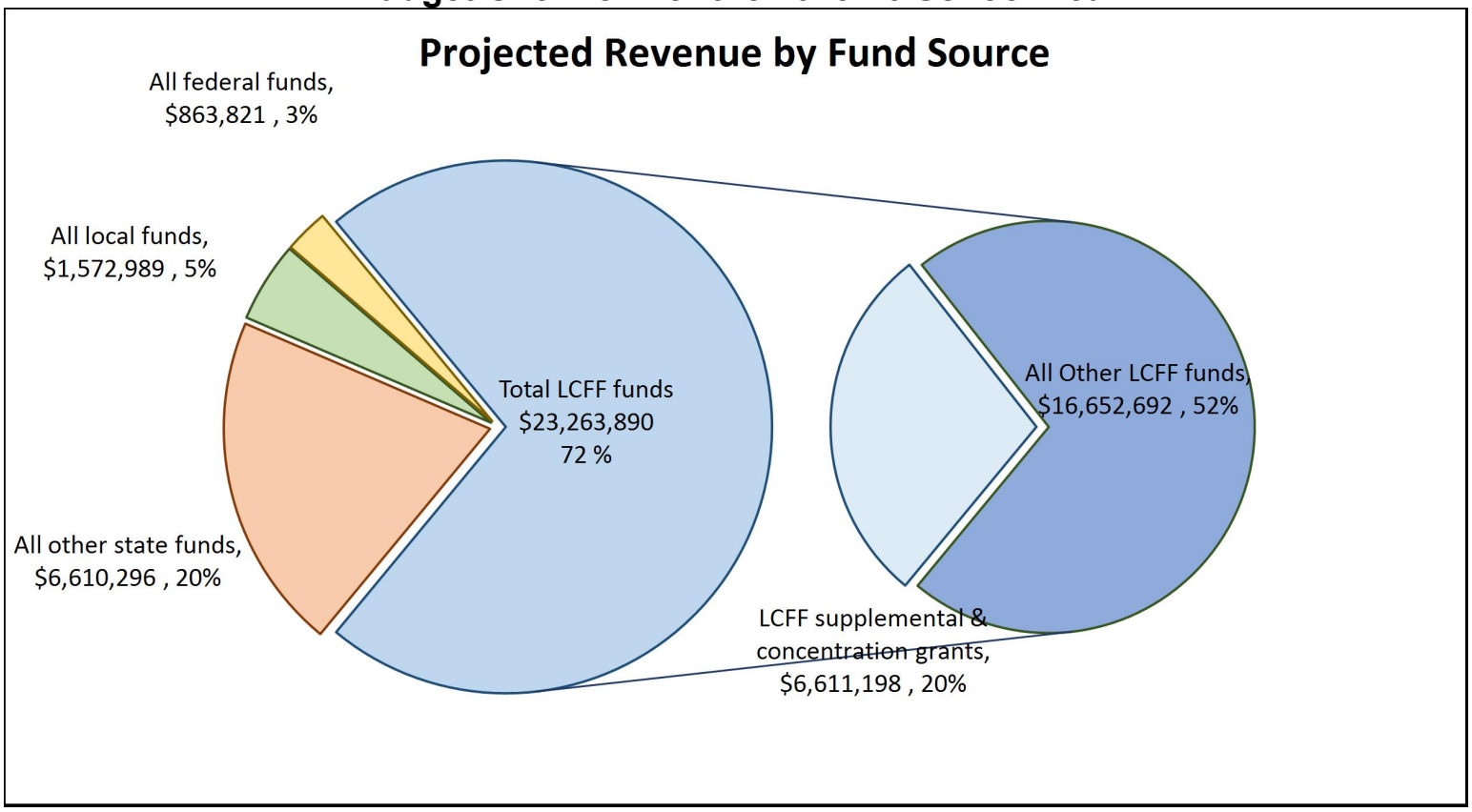
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuview Union School District
CDS Code: 33671570000000
School Year: 2025-26
LEA contact information:
Erica Williams
Director of Educational Services and ELOP
ewilliams@nuviewusd.org
951-928-0066

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

Budget Overview for the 2025-26 School Year

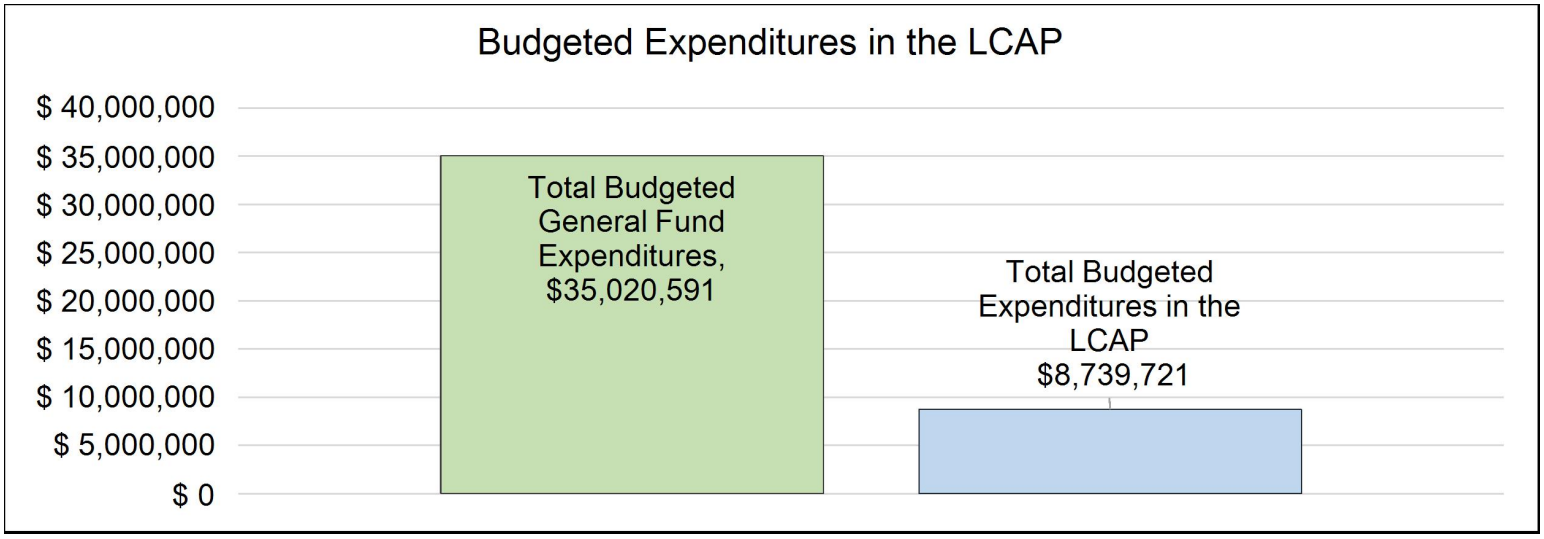


This chart shows the total general purpose revenue Nuview Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nuview Union School District is $32,310,996.00, of which $23,263,890.00 is Local Control Funding Formula (LCFF), $6,610,296.00 is other state funds, $1,572,989.00 is local funds, and $863,821.00 is federal funds. Of the $23,263,890.00 in LCFF Funds, $6,611,198.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Nuview Union School District plans to spend $35,020,591.00 for the 2025-26 school year. Of that amount, $8,739,721.00 is tied to actions/services in the LCAP and $26,280,870.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

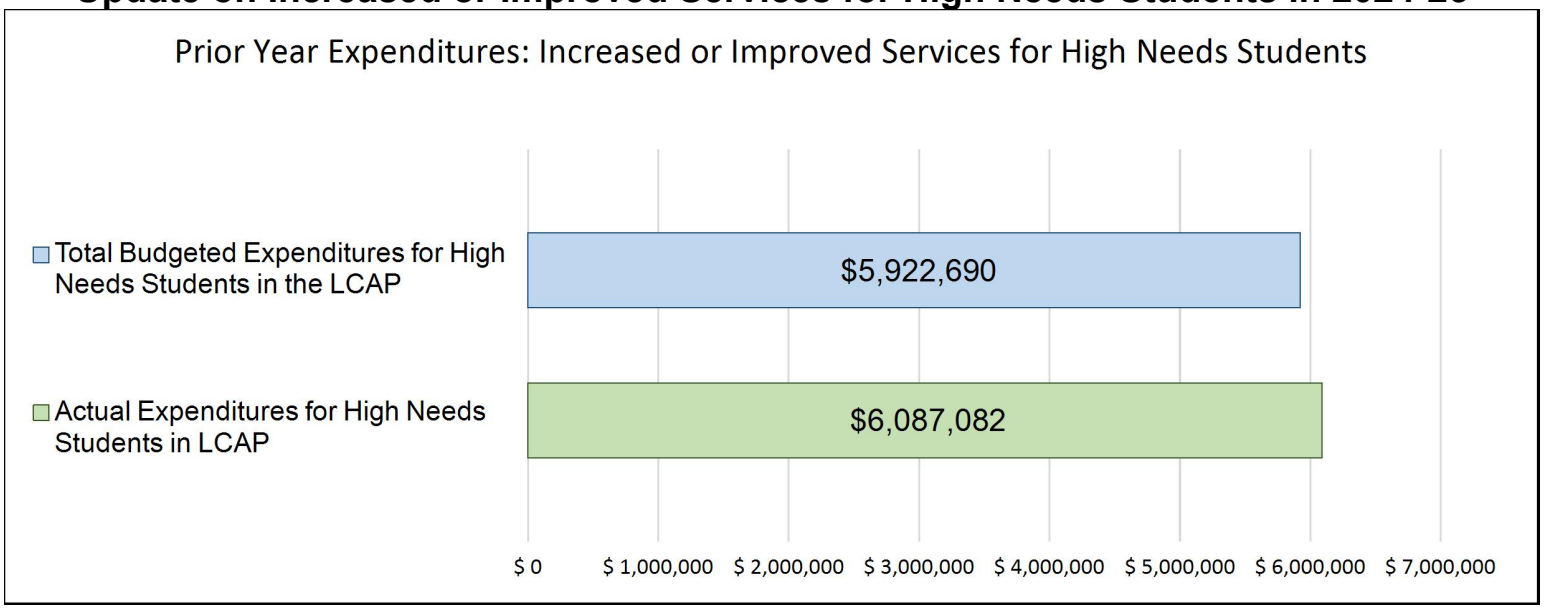
General Fund Expenditures not included in the LCAP include general operating costs of the school district. This includes most teacher salaries, general administration cost, special education costs, operations staff salaries, utility bills, general operating supplies.

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

In 2025-26, Nuview Union School District is projecting it will receive $6,611,198.00 based on the enrollment of foster youth, English learner, and low-income students. Nuview Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Nuview Union School District plans to spend $6,538,447.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Nuview Union 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 Nuview Union 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 2024-25, Nuview Union School District's LCAP budgeted $5,922,690.00 for planned actions to increase or improve services for high needs students. Nuview Union School District actually spent $6,087,082.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $167,392.00 had the following impact on Nuview Union School District's ability to increase or improve services for high needs students:

The district grew in number from the original budget. We allocated additional dollars to meet the needs of the students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nuview Union School District	Erica Williams Director of Educational Services and ELOP	ewilliams@nuviewusd.org 951-928-0066

Plan Summary [2025-26]

General Information

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

The Nuview Union School District (NUSD) is a small district serving students from transitional kindergarten to 8th grade in the Lakeview, Perris, and Nuevo communities. It is comprised of two elementary schools for TK-6th grade and one middle school for 7th and 8th grades, with a total student population of approximately 1500 students. The current Average Daily Attendance stands at 91.7% , 89.7% of NUSD students are classified as Socio-Economically Disadvantaged, and 31% are English language learners (EL). The student body is predominantly Hispanic (85.5%), followed by White (9.3%) students, with smaller percentages of African American (.7%), multiracial (2.2%), Asian (0.5%), American Indian (0.1%), Filipino (0.1%), and Pacific Islander (0.4%) students. Additionally, 14.6% are students with disabilities (SWD), 7.3% are experiencing homelessness, and 0.7% are foster youth.

