



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuvview Bridge Early College High School

CDS Code: 33-67157-3331014

School Year: 2026-27

LEA contact information:

Gerardo Zavala

Principal

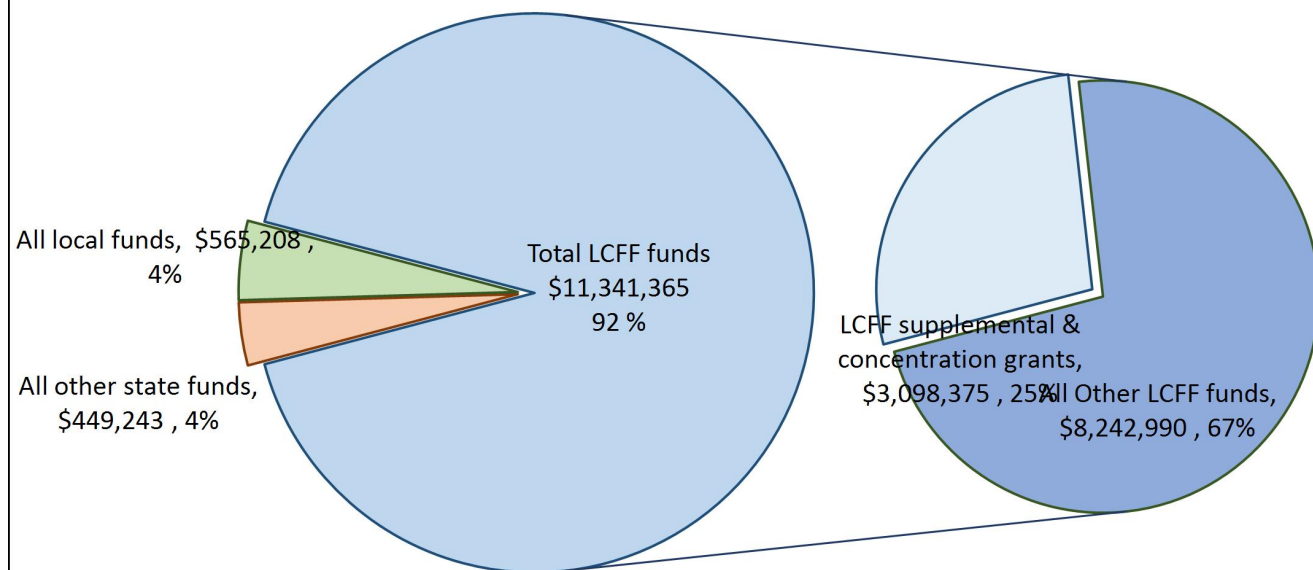
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(951) 928-8498

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

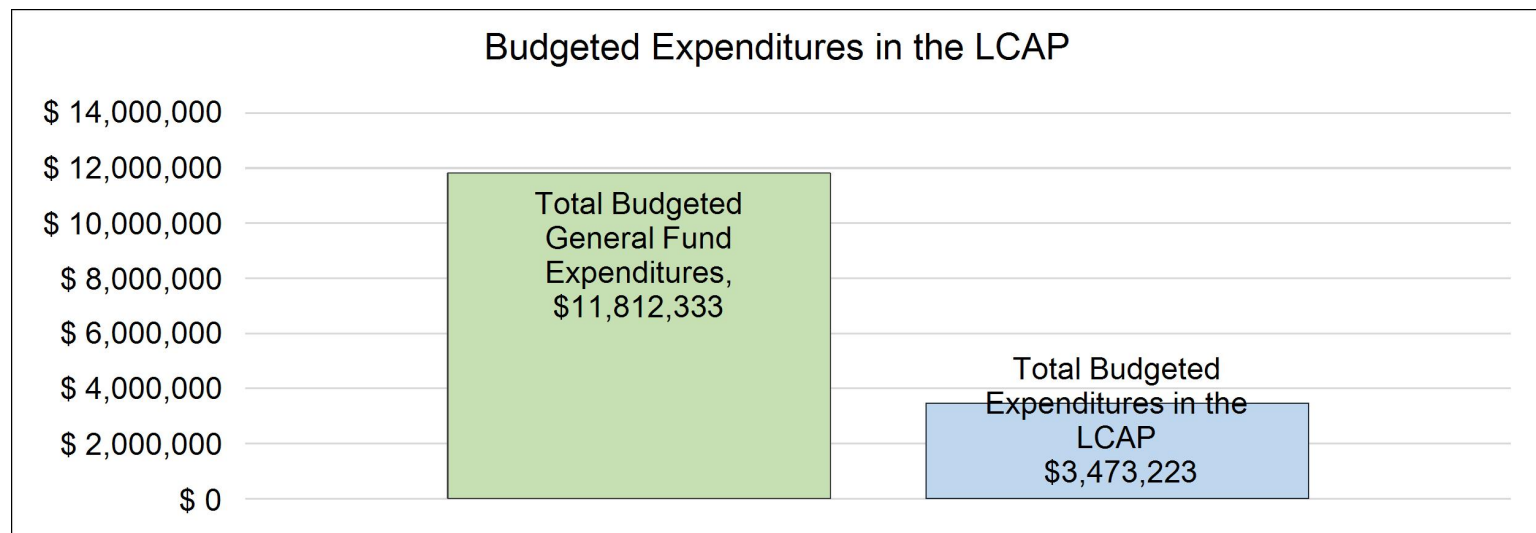


This chart shows the total general purpose revenue Nuvview Bridge Early College High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nuvview Bridge Early College High School is \$12,355,816, of which \$11,341,365 is Local Control Funding Formula (LCFF), \$449,243 is other state funds, \$565,208 is local funds, and \$0 is federal funds. Of the \$11,341,365 in LCFF Funds, \$3,098,375 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 Nuvview Bridge Early College High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Nuvview Bridge Early College High School plans to spend \$11,812,333 for the 2026-27 school year. Of that amount, \$3,473,223 is tied to actions/services in the LCAP and \$8,339,110 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. This includes most teacher salaries, general administration cost, special education costs, operations staff salaries, utility bills, general operating supplies.

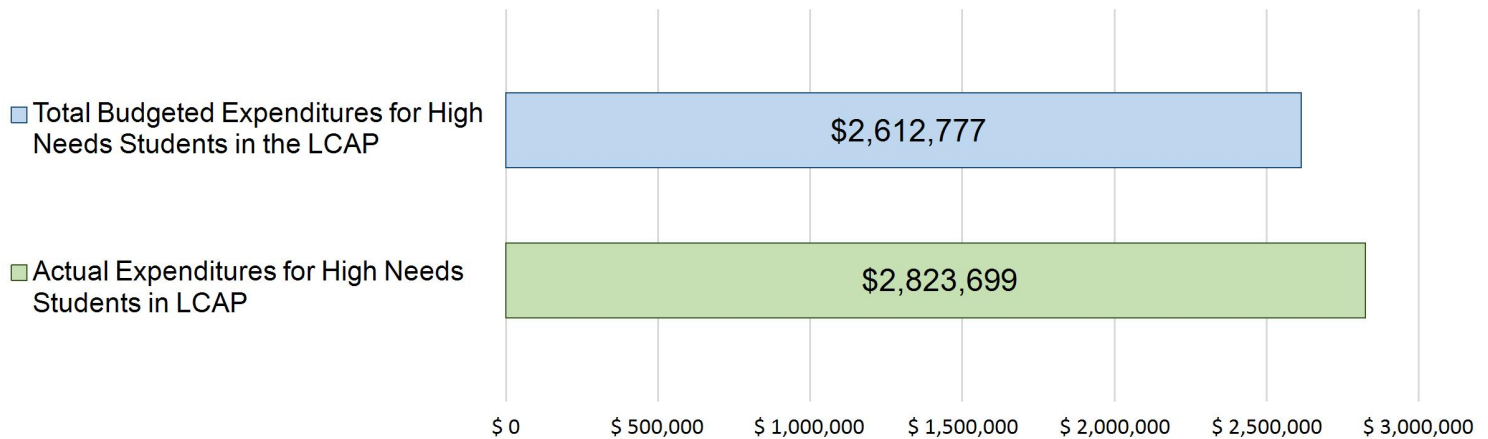
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Nuvview Bridge Early College High School is projecting it will receive \$3,098,375 based on the enrollment of Foster Youth, English learner, and low-income students. Nuvview Bridge Early College High School must describe how it intends to increase or improve services for high needs students in the LCAP. Nuvview Bridge Early College High School plans to spend \$3,107,887 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 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, Nuview Bridge Early College High School's LCAP budgeted \$2,612,777 for planned actions to increase or improve services for high needs students. Nuview Bridge Early College High School actually spent \$2,823,699 for actions to increase or improve services for high needs students in 2025-26.



