2022):
  - Completed A-G Requirements: All: 42.6%; 38.5%; Hispanic: 31.5%, 26.7%; White 44.4%, 42.7%; SED: 30.4%, 17.6%
  - Completed at Least 1 Career Technical Education (CTE) Pathway: All: 37.4%, 26.4%; Hispanic: 33.3%, 24.4%; White: 41.2%, 28.2%; SED: 26.1%, 23%
  - Completed at Least 1 CTE Pathway AND A-G Requirements: All: 16.5%, 10.3%; Hispanic: 11.1%, 6.7%; White: 18.3%, 11.8%; SED: 7.6%, 5.4%
  - Seal of Biliteracy: All 40.5%, 24.1%; Hispanic: 73.9%, 33.3%; White 31.5%, 22.75%; SED 46.9%, 16.2%

Actions related to CTE Pathways (Action 1.2, 1.4) and academic support (Actions 1.3, 2.1, 2.3) contributed to the increase in the pupil achievement and College/Career Indicators describe above and many of the actions will be included in the 2024/25 LCAP in some form. We saw success in parent involvement and school climate as well.

- The district continued to maintain a 100% rate of parent involvement in each graduating senior's 4-year college and career plans.
- On the 2023/24 Parent Survey 92.6% of parents say the school is safe compared to 87.5% in 2022/23 and more parents say the school effectively communicates with parents 89.8% (2023/24); 80.1% (2022/23). Action 2.4 drove our communication improvement efforts.
- Parents also say that Sutter Union High School personnel respect and care about their students: 90.4% (2023/24); 83.8% (2022/23) and when their child has a problem, there is somebody at Sutter Union High School who is available to help with the situation: 81.1% (2023/24); 76.3% (2022/23). Action 3.4 focused on Capturing Kids Hearts SEL training for staff and supported this improvement.

## Needs

SUHSD and its educational partners identified areas in need of improvement after evaluating outcomes reported on the 2023/24 LCAP Annual Update, survey responses, and local data.

- Despite increases in Math on the 2023 Dashboard, all student groups are significantly below the standard and there is a performance gap between our All student group (86 below); Hispanic student group (100 below); SED student group (118 below).

- All student groups declined in ELA, all student groups decreased one performance level, and there is a performance gap in ELA. However, even though student groups declined in ELA, meeting the standard is within reach.
  - All: 7.6 points below standard, declined 24.5
  - Hispanic: 12.8 points below standard, declined 14.6
  - White: 14.7 points below standard, declined 32.1
  - SED: 36.8 points below standard, declined 49.5
- While we celebrate our success on College and Career Indicator measures, there is a gap between our All student group (48.3%) and our SED (34.8%) and Homeless (31.6%) student groups.
- Fewer students in the SED (30.4%) and Homeless (36.8%) student groups completed A-G requirements compared to students in the All student group (42.6%).
- A similar gap exists on the CTE indicator between our All student group (37.4%) and SED (26.1%) and Homeless (21.1%) student groups.
- Suspension Rates have increased for most student groups according to the 2023 Dashboard:
  - All: 3.3%, increased 1.2%
  - Hispanic: 1.8%, declined 0.6%
  - White: 3.4%, increased 1.4%
  - Two or More Races (TMR): 2.1%, maintained -0.2%
  - SED: 6.4%, increased 2.6%
  - Students with Disabilities (SWD): 9.5%, increased 3.4%
  - Homeless: 20.7%, increased 10.7%
- Local attendance data shows that while Chronic Absenteeism Rates decreased overall, it increased for some student groups. Chronic Absenteeism 2023/24 local rates as of April 2024 compared to local 2022/23 rates for the school year.
  - All: 15.4%, 16.5%
  - Hispanic: 20.7%, 20.4%
  - White: 12.5%, 15.3%
  - SED: 24.2%, 20.9%
  - SWD: 35.1%, 31.1%
  - Homeless: 18.2%, 24.1%

In order to improve the academic performance of our students in all areas, particularly in ELA, and Math, we have made some adjustments to some previous actions and added new ones for the 2024/25 LCAP. Our plan includes providing academic support staff (Testing/ Academic Intervention Coordinator and Guidance Counselor) who will focus on supporting all students, especially those who are SED, EL, SWD, Homeless, and Foster Youth (FY) (Action 1.2: Academic Support). In addition to delivering English Language Development (ELD) instruction to all English learners, an ELD teacher will monitor grades and graduation progress and provide intervention when needed. We will also support the development of Professional Learning Communities (PLC) to focus on creating common assessments, learning targets, intervention, enrichment, and articulation with feeder schools and among departments (Action 1.4: PLC Development), and we will offer targeted academic intervention by developing new strategies based on improved data collection and data-driven decision-making processes

(Action 1.5: Targeted Academic Intervention). To close the gap in CTE Pathway completion and College/Career Readiness we will continue to fund a CTE advisor who will continue CTE Pathway development and monitor student progress (Action 1.3: CTE Advisor).

Chronic Absenteeism and Suspension Rates indicate that we have work to do. For the district, Suspension Rates for SWD and Homeless students are at the Red performance level. By adding an action for contracted time for Mental Health Counseling services to develop targeted interventions to support students' social-emotional needs and concentrating on suspension for our SWD and Homeless students and attendance for SED and EL students we will reduce the Chronic Absenteeism and Suspension Rates for all students (Action 21: Targeted Social-emotional Support for Students). In the 2024/25 LCAP, we will decrease the Suspension Rate by adding a .6 FTE Vice Principal (VP) to put programs and services in place to be used prior to suspension, monitor discipline rates, and oversee Saturday school (Action 2.4 Decrease Suspension Rate). Butte View qualifies for Equity Multiplier Funds and is in CSI for their Suspension Rate for their All student group. Goal 3 in the 2024/25 LCAP will address this need by funding a Teacher-in-Charge to work with Students with Disabilities on social-emotional learning (SEL) interventions to manage their behavior to prevent suspensions; adding a .4 FTE School Counselor to work with students on SEL needs to decrease suspension rates; and introducing Navigate 360, a proactive solution to reduce suspensions and repeat infractions.