NUSD is committed to fostering high expectations, beginning with quality classroom instruction. The curriculum includes Eureka Math for all grades, Engage New York ELA for grades 4 through 8, and McGraw Hill Wonders for TK-3. Amplify Science is used TK-8 to address Next Generation Science Standards and TCI for Social Studies. Two Teachers on Special Assignment (TOSA) per elementary school provide Tier 2 Intervention in math and English language arts, while the middle school TOSA focuses on English language arts. Intervention programs such as I-Ready and IXL are utilized, with Read 180 at the middle school level. Additionally, elementary schools have full-time PE teachers to support small group interventions. Positive Behavior Intervention Supports (PBIS) are implemented district-wide.

Safety is a top priority, emphasized through feedback from educational partners and addressed by board subcommittees like the Safety Subcommittee and Facilities Subcommittee, ensuring community engagement and prioritizing safety in decision-making.

Reflections: Annual Performance

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

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide

Academic Indicator:
English Language Arts- Homeless (Action 1.2) Dashboard Status: 98.5 points below standard
Students with Disabilities (Action 1.4) Dashboard Status: 116.7 points below standard
Math- English Learners (Action 1.2) Dashboard Status: 98.8 points below standard
Homeless (Action 1.2) Dashboard Status: 98.5 points below standard
Students with Disabilities (Action 1.4) Dashboard Status: 146.6 points below standard

School Climate:
Suspension Rate- English Learners (Action 3.2) Dashboard Status: 5.6% (high)
Hispanic (Action 3.2) Dashboard Status: 6.7% (very high)
Socioeconomically Disadvantaged (Action 3.2) Dashboard Status: 6.5% (very high)
Students with Disabilities (Action 3.2) Dashboard Status: 10.4% (very high)

School Sites: All Student Groups showing lowest performance levels

Mountain Shadows Middle School
Academic Indicator:
English Language Arts- Students with Disabilities (Action 1.10) Dashboard Status: 137.9 points below standard (very low)
Math- All Students (Action 1.10) Dashboard Status: 97 points below standard (very low)
Socioeconomically Disadvantaged (Action 1.10) Dashboard Status: 101.9 points below standard (very low)
English Learners (Action 1.10) Dashboard Status: 119 points below standard (very low)
Students with Disabilities (Action 1.10) Dashboard Status: 181.3 points below standard (very low)
Hispanic (Action 1.10) 105 points below standard (very low)

School Climate- Suspension Rate
All Students (Action 3.8) Dashboard Status: 18,7% (high)
Socioeconomically Disadvantaged (Action 3.8) Dashboard Status: 17.8% (high)
English Language Learners (Action 3.8) Dashboard Status: 19.3% (high)
Students with Disabilities (Action 3.8) Dashboard Status: 24.1% (high)
Hispanic (Action 3.8) Dashboard Status: 19.2% (high)
White (Action 3.8) Dashboard Status: 14.6% (high)

Pupil Engagement:
Chronic Absenteeism: White (Action 3.8) Dashboard Status: 45%

Nuview Elementary School
English Learner Progress (Action 2.4) Dashboard Status: 3.5% (very low)
School Climate- Suspension Rate
Students with Disabilities (Action 3.8) Dashboard Status: 8.2% (high)
Hispanic (Action 3.8) Dashboard Status: 3.7% (high)

Pupil Engagement- Chronic Absenteeism:
Students with Disabilities (Action 3.8) Dashboard Status: 42.4% (high)

Valley View Elementary School

Academic Indicator:
English Language Arts- English Language Learners (Action 1.10) Dashboard Status: 90.4 points below standard (low)
Math: English Language Learners (Action 1.10) Dashboard Status: 118.3 points below standard (low)
Students with Disabilities (Action 1.10) Dashboard Status: 154.8 points below standard (low)

School Climate-Suspension Rate
Students with Disabilities (Action 3.8) Dashboard Status: 7.1% (high)

The 2024 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide

School Climate:
Suspension Rate- Foster Youth (Action 3.2) Dashboard Status: 11.5% (high)

School Sites:

None

Our local data (IReady) shows that 72% of our students are performing at least one grade level below in reading, and 80% are performing at least one grade below in math. According to our local data, 85% of our English Learners are one or more grade levels below in reading, and 88% of our English Learners are one or more grade levels below in math.

The LEA will address these concerns through focused professional development in math and ELD. Increased staffing for students with disabilities to lower ratios and a focus on chronic absenteeism at school sites with incentives for improved attendance. In addition, continued focus on ELs through teacher planning time and intervention for the unduplicated students.

Areas that have shown growth on the 2024 California School Dashboard include ELA, Math, Chronic Absenteeism, Suspension, and English Learner progress.

NUSD has unexpended LREBG Funds to expend in the 2025-2026 school year.
LREBG-funded actions may be found in Goal 1, Actions 1.3 and 1.6. Goal 2, Action 2.2 and Goal 3, Action 3.1. and 3.2.
Based on the NUSD needs assessment, the academic performance of Socioeconomically disadvantaged and English Learners is an area of need.. Each of these five actions will address this need under the allowable use of tutoring or other one-on-one or small group learning supports provided by certificated or classified staff, and providing professional development and coaching on the ELA and Math Framework.
Each of these actions have been chosen based on student need and research based practices to support the action:
Action 1.3: Research supports the effectiveness of targeted intervention in helping students improve academic outcomes. For example, Gersten et al. (2009) found that providing small-group, skill-specific instruction as part of a multi-tiered intervention system significantly improved reading achievement in primary grade students. By using assessment data to identify student needs and deliver focused support, targeted interventions help close learning gaps and promote equity in education.
Action 1.6: Research has shown that smaller class sizes can lead to significant improvements in student learning, especially in the early grades. One of the most well-known studies on this topic is the Tennessee STAR (Student/Teacher Achievement Ratio) study, which found that students in smaller classes (13–17 students) performed better academically than those in regular-sized classes (22–25 students). These gains were especially strong for students in kindergarten through third grade and were even more pronounced for low-income and minority students (Finn & Achilles, 1999).
Action 2.2: Research shows that targeted support for English Learners (ELs) significantly improves their academic achievement and language development. For example, a study by August and Shanahan (2006), commissioned by the National Literacy Panel, found that EL students benefit most from instruction that integrates language development with content learning, especially when support is tailored to their language proficiency levels.
Action 3.1: Research shows that professional development focused on behavioral support equips educators with effective strategies to manage classrooms and improve student behavior. A study by Simonsen et al. (2014) found that when teachers received training in positive behavioral interventions and supports (PBIS), they implemented more proactive classroom management techniques, resulting in reduced disruptive behavior and improved academic engagement.
Action 3.2 Counseling and mental health services are essential for supporting students' emotional well-being and academic success. Research shows that access to school-based mental health services is linked to improved student outcomes, including better attendance, higher academic achievement, and reduced disciplinary issues. A study by Suldo et al. (2010) found that students who received regular counseling support reported lower levels of anxiety and depression and showed stronger engagement in school.

Reflections: Technical Assistance

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

The 2023 California School Dashboard shows that our Students with Disabilities are eligible for Differentiated Assistance in ELA, Math, and Suspension. In addition, our English Learners are eligible in math and suspension. We are now in Year Two of support provided to us by RCOE.
District leaders and site principals have participated in Differentiated Assistance meetings and the Compliance and Improvement Monitoring Process to establish the root causes of these students' challenges. Through this process, we have established plans to address the concerns.

District leaders and site principals have participated in the Compliance and Improvement Monitoring Process to establish the root causes of these students' challenges. Through this process, we have established plans to address the concerns.

In the CIM plan, there was one activity that was created to address the root causes:
1. Using short-term independent study at a greater rate than just missed school days.

In the DA meetings, the district is moving forward with the following plans:
Training in the area of mathematics for all teachers TK-8th grade.
Teachers are trained in designated and integrated ELD. This training incorporates both GLAD training and designated ELD lesson studies. In addition, supplemental materials are accessed to better support newcomer students in the district.

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.

This section is not applicable because there are no schools in the LEA 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.

This section is not applicable because there are no schools in the LEA identified for CSI.

Monitoring and Evaluating Effectiveness

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

This section is not applicable because there are no schools in the LEA identified for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	A LCAP survey was sent out December 5, 2024-January 5, 2025. The survey link was sent out via Parent Square and was sent out both by the district and site principals through Parent Square on multiple occasions. The survey gathered data on Basic Services, Implementation of State Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access, and Pupil Outcomes.
Parent Advisory Committee	LCAP PAC meetings occurred on 1/15/25, 2/19/25, 3/19/25, and 5/6/25. These meetings were held in person. They reviewed the purpose of the LCAP and the process. The LCAP survey, Dashboard Data, and minutes from staff LCAP meetings were reviewed. Goals and Actions were reviewed, and input was provided. Discussion took place to gather feedback on what goals and actions should be maintained in the 2025-2026 LCAP.
Student Advisory Commitee	Student LCAP meetings took place with 7th and 8th grade students on 1/13/25 and 3/24/25. The LCAP process was explained, and a discussion took place to gather input on what goals and actions should be maintained in the 2025-2026 LCAP. Students' praises and concerns were heard over what they would like to see at our school sites.
District English Language Advisory Committee	The DELAC met to give input on the students' educational program and feedback on the LCAP. Meeting dates: 10/9/24, 12/4/24, 3/12/25, 5/20/25.

Educational Partner(s)	Process for Engagement
Certificated Staff and Classified Staff	LCAP meetings were held at each of the three schools to inform and gather input. Goals and actions were reviewed, and input was provided. Meeting dates: 2/11/25, 2/18/25, and 2/20/25.
SELPA Consultation	The 2025-2026 LCAP draft was presented to the area SELPA Administrator on 5/7/25.
Bargaining Units	Meetings were held with each Bargaining Unit president to inform and gather input. Meeting date: 2/18/25.
Governing Board Community Members	A public hearing will be held on June 4, 2025 to solicit public comment and gather feedback from the Governing Board on the District's Local Control Accountability Plan draft. On June 12, 2025, the Board of Trustees is scheduled to approve the final draft of the District's Local Control Accountability Plan.
Site Leadership	District Principal meetings held two times per month allowed for principal feedback in Goals and Actions.