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
Nuvew Bridge Early College High School	Gerardo Zavala Principal	gzavala@nuviewusd.org (951) 928-8498

Plan Summary [2026-27]

General Information

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

Nuvew Bridge Early College High School (NBECHS), part of Nuvew Union School District, serves students in grades 9–12 from Nuevo and surrounding communities including Hemet, Moreno Valley, Perris, and Menifee. The school has a total student capacity of 700 and typically begins each year with a freshman class of 180–200 students. NBECHS is staffed with 34 certificated and 25 classified positions, supporting a rigorous academic and college-focused program.

As a single-site early college high school, NBECHS integrates high school coursework with dual enrollment opportunities through Moreno Valley College and Mt. San Jacinto College, allowing students to earn college credits while completing A–G requirements. The school serves a diverse population, including a significant number of unduplicated students, and prioritizes equitable access to a broad course of study.

Founded in 2005 to address historically low college-going rates in the community, NBECHS has cultivated a strong culture of academic achievement and student support. Personalized counseling, embedded academic supports, and structured programs such as Scholar courses and Senior Seminar guide students in navigating both high school and college coursework successfully. The school consistently demonstrates high graduation rates, strong attendance, and significant college credit accumulation.

NBECHS maintains a collaborative approach by engaging staff, families, students, and community members through its Advisory Council and ongoing outreach. The Local Control and Accountability Plan (LCAP) directs resources to expand college access, support underrepresented students, and address learning recovery and engagement needs.

For the 2026–27 school year, NBECHS will continue its focus on improving college and career readiness for all student groups—especially unduplicated students—while strengthening its two Career Technical Education pathways and deepening collaboration with educational partners to ensure student success.

Reflections: Annual Performance

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

Reflections: Successes

A review of our local and Dashboard data over the past three years highlights sustained successes and notable growth in several key areas. Foremost, NBECHS has maintained an exceptional 99 –100% graduation rate across all subgroups from 2022-23 through 2024-25, alongside a flawless zero-dropout rate. Academically, a major three-year triumph is our English Language Arts (ELA) performance, which has rebounded to a three-year high of 71% proficiency, earning the highest Level 5 (Blue) on the CA School Dashboard. Importantly, the ELA achievement gap between White and Hispanic/Latino students has been closed entirely. Furthermore, our Early College model has thrived over this three-year period; students successfully earned 4,750 college credits, representing a massive 49% growth over the last three years, resulting in significant tuition savings for families. Lastly, while chronic absenteeism had previously been a challenge, dramatic interventions recently resulted in a 20-percentage-point reduction for Students with Disabilities (SWD), and expulsion rates have successfully returned to zero.

Reflections: Identified Needs

An analysis of our three-year demographic and academic data reveals shifting needs that require intensified, specialized supports. Looking at our three-year enrollment trends, overall enrollment went from 661 (2022-23) to a peak of 675 (2023-24) before settling at 667 (2024-25). However, within that stable enrollment, high-needs populations have surged over the three-year span:

Socioeconomically Disadvantaged (SED) students grew from 473 (2022-23) to a high of 557 (2023-24) before adjusting to 514 (2024-25).

Students with Disabilities (SWD) grew consistently every single year, increasing from 23 to 32 students.

Students Experiencing Homelessness more than doubled in the last year alone, reaching 43 students.

Hispanic/Latino students, our majority population, grew over the three years from 552 (2022-23) to 575 (2023-24), stabilizing at 574 (2024-25).

This shifting demographic has severely strained our specialized services. Academically, Math achievement remains stagnant at just 25% proficiency with a 34-percentage-point achievement gap. Most critically, our three-year comparison shows a concerning decline in post-secondary readiness: A-G completion rates have dropped significantly from 74% to 59% over the past three years, and our College/Career Indicator (CCI) rate dropped from 83% to 75%. This indicates a hidden "readiness gap"—students are graduating, but high-needs groups (like EL, Homeless, and SED students) are struggling to meet rigorous university eligibility. English Learner (EL) progress has also fallen

sharply, with the ELPI progress rate dropping from 64% to 36%. Behaviorally, while overall suspensions are low (1.4%), a widening disparity exists, with SWD suspensions at 13.9% and EL suspensions at 8.0%.

Mandatory 3-Year LCAP Identifications

Nuvview Bridge Early College High School did not receive the lowest performance level school-wide on state indicators, but it houses specific student groups that did. Students with Disabilities (SWD) received the lowest performance level (Level 1) on the Suspension Rate indicator.

LCAP Highlights

The NBECHS LCAP will address these identified needs through targeted, student-centered continuous improvement goals.

Goal 1: Improve Math Achievement & Reduce Equity Gaps. Actions focus on shifting instruction toward conceptual understanding, utilizing the CA Math Framework, and prioritizing Tier 2 interventions to increase overall math proficiency to at least 35% and shrink the White-Hispanic achievement gap to 20 points or fewer.

Goal 2: Strengthen English Learner (EL) Progress & Language Development. Actions will pivot to foundational language acquisition for growing Level 1/2 populations and provide differentiated interventions for Long-Term ELs to increase ELPI progress from 36% back up to at least 55%.

Goal 3: Increase A-G and College/Career Readiness for All Students. Actions will focus on reversing the three-year downward trend by providing academic counseling, embedded tutoring, and wraparound services tailored specifically to high-needs groups (EL, SED, and Homeless students). The goal is to increase A-G completion from 59% to 68% and bring the CCI rate back up from 75% to 83%.

Nuvview Bridge Early College High School (NBECHS) is currently identified for Targeted Support and Improvement (TSI). While the school did not receive the lowest performance level school-wide on state indicators, a specific student group did: Students with Disabilities (SWD) received the lowest performance level (Level 1) on the Suspension Rate indicator. To address this critical need, during the 2025–2026 school year, individualized Behavior Intervention Plans (BIPs) were developed for SWD who required targeted behavioral support. Additionally, the school shifted its disciplinary approach to incorporate restorative practices in lieu of traditional suspensions. These proactive measures are expected to significantly decrease the suspension rate and improve behavioral outcomes for our Students with Disabilities.

Learning Recovery Emergency BLock Grant Actions

Goal 1, Action 1.2 – LREBG: Offer a variety of academic supports including Scholar 9 and Senior Seminar, as well as staffing support including, but not limited to, the SST Coordinator, Saturday School Coordinator, Academic Probation Coordinator, Scholar Guidance Technician, and college tutors. LREBG Funds supporting this action: \$67,000.00.

This action was selected based on research demonstrating that targeted academic intervention programs, early identification systems, and individualized student support services significantly improve academic achievement, attendance, and graduation outcomes. Research supports the use of structured intervention periods, academic mentoring, tutoring, and progress monitoring as effective strategies for addressing unfinished learning and increasing student engagement, particularly for students identified as at risk of academic failure or chronic absenteeism. Scholar 9 and Senior Seminar provide students with additional academic guidance, organizational support, and college readiness assistance, while intervention staff help monitor student progress, coordinate supports, and connect students with needed academic and social-emotional resources. This action aligns with the allowable uses identified in EC 32526(c)(2) by providing evidence-based academic interventions, student engagement supports, and expanded services designed to address learning recovery needs in English Language Arts, mathematics, and chronic absenteeism. The effectiveness of this action will be monitored through CAASPP ELA and Math results, local benchmark assessments, course completion rates, graduation rates, attendance data, and chronic absenteeism rates.