## Reflections: Technical Assistance

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

N/A

## 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.

Butte View is eligible for comprehensive support and improvement.

### *Support for Identified Schools*

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

The Sutter Union High School District will collaborate with Butte View in the development of their Comprehensive Support and Improvement (CSI) plan to focus on the following indicator: Suspension Rate. The district will provide Butte View with guidance and resources to help them conduct a needs assessment using the most recent data for Suspension Rate. All findings will be shared with Butte View's parents and staff during parent and staff meetings. Additionally, the district will work closely with the Butte View school leadership to develop goals and strategies that are aligned with the school's needs and priorities. This collaborative process ensures that the CSI plan is tailored to the specific circumstances of the school and is more likely to be effective in driving positive change. Furthermore, the district will provide ongoing



support and monitoring to ensure that Butte View is making progress toward their goals. This will involve regular check-ins, data review meetings, and adjustments to the CSI plan as needed.

## ***Monitoring and Evaluating Effectiveness***

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

District personnel, along with staff from Sutter County Superintendent of Schools (SCSOS) will provide oversight and assist with planning, implementation of the plan, and monitoring and evaluating the effectiveness of selected, evidence-based interventions. Sutter Union High School District will employ a comprehensive monitoring and evaluation process to assess the effectiveness of the plan to support student and school improvement. This process will involve the following key components:

**Data Collection:** SUHSD will collect various types of data, including academic performance data, attendance records, discipline reports, and educational partner feedback. This data will be used to track progress toward goals and identify areas for improvement.

**Performance Indicators:** SUHSD will establish clear performance indicators aligned with the goals of the improvement plan. These indicators will be used to measure progress and determine the success of the plan.

**Regular Reviews:** SUHSD will conduct regular reviews of the improvement plan to assess progress and make any necessary adjustments. These reviews will involve key educational partners, including school staff, parents, and community members.

**Data Analysis:** SUHSD will analyze the data collected to identify trends and patterns. This analysis will help to determine what is working well and what areas need improvement.

**Professional Development:** SUHSD will provide ongoing professional development opportunities for staff to support the implementation of the improvement plan. This will ensure that staff have the knowledge and skills necessary to effectively support student success.

**Educational Partner Engagement:** SUHSD will actively engage with educational partners, including parents, students, and community members, to gather feedback and input on the improvement plan. This engagement will help to ensure that the plan meets the needs of all educational partners.

**Reporting:** SUHSD will provide regular reports on the progress of the improvement plan to the school board, community, and other educational partners. These reports will include data on student performance, implementation efforts, and outcomes.

By implementing this monitoring and evaluation process, SUHSD will be able to effectively assess the impact of the improvement plan and make informed decisions to support student and school improvement.

## **Engaging Educational Partners**

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

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

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



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

Educational partners have been involved in the continuous cycle of self-improvement since the inception of the LCFF process and the district prioritizes integrating the WASC accreditation process with the LCAP evaluation and development process. The 2023-24 school year was significant for educational partners and district staff as they prepared for a virtual WASC mid-cycle progress review as well as the development of the district's next three-year LCAP master plan.

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (including Certificated & Classified Bargaining Units)	<p>Survey: Fall 2023</p> <p>Meetings: Beginning in January 2024 at least one time per month, at our Wednesday morning department head meetings, we reviewed progress on our 2023/24 LCAP goals and actions, discussed needs for the 2024/25 school year, and identified draft goals and actions for our 2024/25 LCAP. Department heads shared information regarding the LCAP with their departments to get input. In May, all staff were given the draft LCAP and an overview of the LCAP was given and feedback was solicited.</p>
Principals & Administrators	Monthly Meetings from November 2023 through April 2024
Parents	<p>Survey: Fall 2023</p> <p>Meetings: February 2024 and April 2024</p> <p>The draft LCAP was posted on Parent Square and parents were invited to attend the board meeting where the draft LCAP would be presented. The draft LCAP was also posted on our website in June 2024 and available for review and comment prior to board adoption.</p>
Students	<p>Survey: Fall 2023</p> <p>Meeting: April 2024</p>
Parent Advisory Committee (PAC)	Our PAC reviewed the draft LCAP in early June prior to the board approval in June.
Butte View Educational Partners	<p>Survey: Fall 2023</p> <p>Meeting: During our April 2024 Open House we invited parents to give input on our plans for continuous school improvement and LCAP</p>
ELAC/DELAC	Meeting: April 2024
SELPA	Meeting: April 2024

Insert or delete rows, as necessary.

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

SUHSD involved all educational partners in identifying positive progress as well as challenges with the 2023/24 LCAP implementation. A careful evaluation of SUHSD’s successes and areas of improvement influenced the direction of this process, which was crucial in the refinement of the district's 2024/25 LCAP Goals, Actions, and Services.

Post secondary options are a focus for all of our educational partners. On a fall 2023 survey 78.8% of parents said, SUHS prepares their student for post-secondary education, vocational education, or the workforce and 83.3% of students say the school provides students with support in developing a four-year plan to explore and reach their college and/or career goals. As a result, we have developed Action 1.1 Academic Support to maintain 1.0 FTE Testing/ Academic Intervention Coordinator and 1.8 FTE Guidance Counselor support improvement in academic achievement and support continued progress in College/Career Indicators, A-G completion, and Dual Enrollment.