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

Educational partner feedback influenced the development of the adopted LCAP, ensuring that we were reflective in addressing the needs of our students and those identified by our educational partners. This resulted in updating one of our actions to better reflect the needs demonstrated. Based on the decline in ADA after improving over the past several years, there was a need for a focus on improving student attendance. Action 3.3 was developed to include a School Resource Officer to assist in improving school attendance through home visits and the SART/SARB process involvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic proficiency in literacy, numeracy, and 21st-century competencies through the implementation of high-caliber teaching methods and learning strategies.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It has been determined after analyzing data and meeting with educational partners that there is continued need to focus on student learning and academic achievement. In order to increase student achievement, we intend to provide supplemental materials, professional development, additional instructional minutes and smaller class sizes to support the learning of our English Learners, foster youth and socio-economically disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Performance on Local Assessments	On the Spring 2024 IReady Diagnostic, 61% of our students were performing at least one grade level below in reading and 67% in math. On the IReady Diagnostic, 69% of unduplicated students were performing at least one grade level below	As of 5/1/25 the end of year IREADY Diagnostic has not been administered.		On the Spring 2027 IReady Diagnostic, less than 40% of students will perform at least one grade level below standard in the areas of reading and math.	As of 5/1/25 the end of year IREADY Diagnostic has not been administered.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in reading and 75% in math.				
1.2	Student performance on CAASPP ELA (all students)	2023 Dashboard Status: 47.4 points below standard	2024 Dashboard Status: 26.4 points below standard		By the end of the 26-27 school year, we expect to decrease the points from standard by 42.3 points, which will result in a dashboard performance level of green.	There was an improvement of 21 points.
1.3	Student performance on CAASPP Math (all students)	2023 Dashboard Status: 77.5 points below standard	2024 Dashboard Status: 68.8 points below standard		By the end of the 26-27 school year, we expect to decrease the points from standard by 52.5 points, which will result in a dashboard performance level of green.	There was an improvement of of 8.7 points.
1.4	Professional Development	In the 2023-2024 LCAP survey, 62.8% of respondents said that students are engaged in classes and activities in Nuview Union School District.	In the 2025 LCAP Survey, 68.1% answered that students are engaged. Families: 83% Staff:69% Students:66%		In the 2026-2027 LCAP survey, we expect to increase the percentage of respondents that answer that students are engaged in classes and activities in Nuview Union School District by 17.2%.	There was an increase of 5.3% in positive response towards student engagement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Student Performance on CAASPP ELA (Students with Disabilities)	2023 Dashboard Status: 116.7 points below standard in the area of ELA (Students with Disabilities)	2024 Dashboard Status: 93.8 points below standard		By the end of the 26-27 school year, we expect to decrease the points from standard by 111.7 points, which will result in a dashboard performance level of green for students with disabilities in the area of EL.	There was an improvement of 22.9 points.
1.6	Student Performance on CAASPP Math (Students with Disabilities)	2023 Dashboard Status: 146.6 points below standard in the area of Math (Students with Disabilities)	2024 Dashboard Status: 131.2 points below standard		By the end of the 26-27 school year, we expect to decrease the points from standard by 121.6 points, which will result in a dashboard performance level of green for students with disabilities in the area of math.	There was an improvement of 15.4 points.
1.7	Class Size Ratios	Contract Maximum for TK-3 (average of 24);Grades 4-5 32:1; Grade 6 @ Elementary 33:1; Middle School Grades 6-8 34:1	2024-2025 averages: TK: 20:1 K-3: 23:1 4-6:32:1 7-8: 29		By the end of the 2026-2027 school year, we want to maintain an average of 18:1 for TK; 22:1 for K-3;	Class sizes decreased in each area to reduce the teacher to student ratio by one to two

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(average with individual class not to exceed 36)			30:1 for Grade 4-6 and an average of 32:1 for 7-8 grade.	students per each teacher.
1.8	Enrichment Opportunities	On the 2024 LCAP Survey, 40.9% of respondents stated that they disagreed that Nuview Union School District provided extracurricular activities for their students.	On the 2025 LCAP Survey, 30.1% of respondents felt NUSD doesn't provide extracurricular activities. Families 26%: Staff: 20% Students: 30%		By the end of the 2026-2027 school year, the number of respondents that feel Nuview Union School District doesn't provide extracurricular activities for their students will reduce by 20% to 20.9%.	There was a decrease of 10.8% of respondents that feld that NUSD doesn't provide extracurricular activities.
1.9	Student Enrollment in Beyond the Bell	253 students are currently enrolled in the Beyond the Bell (ELOP/ASES) program	319 students are currently enrolled in the Beyond the Bell (ELOP/ASES) program.		By the end of the 2026-2027 school year, we will increase the number of students enrolled in Beyond the Bell (ELOP/ASES) program by 10%.	There was an increase of student participation in Beyond the Bell by 66 students.
1.10	Devices accessible to students and staff	100% of students currently have access to devices that will meet instruction and assessment needs.	100% of students currently have access to devices that will meet instruction and		By the end of the 2026-2027 school year, we expect to continue our 1:1 student to device	The number of students that currently have access to devices

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			assessment needs.		ratio for students. TK-6 grade students have access at school and 7-8 grade students have access at school and home.	has remained the same at 100%.
1.11	Student Performance on CAASPP ELA (homeless)	2023 Dashboard Status: 74.7 points below standard	2024 Dashboard Status: 39.9 points below standard		By the end of the 26-27 school year, we expect to decrease the points from standard by 69.7 points, which will result in a dashboard performance level of green.	There was an improvement of 34.8 points.
1.12	Student Performance on CAASPP Math (homeless)	2023 Dashboard Status: 98.5 points below standard	2024 Dashboard Status: 94.2 points below standard		By the end of the 26-27 school year, we expect to decrease the points from standard by 73.5 points, which will result in a dashboard performance level of green.	There was an improvement of 4.3 points.
1.13	Implementation of Academic standards as reported on California Dashboard	2023 Dashboard Status- Standard Met	2024 Dashboard Status: Standard Met		By the end of the 26-27 school year, we expect to maintain "Standard Met" status on California Dashboard.	The Dashboard Status remained the same with Standard Met for both years.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Access to Standards-Aligned Instructional Materials	For the 2023-2024 school year, our Williams Compliance rate is 100% district-wide. All students have access to standards-aligned instructional materials.	For the 2024-2025 school year, our Williams Compliance rate is 100% districtwide.		By the end of the 26-27 school year, we will maintain all Williams complaints at zero or resolved. We will also continue to ensure that 100% of students have access to core instructional materials.	The status remained the same for each year at 100% for Williams Compliance.
1.15	Course Offerings-Broad Course of Study	For the 2023-2024 school year, NUSD continued to offer courses described under sections 51210 and 51220 a-i as applicable during the 2022-2023 academic year. A total of 135 students at our middle school, enrolled in our Science Technology Engineering and Math (STEM) program. 86 of those students are considered unduplicated under LCFF.	For the 2024-2025 school year, NUSD continued to offer courses described under section 51210 and 51220 (a)-(i) as applicable during the 2020-2021 academic year.		By the end of the 2026-2027 school year, the district will continue to offer courses described under section 51210 and 51220 (a)-(i) as applicable.	The status remains the same. NUSD continued to offer courses described under section 51210 and 51220 (a)-(i) as applicable during the 2020-2021 academic year.
1.16	Student Performance on CAASPP Math (English Learners)	2023 Dashboard Status: 98.8 points below standard	2024 Dashboard Status: 91.3 points below standard		By the end of the 2026-2027 school year, we expect to	There was an improvement of 7.5 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					decrease the points from standard by 73.8 points, which will result in a dashboard performance level of green.	
1.17	Ensure highly qualified staff for NUSD	97.4% of teachers are considered highly qualified in Nuview Union School District.	96.4% of teachers are considered highly qualified in NUSD.		By the end of the 2026-2027 school year, we will continue to have 100% of teachers determined to be highly qualified by TAMO.	There was a decrease of 1% of teachers that are considered highly qualified.
1.18	School Site-Dashboard	Mountain Shadows Middle School 2023 Dashboard Data CAASPP English Language Arts- Students with Disabilities -137.9 points below standard (very low) 2023 Dashboard Data CAASPP Math- All students: 97 points below standard (very low) Socioeconomically Disadvantaged -101.9 points below standard (very low)	Mountain Shadows Middle School 2024 Dashboard Data CAASPP English Language Arts- Students with Disabilities 104.5 points below standard (very low) 2024 Dashboard Data CAASPP Math- All students: 82.7 points below standard Socioeconomically Disadvantaged 89.2 points below standard. English Learners 113.8 points below standard.		Mountain Shadows Middle School 2026 Dashboard Data CAASPP English Language Arts-i Students with Disabilities- decrease 132.9 points from standard to -5 (Green on Dashboard) 2026 Dashboard Data CAASPP Math- All students decrease 74 points from standard to -	Mountain Shadows Middle School ELA Students with Disabilities improvement of 28.4 points. Math-All Students improvement of 14.3 points. Math- SED improvement of 12.7 points. Math- English Learners improvment of 5.2 points. Math-Students with Disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners -119 points below standard(very low) Students with Disabilities -181.3 points below standard (very low) Hispanic- -105 points below standard(very low) Nuview Elementary School 2023 Dashboard English Learner Progress- 3.5% (very low) Valley View Elementary 2023 Dashboard Data CAASPP English Language Arts English Language Learners is -90.4 points below standard (low) 2023 Dashboard Data CAASPP Math English Language Learners -118.3 points below standard (low) Students with Disabilities -154.8 points below standard (low)	Students with Disabilities 167.5 points below standard. Hispanic- 89.1 points below standard. Nuview Elementary School 2024 Dashboard English Learner Progress- 48.4% making progress. Valley View Elementary 2024 Dashboard Data CAASPP English Language Arts English Language Learners is 73.3 points below standard 2023 Dashboard Data CAASPP Math English Language Learners 94 points below standard. Students with Disabilities 144.7 points below standard.		25 (Green on Dashboard) SED decrease 76.9 points from standard to -25(Green on Dashboard) EL decrease 95 points from standard to -25 (Green on Dashboard) SWD decrease 156.3 points from standarnd to -25 (Green on Dashboard) Hispanic decrease 80 points from standard to -25 (Green on Dashboard) Nuview Elementary School 2026 English Learner Progress- Increase 3.8% each year to 45% (Green on Dashboard) Valley View Elementary	improvement of 13.7 points. Math- Hispanic improvement of 15.9 points. Nuview Elementary English Learner Progress increase of 44.9% making progress. Valley View Elementary ELA-English Learners improvement of 17.1 points. Math- English Learners improvement of 23.4 points. Math-Students with Disabilities improvement of 10.1 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2026 Dashboard Data CAASPP ELA EL- decrease 61.1 points from standard to -5 (Green on Dashboard) 2026 Dashboard Data CAASPP Math EL- decrease 93.3 points from standard to -25 (Green on Dashboard) SWD- decrease 129.8 points from standard to -25 (Green on Dashboard)	

Goal Analysis [2024-25]

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

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

During the first year of implementation for Goal 1, the district was able to implementt all planned actions. The core focus areas—Action 1.1 student achievement in ELA and Math, Action 1.6 reduction in class sizes,1.7 expansion of enrichment opportunities, and Action 1.1 equity-focused interventions—were implemented as intended, with few substantive deviations from the original plan.

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.

Targeted Intervention Programs (1.1) were budgeted at $1,040,496, but actual expenditures rose to $1,114,602—an increase of $74,106. The proposed budget was reflective of salaries. There was a difference in teacher salaries paid for out of this action.
District Professional Development (1.3) experienced a significant increase, with actual costs totaling $130,362 versus the $83,539 budgeted, reflecting a $46,823 increase. Additional teachers were provided Staff Development in Quality First Instruction. There was an increase in the days professional development was provided.
Staff to Student Ratios (1.6) also showed a notable overspend of approximately $129,747. The ratio was lower than originally anticipated based on student enrollment.