Goal 1, Action 1.8 – LREBG Action: Provide off-campus visits focused on college, career, the arts, and cultural enrichment. This action is intended to provide additional support and enrichment opportunities for all unduplicated students. LREBG Funds supporting this action: \$1,000.00.

This action was selected based on research demonstrating that college and career exposure opportunities, experiential learning, and student enrichment activities increase student engagement, motivation, attendance, and academic persistence. Studies show that students who participate in college visits, career exploration activities, and culturally enriching experiences develop stronger connections to school, increased postsecondary aspirations, and improved social-emotional well-being, all of which contribute to improved academic performance and reduced chronic absenteeism. These opportunities are especially beneficial for unduplicated students who may have limited access to college and career exposure outside of school. This action aligns with the allowable uses identified in EC 32526(c)(2) by providing student engagement support, college and career readiness opportunities, and strategies designed to address barriers to learning recovery. The action is expected to support improved student attendance, engagement, and academic achievement in English Language Arts and mathematics by increasing student motivation and connection to school. The effectiveness of this action will be monitored through attendance rates, chronic absenteeism data, student participation records, student surveys, graduation rates, and college and career readiness indicators.

Goal 2, Action 2 – LREBG Action: Provide opportunities for all students, particularly unduplicated students, to access college classes through Dual Enrollment (DE) with Mt. San Jacinto College (MSJC) and Concurrent Enrollment (CE) with Moreno Valley College (MVC). This action includes support for college tuition, textbooks, transportation, and Dual Enrollment sections taught by NBECHS teachers through MSJC. LREBG Funds supporting this action: \$64,000.00.

This action was selected based on research demonstrating that dual enrollment and concurrent enrollment programs increase student engagement, academic achievement, college readiness, and postsecondary success, particularly for low-income and first-generation college students. Research also shows that students who participate in college coursework while in high school are more likely to graduate from high school, persist in college, and complete postsecondary degrees. By reducing financial and access barriers related to tuition, books, and transportation, this action expands equitable access to rigorous coursework and college experiences for unduplicated students. This action aligns with the allowable uses identified in EC 32526(c)(2) by providing evidence-based strategies that support student engagement, academic recovery, and college and career readiness opportunities. Participation in college coursework is expected to strengthen student performance in English Language Arts and mathematics through increased rigor, academic skill development, and improved student

motivation and school connectedness, while also helping reduce chronic absenteeism by increasing student engagement and long-term educational goals. The effectiveness of this action will be monitored through dual enrollment participation rates, college credit completion rates, CAASPP ELA and Math results, graduation rates, attendance and chronic absenteeism data, and college and career readiness indicators.

Goal 4, Action 5 – LREBG Action: Fully implement the Positive Behavioral Interventions and Supports (PBIS) system to increase positive student behavior, decrease disciplinary incidents, improve school safety, and increase student attendance. LREBG Funds supporting this action: \$12,327.00.

This action was selected based on research demonstrating that Positive Behavioral Interventions and Supports (PBIS) frameworks improve school climate, increase student engagement, reduce behavioral referrals and suspensions, and positively impact student attendance and academic outcomes. Research supports the use of schoolwide PBIS systems as an evidence-based strategy for creating consistent behavioral expectations, strengthening student relationships with school staff, and fostering safe and supportive learning environments that contribute to improved academic performance. A positive school climate and reduced disciplinary disruptions help maximize instructional time and support learning recovery efforts in English Language Arts and mathematics. This action aligns with the allowable uses identified in EC 32526(c)(2) by providing evidence-based student engagement supports and strategies designed to improve student well-being, attendance, and access to learning opportunities. The action is expected to reduce chronic absenteeism by increasing students' sense of belonging and connection to school while supporting improved academic outcomes through increased instructional access and engagement. The effectiveness of this action will be monitored through suspension and discipline data, attendance and chronic absenteeism rates, school climate survey results, CAASPP ELA and Math outcomes, and student participation data.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Student Involvement	Students were actively engaged in the LCAP and WASC processes through multiple avenues. They participated in the districtwide LCAP survey (offered in English and Spanish) administered from January 12–26, 2026, with additional targeted surveys gathering input on student engagement, school safety, and overall experience. Student voice was further incorporated through participation in the Advisory Council and the LCAP Planning Committee, which met four times during the 2025–2026 school year. These meetings included review of survey results, California Dashboard data, LCAP goals, and proposed actions and metrics. Students also contributed to the WASC self-study process through surveys and feedback opportunities, helping identify priorities such as increasing school connectedness and expanding mental health supports. Their input directly informed key LCAP goals, including expanding Early College access, strengthening student engagement, and developing a comprehensive mental health support program.
Staff Involvement	Staff played a central role in shaping both the LCAP and WASC self-study. All staff were invited to complete the LCAP survey and received regular reminders to ensure strong participation. Teachers contributed to the development of LCAP goals not only through survey feedback but also through structured department meetings and collaboration with the leadership team.

Educational Partner(s)	Process for Engagement
	Departments worked collectively to analyze student learning data, assess learning loss, and design targeted instructional responses. This process included cycles of evaluation, planning, implementation, and reassessment to refine instructional strategies. Additionally, all staff participated in WASC focus groups, using stakeholder feedback to develop the self-study report. Staff members also engaged in ongoing dialogue through the Advisory Council and LCAP Planning Committee, where survey findings, student needs, and program effectiveness were reviewed to guide continuous improvement efforts.
Parent & Community Engagement	Parents and community members were engaged through a comprehensive and inclusive outreach process. The LCAP survey (English and Spanish) was widely distributed via ParentSquare, email, and school websites, ensuring accessibility through text, email, or phone messaging. Families were also informed and encouraged to participate during monthly Coffee and Dessert with the Principal meetings. Ongoing input was gathered through multiple forums, including the LCAP Planning Committee (meeting on 2/26/26, 3/25/26, 4/23/26, and 5/21/26), which was open to all educational partners. These meetings provided opportunities to review survey results, California Dashboard data, LCAP goals, and proposed actions. The Advisory Council, which met seven times throughout the year, also served as a key space for discussing school needs, academic and social-emotional supports, and school improvement efforts. Targeted engagement with families of English learners occurred through DELAC meetings (9/6/25, 12/6/25, 3/19/26, and 5/1/26) and English Learner parent advisory meetings (10/14/25, 12/9/25, and 2/10/26), where data such as ELPAC results and reclassification rates were reviewed. Finally, survey findings and key themes—such as strong communication systems and areas for growth in student belonging

Educational Partner(s)	Process for Engagement
	and parent engagement—were shared with families on March 26, 2026. A public hearing in June 2026 provided an additional formal opportunity for community feedback and Governing Board input on the draft LCAP.

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

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

The NBECHS LCAP will address four key goals: 1. Improve college and career readiness for all student groups, particularly EL population and socioeconomically disadvantaged students; 2. Improve participation of all student groups in the college program, particularly EL population and socioeconomically disadvantaged students; 3. Increase community and parent participation in school programming to better support all student outcomes; and 4. Develop comprehensive mental health support plan for identified at-risk students. While college and career readiness and college participation goals are somewhat geared toward all students, many of the actions focus on unduplicated populations.

More than 70% of our student population qualify as socioeconomically disadvantaged, and while the EL population is approximately 7.5%, including RFEP students increases that percentage a great deal. The CA Dashboard does not reflect the increase to 40 foster/homeless youth attending NBECHS in the 2022-2023 school year. The supporting actions for each goal reflect the focus on these populations. Goal one actions focus on increasing counselor supports, including counseling for foster/homeless youth and analysis of tiered intervention program, which includes communication with students and parents by teacher, implementing a tutoring plan, and eventually SST collaborative goals, as students move from tier to tier.