A strong CTE program continues to be important to our educational partners so we are maintaining our 1.0 FTE Career Technical Education (CTE) Advisor for continued CTE Pathway development and increase percentage of students who are College and Career-Ready. (Action 1.2 CTE Advisor)

Most parents (81.1%) and students (83.3%) say there is at least one adult on campus the student can go to if they have a problem or concern. Educational partners have identified this as an area of importance therefore we will increase our contracted mental health counseling services to 1 FTE to allow for increased support for students’ social-emotional needs. (Action 2.1 Targeted Social-Emotional Support for Students)

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
1	SUHSD will provide a rigorous academic program and Career Technical Education (CTE) opportunities for all students and increase the number of students who are A-G and/or CTE Pathway completers.	Broad

State Priorities addressed by this goal.

Priorities: 1, 2, 3, 4, 7, 8

An explanation of why the LEA has developed this goal.

Over the past few years we have seen increases in several Priority 4 metrics related to A-G, CTE, and the Seal of Biliteracy but we are not making the same progress in ELA and Math on the Dashboard. Despite increases in Math on the 2023 Dashboard, all student groups are significantly below the standard. All: 86 below, increased 12; Hispanic: 100 below, increased 16.1; White: 82.9 below, increased 13.7; SED: 118 below, increased 15.5. As reported on the 2023 Dashboard, all student groups declined in ELA and all student groups declined one performance level. Although student groups declined in ELA, meeting the standard is within reach. All: 7.6 below, declined 24.5; Hispanic: 12.8 below, declined 14.6; White: 14.7 below, declined 32.1; SED: 36.8 below, declined 49.5.

College and Career Indicator measures increased from 2022: Completed A-G Requirements: (All: 42.6%, increased 4.1%; Hispanic: 31.5%, increased 4.8%; White 44.4%, increased 1.7%; SED: 30.4%, increased 12.8%); Completed at Least 1 Career Technical Education (CTE) Pathway (All: 37.4%, increased 11%; Hispanic: 33.3%, increased 8.9%; White: 41.2%, increased 13%; SED: 26.1%, increased 3.1%); Completed at Least 1 CTE Pathway AND A-G Requirements (All: 16.5%, increased 6.2%; Hispanic: 11.1%, increased 4.4%; White: 18.3%, increased 6.5%; SED: 7.6%, increased 2.2%). While we celebrate our success on College and Career Indicator measures, there is a gap between our All student group (48.3%) and our SED (34.8%) and Homeless (31.6%) student groups. Fewer students in the SED (30.4%) and Homeless (36.8%) student groups completed A-G requirements compared to students in the All student group (42.6%). A similar gap exists on the CTE indicator between our All student group (37.4%) and SED (26.1%) and Homeless (21.1%) student groups.

As a result of the Annual Update process, we realized that there are many instances in which we are unable to judge the effectiveness of a program because we do not have clear data collection and evaluation processes. We also do not have any local standardized assessments to use throughout the year to monitor progress therefore several actions within this goal will address this need. This goal will also support our efforts to increase the number of students who are A-G and/or CTE Pathway completers and ready for post-secondary options.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A: Percentage of teachers: Appropriately assigned and fully credentialed, Misassignments, Vacancies  Source: Local Data	October 2023  Appropriately assigned & fully credentialed: 77.6%  Misassignments: 14.7%  Vacancies: 7.7%			October 2026  Appropriately assigned & fully credentialed: ≥ 85%  Misassignments: <10%  Vacancies: <5%	
2	Priority 1B: Percentage of students with access to standards-aligned instructional materials.  Source: SARC	January 2024  100%			January 2027  100%	
3	Priority 2A: Progress (1-5) in providing professional learning for teaching to the standards and frameworks.  Source: Local Indicator Tool	January 2024  ELA: 3 ELD: 3 Mathematics: 4 NGSS: 3 HSS: 5			January 2027  ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	<p>Priority 2B: Percentage of English learners scoring a C- or higher in their English class on their fall semester report card.</p> <p>Source: Student Information System (SIS)</p>	<p>January 2024</p> <p>87.02% All 45.83% EL</p>			<p>January 2027</p> <p>≥90% All ≥50% EL</p>	
5	<p>Priorities 3B/C: Percentage of parents who are involved in student's 4-year college &amp; career plan.</p> <p>Source: Attendance at meetings</p>	<p>January 2024</p> <p>100% All 100% SED 100% EL 100% SWD</p>			<p>January 2027</p> <p>100% All 100% SED 100% EL 100% SWD</p>	
6	<p>Priority 4A: Points above/below Standard Met on CAASPP</p> <p>Source: Dashboard</p>	<p>2023 Dashboard</p> <p><u>ELA</u></p> <p>7.6 below All 12.8 below Hispanic 14.7 below White 36.8 below SED</p> <p><u>Math</u></p> <p>86 below All 100 below Hispanic 82.9 below White 118 below SED</p>			<p>2026 Dashboard</p> <p><u>ELA</u></p> <p>30 above All 15 above Hispanic 35 above White 10 above SED</p> <p><u>Math</u></p> <p>55 below All 75 below Hispanic 50 below White 90 below SED</p>	
7	<p>Priority 4B: Percentage of graduates meeting UC and CSU A-G requirements.</p> <p>Source: Dashboard Additional Reports</p>	<p>2023 Dashboard</p> <p>42.6% All 31.5% Hispanic 44.4% White 30.4% SED</p>			<p>2026 Dashboard</p> <p>≥55% All ≥38% Hispanic ≥58% White ≥40% SED</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Priority 4C: Percentage of students with successful completion of CTE Pathway.  Source: Dashboard Additional Reports	2023 Dashboard 37.4% All 33.3% Hispanic 41.2% White 26.1% SED			2026 Dashboard ≥42% All ≥39% Hispanic ≥45% White ≥30% SED	
9	Priority 4D: Percentage of graduating cohort who have successfully completed A-G coursework AND a CTE Pathway  Source: Dashboard Additional Reports	2023 Dashboard 16.5% All 11.1% Hispanic 18.3% White 7.6% SED			2026 Dashboard ≥23% All ≥16% Hispanic ≥25% White ≥10% SED	
10	Priority 4E: Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC.  Source: Dashboard	2023 Dashboard 72.7%			2026 Dashboard ≥75%	
11	Priority 4F: English learner reclassification rate  Source: Local Data	2023/24 School Year 39.29%			2026/27 School Year ≥45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12	<p>Priority 4G: Percentage of pupils who took an advanced placement (AP) test and passed with a score of 3 or higher.</p> <p>Source: College Board Report</p>	<p>Summer 2023</p> <p>50% (27/54)</p>			<p>Summer 2026</p> <p>≥60%</p>	
13	<p>Priority 4H: Percentage of pupils who demonstrate college preparedness as assessed in the Early Assessment Program (EAP)</p> <p>Source: CAASPP</p>	<p>2023 CAASPP</p> <p><u>ELA</u></p> <p>47.64% All 43.66% Hispanic 49.47% White 35.59% SED</p> <p><u>Math</u></p> <p>19.37% All 16.90% Hispanic 18.95% White 8.47% SED</p> <p><u>Science</u></p> <p>21.36% All 17.15% Hispanic 20.62% White 18.96% SED</p>			<p>2026 CAASPP</p> <p><u>ELA</u></p> <p>≥52% All ≥48% Hispanic ≥53% White ≥40% SED</p> <p><u>Math</u></p> <p>≥25% All ≥21% Hispanic ≥24% White ≥12% SED</p> <p><u>Science</u></p> <p>≥27% All ≥21% Hispanic ≥26% White ≥22% SED</p>	
14	<p>Priority 5D: High School Dropout Rate</p> <p>Source: CALPADS</p>	<p>Fall 1 Reporting 2023</p> <p>District: 2.62%</p> <p>Butte View High: 18.18%</p> <p>Sutter High: 1.83%</p>			<p>Fall 1 Reporting 2026</p> <p>District: &lt;1.5%</p> <p>Butte View High: &lt;10%</p> <p>Sutter High: &lt;0.5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	Priority 5E: High School Graduation Rate  Source: Dashboard	2023 Dashboard 97% All 96.3% Hispanic 96.7% White 96.7% SED			2026 Dashboard ≥98% All ≥98% Hispanic ≥98% White ≥98% SED	
16	Priority 7A: Percentage of students passing one or more concurrent courses (Fall Semester).  Source: Local Report	January 2024 84.2% (80/95)			January 2027 ≥90%	
17	7B/C: Percentage of SED, EL, and SWD students taking Honors and/or AP course  Source: SIS	January 2024 Fall Semester We will get this baseline next year  Spring Semester 37.3% All 25.5% SED 6.7% EL 1.5% SWD			January 2027 Fall Semester We will establish a target after we get a baseline  Spring Semester ≥42% All ≥30% SED ≥10% EL ≥2% SWD	
18	Priority 8: College and Career Indicator  Percentage of students prepared for college or a career  Source: Dashboard	2023 Dashboard 48.3% All 42.6% Hispanic 47.7% White 34.8% SED			2026 Dashboard ≥55% All ≥55% Hispanic ≥55% White ≥40% SED	