Expanded Learning Opportunities (1.8) had a shortfall, with only $299,855 spent compared to $3,259,532.21 budgeted—This was due to removing the ELOP budget out of the LCAP.
Technology to Support Learning (1.9) saw expenditures fall by $168,877 compared to the budgeted $433,292. This was due to a lower than anticipated vendor quote for the planned technology that was purchased.

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

Academic Growth: CAASPP results show a positive trajectory.

All student groups made progress in closing the distance from standard inboth ELA and Math. For example, all students improved by 21 points in ELA and nearly 9 points in Math. Students with disabilities and
homeless students showed even more marked growth in ELA (22.9 and 34.8 points respectively).

Class Size Reductions: Class sizes were successfully reduced by 1–2 students per teacher across most grade spans, aligning with the district's plan to create more supportive and individualized learning environments.

Increased Student Engagement and Access: Survey responses improved by 5.3%, and participation in the "Beyond the Bell" program increased by 26%, reflecting improved access to enrichment and support opportunities. Additionally, access to technology remained at 100%.
Instructional Standards and Materials: The district maintained full compliance with academic standards and instructional materials, with no Williams complaints filed.

Closing Gaps for Specific Subgroups: Despite improvements, performance gaps remain significant for English Learners and Students with Disabilities, particularly in Math. While progress was made (7.5-point and 15.4-point improvements, respectively), these groups are still more than 90 points below standard in Math.
Highly Qualified Staffing: The percentage of highly qualified teachers slightly declined (from 97.4% to 96.4%).

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.

Learning Recovery Emergency Block Grant has been added to Actions 1.3 and 1.6. We will continue with the actions established at the start of the plan. In metric 1.18, Valley View was reported at -66.1 in error. The Valley View ELA score for ELs should have been -90.4 points below standard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Targeted Intervention Programs	Additional interventions and supports during the school day will be provided to our English Learners, foster youth, and low-income students. Continue to fund TOSAs, intervention in ELA and Math, and Elementary PE positions as needed to provide Tier 2 and Tier 3 support. This action will be measured by metric 1.1	$1,135,446.00	Yes
1.2	Supplemental Instructional Programs and Materials	Provide supplemental materials and support to assist in delivering Common Core State Standards. Supplement adopted subject-specific materials and programs as needed. Continue to provide diagnostic and additional instructional support to English Learners, foster youth and socio-economically disadvantaged students.	$208,966.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	District Professional Development	LREBG Action Provide professional development to certificated and classified employees in identified best instructional practices that support the learning of English learners, foster youth, and socio-economically disadvantaged students. Provide professional development in the areas of mathematics, ELD, and Quality First Instruction to continue to provide time for teachers to collaborate on curriculum and calibrate instruction as a grade level. This action will be measured by metric 1.4 LREBG Funds supporting this action: $54,179.00	$197,967.00	Yes
1.4	Increase Achievement of Unduplicated Students with Disabilities	Additional support will be provided to unduplicated students with disabilities, including additional curriculum/materials, staff professional development, and reorganization of the continuum of services.	$658,000.00	Yes
1.5	Additional Instructional Minutes	In 15/16, an additional 12 minutes of instruction each day were added to students' schedules. This is equivalent to 2.67% of the teacher salary schedule. The expanded instructional minutes support the needs of unduplicated students by providing additional time for first-best instruction. .	$295,939.00	Yes
1.6	Staff to Student Ratios	LREBG Action Maintain lower than collectively bargained class sizes and reduce the number of combination classes to ensure more equitable services for unduplicated students. Classified staff (instructional aides) to support our English Learners, foster youth, and socio-economically disadvantaged students where need is shown. This action will be measured by metric 1.7 LREBG Funds supporting this action: $480,960.00	$2,182,176.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Enrichment Opportunities	Continue to provide increased enrichment to STEM education in grades TK-8 through a Makerspace at the elementary sites and a STEM lab at the Middle School. We continue to provide outdoor education and field trip opportunities at little to no charge to our socio-economically disadvantaged English Learners and foster youth students.	$259,771.00	Yes
1.8	Expanded Learning Opportunities	Continue to provide extended school days and school year opportunities for underachieving students, foster youth, English learners, and socio-economically disadvantaged students. LCFF funds will be used to support the Expanded Learning Opportunity Grant further. Elementary Assistant Principals have been hired to focus on the learning loss of unduplicated students during the school day and the expanded learning time. The two positions are 50% funded by LCFF and 50% by the expanded learning opportunity grant. A Director of Educational Services/ELOP and a classified support staff position focus on providing students with an expanded learning program, professional development for staff, student instruction, and curriculum.	$334,165.00	Yes
1.9	Technology to Support Learning	To support unduplicated students in digital literacy, we will maintain a 1:1 device ratio. We will also support the connectivity of these devices at school and at home with new infrastructure as needed. Technology personnel will maintain devices, assist with connectivity, and provide support to ensure that the district's unduplicated students have equal access to technology.	$454,791.00	Yes
1.10	Site Allocations-Academic	Provide school sites with supplemental and concentration funds beyond base funding allocations to support increased services for unduplicated students at the school site level. We monitor this action by using a	$80,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
		separate goal in our funding line to ensure the money is used for increased and improved services. Reasoning: The School Plan for Student Achievement (SPSA) is an intentional plan that should utilize the most resources available to the school to increase student achievement. The SPSA development process is aligned with the Local Control and Accountability Plan. Therefore, it is an effective process to allow the local school site to analyze its student achievement data to determine the site-specific needs of its student populations. Each school site in our district is allotted LCFF supplemental dollars based on the site's unduplicated student count. Each site's School Site Council created its SPSA with actions to address the needs of identified student groups designated as red on the 2023 California Dashboard. District oversight ensures that the funds are used appropriately.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve the English Proficiency and academic achievement of English Learners	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

After reviewing the California Dashboard and discussions with educational partners showing data that only 42.5% of our students are making progress toward English Language Proficiency, and our reclassification rate was not at the rate expected, it was determined that this needed to be a focus for our students. To address these needs, we plan to provide professional development to teachers, monitor English Learner Progress, and provide teachers with planning time specifically designated for English Learners and site allocations to address the progress of English Learners specifically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner Math Performance	On the 2023 Dashboard, English Learners were 98.8 points below standard.	2024 Dashboard Status: 91.3 points below standard		On the 2026 Dashboard, English Learners will decrease the distance from standard by 73.8 points to -25 points from standard. (Green on the Dashboard)	There was an improvement of 7.5 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Reclassification of Fluent English Proficient	In the 2023-2024 school year, 31 students were reclassified	In the 2024-2025 school year, 60 students were reclassified.		By the end of the 2026-2027 school year, we expect to see an average of 60 students per year reclassified as Fluent English Proficient.	There was an increase of 29 students that were reclassified in the 2024-2025 from the 2023-2024 school year.
2.3	Progress on CA English Language Development	2023 ELPI: 42.5% of students making progress towards English Language Proficiency	2024 ELPI: 49.5% of students making progress towards English Language Proficiency		65% making progress towards English Language Proficiency	There was an increase of 7% in students making progress towards English Language Proficiency.
2.4	School Sites- Dashboard Data	Mountain Shadows Middle School 2023 Dashboard Data CAASPP Math- English Learners -119 points below standard(very low) 2023 Dashboard Suspension Rate English Language Learners: 19.3 (high) Nuview Elementary School 2023 Dashboard English Learner	Mountain Shadows Middle School 2024 Dashboard Data CAASPP Math- English Learners- 113.8 points below standard. 2023 Dashboard Suspension Rate English Language Learners: 7.3% Nuview Elementary School 2024 Dashboard English Learner Progress- 48.4% making progress. Valley View Elementary 2024		Mountain Shadows Middle School 2026 Dashboard Data CAASPP Math- EL decrease 95 points from standard to -25 (Green on Dashboard) 2026 Dashboard Data EL decrease 8% (Green on Dashboard)	Mountain Shadows Middle School Math- English Learners an improvement of 5.2 points. Suspension Rate- English Learners Decrease of 12% Nuview Elementary School English Learner Progress- Increase of 41.9% Valley View Elementary School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Progress- 3.5% (very low) Valley View Elementary 2023 Dashboard Data CAASPP English Language Arts English Language Learners -90.4 points below standard (low) 2023 Dashboard Data CAASPP Math English Language Learners -118.3 points below standard (low)	Dashboard Data CAASPP English Language Arts English Language Learners 73.3 points below standard. 2024 Dashboard Data CAASPP Math English Language Learners 94 points below standard		Nuview Elementary School 2026 English Learner Progress- Increase 3.8% each year to 45% (Green on Dashboard) Valley View Elementary 2026 Dashboard Data CAASPP ELA EL- decrease 61.1 points from standard to -5 (Green on Dashboard) 2026 Dashboard Data CAASPP Math EL- decrease 93.3 points from standard to -25 (Green on Dashboard)	ELA-English Learners improvement of 17.1 points. Math- English Learners improvement of 24.3 points.

Goal Analysis [2024-25]

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

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

The specific actions implemented to support English Learners have shown moderate to strong effectiveness across several key areas.

2.1 Teachers were provided with GLAD training and site ELD training
2.2 English Learners were provided with support to become English Proficient. Daily designated and integrated ELD. ELPAC was administered, monitoring of progress took place and ELAC and DELAC meetings were held.

Overall, the actions taken have been effective in initiating upward trends in performance, language acquisition, and student behavior among English Learners. While continued progress is needed to meet the ambitious 2026 targets, the current data suggests that the implemented strategies are on the right track.

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.

For Action 2.1 (Training to Support English Learners), expenditures matched the planned amount exactly at $83,749.

Action 2.2 (Support for English Learners to Become English Proficient) showed a notable increase in spending, with actual expenditures of $173,750 compared to a planned budget of $146,648—an overage of $27,102. Additional funds were spent in this area to provide additional licenses to newcomers for Lexia and additional licenses in Read180 for English Learners at the middle school.

In Action 2.4 (Site Allocations – English Learner Development), expenditures also exceeded the budgeted amount, rising from $27,134 to $30,923, an increase of $3,789. Based on enrollment, site allocations were increased during the school year.

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

English Learner Math Performance
There has been a modest improvement in EL math performance, with a decrease of 7.5 points below standard (from -98.8 to -91.3). While this shows some progress, the change is relatively small, suggesting that current math interventions may need to be intensified or adjusted to accelerate growth.

Reclassification of Fluent English Proficient Students
A significant improvement is evident here: the number of reclassified students increased from 31 to 60, indicating that instructional and support strategies for English language development have been effective in helping students meet reclassification criteria.

Progress on CA English Language Development (ELPI)
The percentage of students making progress increased from 42.5% to 49.5%, a 7% gain. This positive trend suggests that strategies targeting language acquisition are yielding results, though there is still room to grow to meet the 65% target.

School Site-Specific Data

Mountain Shadows Middle School saw a 5.2-point improvement in math and a 12% decrease in suspension rates for English Learners. This implies both academic and behavioral supports are beginning to have a positive effect.

Nuview Elementary showed a 41.9% increase in EL progress, an outstanding result that highlights highly effective strategies at this site.

Valley View Elementary showed declines in points below standard in both ELA and Math (17.1 and 24.3 points, respectively), indicating solid academic growth among English Learners.

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.