Goal 2 actions include maintaining before and after school, as well as lunch tutoring, maintaining adequate technology accessibility, including a lab tech position, growing the CTE program, the EL Coordinator position and class, and creation of a foster/homeless youth coordinator position, and increased support for EL students' academic progress. In response to the feedback provided by the educational survey, we will increase the interventions provided for students to recover grades or raise grades throughout the school year.

Goal 3 actions include continued use of ParentSquare communication tool, increasing parent programs, workshops, and activities such as the CAFE parent workshops, and community recruitment and information sharing such as yard signs. We need to provide more consistency in our communication in the student's home language.

Goal 4 was identified during our WASC reaccreditation process through educational partners input. Actions for this goal include identifying an effective mental health screening tool, annual screenings of students at the start of the school year, continued dissemination of the Care

Solace mental health support resource, peer support through KnightLife for freshmen students, and use of SEL mental health coursework for all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of A-G course grades of C or better	During the 2023-24 school year, 86% of A-G course grades for all students were C or better.	During the 2024-25 school year, 87% of A-G course grades for all students were C or better.	During the 2025-26 school year, 87.3% of A-G course grades for all students were C or better.	During the 2026-27 school year, 92% of A-G course grades for all students will be C or better.	There was a 1.3% increase from baseline in the percentage of A-G course grades earned with a C or higher for all students. Our Year 3 outcome goal is to achieve an additional 4.7% growth over the next school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percent of unduplicated student A-G course grades of C or better	During the 2023-24 school year, 76% of A-G course grades for unduplicated students were C or better.	During the 2024-25 school year, 85% of A-G course grades for all students were C or better.	During the 2025-26 school year, 77% of A-G course grades for unduplicated students were C or better.	During the 2026-27 school year, 82% of A-G course grades for unduplicated students will be C or better.	There was an 8% decline from the Year 1 outcome in the percentage of A-G course grades earned with a C or higher for unduplicated students. An increase of at least 8% in the following year will be necessary to recover and continue progress toward our goals.
1.3	Percent of graduating students completing A-G	During the 2023-2024 school year, 65% of all seniors met A-G requirements.	During the 2024-2025 school year, 59% of all seniors met A-G requirements.	As of June 2026, unofficial data indicates that during the 2025-2026 school year 73% of all seniors will meet A-G requirements.	During the 2026-27 school year, 75% of all seniors will meet A-G requirements.	Based on baseline data, there is a projected 14% increase from the Year 1 outcome and a 8% gain from the 2023–24 baseline in the percentage of seniors meeting A–G requirements. While this growth reflects strong progress, it also indicates a need for an additional 2% increase in the following year to meet the Year 3 outcome target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percent of graduating unduplicated students completing A-G	During the 2023-2024 school year, 64% of unduplicated seniors met A-G requirements.	During the 2024-2025 school year, 54% of unduplicated seniors met A-G requirements.	As of June 2026, unofficial data indicates that during the 2025-2026 year, 71% of unduplicated seniors will meet A-G requirements.	During the 2026-27 school year, 73% of unduplicated seniors will meet A-G requirements.	Based on baseline data, there is a projected 17% increase from the Year 1 outcome and a 7% gain from the 2023–24 baseline in the percentage of unduplicated seniors meeting A–G requirements. While this growth reflects strong progress, it also indicates a need for an additional 2% increase in the following year to meet the Year 3 outcome target.
1.5	CAASPP ELA, Math and English Learner Progress Indicator	On the 2024 CA Dashboard, ELA performance was 1.6 points below standard and Math was 96.7 points below standard. Additionally, 63.9% of English Learner students made progress toward English language proficiency.	On the 2025 CA Dashboard, ELA performance was 38.4 points above standard and Math was 76.2 points below standard. Additionally, 35.9% of English Learner students made progress toward English language proficiency.	Data not available until October 2026	During the 2026–27 school year, NBECHS aims to gain 10 points annually toward meeting standards, reaching 28.4 points above standard in ELA and reducing the gap to 66.7 points below standard in Math. Additionally, the school aims for 70% of English Learner students	To be determined...

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					to make progress toward English language proficiency.	
1.6	CAASPP ELA and Math (Significant Subgroups)	On the 2024 CA Dashboard, Hispanic students performed 4.8 points below standard in ELA, and 101.2 points below standard in Math. Socioeconomically Disadvantaged students were 10.3 points below standard in ELA, and 104.4 points below standard in Math. English Learner students were 79.9 points below standard in ELA, and 181.3 points below standard in Math.	On the 2025 CA Dashboard, Hispanic students performed 34.5 points above standard in ELA, and 93.1 points below standard in Math. Socioeconomically Disadvantaged students were 26.5 points above standard in ELA, and 95.1 points below standard in Math. English Learner students were 17.4 points below standard in ELA, and 143 points below standard in Math.	Data not available until October 2026	During the 2026–27 school year, NBECHS aims to gain 10 points annually toward meeting standards. Goals include: reaching 25.2 points above standard in ELA and reducing the Math gap to 71.2 points below standard for Hispanic students; reaching 19.7 points above standard in ELA and reducing the Math gap to 74.4 points below standard for Socioeconomically Disadvantaged students; and narrowing the gap for English Learner students to 49.9 points below standard in ELA and 151.3 points below standard in Math.	To be determined...

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the school made meaningful progress in implementing planned actions to support student achievement, particularly in relation to A–G completion and performance in core academic areas. Most initiatives were carried out as intended, with several metrics approaching or exceeding Year 3 outcome targets, demonstrating both the effectiveness of key strategies and a strong early impact.

Challenges and Variances in Implementation

Despite these successes, several challenges impacted full implementation. Progress for English Learners toward language proficiency declined from 63.9% to 35.9%, indicating a need for more targeted and consistent language development support. Additionally, Math achievement, while improving, continues to lag significantly behind ELA across all student groups, underscoring the need for strengthened instructional strategies and intervention systems in mathematics.

Outcomes for unduplicated students (Metric 1.2) also declined, with A–G course grades of C or better dropping from 76% to 72%. This points to inconsistencies in the implementation of targeted supports and highlights the need for more intentional alignment of resources and interventions to meet the needs of these students.

A key implementation challenge was the inconsistent use of Interim Assessment Blocks (IABs), particularly within the math department. While IABs were intended to serve as a primary tool for monitoring student progress and informing instruction, administration varied across grade levels and occurred at different points throughout the year. This lack of coherence limited the ability to analyze data effectively and respond with timely, targeted interventions, ultimately reducing the impact of this strategy.

Conclusion and Next Steps

Looking ahead to Year 3 (2026–27), the school aims to build on current momentum by continuing to increase student performance by an additional 10 points annually. Targets include reaching 28.4 points above standard in ELA, reducing the Math gap to 66.7 points below standard, and increasing English Learner progress toward proficiency to 70%. Student group goals also include continued ELA growth and further reductions in Math gaps for Hispanic, Socioeconomically Disadvantaged, and English Learner students.

In addition, the school aims to increase A–G course grades of C or better to 92% for all students and 82% for unduplicated students, while raising A–G completion rates to 75% of graduating seniors.

Overall, implementation during the 2025–26 school year was largely successful, with strong gains in ELA, steady improvement in Math, and promising projections for A–G completion. Moving forward, greater consistency in assessment practices—particularly the use of IABs in math—along with more targeted support for English Learners and unduplicated students, will be critical to achieving Year 3 goals.

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

The data reflects several material differences between planned and estimated actual expenditures across multiple action areas. Overall, some actions exceeded their original budgets due to expanded implementation and staffing needs, while others were carried out at a lower cost than anticipated, resulting in savings.