# Goal Analysis for 2024/25

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

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

N/A

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

N/A

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

N/A

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

N/A

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



# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Support	<p>Maintain 1.0 FTE Testing/ Academic Intervention Coordinator and 1.0 FTE Guidance Counselor support improvement in academic achievement and support continued progress in College/Career Indicators, A-G completion, and Dual Enrollment.</p> <p>Testing/ Academic Intervention Coordinator duties include:</p> <ul style="list-style-type: none"> <li>• Work with content-specific teachers to administer Mid-year assessments from CAASPP for local assessment data</li> <li>• Work as part of the team to coordinate intervention</li> <li>• Monitor grades to identify students in need of enrollment in Edgenuity (online program) for credit recovery</li> <li>• Run Zero Period intervention</li> </ul> <p>Guidance Counselor duties include:</p> <ul style="list-style-type: none"> <li>• Work with Yuba College and outside agencies for programs and services for students</li> <li>• Work with students to ensure their classes support completion of College/Career Indicators</li> <li>• Monitor student grades and graduation status and identify and arrange intervention and services when needed</li> <li>• Communicate and meet with parents about their student's progress and needs</li> <li>• Facilitate communication between teachers and parents</li> </ul>	\$249,300	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	CTE Advisor	<p>Maintain 1.0 FTE Career Technical Education (CTE) Advisor for continued CTE Pathway development and increase percentage of students who are College and Career-Ready.</p> <ul style="list-style-type: none"> <li>• Monitor the CTE Pathway process</li> <li>• Work with the master schedule to ensure that students are completing pathways</li> <li>• Coordinate the Major Clarity Program – an online platform that that includes Career Readiness (interest inventories and career planning), Academic Planning and College Readiness (access to college entrance requirements and college application support), Work-Based Learning (job shadowing and resume building). In this App, students build a portfolio that follows them into college and beyond</li> <li>• Work with students to use Hope Street Personalized Career Exploration - an App that empowers students to explore careers while connecting them with professionals</li> </ul>	\$129,450	Yes
1.3	ELD Teacher	<p>Maintain .5 FTE ELD teacher to support improvement in academic achievement and support continued progress in College/Career Indicators, A-G completion, and Dual Enrollment for English learners. Duties include:</p> <ul style="list-style-type: none"> <li>• Administering Initial and Summative English Language Proficiency Assessments for California (ELPAC) assessments and sharing results with parents, students, and staff</li> <li>• Delivering ELD instruction to all English learners</li> <li>• Monitoring grades and graduation progress for English learners</li> <li>• Providing intervention to English learners when needed</li> </ul>	\$45,600	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Support PLC Development	<p>Ongoing PLC development (i.e. professional development and collaboration time) to focus on:</p> <ul style="list-style-type: none"> <li>• Development of common assessments, learning targets, interventions, and enrichment opportunities for all students with a focus on our SED and EL student groups</li> <li>• Improvement of vertical articulation with feeder schools by scheduling regular meetings between staff from Sutter Union High School and feeder districts</li> <li>• Increasing cross-curricular collaboration between departments on Wednesday minimum days</li> <li>• 5-6 teachers will attend PLC training through Solution Tree during the summer of 2024</li> </ul>	\$7,764	No
1.5	Targeted Academic Intervention	<ul style="list-style-type: none"> <li>• Maintain “Zero Period” Response to Intervention (RTI)/Academic Intervention</li> <li>• Develop new targeted interventions through improved data collection and data driven decision making processes</li> <li>• Online program – Edgenuity</li> </ul>	\$64,176	Yes
1.6	Tri-County Induction Program	<ul style="list-style-type: none"> <li>• Mentor stipends for new teacher support activities related to Highly Qualified Teacher development with a clear credential</li> </ul>	\$10,300	No