Action 2.2 will utilize Learning Recovery Emergency Block Grant to fund a portion of the action. We will continue with the actions established at the start of the plan. In metric 1.18, Valley View was reported at -66.1 in error. The Valley View ELA score for ELs should have been -90.4 points below standard.

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	Training to support English Learners	Nuview Union School District will provide professional learning opportunities for teachers to support multilingual learners including students identified as Long Term English Learners. • Project GLAD training	$26,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Provide support for English Learner (EL) and Long Term English Learners (LTELs) students to become English proficient	LREBG Action Ensure all ELs and LTELs are receiving both designated and integrated ELD instruction through structured English Immersion. • Identify and assess all ELs to determine language proficiency annually • Ensure teachers assigned to provide instruction to English learners have the appropriate authorizations • Form advisory groups for parents of EL students to learn about educational programs and advise staff on the program goals and procedures (DELAC/ELAC) • Provide administrative support and leadership to implement the EL program per state and federal guidelines • Implement districtwide progress monitoring protocols for English learners (ELs) • Complete procedures for reclassifying students from EL to proficient in English based on required criteria • Monitor the progress of ELs and Long-Term English Learners (LTELs) in core content areas and provide interventions as appropriate • Monitor the academic progress of students reclassified to fluent English proficient for four years This action will be measured by metric 2.2 LREBG funds supporting this action: $94,598.00	$293,432.00	Yes
2.3	Daily planning time in the area of English Language Development	Daily planning time for teachers in the area of English Language Development to directly improve services for our English Language Learners. This time will include periodic progress monitoring of English Learners through Ellevation and I-Ready, analysis of state and local	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessments, and planning of designated and integrated ELD lessons and strategies.		
2.4	Site Allocations-English Learner Development	Provide school sites with supplemental and concentration funds beyond base funding allocations to support increased services for unduplicated students at the school site level. We monitor this action by using a separate goal in our funding line to ensure the money is being used for increased and improved services. Reasoning: The School Plan for Student Achievement (SPSA) is an intentional plan that should utilize the most out of the resources available to the school to increase student achievement. The SPSA development process is aligned with the Local Control and Accountability Plan. Therefore, it is an effective process to allow the local school site to analyze its student achievement data to determine the site-specific needs of its student populations. Each school site in our district is allotted LCFF supplemental dollars based on the site's unduplicated student count. The site's School Site Council created their SPSA to reflect the needs of their unduplicated students. District oversight ensures that the funds are used appropriately.	$61,680.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve student success through development of targeted and coherent systems of support	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

After reviewing the LCAP survey, Dashboard data on chronic absenteeism, Dashboard data on suspension, and educational partner feedback, we see the need for increased support provided to students through targeted systems of support. We also see the need to continue to improve a safe and supportive learning environment that promotes equity, engagement, and school connectedness. The goal and actions written will help our district lower the suspension rate, increase ADA, increase parent involvement, and improve school safety and connectedness to better engage our unduplicated student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Professional Development	On the 2024 LCAP survey, 71.1% of respondents answered favorably when asked whether “Teachers and staff care about students.”	On the 2025 LCAP survey, 66.7% answered favorably. Families: 82% Staff: 78% Students: 63%		By the end of the 2026-2027 school year, 85% of respondents will answer favorably when given the statement, “Teachers and staff care about students.”	There was a decrease of 4.4% of respondents that answered favorably.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Suspension Rate	All Students: 2023 Dashboard status 6.4% (very high) English Learners: 2023 Dashboard status 5.6% (high) Hispanic: 2023 Dashboard status 6.7% (very high) Socioeconomically disadvantaged: Dashboard status 6.5% (very high) Students with Disabilities: Dashboard status: 10.4% (very high)	2024 Dashboard status All Students: 4.9% English Learners: 4.4%. Hispanic: 5.3% Socioeconomically Disadvantaged: 4.9% Students with Disabilities: 6.6%		By the end of the 2026-2027 school year, the suspension rate will decrease by 3% for all students and (English Learners, Hispanic, Socioeconomically disadvantaged, Students with Disabilities)	All Students- Decrease of 1.5% English Learners- Decrease of 1.2% Hispanic: Decrease of 1.8% SED: Decrease of 1.6% Students with Disabilities: 3.8%
3.3	Attendance Rate (ADA)	In the 23-24 school year, the district wide average daily attendance rate is 93.65%.	The 24-25 district wide average daily attendance is 93.5%		By the end of the 2026-2027 school year, the expected average daily attendance will increase by at least 3% to be 96.65%.	Average Daily Attendance Rate has decrease by .15%.
3.4	Middle School Dropout Rates	For the 2023-2024 school year, one student was considered a middle school dropout.	For the 2024-2025 school year, 5 students were considered a middle school dropout.		By the end of the 2026-2027 school year, we expect to see the middle school drop out rate for Nuview Union School District to be 0%	There was an increase of 4 students that were considered a middle school dropout.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Parent Involvement inclusive of parents of unduplicated students and parents of students with exceptional needs	In the 2024 LCAP Survey, 56.1% of respondents responded that Nuview Union School District provides parent workshops on student advocacy and educational priorities.	In the 2025 LCAP Survey, 59.5% of respondents responded that NUSD provides parent workshops. Families:76% Staff:67% Students:56		By the end of the 26-27 school year, 80% of respondents will respond that NUSD provides parent workshops on student advocacy and educational priorities.	There was an increase of 3.8% of respondents that answered favorably that NUSD provides parent workshops.
3.6	School Safety and Connectedness	In the 2023-2024 LCAP survey, 60.1% of respondents stated that students feel safe on NUSD campuses.	In the 2025 LCAP survey, 61.2% of respondents stated that students feel safe on NUSD campuses. Families:76% Staff:79% Students: 56%		In the 2026-2027 LCAP survey, we expect to see an increase in respondents that feel safe on NUSD campuses by 19.9%.	There was an increase of 1.1% of respondents that answered favorably that NUSD students feel safe on campus.
3.7	School Climate-Chronic Absenteeism	On the 2023 Dashboard, the Chronic Absenteeism rate for all students was 31.9% (very high)	On the 2024 Dashboard, the Chronic Absenteeism rate for all students was 23.2%		By the end of the 2026-2027 school year, the chronic absenteeism rate will reduce 21.9% to 10%.	Chronic Absenteeism declined by 8.7%.
3.8	School Site 2023 Dashboard Data	Mountain Shadows Middle School	MSMS 2024 Dashboard Suspension Rate All Students: 10%		Mountain Shadows Middle School	Mountain Shadows Middle School Suspension Rate-All Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Dashboard Suspension Rate All Students- 18.7% (high) Socioeconomically Disadvantaged: 17.8% (high) English Language Learners: 19.3 (high) Students with Disabilities: 24.1% (high) Hispanic: 19.2% (high) White: 14.6% (high) 2023 Chronic Absenteeism: Pupil Engagement: White: 45% Nuview Elementary School 2023 Dashboard Data Suspension Rate Students with Disabilities 8.2% (high) Hispanic 3.7% (high) 2023 Dashboard Data Chronic Absenteeism Students with Disabilities 42.4% (high) Valley View Elementary 2023 Dashboard Suspension Rate	Socioeconomically Disadvantaged:9.5 % English Language Learners: 7.3% Students with Disabilities:6.3% Hispanic:11% White:2.5% Chronic Absenteeism White:37.5% NES 2024 Dashboard Suspension Rate Students with Disabilities:6.6% Hispanic:3.4% Chronic Absenteeism Students with Disabilities:31.7% VVES 2024 Dashboard Suspension Students with Disabilities: 5.7%		2026 Dashboard Data Suspension Rate All students decrease 8% (Green on Dashboard) SED decrease 8% (Green on Dashboard) EL decrease 8% (Green on Dashboard) SWD decrease 8% (Green on Dashboard) Hispanic decrease 8% (Green on Dashboard) White decrease 8% (Green on Dashboard) 2026 Dashboard Data Chronic Absenteeism White decrease 10% (Green on Dashboard) Nuview Elementary School 2026 Dashboard Data Suspension Rate	decreased by 8.7% SED decreased by 8.3% English Learners decreased by 12% Students with Disabilities decreased by 15.1% Hispanic decreased by 7.3% White decreased by 12.1% Chronic Absenteeism-White: reduced by 7.5% Nuview Elementary School Suspension Rate-Students with Disabilities decreased 1.6% Hispanic decreased by .3% Chronic Absenteeism reduced by 10.7% Valley View Elementary School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 7.1% (high)			SWD decrease to 3% (Blue on Dashboard) Hispanic decrease to .7% (Blue on Dashboard) 2026 Dashboard Data Chronic Absenteeism SWD decrease to 10% (Green on Dashboard) Valley View Elementary 2026 Dashboard Data Suspension Rate SWD decrease to .5%	Suspension-Students with Disabilities: 1.4%
3.9	Facility Inspection Tool (FIT)	In December 2023, all of our sites scored an overall ranking of "good" on the annual FIT inspection.	In December 2024, all of our sites scored an overall ranking of “good” on the annual FIT inspection.		By the end of the 26-27 school year, we expect to see that all of our sites scored at least an overall ranking of "good" or "exemplary" on the annual FIT inspection.	The annual FIT report remained the same with a ranking of "good" between the two years.
3.10	Expulsion Rate	According to Data Quest, the 2022-2023 expulsion rate for	The 2023-2024 expulsion rate for NUSD students		By the end of the 2026-2027 school year, we expect that the expulsion	There was an increase in the expulsion rate of .3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NUSD students was 0% for the school year.	was .3%. There were 5 expulsions.		rate will remain at 0%.	
3.11	Parent Participation	Based on the 2024 LCAP survey, 60.9% of respondents felt that parents are included in advisory committees such as School Site Council, English Learner Advisory Committee, and Parent Advisory Committee.	Based on the 2025 LCAP survey, 58.4% of respondents felt that parents are included in committees. Families: 80% Staff: 76% Students: 51%		By the end of the 26-27 school year, 80% of respondents will respond that parents are included in advisory committees such as School Site Council, English Learner Advisory Committee and Parent Advisory Committee.	There was a decrease of 2.5% in respondents answering favorably to the question parents are included in committees.

Goal Analysis [2024-25]

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

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

The implementation of planned actions for the Nuview Union School District was successful, particularly in the areas of behavior, attendance, and safety. We were able to provide professional development in the areas of Behavioral Support. Counseling and mental health services were increased for unduplicated students. Transportation was offered to students and Parent Square was utilized as the parent communication platform. Increased health services were provided to students. Security guards were in place at each of the sites. School site allocations were provided and schools were able to implement their plans based on their school plans.

However, there were challenges. Student perception of staff care decreased. The middle school dropout rate increased from one to five students..

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.

Action 3.1 (Professional Development for Behavioral Support), actual expenditures were significantly lower than budgeted, dropping from $12,434 to just $3,000. The district obtained a grant to cover the costs of this professional development.

Action 3.2 (Counseling and Mental Health Services) saw an increase in spending from $793,045.65 to $885,912, This increase was based on an increase in salary expenses.

Action 3.3 (Home to School Transportation) also saw an increase in actual expenditures—from $432,250 to $460,200—This was based on an increased contribution to transportation.

For Action 3.4 (Increased Health Services), actual expenditures exceeded the planned budget ($259,598 compared to $248,795.40). This was due to increase in salary expenses.

Actions 3.5 (Parent and School Connectedness) and 3.8 (Site Allocations – School Climate) showed small increases in actual expenditures. Budgeted expenditures came in as expected.