Several actions required higher-than-planned expenditures. Targeted Interventions (1.1) increased slightly from \$233,257 to \$239,756. More significant increases were seen in Academic Support (1.2), which rose from \$369,229 to \$491,591, and Performing Arts Enrichment (1.4), which increased from \$189,451 to \$252,690. Additional Instructional Minutes (1.6) also exceeded its budget, increasing from \$125,538 to \$137,966, and Technology Support (1.5) rose modestly from \$145,853 to \$150,376. A notable variance occurred in Daily Planning Time in ELA (1.10), which had no planned expenditure but resulted in \$114,713 in actual costs due to implementation during the school year.

In contrast, some actions were implemented below budget. Professional Development (1.7) expenditures totaled \$25,865 compared to \$41,550 budgeted, and Field Trips/College Visits (1.8) expenditures were \$45,456 compared to \$88,000 planned. These reductions were primarily due to cost efficiencies, including partnerships with RCOE and the use of alternative funding sources. EL Support (1.3) remained closely aligned with its budget, with \$99,953 spent compared to \$100,412 planned. The use of IABs as a formative assessment tool (1.9) did not incur any direct costs, consistent with the planned budget.

Overall, the differences between planned and actual expenditures reflect adjustments in implementation, including expanded services in key areas such as Academic Support and Performing Arts, as well as cost savings in Professional Development and Field Trips.

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

The data from the 2025–26 school year indicate that many of the school’s specific actions have been effective in advancing progress toward the goal of increasing college and career readiness through improved A–G completion and academic performance. Significant gains in ELA achievement and projected improvements in A–G completion reflect the strength of implemented strategies. At the same time, several areas highlight the need for refinement, particularly in supporting unduplicated students, English Learners, and mathematics achievement.

Effective Actions Driving Notable Gains

One of the clearest indicators of effectiveness is found in overall academic performance, particularly in ELA. In Metric 1.5, ELA performance improved dramatically from 1.6 points below standard on the 2024 CA Dashboard to 38.4 points above standard in 2025, far exceeding typical annual growth expectations. Student group performance mirrored this success: Hispanic students improved from 4.8 points below standard to 34.5 points above standard, and Socioeconomically Disadvantaged students increased from 10.3 points below standard to 26.5 points above standard. English Learners also made substantial gains in ELA, improving from 79.9 points below standard to 17.4 points below standard.

These gains point to the effectiveness of instructional alignment, literacy-focused strategies, and the continued use of Interim Assessment Blocks (IABs) to monitor progress and inform instruction—particularly in ELA. The use of consistent instructional practices and student incentives further reinforced academic expectations and contributed to these outcomes.

Progress is also evident in A–G performance and completion. Metric 1.1 showed a slight increase in the percentage of A–G course grades of C or better for all students, rising from 86% to 87%, indicating stability in core instructional practices. While A–G completion rates (Metric 1.3) declined from 65% to 59% between 2023–24 and 2024–25, current projections for 2025–26 indicate a strong rebound to approximately 70%. This suggests that actions such as enhanced counseling support, credit recovery opportunities, and closer monitoring of student progress are beginning to yield positive results and are on track to meet future targets.

Additionally, the effective use of resources—evidenced by strong outcomes despite lower-than-anticipated expenditures in areas such as Professional Development and Field Trips—demonstrates that strategic partnerships and efficient implementation supported the overall success of these actions.

Areas Where Actions Were Less Effective or Need Adjustment

Despite these successes, several metrics indicate areas where actions were less effective or inconsistently implemented. In Metric 1.2, the percentage of unduplicated students earning a C or better in A–G courses declined from 76% to 72%. This suggests that targeted supports for these students were not implemented with sufficient consistency or intensity and that additional focus is needed to close equity gaps.

Math performance also remains a significant area of need. Although there was improvement—from 96.7 points below standard to 76.2 points below standard overall—progress has not kept pace with gains in ELA. This indicates that current instructional strategies and interventions in mathematics have not yet reached the level of effectiveness seen in other subject areas.

A key factor contributing to this challenge is the inconsistent implementation of Interim Assessment Blocks (IABs) within the math department. While IABs were effectively used in some content areas, math implementation varied across grade levels, with assessments administered at different times throughout the year. This inconsistency limited the ability to use data cohesively to inform instruction and provide timely interventions, reducing the overall impact of this strategy in mathematics.

Another critical area of concern is English Learner progress toward language proficiency. Despite gains in ELA academic performance, the percentage of English Learners making progress toward proficiency declined from 63.9% to 35.9%. This indicates that actions related to English Language Development (ELD) were not as effective as intended and may require stronger alignment, increased instructional focus, and more consistent implementation.

Conclusion

Overall, the school's actions during the 2025–26 school year have been largely effective, particularly in driving significant gains in ELA achievement and supporting a projected increase in A–G completion rates. These successes reflect the impact of data-driven instruction, targeted academic support, and strategic resource use. However, challenges remain in ensuring equitable outcomes for unduplicated students, strengthening math achievement, and improving English Learner progress.

Moving forward, increased consistency in the implementation of key strategies—particularly the use of IABs in mathematics—along with more targeted support for English Learners and unduplicated students, will be essential to sustaining progress and achieving Year 3 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.

Based on reflection of the 2025–26 school year data and implementation outcomes, several key adjustments were made to Goal 1 to strengthen alignment between metrics, outcomes, and instructional priorities. These changes are intended to address identified gaps in math achievement, English Learner progress, and consistency in progress monitoring, while building on the strong gains seen in ELA.

Changes to Metrics and Target Outcomes

One of the most significant changes was the revision of Metric 1.5. Previously, this metric relied on Interim Assessment Blocks (IABs) to measure the percentage of students performing at or above standard in ELA, math, science, and ELD. However, due to inconsistent implementation of IABs—particularly in the math department, where assessments were administered at different times across grade levels—the reliability and comparability of the data were limited.

As a result, Metric 1.5 was revised to focus on CAASPP ELA, Math, and the English Learner Progress Indicator (ELPI). This shift ensures the use of more standardized, summative data to more accurately measure student performance and progress. The updated Year 3 targets reflect a continued commitment to growth, with goals of reaching 28.4 points above standard in ELA, reducing the math gap to 66.7 points below standard, and increasing English Learner progress to 70%.

To further strengthen the focus on equity and subgroup performance, Metric 1.6 was added. This new metric specifically monitors CAASPP ELA and Math outcomes for significant student groups, including Hispanic students, Socioeconomically Disadvantaged students, and English Learners. The inclusion of this metric is a direct response to observed disparities, such as the decline in A–G course success rates for unduplicated students (Metric 1.2) and persistent gaps in math performance. The established targets aim to accelerate progress for these groups and ensure more equitable outcomes across the school.

Changes to Actions

Adjustments were also made to actions to better reflect site needs and resource allocation. The Foster Youth Coordinator position (Action 1.2) was not implemented during the 2025–26 school year due to the small number of foster youth students. Instead, the school effectively met student needs through an additional counseling position. This change reflects a more efficient and responsive use of resources while still ensuring appropriate student support.

Additionally, the planned release period for a 9th Grade Intervention Coordinator was not implemented. In reflecting on student performance data—particularly the high failure rates in Algebra 1 and its impact on A–G course success (Metrics 1.1 and 1.2)—the school identified a

need for more direct, structured math support during the instructional day. As a result, the school is exploring the implementation of dedicated, within-the-day math support courses beginning in the 2026–27 school year. This shift represents a more targeted approach to addressing one of the root causes of lower academic performance and course completion rates.