## Goal

Goal #	Description	Type of Goal
2	All SUHSD Students will be Connected, Engaged and Supported in a Safe, Clean and Positive School Environment	Broad

State Priorities addressed by this goal.

Priorities: 1, 3, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to set the foundation for our educational environment. Over time we have made progress in school climate and parent engagement especially in communication and safety. According to the 2023/24 Parent Survey 92.6% of parents say the school is safe compared to 87.5% in 2022/23 and more parents say the school effectively communicates with parents 89.8% (2023/24); 80.1% (2022/23). Parents also say that Sutter Union High School personnel respect and care about their students: 90.4% (2023/24); 83.8% (2022/23) and when

their child has a problem, there is somebody at Sutter Union High School who is available to help with the situation: 81.1% (2023/24); 76.3% (2022/23).

Chronic Absenteeism and Suspension Rates indicate that we have work to do in that area of school climate. For the district, Suspension Rates for SWD and Homeless students are at the Red performance level. For our All student group, on the 2023 Dashboard, the Suspension Rate increased 1.2% to 3.3%, our SED student group increased 3.4% to 9.5%, and our Homeless increased 10.7% to 20.7%. Educational partners agree that SUHSD has very high standards for student behavior and have the systems in place are generally effective however making some adjustments may be helpful.

Chronic Absenteeism has declined slightly for some student groups but it remains well over 20% for most student groups. According to our Student Information System (SIS) as of P2 2024 the Chronic Absenteeism Rate for our All student group is 15.4%, a decline of 1.1%; SED 24.2% an increase of 3.3%, and Homeless 18.2% a decrease of 5.9%. Our teachers are very good about monitoring the attendance of their students, especially those who are struggling, and working with the school counselor to meet with parents and students with the goal of improving attendance.

This goal and actions are designed to address the needs of students and families and to provide an educational environment where students can excel.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C: Facilities Inspection Tool (FIT) Rating  Source: FIT Tool	February 2024  Good			February 2027  Exemplary	
2	Priority 3A: Percentage of parents who say SUHSD has given them an opportunity to be involved in their child's education.  Source: Local Parent Survey	Fall 2023  81.3% All			Fall 2026  ≥87% All	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Priority 5A: Attendance Rate  Source: P2 Attendance Report	April 2024 93.5%			April 2027 ≥95%	
4	Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days  Source: SIS	April 2024 15.4% All 23.1% EL 18.2% Homeless 24.2% SED 35.1% SWD			April 2027 ≤10% All ≤15% EL ≤15% Homeless ≤15% SED ≤25% SWD	
5	Priority 6A: Percentage of students suspended 1 or more times during the school year  Source: CA School Dashboard	2023 Dashboard 3.3% All 2.5% Hispanic 4.1% White 2% TMR 6.4% SED 0% EL 9.5% SWD 20.7% Homeless			2026 Dashboard ≤2.5% All ≤1.75% Hispanic ≤3% White ≤1% TMR ≤3.5% SED ≤0.5% EL ≤5% SWD ≤10% Homeless	
6	Priority 6B: Percentage of students expelled at any time during the school year.  Source: SIS	May 2024 0%			May 2027 0%	
7	Priority 6C: Percentage of parents, students, and staff who feel the school is safe.  Source: Local Survey	January 2024 83.3% Students 87.5% Parents 97.5% Staff			January 2027 ≥90% Students ≥93% Parents ≥98% Staff	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Priority 6C: Percentage of parents, students, and staff who feel a sense of connectedness to the school.  Source: Local Survey	January 2024 83.3% Students 80.1% Parents 75% Staff			January 2027 ≥90% Students ≥90% Parents ≥83% Staff	

Insert or delete rows, as necessary.

## Goal Analysis for 2024/25

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

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

N/A

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

N/A

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

N/A

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

N/A

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

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Targeted Social-Emotional Support for Students	Contract for Mental Health Counseling services (.6 FTE) to develop targeted interventions to support students' social-emotional needs. Focus areas are suspension for our SWD and Homeless students and attendance for SED and EL students.	\$55,000	Yes
2.2	Family/Staff Communication	Maintain a Bilingual Office Support person to increase communication between the school and families whose first language is not English.  Regularly communicate with families and staff via School Website, Aeries, Parent Square, and Catapult.  Evaluate our communication system to determine if changes need to be made to make it easier for educational partners to find important information regarding events and deadlines.	\$42,896	No
2.3	Improve Suspension Rate	Decrease the Suspension Rate by putting programs and services in place to be used prior to suspension. These programs and services will support all students but are directed at our SWD and Homeless student groups. <ul style="list-style-type: none"> <li>• Work with Sutter County Superintendent of School (SCSOS) staff to provide anti-vape information and intervention</li> <li>• Add a .6 FTE VP to monitor discipline and determine appropriate intervention prior to suspension; oversee Saturday school and TUPE Anti-Vaping program; assign students to intervention programs and monitor the completion; and meet with parents and students regarding discipline.</li> <li>• Saturday school – TUPE intervention; make-up work</li> </ul> Increased Mental Health Counseling at Butte View (Action 3.1) will allow more counseling time at Sutter Union HS to work with students to improve behavior	\$80,850	Yes

# Goal

Goal #	Description	Type of Goal
3	Put a system in place to support behavior and decrease the suspension rate for students at Butte View.	Equity Multiplier

State Priorities addressed by this goal.