Action 3.6 (Safety and Security) reduction in spending from $297,754.09 to $291,17. This was due to not moving forward with a door lock system in the timeline we thought would take place this school year.

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

The specific actions taken toward achieving the goal have shown mixed effectiveness to date. Efforts aimed at reducing suspension rates have been notably successful, with significant decreases across all student subgroups. For instance, suspension rates declined by 1.5% for all students, 1.2% for English Learners, 1.8% for Hispanic students, 1.6% for socioeconomically disadvantaged students, and 3.8% for students with disabilities. This progress is further reflected at the site level—Mountain Shadows Middle School reported a total suspension rate decrease of 8.7%, while Nuview Elementary School reduced suspensions for students with disabilities by 1.6%. Similarly, chronic absenteeism interventions have proven effective, with the districtwide rate dropping from 31.9% to 23.2%, an 8.7% reduction. Site-specific gains include a 10.7% decrease in absenteeism for students with disabilities at Nuview Elementary and a 7.5% decrease for White students at Valley View Elementary, indicating that efforts to improve student attendance and engagement are making a meaningful impact.

In contrast, some actions have been less effective. Student perception that “teachers and staff care about students” declined from 71.1% to 66.7%, a decrease of 4.4%, suggesting a need to enhance student-staff relationship building. The middle school dropout rate increased from one to five students, revealing gaps in early identification and support for at-risk students. Additionally, despite increased outreach and workshop offerings, the perception of parent inclusion in advisory committees such as School Site Council and ELAC decreased slightly from 60.9% to 58.4%. This suggests that while efforts were made to improve family engagement, further strategies may be necessary to

overcome communication or participation barriers. Overall, while several initiatives have yielded measurable progress, others will require refinement to more effectively support the district's long-term goals.

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

Actions 3.1 and 3.2 will utilize Learning Recovery Emergency Block Grant to fund a portion of the action. There is a change to one of the actions in this goal based on a need to improve student attendance. ADA this school year has dropped. It has been determined that a school resource officer split between our three sites and our Charter High School will assist with students attending school through home visits, parent support and community interaction.

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	Professional Development for Behavioral Support	LREBG Action Site administration and staff will be provided additional professional development in the area of positive behavior and intervention supports (PBIS), alternate means of correction, and trauma informed practices. Metric being used to monitor the action: Metric 3.1 LREBG Funds supporting this goal: $13,062.00	$56,381.00	No
3.2	Counseling and Mental Health Services	LREBG Action Increased counseling services for unduplicated students at all schools. There is a continued need to provide therapy for struggling students. LREBG Funds supporting this goal: $142,425.00	$960,585.00	Yes
3.3	Improving Student Attendance	To reduce chronic absenteeism, the district will implement a multi-faceted approach that includes enhanced transportation services, ensuring students have reliable access to school. A School Resource Officer (SRO) will support attendance efforts by building positive relationships with students and families, conducting outreach to address barriers to	$595,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance, and collaborating with school staff on early intervention strategies. Additionally, the district will utilize an online platform for attendance recovery, allowing students to make up missed instructional time. ParentSquare will be used to enhance home communication by sending automated attendance letters and real-time notifications to families, ensuring they are informed and engaged in improving student attendance. These combined efforts aim to improve student engagement, safety, and overall attendance rates.		
3.4	Increased Health Services	Our district's mission is to support the whole child, including physical health. Health techs assist students and families with in-school needs as well as assistance with outside services. The district nurse works with outside agencies to provide medical and dental services in the district. Extended coverage in the health office so students and families can access the health tech before school, throughout the day, and after school. Through grant funding, NUSD has partnered with outside agencies to provide students with dental care, vision care, and IEHP liaison support. Supplemental concentration funds will provide the proportional share of the services from the health experts to allow us to expand services to students	$266,885.00	Yes
3.5	Parent and School Connectedness	Increase the opportunities parents of unduplicated students can have to participate in district and school events. Community Liaison support has been added to the health tech position to assist with communicating with our Spanish-speaking families. Provide families with training/information nights on new district initiatives. Provide families with access to various means of communication to increase home/school communication and parent/guardian involvement with our schools.	$107,435.00	Yes
3.6	Safety and Security	To ensure safety, communication and attendance the district will use a variety of reporting systems. Additional campus supervision at each site	$255,157.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and a school security officer at each site to further address safety needs that were seen as trends in educational partner input		
3.7	School and Classroom Environment	Through educational partner feedback, it was determined that school climate and facilities need to be addressed. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students equally receive supporting learning environments and opportunities that help them learn and thrive. We will also use supplemental/concentration grants to improve the classroom environment through facility needs for our low-income, EL, and foster youth population. To keep that learning environment as clean and safe as possible, increase our custodial staff by 2.75 FTE using concentration add-on funding.	$214,106.00	Yes
3.8	Site Allocations-School Climate	Provide school sites with supplemental and concentration funds beyond base funding allocations to support increased services for unduplicated students at the school site level. We monitor this action by using a separate goal in our funding line to ensure the money is being used for increased and improved services. Reasoning: The School Plan for Student Achievement (SPSA) is an intentional plan that should utilize the most out of the resources available to the school to increase student achievement. The SPSA development process is aligned with the Local Control and Accountability Plan. Therefore, it is an effective process to allow the local school site to analyze its student achievement data to determine the site-specific needs of its student populations. Each school site in our district is allotted LCFF supplemental dollars based on the site's unduplicated student count. The site's School Site Council created their SPSA to reflect the needs of their unduplicated students. District oversight ensures that the funds are used appropriately.	$94,442.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,611,198.00	$853,902.00

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
40.431%	0.000%	$0.00	40.431%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Targeted Intervention Programs **Need:** This is a returning action from the prior LCAP. Based on student data, the district and our educational partners have identified this as a continued need. On the Spring 2024 IReady Diagnostic, 61% of our students performed at least one grade level below in reading and 67% in math. On the IReady Diagnostic, 69%	Providing students with tiered intervention helps to support the individual academic needs of our students. It is provided LEA-wide based on the baseline data of our students' current academic levels.	This action will be measured by metric 1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of unduplicated students performed at least one grade level below in reading and 75% in math. **Scope:** LEA-wide		
1.2	**Action:** Supplemental Instructional Programs and Materials **Need:** This is a returning action from the prior LCAP. This was identified as a continued need to support students in ELA and Math based on the data from the 2023 Dashboard. 2023 Dashboard Data on CAASPP ELA shows 47.4 points below standard. 2023 Dashboard Data on CAASPP Math shows 77.5 points below standard. 2023 Dashboard Data on CAASPP ELA for English Learners: 47.4 points below standard. 2023 Dashboard Data on CAASPP Math for English Learners: 98.8 points below standard. NUSD was identified for Differentiated Assistance for ELs in ELA and Math per the dashboard. Resources for this action will go towards Unduplicated Students with a specific focus on English Learners. **Scope:**	This action addressed our continued need for academic support for our students. Based on the baseline data of our students' current academic levels, we are changing the supplemental programs and materials provided through educational partners' feedback to increase academic achievement. The support is provided on an LEA-wide basis to address the needs of other student groups.	This action will be measured by metric 1.2, 1.3, 1.11, and 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** District Professional Development **Need:** This is a returning action that the district and our educational partners have identified through discussion and analysis of the data. In the 2024 LCAP survey, 62.8% answered that students are engaged in classes and activities in Nuview Union School District. One area of focus for professional development is math. Student Performance on CAASPP math for English Learners is 98.8 points below standard. **Scope:** LEA-wide	This action increases staff effectiveness, which will directly benefit our unduplicated students. Professional development in Math, Quality First Instruction, and ELD provided district-wide will ensure that every unduplicated student within the district receives the highest-quality education. This is provided to all students to provide equitable access and improved instruction for all students.	This action will be measured by metric 1.4
1.4	**Action:** Increase Achievement of Unduplicated Students with Disabilities **Need:** This is a returning action that the district and our educational partners have identified through discussion and analysis of the data. On the 2023 Dashboard, SWD was 74.7 points below standard in the area of ELA and 146.6 points below standard in Math. Based on local data through IReady, 85% of unduplicated students with disabilities are one or more levels below grade level in ELA and 90% in math. SWD were identified for	Implementing this action district-wide or school-wide addresses the pressing need identified for unduplicated students with disabilities (SWD) who are significantly below standard in ELA and Math. It ensures equitable access to support and resources for all SWD, fosters collaboration among educators, and maximizes the impact of interventions.	This action will be measured by metric 1.5 and 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Differentiated Assistance on the Dashboard in the areas of ELA and Math. The resources for this action will be used to support Students with Disabilities in the areas of ELA and Math. **Scope:** LEA-wide		
1.5	**Action:** Additional Instructional Minutes **Need:** This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue to support the goal. The expanded instructional time supports the needs of our unduplicated students, who benefit from longer class time that allows teachers to provide increased instruction. Current Dashboard Data on CAASPP ELA shows English Learners: 66.1 points from standard and 146.6 points from standard in math. Current Dashboard Data on CAASPP ELA for socio-economically disadvantaged: 53.1 points from standard and 83.2 points from standard in math. **Scope:** LEA-wide	By providing the additional instructional minutes, we are expanding the time our unduplicated students can receive the educational benefit of first, best instruction. This is provided LEA-wide to support students at all three sites.	This action will be measured by metric 1.2 and 1.3
1.6	**Action:** Staff to Student Ratios	Smaller class sizes assist teachers in differentiating more effectively to meet the needs	This action will be measured by metric 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue to support the goal. Based on current Dashboard Data on student academic performance, smaller class sizes will allow the teachers to more effectively meet the needs of English Learners, foster youth, and socioeconomically disadvantaged students. We see this as a need based on the following data: Current Dashboard Data on CAASPP ELA shows English Learners: 66.1 points from standard and 146.6 points from standard in math. Current Dashboard Data on CAASPP ELA for socio-economically disadvantaged: 53.1 points from standard and 83.2 points from standard in math. **Scope:** LEA-wide	of individual students. Both early intervention and individualized instruction are essential strategies for meeting the needs of all students.	
1.7	**Action:** Enrichment Opportunities **Need:** This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue to support the goal. Our rural area offers limited enrichment opportunities for our unduplicated students.	Providing additional opportunities to our unduplicated students will positively impact student engagement and attendance for our most at-risk youth. By increasing opportunities for students to engage in sports, music, and extracurricular programs, students are more likely to feel a connection to campus, thereby supporting academic needs. Increased connectedness will support the academic outcomes of economically disadvantaged students who typically have fewer	This action will be measured by metric 1.8 and 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2024 LCAP Survey, 40.9% of respondents disagreed that Nuview Union School District provided extracurricular activities for their students. In addition, the suspension rate status on the Dashboard for English Learners was high at 5.6% and very high for socioeconomically disadvantaged students at 6.5%. **Scope:** LEA-wide	opportunities for this level of engagement. This is provided LEA-wide to provide equitable resources to all students that live in our rural community.	
1.8	**Action:** Expanded Learning Opportunities **Need:** This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue to support the goal. The expanded instructional time supports the needs of our unduplicated population, which benefits from longer class time and increased exposure to ELA and math concepts. Current Dashboard Data on CAASPP ELA shows English Learners: 66.1 points from standard and 146.6 points from standard in math. Current Dashboard Data on CAASPP ELA for socio-economically disadvantaged: 53.1 points from standard and 83.2 points from standard in math.	Extending school days and years targets underachieving students, foster youth, English learners, and socio-economically disadvantaged students. It's implemented district-wide to ensure equitable access. Staff are hired to focus on learning loss and provide enrichment. This approach maximizes resources and collaboration for improved academic outcomes for all students in our district.	This action will be measured by metric 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.9	**Action:** Technology to Support Learning **Need:** This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue to support the goal. The need for unduplicated students in technology lies in ensuring fair access to digital resources and skills. This involves providing devices, internet access, and tech training to bridge the digital divide and empower these students for success in today's tech-driven world. **Scope:** LEA-wide	NUSD will continue providing students with 1:1 devices they can take home in Middle School. Hot spots and portable chargers are also made available to unduplicated students to ensure that all students have equitable access to technology resources. This is provided LEA-wide to ensure all students have equitable access to technology.	This action will be measured by metric 1.10
1.10	**Action:** Site Allocations- Academic **Need:** This is a continued action from the previous LCAP that was determined by the district and educational partners to be continued. School sites will focus on the specific areas of need within their school community based on the 2023 Dashboard Data and focus on student groups that were at red on the Dashboard. Mountain Shadows Middle School	Within each site SPSA, specific actions have been created to address each of the Dashboard areas of need at their site. The principal and leadership created a needs assessment and determined the focus for each site. These specific actions will help support our unduplicated students' continued education and show growth in each area of need at each site. This is provided LEA-wide to provide equitable resources to all students.	This action will be measured by metric 1.18