Summary

Overall, the changes to Goal 1 reflect a thoughtful response to both successes and challenges from the prior year. The transition to CAASPP-based metrics improves the reliability of data used to measure progress, while the addition of subgroup-specific metrics strengthens the focus on equity. Adjustments to actions demonstrate a strategic reallocation of resources and a more targeted approach to addressing identified needs—particularly in mathematics and support for unduplicated students. These changes position the school to build on prior successes while more effectively addressing areas requiring improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Targeted Interventions	Offer credit recovery, IXL, summer school, Saturday intervention, and tutoring opportunities to improve A-G course grades to C or better and to improve A-G completion rate. Provide individualized and targeted interventions for EL students, foster youth, and SED students. Maintain additional counselor position to increase all counseling-related services, including increased support for A-G completion and Early College GPA requirement for unduplicated students.	\$360,440.00	Yes
1.2	Academic Support	LREBG Action Offer a variety of academic support including Scholar 9 and Senior Seminar, as well as staffing support including but not limited to SST Coordinator, Saturday School Coordinator, Academic Probation Coordinator, Scholar Guidance Tech, and college tutors. LREBG Funds supporting this action: \$67,000.00	\$469,349.00	Yes
1.3	EL Support	Provide additional support to EL students by providing ELD Coordinator Stipend, ELD Coordinator release section, EL Instructional Aid, and	\$107,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased ELD sections to reduce class sizes to a preferred maximum of 20 students, additional 10 minutes daily for teacher prep.		
1.4	Performing Arts Enrichment	Provide opportunities for students to have access to performing arts curriculum, highly qualified teacher, participation in competitions and other arts enrichment off site events.	\$209,684.00	Yes
1.5	Technology Support	Provide 1:1 Chromebook access to all students as well as at-home Internet hotspots to ensure access to both high school and college curriculum for all students.	\$156,509.00	Yes
1.6	Additional Instructional Minutes	In 2015-16 an additional 12 minutes of instruction each day was added to students' schedules. This is equivalent to 2.67% on the teacher salary schedule. The expanded instructional minutes support the needs of unduplicated students by providing additional time for first, best instruction.	\$128,363.00	Yes
1.7	Professional Development	Provide professional development to staff including but not limited to PLC, PBIS/Portrait of a Graduate, SEL, and highly effective EL instructional strategies. This action is meant to support the needs of English Learners, foster youth, and SED students.	\$40,000.00	Yes
1.8	Fieldtrips/College visits	LREBG Action Provide off campus visits focused on college, career, the arts, and cultural enrichment. This action is meant to provide additional support for all unduplicated students. LREBG Funds supporting this action: \$1,000.00	\$45,456.00	Yes
1.9	Use of IABs as formative assessments in core content areas	Use IABs as formative assessments at least once each 6-week grading period in ELA, math, and science.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Daily planning time in the area of English Language Development	Daily planning time for teachers in the area of English Language Development to directly improve services for English Language Learners. This time will include periodic progress monitoring of English Learners through Ellevation and I-ready, analysis of state and local assessments, and planning of designated and integrated ELD lessons and strategies.	\$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students with minimum 2.5 GPA	During the 2023-24 school year, 73% of students met or exceeded a 2.5 gpa.	During the 2024-25 school year, 70% of students met or exceeded a 2.5 gpa.	During the 2025-2026 school year, 75% of students met or exceeded a 2.5 GPA, indicating positive progress toward this outcome.	During the 2026-27 school year, 79% of students will meet or exceed a 2.5 gpa.	There has been a 2% increase from the baseline. However, in Year 3, the school must achieve an additional 4% increase to meet the desired outcome and meet the target goal.
2.2	Percent of unduplicated students with minimum 2.5 GPA	During the 2023-24 school year, 69% of unduplicated student	During the 2024-25 school year, 64% of	During the 2025-2026 school year, 73% of	During the 2026-27 school year, 75% of	There has been a 4% increase from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		met or exceeded a 2.5 gpa.	unduplicated students met or exceeded a 2.5 gpa.	unduplicated students met or exceeded a 2.5 gpa.	unduplicated students will meet or exceed a 2.5 gpa.	However, in Year 3, the school must achieve an additional 2% increase to meet the desired outcome and meet the target goal.
2.3	Percent of students enrolled in early college program (DE, CE, & Articulation)	During the 2023-24 school year, 80% of students participated in early college programs (DE, CE, & Articulation).	During the 2024-25 school year, 85% of students participated in early college programs (DE, CE, & Articulation).	During the 2025-26 school year, 94% of students participated in early college programs (DE, CE, & Articulation).	During the 2023-24 school year, 86% of unduplicated students will participate in early college programs (DE & CE).	Participation in early college programs increased from 80% in 2023–24 to 94% in 2025–26, surpassing the Year 3 target of 86%. This significant growth indicates improved access and stronger student engagement in early college opportunities.
2.4	Percent of unduplicated students enrolled in early college program (DE, CE, & Articulation)	During the 2023-24 school year, 77% of unduplicated students participated in early college programs (DE, CE, & Articulation).	During the 2024-25 school year, 80% of unduplicated students participated in early college programs (DE, CE, & Articulation).	During the 2025-26, 93% of unduplicated students (participated in early college programs (DE, CE& Articulation).	During the 2023-24 school year, 83% of unduplicated students will participate in early college programs (DE & CE).	Participation among unduplicated students increased from 77% in 2023–24 to 93% in 2025–26, exceeding the Year 3 target of 83%. This growth reflects expanded access and increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						engagement in early college programs for this student group.
2.5	CTE Program participation rate	During the 2023-24 school year, 25 students (3.7% of student population) participated in CTE courses.	During the 2024-25 school year, 147 students (22% of student population) participated in CTE courses.	During the 2025–2026 school year, 136 students (representing 21% of the student population) participated in CTE courses.	By the 2026-27 school year, increase CTE participation to at least 10% of total student population.	The Year 2 outcome remained consistent with Year 1, with 21% of the student population participating in CTE courses. This level of participation exceeds the Year 3 target by 11 percentage points.
2.6	CTE Program participation rate - Unduplicated	During the 2023-24 school year, 22 unduplicated students (4% of unduplicated student population) participated in CTE courses.	During the 2024-25 school year, 107 unduplicated students (19% of student population) participated in CTE courses.	During the 2025–2026 school year, 105 unduplicated students (18% of unduplicated student population) participated in CTE courses.	By the 2026-27 school year, increase CTE participation to at least 10% of total unduplicated student population.	The Year 2 outcome remained consistent with Year 1, with 18% of unduplicated students participating in CTE courses, continuing to exceed the Year 3 target by 8 percentage points.

Goal Analysis [2025-26]

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

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

Overall implementation of LCAP Goal 2 has focused on expanding access to early college programs (Dual Enrollment, College Enrollment, and articulation) and strengthening CTE pathways while improving academic readiness as measured by GPA, with an emphasis on EL and

SED students. Across the first two years, implementation has generally aligned with planned actions, with increased access to opportunities and continued efforts to support student eligibility and success in rigorous coursework.

Early college participation has remained strong, increasing from 80% in the baseline year to 85% in Year 1. Updated Year 2 data indicates continued growth, with participation increasing to 94% of students, demonstrating that expanded access efforts have not only been sustained but exceeded prior levels. Similarly, unduplicated student participation rose to 93%, reflecting significant progress in ensuring equitable access to early college opportunities. These outcomes indicate that implementation has been highly effective in expanding participation and that Year 3 targets are well within reach.

GPA outcomes show mixed but improving trends. Overall student performance dipped slightly in Year 1 but improved in Year 2, with Fall 2025 data showing 74% of students meeting or exceeding a 2.5 GPA, moving closer to the Year 3 target of 79%. Unduplicated students show stronger growth, increasing from 64% in Year 1 to 73% in Fall 2025, indicating continued progress toward closing equity gaps and improving outcomes for targeted student groups.

CTE participation increased significantly in Year 1 and has since stabilized at a higher level, with 21% of students and 18% of unduplicated students participating in Year 2. While this reflects a leveling from the initial surge, it still represents substantial progress from baseline conditions. Overall, implementation has been successful in expanding access and improving outcomes, though ongoing attention is needed to sustain growth momentum, maintain consistency in data reporting, and continue strengthening academic performance for all student groups.