Priority 6

An explanation of why the LEA has developed this goal.

Butte View qualifies for Comprehensive Support and Improvement (CSI) based on the 2023 Dashboard Suspension Rate. Butte View also qualifies for Equity Multiplier funds for Suspension Rate for the All student group. On the 2023 Dashboard Suspension Rates are: All: 19.4%, increased 19.4% Red performance level. This goal was developed to put programs and services in place to be used prior to suspension. These programs and services will support all students but are directed at our SWD student group to decrease behaviors that result in suspension.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 6A: Percentage of students suspended 1 or more times during the school year  Source: Dashboard	2023 Dashboard 19.4% All			2026 Dashboard ≤10% All	

Insert or delete rows, as necessary.

## Goal Analysis for 2024/25

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

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

N/A



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

N/A

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

N/A

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

N/A

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Decrease Suspension Rate	<div>Decrease the Suspension Rate by putting programs and services in place to be used prior to suspension. These programs and services will support all students but are directed at our SWD student group.</div> <ul style="list-style-type: none"><li>• Add a Teacher-in-Charge to work with Students with Disabilities to teach them to manage their behavior to prevent suspensions</li><li>• Add .4 FTE School Counselor to work with students on SEL needs to decrease suspension rates.</li><li>• Navigate 360 – online intervention program</li><li>• Saturday school – complete the TUPE online program</li></ul>	\$199,349	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$560,689	\$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
5.97%	0%	\$0	5.97%%

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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1 Academic Support and 1.5 Targeted Academic Intervention	<p>There is a need to lessen the achievement gap between our All student group and SED student group in the percentage of students scoring Standard Met/Exceeded in ELA and Math; the percentage of graduates meeting A-G requirements; College and Career Indicators; and ultimately our graduation rate for all students.</p> <p>Despite increases in Math on the 2023 Dashboard, there is a performance gap between our All student group (86 below, increased 12) and SED student group (118 below, increased 15.5). As reported on the 2023 Dashboard, all student groups declined in ELA and all student groups declined one performance level. Although student groups declined in ELA, meeting the standard is within reach, however there is a performance gap in ELA as well (All:7.6 below, declined 24.5; SED: 36.8 below, declined 49.5).</p> <p>The 2023 College and Career Indicator reports a gap between our All student group (48.3%) and our SED (34.8%) and Homeless (31.6%) student groups. Fewer students in the SED (30.4%) and Homeless (36.8%) student groups complete A-G requirements compared to students in the All student group (42.6%).</p>	<p>To improve pupil achievement and lessen the achievement gap in ELA and Math; increase the graduation rate and percentage of graduates meeting A-G requirements; and the percentage of students who are College/Career ready we have developed two actions. In our Academic Support action (1.1) we will maintain a full-time Testing/ Academic Intervention Coordinator who will work with content-specific teachers to administer mid-year assessments from CAASPP for local assessment data; work as part of a team to coordinate intervention; and monitor grades to identify students in need of support. Guidance Counselors (1.8 FTE) will monitor student grades and graduation status and identify and arrange intervention and services when needed; communicate and meet with parents about their student's progress and needs; and facilitate communication between teachers and parents regarding their student's progress and needs. In our Targeted Academic Intervention action (1.5) we will maintain "Zero Period" Response to Intervention; develop new targeted interventions through improved data collection and data driven decision making processes; and offer an online program, Edgenuity to students in need of credits.</p> <p>These actions grouped together will focus time and attention on strategies and supports for all students but especially those who are Foster Youth, English learners, and Socio-economically Disadvantaged. These actions are being delivered on an LEA wide basis to all students however the emphasis on improving achievement in ELA and Math; monitoring of grades and graduation status; and intervention will benefit our unduplicated pupils more and allow us to eliminate the performance gap in ELA and Math and increase graduation rates; the percentage of graduates meeting A-G requirements; and the percentage of students who are College/Career ready.</p>	<p>#6 Priority 4A: Dashboard, Points above/below Standard Met on CAASPP</p> <p>#7 Priority 4B: Percentage of graduates meeting UC and CSU A-G requirements.</p> <p>#15 Priority 5E: High School Graduation Rate</p> <p>#18 Priority 8: College and Career Indicator</p>