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 Dashboard Data CAASPP English Language Arts- Students with Disabilities -137.9 points below standard (very low) 2023 Dashboard Data CAASPP Math- All students: 97 points below standard (very low) Socioeconomically Disadvantaged -101.9 points below standard (very low) English Learners -119 points below standard(very low) Students with Disabilities -181.3 points below standard (very low) Hispanic- -105 points below standard(very low) Based on 24-25 SPSA, Mountain Shadows has plans to use these funds to provide professional development in the area of math to teachers and supply materials to help support unduplicated students. Nuview Elementary School 2023 Dashboard English Learner Progress-3.5% (very low) Based on the 24-25 SPSA, Nuview Elementary plans to use these funds to provide learning walks in Designated and Integrated ELD to support English Learners in ELA and Math. Valley View Elementary		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 Dashboard Data CAASPP English Language Arts English Language Learners is -66.1 points below standard (low) 2023 Dashboard Data CAASPP Math English Language Learners -118.3 points below standard (low) Students with Disabilities -154.8 points below standard (low) Based on their 24-25 SPSA, Valley View, plans to use these funds to provide professional development to teachers in EL strategies, , and supply materials to help support unduplicated students. **Scope:** LEA-wide		
3.2	**Action:** Counseling and Mental Health Services **Need:** Three years after returning from distance learning, we continue to see the repercussions of this education gap. Mental Health Services continue to be a need for our rural community, which is hesitant to seek outside services. 2023 Dashboard data on suspension shows high behavior incidents amongst several student groups. All Students: 2023 Dashboard status 6.4% (very high)	Providing site counselors, district social workers, and a wellness center for our students will give them the skills to address the challenges that they are facing. Providing it LEA-wide ensures equitable resources to all students and less loss of class time.	This action will be measured by metric 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners: 2023 Dashboard status 5.6% (high) Hispanic: 2023 Dashboard status 6.7% (very high) Socioeconomically disadvantaged: Dashboard status 6.5% (very high) Students with Disabilities: Dashboard status: 10.4% (very high) NUSD was identified for Differentiated Assistance for EL and SWD in the area of suspension. Resources will be focused on our unduplicated students and in addition, Students with Disabilities. **Scope:** LEA-wide		
3.3	**Action:** Improving Student Attendance **Need:** This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue to support the goal. Analysis of our transportation services shows that students do not have safe community walking pathways to our schools. Socioeconomically disadvantaged students are more likely than their peers to lack access to reliable transportation. Transportation support will target socioeconomically disadvantaged students, English Learners, and other high-needs students.	To reduce chronic absenteeism of unduplicated students, the district will implement a multi-faceted approach that includes enhanced transportation services, ensuring students have reliable access to school. A School Resource Officer (SRO) will support attendance efforts by building positive relationships with students and families, conducting outreach to address barriers to attendance, and collaborating with school staff on early intervention strategies. Additionally, the district will utilize an online platform for attendance recovery, allowing students to make up missed instructional time. ParentSquare will be used to enhance home communication by sending automated attendance letters and real-time notifications to families, ensuring they are informed and engaged in improving student attendance. These combined	This action will be measured by metric 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	efforts aim to improve student engagement, safety, and overall attendance rates for unduplicated students and other students that need support with attendance.	
3.4	**Action:** Increased Health Services **Need:** This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue to support the goal. On the 2023 Dashboard, the Chronic Absenteeism rate for all students was 31.9% (very high), for English Learners 15.3% (very high), for Foster Youth 15.4% (high), and for SED 32.9% (very high). **Scope:** LEA-wide	Health Techs are on campus, and a full-time district nurse assists parents in getting resources to support students' health needs. Addressing health needs increases health, improving our unduplicated students' attendance. This is provided LEA-wide to provide resources to other student groups that have high levels of chronic absenteeism.	This action will be measured by metric 3.7
3.5	**Action:** Parent and School Connectedness **Need:** This is a continued action from the previous LCAP that was determined by the district and educational partners to be continued. In the 2024 LCAP Survey, 56.1% of respondents responded that Nuview Union School District provides parent workshops on student advocacy and academic priorities. While our	Providing parents with additional opportunities to participate in school and district events. Educational events for parents provide them with resources to assist our unduplicated students. This is provided on a LEA-wide basis to ensure other student groups with the same needs are provided this opportunity.	This action will be measured by metric 3.5 and 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated students have all improved chronic absenteeism this year, English Learners and Socioeconomically Disadvantaged students will both be red on the 2024 Dashboard if they don't continue to improve. Our belief is with improved parent involvement, we will see improved and consistent attendance for our students. **Scope:** LEA-wide		
3.6	**Action:** Safety and Security **Need:** This is a continued action from the previous LCAP that was determined by the district and educational partners to be continued. In the 2023-2024 LCAP survey, 60.1% of respondents stated that students feel safe on NUSD campuses. On the 2024 LCAP Survey, 40.9% of respondents disagreed that Nuview Union School District provided extracurricular activities for their students. In addition, the suspension rate status on the Dashboard for English Learners was high at 5.6% and very high for socioeconomically disadvantaged students at 6.5%. **Scope:** LEA-wide	To ensure that unduplicated students have a safe campus, campus security guards at each school site will provide a dedicated staff member to monitor cameras, address the perimeters of the campus, and help support staff in emergencies. Communication with parents of unduplicated students will continue to keep them informed on important events in their child's school career and provide communication in the event of an emergency. This is provided LEA-wide to decrease chronic absenteeism across all student groups.	This action will be measured by metric 3.2 and 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	**Action:** School and Classroom Environment **Need:** This is a continued action from the previous LCAP that was determined by the district and educational partners to be continued. On the 2023 Dashboard, the Chronic Absenteeism rate for all students was 31.9% (very high). While our unduplicated students have all improved chronic absenteeism this year, English Learners and Socioeconomically Disadvantaged students will be red on the 2024 Dashboard if they don't continue to improve. **Scope:** LEA-wide	Feeling welcome and part of a campus is a huge indicator of attending school. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students equally receive supportive learning environments and opportunities that help them learn and thrive. We will also use supplemental/concentration grants to improve the classroom environment and support collaboration and flexible learning spaces for our low-income, EL, and foster youth populations. This is provided LEA-wide to provide equitable resources to all students.	This action will be measured by metric 3.7
3.8	**Action:** Site Allocations-School Climate **Need:** This is a continued action from the previous LCAP that was determined by the district and educational partners to be continued. School sites will focus on the specific areas of need within their school community based on the 2023 Dashboard Data. Mountain Shadows Middle School 2023 Dashboard Suspension Rate Socioeconomically Disadvantaged: 17.8% (high) English Language Learners: 19.3 (high)	Within each site SPSA, specific actions have been created to address each of the Dashboard areas of need at their site. The principal and leadership created a needs assessment and determined the focus for each site. These actions will help support our unduplicated students' continued education and show growth in each area of need at each site. This is provided LEA-wide to provide equitable resources to our unduplicated students.	This action will be measured by metric 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities: 24.1% (high) Hispanic: 19.2% (high) White: 14.6% (high) 2023 Chronic Absenteeism: Pupil Engagement: White: 45% Based on their 24-25 SPSA, Mountain Shadows plans to use these funds to provide math professional development to teachers to best meet the needs of unduplicated students, pupil engagement activities to decrease chronic absenteeism and intervention supports for English Learners. Nuview Elementary School 2023 Dashboard Data Suspension Rate Students with Disabilities 8.2% (high) Hispanic 3.7% (high) 2023 Dashboard Data Chronic Absenteeism Students with Disabilities 42.4% (high) Based on their 24-25 SPSA, Nuview Elementary plans to use these funds to train teachers in engagment strategies to help encourage students to attend school and be engaged at school and supply materials to help support unduplicated students. Valley View Elementary 2023 Dashboard Suspension Rate Students with Disabilities 7.1% (high)		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on their 24-25 SPSA, Valley View Elementary plans to use these funds to provide professional development in student engagement strategies to better serve unduplicated students, and supply materials to help support unduplicated students. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Training to support English Learners **Need:** After reviewing data with educational partners, English Learners are not making the academic progress expected. The 2023 ELPI results show 42.5% of students making progress towards English Language Proficiency. In addition, in math, English Learners scored	GLAD training will be provided to teachers to assist them in providing integrated ELD to students. Utilizing integrated strategies throughout the day in core content areas will assist students in making progress on the ELPAC.	This action will be measured by metric 2.1 and 2.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	98.8 points below the standard on the 2023 Dashboard. **Scope:** Limited to Unduplicated Student Group(s)		
2.2	**Action:** Provide support for English Learner (EL) and Long Term English Learners (LTELs) students to become English proficient **Need:** After reviewing data with educational partners, English Learners are not reclassifying at the rate expected. This school year, 6.4% went through the reclassification process. **Scope:** Limited to Unduplicated Student Group(s)	Monitoring the systems we have in place to ensure that our English Learners are properly identified, educated, and provided with the resources they need will address the need for our English Learners to make progress and, in turn, be reclassified to Reclassified Fluent English Proficient based on the results of the ELPAC, CAASPP, and local assessments.	This action will be measured by metric 2.2
2.3	**Action:** Daily planning time in the area of English Language Development **Need:** After reviewing data with educational partners, it was determined that English Learners are not making adequate progress. After reviewing data and conducting a comprehensive needs assessment at each school site, it was determined that students aren't being	Teachers will have specific planning time to address the needs of English Learners. This will allow them to analyze student data, plan designated lessons, and ensure that ELD standards are being addressed in integrated strategies in core subject areas. Teachers will provide input on EL progress on a shared spreadsheet with the administrator every six weeks.	This action will be measured by metric 2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	consistently provided Designated and Integrated ELD. This was determined based on teacher schedules and an asset inventory completed with site staff. **Scope:** Limited to Unduplicated Student Group(s)		
2.4	**Action:** Site Allocations-English Learner Development **Need:** This is a continued action from the previous LCAP that was determined by the district and educational partners to be continued. School sites will focus on the specific areas of need within their school community based on the 2023 Dashboard Data. Mountain Shadows Middle School 2023 Dashboard Data CAASPP Math-English Learners -119 points below standard(very low) Nuview Elementary School 2023 Dashboard English Learner Progress-3.5% (very low) Valley View Elementary 2023 Dashboard Data CAASPP English Language Arts English Language Learners is -66.1 points below standard (low) 2023 Dashboard Data CAASPP Math	Within each site SPSA, specific actions have been created to address each of the Dashboard areas of need at their site. The principal and leadership created a needs assessment and determined the focus for each site. These specific actions will help support English Learners.	This action will be measured by metric 2.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Language Learners -118.3 points below standard (low) Based on their 24-25 SPSA, Mountain Shadows, Valley View, and Nuview plan to use these funds to provide teachers with professional development in EL strategies and student engagement strategies and supply materials to help support unduplicated students. **Scope:** Limited to Unduplicated Student Group(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.