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

There are material differences between budgeted and estimated actual expenditures across the key actions within LCAP Goal 2; however, these differences primarily reflect adjustments in implementation, increased student demand, and shifts in resource allocation rather than reductions in services.

For Additional Course/Section Offerings (2.1), estimated actual expenditures were slightly lower than planned, with \$486,567 spent compared to \$517,398 budgeted. This variance suggests that course sections were implemented as intended but required fewer resources than initially projected, likely due to staffing efficiencies or more precise alignment to student enrollment needs. Importantly, this did not result in reduced access, as early college participation continued to grow.

In contrast, Early College (2.2) expenditures exceeded the budget, with \$689,933 spent compared to \$639,475 planned, resulting in an overage of \$50,458. This increase aligns with higher-than-anticipated student participation, as reflected in Year 2 data showing expanded access to early college programs. The additional costs likely supported increased enrollment, instructional support, and coordination with college partners, indicating successful program expansion rather than inefficiency.

CTE Programs (2.3) also showed a significant increase in expenditures, with \$111,773 spent compared to \$42,462 budgeted. This difference reflects a substantial investment in expanding CTE opportunities beyond initial projections, likely due to increased student participation,

program development, and the need for additional materials, staffing, or infrastructure. This aligns with the sustained growth in CTE participation and indicates a strategic scaling of services to meet student interest and demand.

Overall, these expenditure differences demonstrate responsive implementation, with resources adjusted to meet actual program needs and participation levels. The estimated actual percentages of improved services are therefore expected to meet or exceed planned levels, as increased investments in Early College and CTE programs directly supported expanded access and student engagement. Continued monitoring will be important to ensure future budgets more closely align with actual costs while sustaining the expanded opportunities achieved.

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

Overall, the actions implemented under LCAP Goal 2 have been effective in increasing access to early college opportunities and sustaining high levels of participation across all student groups, including EL and SED students. Expanded course offerings in Dual Enrollment, College Enrollment, and articulation have supported continued growth, with participation increasing from 80% in the baseline year to 85% in Year 1, and further rising to 94% in Year 2. Similarly, unduplicated student participation also reached 93% in Year 2. These outcomes reflect strong implementation and indicate that systems supporting early college access are not only functioning as intended but expanding beyond initial expectations.

The effectiveness of these actions is also evident in improving academic readiness. While overall GPA performance declined slightly in Year 1, Year 2 data shows recovery, with 74% of students meeting or exceeding a 2.5 GPA, progressing toward the Year 3 target of 79%. Unduplicated students demonstrated even stronger gains, increasing from 64% in Year 1 to 73% in Fall 2025. This upward trend suggests that targeted supports for EL and SED students are having a positive impact and contributing to the narrowing of achievement gaps, particularly as access to rigorous coursework expands.

CTE program implementation has also been effective in broadening student access to career pathways. Participation grew significantly from baseline in Year 1 and has stabilized at a higher level in Year 2, with 21% of students and 18% of unduplicated students enrolled in CTE courses. Although growth has leveled compared to the initial increase, the sustained participation rates demonstrate that CTE pathways are now an established and accessible option for students.

From an implementation and fiscal perspective, actions have remained effective, with some expected adjustments. Early College expenditures exceeded budgeted amounts, reflecting increased student demand and successful program expansion, while Additional Course/Section Offerings were implemented slightly under budget without limiting access. CTE funds were minimally expended from the original allocation but were supplemented through alternative funding sources to ensure full program delivery. Overall, these actions have effectively expanded opportunities and improved outcomes, though continued attention to funding alignment, sustaining participation growth, and maintaining consistent data reporting will be important to ensure long-term success in meeting Goal 2 targets.

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.

Based on reflections on prior implementation and outcome data, no changes have been made to LCAP Goal 2, the associated metrics, target outcomes, or planned actions for the coming year. The goal to improve participation of all student groups in the early college program, particularly EL and SED students, remains unchanged, as current data continues to support its relevance and alignment with student needs and district priorities.

While the goal and actions remain the same, prior-year results have informed a deeper understanding of implementation patterns and areas for continued focus. Early college participation has remained strong and stable overall, including consistent engagement from unduplicated students, and GPA data shows encouraging upward movement in Year 2, particularly for EL and SED students. At the same time, fluctuations in Year 1 GPA performance and variability in participation reporting (particularly in semester-based versus annual counts) highlighted the need for continued monitoring and more consistent data alignment rather than structural changes to the goal itself.

Similarly, CTE participation increased significantly from baseline and has since stabilized at a higher level, reinforcing that current strategies are effective in expanding access. Although growth has leveled in Year 2, this reflects maturation of the program rather than a need for revised actions. Funding and expenditure patterns also showed minor variances, but services were maintained and expanded as intended, indicating that current resource allocations are generally supporting program implementation effectively.

As a result, the school has determined that the existing goal structure, metrics, and actions remain appropriate for continued implementation in the coming year. Rather than modifying the plan, the focus will remain on strengthening implementation fidelity, improving consistency in data tracking, and sustaining momentum in GPA improvement and early college access—particularly for unduplicated student groups—to ensure continued progress toward Year 3 targets.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Additional Course/Section Offerings	Provide additional courses as well as additional sections of existing courses to support unduplicated students' success of C or better in A-G courses and to increase unduplicated students' GPA for eligibility to participate in Early College - minimum 2.5 GPA for MVC eligibility. Provide additional sections of 9th grade ELA and math to maintain class size cap of 30 students. Continue to offer additional A-G electives.	\$506,587.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Early College	LREBG Action Provide opportunities for all students, particularly unduplicated students, to access college classes through DE with MSJC and CE with MVC. Pay for college tuition, books, transportation, as well as DE sections provided by NBECHS teachers through MSJC. LREBG Funds supporting this action: \$64,000.00	\$751,551.00	Yes
2.3	CTE Programs	Offer multiple CTE pathways including but not limited to CNA, Digital Media, and Arts & Entertainment.	\$114,633.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Communication (Parent Square & other platforms)	During the 2023-2024 school year, 561 posts, 485 direct messages (204 threads), 217 calendar events and 36 files shared. Thirty-seven (37) workshops and 43 events were offered, with a total of 1299 communications.	During the 2024-25 school year, 603 posts, 679 direct messages (249 threads), 206 calendar events, and 36 files were shared. Forty-one (41) workshops and 55 events were offered, with a total of 1282 communications.	By the end of Fall 2025 semester, 273 posts, 2,528 direct messages (958 threads), 134 calendar events, and 39 files were shared, and 35 events, with a total of 2,528 communications.	During the 2026-27 school year, maintain same level of communications to parents of 1000-1300 annually through Parent Square and other platforms.	By Fall 2025, overall communications have already increased from 1,299 to 2,528, driven by a substantial rise in direct messages (485 to 2,528) and threads (204 to 958), indicating significantly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						greater individualized and two-way communication with families despite partial-year data.
3.2	Parent/community events	During the 2023-2024 school year, the following parent workshops were offered: CAFE, Be Wiser, Financial Aid, Care Space, MSJC career developer, Child Mind Institute, Mental Health during the Holidays, Aeries/Parent Square, AI Parent Info, and college applications. Parent Information Events: Coffee with the Principal (10), Dessert with the Principal (10), and ELAC (4) with a total of 43 total events.	During the 2024-25 school year, the following parent workshops were offered: Discover CSU, Understanding FAFSA, Financial Aid Night, CSAC Cash for College, Strategies for a Successful School Year, Family Engagement Center Grand Opening, TODEC Legal Services Presentation, Disciplina Positiva, FEN at RCOE and The Art of Wellness. Parent Information Events: Coffee with the Principal, Dessert with the Principal, ELAC Parent meetings, and New Student	By the end of Fall 2025 semester, the following parent workshops were offered: Understanding Dual Enrollment and Early College Access, CAFE Workshops, Back to School Night, and DARE Student Recognition. Parent Information Events: Coffee with the Principal, Dessert with the Principal, Parent Wellness Center events, Advisory Council, and ELAC Parent meetings with a total of 16 events.	By the 2026-27 school year, increase parent event offerings to at least 50 events per year.	By Fall 2025, 16 parent/community events have been held compared to 43 at baseline, indicating lower overall event totals to date; however, as mid-year data, this reflects partial implementation with continued opportunities for growth by the end of the school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Info Night, with a total of 55 events.			
3.3	Parent/community volunteer opportunities	During the 2023-24 school year, a total of 2 parents volunteered during 1 volunteer opportunity.	During the 2024-25 school year, a total of 39 parents volunteered during 30 volunteer opportunities.	During the fall 2025 semester, around 25 - 30 parents volunteered during 13 volunteer opportunities.	By the 2026-27 school year, increase parent/community volunteerism to include at least 70 parents/community members participating in a volunteer opportunity at least once during the school year.	By Fall 2025, parent participation has increased significantly from 2 volunteers at baseline to approximately 25–30 volunteers across 13 opportunities, demonstrating substantial growth in family engagement despite partial-year data.