Goal 1, Action 1.2 CTE Advisor	<p>A strong CTE program with an emphasis on providing students with opportunities for hand-on learning experiences that allow them to explore various real-life fields of interest that may lead to jobs and careers after graduation continues to be important to our educational partners and has been identified as a need.</p> <p>A gap exists on the CTE indicators, Completed at Least 1 Career Technical Education (CTE) Pathway, between our All student group (37.4%) and SED (26.1%) and Homeless (21.1%) student groups and Completed at Least 1 CTE Pathway AND A-G Requirements (All: 16.5%; SED: 7.6%; Homeless 5.3%).</p> <p>Post secondary options are a focus for all of our educational partners and the need for improvement has been noted.</p>	<p>In an effort to close the gap between our All students group and our SED and Homeless student groups on the CTE indicators we will maintain a full-time Career Technical Education (CTE) Advisor for continued CTE Pathway development and to increase the percentage of students who are College and Career-Ready. This advisor will monitor the CTE pathway process; work with the master schedule to ensure that students are completing pathways; coordinate the Major Clarity Program – an online platform that that includes Career Readiness (interest inventories and career planning), Academic Planning and College Readiness (access to college entrance requirements and college application support); Work-Based Learning (job shadowing and resume building); and work with students to use Hope Street Personalized Career Exploration - an App that empowers students to explore careers while connecting them with professionals.</p> <p>A CTE Pathway is a crucial option for college and career preparation. Although this action is being provided on an LEA-wide basis, it is especially vital for our unduplicated students to take full advantage of the available opportunities to develop and demonstrate college and career readiness. By exploring and completing initial steps on specific career pathways, these students can pave the way to post-secondary career options.</p>	#8 Priority 4C: Percentage of students with successful completion of CTE Pathway
Goal 2, Action 2.1 Targeted Social-Emotional Support for Students	<p>A brief released by the University of Delaware states, “Over the long term chronic absenteeism is correlated to increased rates of high school dropout, adverse health outcomes, and poverty in adulthood, and an increased likelihood of interacting with the criminal justice system.” (Schoeneberger, 1012; U.S. Department of Education, 2016) According to our Aeries Analytics for the 2023/24 school year through April there is a need to improve attendance and decrease chronic absenteeism. There is a gap in the Chronic Absenteeism Rates of our All student group, English learners, and our SED and Homeless student groups</p> <ul style="list-style-type: none"> <li>- All: 15.4%, decreased 1.1%</li> <li>- Homeless: 18.2%, increased 5.9%</li> <li>- SED: 24.2%, increased 3.3%</li> </ul>	<p>By adding Action 2.1 Targeted Social-Emotional Support for Students to increase contracted time for Mental Health Counseling services to develop targeted interventions to support students' social-emotional needs we will reduce the Chronic Absenteeism Rate. This action is being provided on an LEA-wide basis and we expect that all students will benefit as measured by local chronic absenteeism rates. A May 2024 article in Mental Health America reports, after analyzing data from school-based health centers, “The Los Angeles Trust for Children’s Health found that anxiety, depression, and mental health are currently the top health-related drivers of absenteeism in those schools.” Knowing that the social-emotional health of high school students can affect their school attendance and access to affordable mental health services can be a barrier for low-income families, we believe this action will support our unduplicated pupils in improving attendance rates significantly more than other students.</p>	#4 Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days

Goal 2, Action 2.3 Improve Suspension Rate	As reported on the 2023 Dashboard, Suspension Rates increased for many of our student groups and there is a gap in rate of suspensions for our All student group (3.3%) and our SED student group (6.4%) and our Homeless student group (20.7%). Suspension Rates for SWD and Homeless students are at the Red performance level and there is a need to improve student behavior and reduce suspension rates.	In Action 2.3 Improve Suspension Rate, we will work with SCSOS staff to provide anti-vape information and intervention programs and add a .6 FTE Vice Principal to monitor discipline and determine appropriate intervention prior to suspension; oversee Saturday school and TUPE Anti-Vaping program; assign students to intervention programs and monitor the completion; and meet with parents and students regarding discipline. This action is being provided on an LEA-wide basis and we expect that all students will benefit as measured by suspension rates. However, this intensive support is intended to help students, particularly unduplicated students, manage their behaviors so they stay in class.	#5 Priority 6A: Percentage of students suspended 1 or more times during the school year
--	---	--	---

Insert or delete rows, as necessary.

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.3 ELD Teacher	According to DataQuest 2023/24 we have 9 Long Term English Learners (LTEL) (34.62%). We do not have enough English learners to get Dashboard or CAASPP scores and at this time, we do not have any local assessments. We do know that there are needs based on the number of LTEL. There is a performance gap between our All student groups and our English learners in the percentage of students earning a C- or higher in their fall English class (All: 87.02%, EL: 45.83%).	We will add the action ELD Teacher to fund a full-time ELD teacher to support improvement in academic achievement and support continued progress in College/Career Indicators, A-G completion, and Dual Enrollment for English learners. This teacher will Administer Initial and Summative ELPAC assessments and share results with parents, students, and staff; deliver ELD instruction to all English learners; monitor grades and graduation progress for English learners; and provide intervention to English learners when needed.	#4 Priority 2B: Percentage of English learners scoring a C- or higher in their English class on their fall semester report card.  #10 Priority 4E: Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC.  #11 Priority 4F: English Learner Reclassification Rate

Insert or delete rows, as necessary.

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

N/A

**Additional Concentration Grant Funding**

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

SUHSD does not receive concentration grant add-on funds.

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

2024/25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024/25	\$ 9,385,495	\$ 560,689	5.974%	0.000%	5.974%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 603,922	\$ 278,863	\$ -	\$ 1,900	\$ 884,685.00	\$ 722,599	\$ 162,086

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	Academic Support	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 249,300	\$ -	\$ 249,300	\$ -	\$ -	\$ -	\$ 249,300	0.000%
1	1.2	CTE Advisor	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 129,450	\$ -	\$ 97,100	\$ 32,350	\$ -	\$ -	\$ 129,450	0.000%
1	1.3	ELD Teacher	English Learners	Yes	LEA-wide	English Learners	All	Ongoing	\$ 45,600	\$ -	\$ 45,600	\$ -	\$ -	\$ -	\$ 45,600	0.000%
1	1.4	Support PLC Development	All Students	No	LEA-wide		All	Ongoing	\$ 3,150	\$ 4,614	\$ -	\$ 7,764	\$ -	\$ -	\$ 7,764	0.000%
1	1.5	Targeted Academic Intervention	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 16,500	\$ 47,676	\$ 64,176	\$ -	\$ -	\$ -	\$ 64,176	0.000%
1	1.6	Tri-County Induction Program	All Students	No	LEA-wide		All	Ongoing	\$ 10,300	\$ -	\$ -	\$ 10,300	\$ -	\$ -	\$ 10,300	0.000%
2	2.1	Targeted Social-emotional Support for Students	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ -	\$ 55,000	\$ 55,000	\$ -	\$ -	\$ -	\$ 55,000	0.000%
2	2.2	Family/Staff Communication	All Students	No	LEA-wide		All	Ongoing	\$ 31,000	\$ 11,896	\$ 11,896	\$ 31,000	\$ -	\$ -	\$ 42,896	0.000%
2	2.3	Improve Suspension Rate	All Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 80,850	\$ -	\$ 80,850	\$ -	\$ -	\$ -	\$ 80,850	0.000%
3	3.1	Decrease Suspension Rate	All Students	No	Limited		Butte View	2024/25	\$ 156,449	\$ 42,900	\$ -	\$ 197,449	\$ -	\$ 1,900	\$ 199,349	0.000%