Dedicated English Language Development Planning (Action 2.3) All certificated bargaining unit staff will devote at least 10 minutes per day for planning and supporting English Learners, including analyzing assessment results and planning designated and integrated ELD supports. Certificated staff are contracted 7.5 hours day. 10/450= .22 improved service time for English Learners. Based on the projected certificated salary and benefits of $11,083,845.00, this is equivalent of $246,061.35.
The planned percentage of improved services is calculated as $246,061.35/$16,334,806 (LCFF base) = 1.5048% of improvement.

Additional Concentration Grant Funding

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

Additional concentration grant add-on funding supplements actions 1.6, 1.8, 3.6, and 3.7. In action 1.6, we continued using the concentration grant add-on to retain three additional teacher positions hired to lower class size ratios beyond the bargaining unit contract class sizes. In action 1.8, we continued the two assistant principal positions and used the concentration grant add-on funding for approximately 50%

of the salaries. The intent of these positions is to monitor our unduplicated students with individual learning plans and provide assistance in programs and interventions. These positions plan and administer our after-school and extended learning programs for unduplicated students. In action 3.7, we continued the additional custodial positions to provide direct service to students by ensuring our campuses remain clean and safe. In action 3.6, we added the position of campus security at each school for the direct safety and security of our students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:20.19
Staff-to-student ratio of certificated staff providing direct services to students		1:16.91

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	16,351,944.00	6,611,198.00	40.431%	0.000%	40.431%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,581,766.00	$1,439,320.00	$336,601.00	$382,034.00	$8,739,721.00	$6,715,532.00	$2,024,189.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Targeted Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,135,446.00	$0.00	$758,547.00	$130,571.00	$0.00	$246,328.00	$1,135,446.00	
1	1.2	Supplemental Instructional Programs and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$208,966.00	$80,643.00	$104,483.00	$0.00	$23,840.00	$208,966.00	
1	1.3	District Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$145,967.00	$52,000.00	$105,106.00	$73,003.00	$0.00	$19,858.00	$197,967.00	
1	1.4	Increase Achievement of Unduplicated Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$658,000.00	$658,000.00	$0.00	$0.00	$0.00	$658,000.00	
1	1.5	Additional Instructional Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$295,939.00	$0.00	$295,939.00	$0.00	$0.00	$0.00	$295,939.00	
1	1.6	Staff to Student Ratios	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,182,176.00	$0.00	$1,701,216.00	$480,960.00	$0.00	$0.00	$2,182,176.00	
1	1.7	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$259,771.00	$0.00	$259,771.00	$0.00	$0.00	$0.00	$259,771.00	
1	1.8	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$334,165.00	$0.00	$258,490.00	$75,675.00	$0.00	$0.00	$334,165.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Technology to Support Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$225,693.00	$229,098.00	$454,791.00	$0.00	$0.00	$0.00	$454,791.00	
1	1.10	Site Allocations-Academic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$30,305.00	$50,181.00	$65,197.00	$15,289.00	$0.00	$0.00	$80,486.00	
2	2.1	Training to support English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley View Elementary and Nuview Elementary	ongoing	$26,490.00	$0.00	$26,490.00	$0.00	$0.00	$0.00	$26,490.00	
2	2.2	Provide support for English Learner (EL) and Long Term English Learners (LTELs) students to become English proficient	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$256,452.00	$36,980.00	$119,888.00	$94,598.00	$0.00	$78,946.00	$293,432.00	
2	2.3	Daily planning time in the area of English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	1.5048
2	2.4	Site Allocations-English Learner Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$52,480.00	$9,200.00	$61,680.00	$0.00	$0.00	$0.00	$61,680.00	
3	3.1	Professional Development for Behavioral Support	All	No			All Schools	ongoing	$56,381.00	$0.00	$43,319.00	$13,062.00	$0.00	$0.00	$56,381.00	
3	3.2	Counseling and Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$960,585.00	$0.00	$481,559.00	$142,425.00	$336,601.00	$0.00	$960,585.00	
3	3.3	Improving Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$1,339.00	$594,082.00	$580,133.00	$15,288.00	$0.00	$0.00	$595,421.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.4	Increased Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$263,885.00	$3,000.00	$62,079.00	$204,806.00	$0.00	$0.00	$266,885.00	
3	3.5	Parent and School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$44,480.00	$62,955.00	$68,167.00	$26,206.00	$0.00	$13,062.00	$107,435.00	
3	3.6	Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$211,182.00	$43,975.00	$255,157.00	$0.00	$0.00	$0.00	$255,157.00	
3	3.7	School and Classroom Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$212,806.00	$1,300.00	$163,976.00	$50,130.00	$0.00	$0.00	$214,106.00	
3	3.8	Site Allocations-School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$19,990.00	$74,452.00	$81,618.00	$12,824.00	$0.00	$0.00	$94,442.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
16,351,944.00	6,611,198.00	40.431%	0.000%	40.431%	$6,538,447.00	1.505%	41.491 %	**Total:**	$6,538,447.00
								LEA-wide Total:	$6,330,389.00
								Limited Total:	$208,058.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Targeted Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$758,547.00	
1	**1.2**	Supplemental Instructional Programs and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,643.00	
1	**1.3**	District Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,106.00	
1	**1.4**	Increase Achievement of Unduplicated Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$658,000.00	
1	**1.5**	Additional Instructional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$295,939.00	
1	**1.6**	Staff to Student Ratios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,701,216.00	
1	**1.7**	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	$259,771.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$258,490.00	
1	1.9	Technology to Support Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$454,791.00	
1	1.10	Site Allocations- Academic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,197.00	
2	2.1	Training to support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley View Elementary and Nuview Elementary	$26,490.00	
2	2.2	Provide support for English Learner (EL) and Long Term English Learners (LTELs) students to become English proficient	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$119,888.00	
2	2.3	Daily planning time in the area of English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	1.5048
2	2.4	Site Allocations-English Learner Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$61,680.00	
3	3.2	Counseling and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$481,559.00	
3	3.3	Improving Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$580,133.00	
3	3.4	Increased Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,079.00	
3	3.5	Parent and School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,167.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Safety and Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$255,157.00	
3	3.7	School and Classroom Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,976.00	
3	3.8	Site Allocations-School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,618.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,281,829.36	$7,491,048.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Targeted Intervention Programs	Yes	$1,040,496.00	$1,114,602.00
1	**1.2**	Supplemental Instructional Programs and Materials	Yes	$204,224.00	$207,400.00
1	**1.3**	District Professional Development	Yes	$83,539.00	$130,362.00
1	**1.4**	Increase Achievement of Unduplicated Students with Disabilities	Yes	$658,000.00	$658,000.00
1	**1.5**	Additional Instructional Minutes	Yes	$222,675.00	$222,675.00
1	**1.6**	Staff to Student Ratios	Yes	$1,523,057.00	$1,652,804.00
1	**1.7**	Enrichment Opportunities	Yes	$237,786.00	$238,577.00
1	**1.8**	Expanded Learning Opportunities	Yes	$3,259,532.21	$299,855.00
1	**1.9**	Technology to Support Learning	Yes	$433,292.00	$264,415.00
1	**1.10**	Site Allocations- Academic	Yes	$81,414.00	$88,414.00
2	**2.1**		Yes	$83,749.00	$83,749.00

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)
		Training to support English Learners			
2	**2.2**	Provide support for English Learner (EL) students to become English proficient	Yes	$146,648.00	$173,750.00
2	**2.3**	Daily planning time in the area of English Language Development	Yes	$0.00	$0.00
2	**2.4**	Site Allocations-English Learner Development	Yes	$27,134.00	$30,923.00
3	**3.1**	Professional Development for Behavioral Support	No	$12,434.00	$3,000.00
3	**3.2**	Counseling and Mental Health Services	Yes	$793,045.65	$885,912.00
3	**3.3**	Home to School Transportation	Yes	$432,250.00	$460,200.00
3	**3.4**	Increased Health Services	Yes	$248,795.40	$259,598.00
3	**3.5**	Parent and School Connectedness	Yes	$95,789.00	$97,262.00
3	**3.6**	Safety and Security	Yes	$297,754.09	$291,177.00
3	**3.7**	School and Classroom Environment	Yes	$305,121.01	$226,764.00
3	**3.8**	Site Allocations-School Climate	Yes	$95,094.00	$101,609.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,320,474.00	$5,922,690.31	$6,087,082.00	($164,391.69)	1.690%	1.596%	-0.094%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Targeted Intervention Programs	Yes	$738,905.00	$745,452.00		
1	1.2	Supplemental Instructional Programs and Materials	Yes	$80,197.00	$80,541.00		
1	1.3	District Professional Development	Yes	$25,939.00	$59,940.00		
1	1.4	Increase Achievement of Unduplicated Students with Disabilities	Yes	$658,000.00	$658,000.00		
1	1.5	Additional Instructional Minutes	Yes	$222,675.00	$222,675.00		
1	1.6	Staff to Student Ratios	Yes	$1,523,057.00	$1,652,804.00		
1	1.7	Enrichment Opportunities	Yes	$237,786.00	$238,577.00		
1	1.8	Expanded Learning Opportunities	Yes	$247,870.00	$243,686.00		
1	1.9	Technology to Support Learning	Yes	$250,938.00	$264,415.00		
1	1.10	Site Allocations- Academic	Yes	$81,414.00	$88,414.00		
2	2.1	Training to support English Learners	Yes	$83,749.00	$83,749.00		
2	2.2	Provide support for English Learner (EL)	Yes	$91,585.00	$104,335.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		students to become English proficient					
2	**2.3**	Daily planning time in the area of English Language Development	Yes	$0.00	$0.00	1.6895	1.5960
2	**2.4**	Site Allocations-English Learner Development	Yes	$27,134.00	$30,923.00		
3	**3.2**	Counseling and Mental Health Services	Yes	$454,412.00	$461,369.00		
3	**3.3**	Home to School Transportation	Yes	$432,250.00	$460,200.00		
3	**3.4**	Increased Health Services	Yes	$60,602.00	$60,668.00		
3	**3.5**	Parent and School Connectedness	Yes	$71,018.00	$71,052.00		
3	**3.6**	Safety and Security	Yes	$297,754.09	$291,177.00		
3	**3.7**	School and Classroom Environment	Yes	$259,971.22	$181,408.00		
3	**3.8**	Site Allocations-School Climate	Yes	$77,434.00	$87,697.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
15,960,257.00	6,320,474.00	0	39.601%	$6,087,082.00	1.596%	39.735%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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