2024/25 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
\$ 9,385,495	\$ 560,689	5.974%	0.000%	5.974%	\$ 592,026	0.000%	6.308%	Total:	\$ 592,026
								LEA-wide Total:	\$ 592,026
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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	Academic Support	Yes	LEA-wide	English Learners and Low-Income	All	\$ 249,300	0.000%
1	1.2	CTE Advisor	Yes	LEA-wide	English Learners and Low-Income	All	\$ 97,100	0.000%
1	1.3	ELD Teacher	Yes	LEA-wide	English Learners	All	\$ 45,600	0.000%
1	1.5	Targeted Academic Intervention	Yes	LEA-wide	English Learners and Low-Income	All	\$ 64,176	0.000%
2	2.1	Targeted Social-emotional Support for Students	Yes	LEA-wide	English Learners and Low-Income	All	\$ 55,000	0.000%
2	2.3	Improve Suspension Rate	Yes	LEA-wide	English Learners and Low-Income	All	\$ 80,850	0.000%



## 2023/24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 774,050.00	\$ 801,496.00

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	Adopt Updated Textbooks	No	\$ 65,000	\$ 75,101
1	1.2	Expand CTE Pathways	Yes	\$ 86,800	\$ 87,611
1	1.3	Maintain 1.0 testing Coord/Academic Intervention	Yes	\$ 132,000	\$ 132,811
1	1.4	Add CTE Advisor	Yes	\$ 131,000	\$ 129,541
1	1.5	8th Period CTE Laboratory Class	Yes	\$ 12,300	\$ 13,846
2	2.1	Second Academic Counseling Position	Yes	\$ 109,000	\$ 111,627
2	2.2	Bilingual Academic Advisor Position	Yes	\$ 87,000	\$ 93,835
2	2.3	Zero-Period Academic Intervention	Yes	\$ 14,000	\$ 16,598
2	2.4	Family/Staff Communication	Yes	\$ 10,000	\$ 12,646
3	3.1	Instructional Coaching	Yes	\$ 30,000	\$ 38,880
3	3.2	PLC Training	Yes	\$ 10,000	\$ 4,832
3	3.3	Tri-County Induction Program	Yes	\$ 10,000	\$ 12,218
3	3.4	Trauma-Informed Instruction Training (Capturing Kids' Hearts)	Yes	\$ 71,950	\$ 71,950
3	3.5	Administrative Training	Yes	\$ 5,000	\$ -

## 2023/24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 519,778	\$ 709,050	\$ 617,228	\$ 91,822	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Expand CTE Pathways	Yes	\$ 86,800	\$ 87,611.00	0.00%	0.00%
1	1.3	Maintain 1.0 testing Coord/Academic Interventior	Yes	\$ 132,000	\$ 132,811.00	0.00%	0.00%
1	1.4	Add CTE Advisor	Yes	\$ 131,000	\$ 97,156.00	0.00%	0.00%
1	1.5	8th Period CTE Laboratory Class	Yes	\$ 12,300	\$ 13,846.00	0.00%	0.00%
2	2.1	Second Academic Counseling Positior	Yes	\$ 109,000	\$ 111,627.00	0.00%	0.00%
2	2.2	Bilingual Academic Advisor Position	Yes	\$ 87,000	\$ 93,835.00	0.00%	0.00%
2	2.3	Zero-Period Academic Intervention	Yes	\$ 14,000	\$ 16,598.00	0.00%	0.00%
2	2.4	Family/Staff Communication	Yes	\$ 10,000	\$ 12,646.00	0.00%	0.00%
3	3.1	Instructional Coaching	Yes	\$ 30,000	\$ 38,880.00	0.00%	0.00%
3	3.2	PLC Training	Yes	\$ 10,000		0.00%	
3	3.3	Tri-County Induction Program	Yes	\$ 10,000	\$ 12,218.00	0.00%	0.00%
3	3.4	Trauma-Informed Instruction Training (Capturing Kids' Hearts)	Yes	\$ 71,950	\$ -	0.00%	
3	3.5	Administrative Training	Yes	\$ 5,000	\$ -	0.00%	

2023/24 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)
\$ 9,433,360	\$ 519,778	0.00%	5.51%	\$ 617,228	0.00%	6.54%	\$0.00 - No Carryover	0.00% - No Carryover

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### ***General Information***

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

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

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

### ***Reflections: Annual Performance***

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

### ***Reflections: Technical Assistance***

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

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

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

### ***Comprehensive Support and Improvement***

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

#### **Schools Identified**

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

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

#### **Support for Identified Schools**

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

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

#### **Monitoring and Evaluating Effectiveness**

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

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

## **Engaging Educational Partners**

# Purpose

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

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

## Requirements

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

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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



- 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 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

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

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

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

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

### ***Complete the table as follows:***

Educational Partners

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

### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

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

## ***Broad Goal***

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

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

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

## ***Maintenance of Progress Goal***

### Description

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

- 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.

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

- 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.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

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 of 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).

California Department of Education  
November 2023