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 3 actions has remained largely consistent with what was originally planned, with a continued focus on increasing family engagement through communication, parent education, and volunteer opportunities. The core strategies—utilizing ParentSquare and other platforms, offering parent workshops and informational events, and expanding opportunities for family involvement—were all carried out during both Year 1 and Year 2. While no substantive changes were made to the planned actions, the way these actions were executed evolved in response to staff capacity and family needs.

A key success in implementation has been the significant increase in direct and personalized communication with families. While overall communication totals remained relatively stable from the baseline to Year 1, Year 2 data (even at mid-year) shows a dramatic rise in direct messages and two-way communication threads. This reflects a shift from primarily one-way information sharing to more meaningful engagement and responsiveness to families. Additionally, parent volunteer participation increased substantially from the baseline, demonstrating progress in building stronger school-family connections and expanding opportunities for involvement.

At the same time, some challenges have emerged. Parent/community event totals for Year 2 are currently lower than prior years; however, this is largely attributed to the data reflecting only the fall semester and not the full school year. Coordinating events, maintaining consistent attendance, and balancing staff capacity have also required ongoing attention. Despite these challenges, the steady increase in communication engagement and volunteer participation indicates that implementation efforts are effectively strengthening relationships with families and moving the school closer to its intended outcomes.

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.

Overall, there are no significant material differences between planned and estimated actual expenditures, and spending across all actions is closely aligned with the intended budgets.

For 3.1 Family Engagement, expenditures totaled \$9,887 compared to \$16,035 planned, and for 3.3 Parent/Community Workshops, \$5,460 was expended compared to \$12,200 planned. These lower expenditures reflect cost efficiencies and the ability to implement activities using fewer resources than originally anticipated while still maintaining the scope of services.

Expenditures for 3.2 Parent/Community Communication are closely aligned with the plan (\$21,829 actual vs. \$24,529 planned), indicating consistent implementation of communication tools and outreach efforts. 3.4 Parent/Community Volunteer Opportunities fully expended the planned amount (\$750 actual vs. \$750 planned), demonstrating implementation as expected. Additionally, 3.5 Facility Accessibility expenditures (\$106,383 actual vs. \$105,675 planned) are also aligned, with the slight increase attributed to standard salary and benefit adjustments.

In summary, differences between planned and actual expenditures are minimal and primarily reflect efficiencies in implementation rather than reductions in services, with all actions effectively carried out within or very close to their allocated budgets.

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

Overall, the actions under Goal 3 have been largely effective in making progress toward increasing family engagement, particularly in the area of communication and direct interaction with families. While total communication outputs remained relatively stable from the baseline to Year 1, Year 2 data shows a substantial increase in direct messages and two-way communication threads, even at mid-year. This shift reflects a more personalized and responsive approach to engaging families, indicating that the implementation of communication tools and strategies has been successful in strengthening connections between the school and its community.

Additionally, parent/community volunteer opportunities have demonstrated clear effectiveness. Participation increased significantly from only 2 volunteers at baseline to approximately 25–30 volunteers by Fall of Year 2, across multiple opportunities. This growth highlights improved outreach and increased willingness of families to engage more actively with the school. These outcomes suggest that efforts to create more inclusive and accessible opportunities for involvement are yielding positive results.

At the same time, progress in parent/community events and workshops has been more moderate to date. While Year 1 showed an increase in total events compared to baseline, Year 2 mid-year data reflects fewer events and lower participation numbers so far. However, this is primarily due to the timing of implementation, as many events and workshops are scheduled for the spring semester. As a result, it is too early to determine ineffectiveness in these areas. Overall, the combination of increased direct communication and higher volunteer participation indicates that the actions are effectively advancing the goal, with continued growth expected as the full year of implementation is completed.

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.

Based on reflection of prior practice and analysis of current implementation data, no substantive changes were made to Goal 3, its metrics, target outcomes, or planned actions for the coming year. The goal remains focused on increasing family engagement through communication, parent/community events and workshops, and volunteer opportunities, as these strategies continue to demonstrate overall effectiveness.

Current data indicates that existing actions are yielding positive outcomes, particularly in the area of communication, where there has been a significant increase in direct, two-way interactions with families, as well as in parent volunteer participation. While mid-year data for parent/community events and workshops shows lower participation and expenditures to date, this is attributed to the timing of implementation rather than a need to modify the actions themselves.

As a result, the school will continue to implement the established actions with an emphasis on full-year execution and continued refinement of practices, such as expanding personalized communication and maintaining a variety of engagement opportunities. These reflections support maintaining the current course, as the strategies in place are effectively progressing toward the intended outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement Events & Family Engagement Center	Establish parent/community engagement center at NBECHS to increase support of all students, in particular unduplicated students.	\$10,634.00	Yes
3.2	Parent/Community Communication	Maintain communication through Parent Square as well as provide written and verbal translations for parents and community members.	\$23,665.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent/community workshops	Offer workshops and events focused on a variety of areas related to student academic, behavioral, and well-being support, including but not limited to, SEL, PBIS, navigating high school success, college & career transition, etc., intended to increase outcomes for all students, and specifically unduplicated students.	\$12,200.00	Yes
3.4	Parent/Community Volunteer Opportunities	Offer and advertise various ongoing opportunities for all parents, and specifically for parents of unduplicated students, to volunteer on campus in a variety of capacities, including but not limited to, classroom assistance, campus supervision assistance, wellness center/library assistance, parent/community events, etc.)	\$750.00	Yes
3.5	Facility Accessibility Support Staff	Maintain additional custodial staffing in order to provide cleaning and facilities set up/break down throughout the instructional day and evening.	\$108,732.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Tier 1 SEL Lessons	During the 2023-2024 school year, 100% of students were provided at least one mental health support lesson during the school year.	During the 2024-2025 school year, 100% of students were provided 32 mental health support lessons throughout the school year delivered during Advisement.	During the 2025-2026 school year, 100% of students received SEL lessons , Ruhealth Classroom presentations, Lunch activities and parent support classes BRIDGE THE GAP.	During the 2026-27 school year, 100% of students will receive at least one SEL lesson per month (10 lessons total).	During Year 2, consistent implementation was maintained, resulting in Year 3 outcomes being met and, in some cases, exceeded.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Tier 2 Group Support	During the 2023-24 school year, one tier 2 group met regularly to support Newcomer EL students.	During the 2024-25 school year, three different tier 2 groups (Wellness Through Movement, & two separate Academic Probation groups) met weekly and one tier 2 group (EL Newcomer) met monthly throughout the school year to support identified areas of student need.	During the 2025-2026 school year, 4 tier 2 groups met regularly and 3 are planned for for the beginning of the 2026-2027 school year.	During the 2026-27 school year, at least 7 different tier 2 groups will meet weekly throughout the school year to support identified areas of student need.	The Tier 2 groups remained consistent from Year 1 to Year 2, with a total of four groups identified. While progress has been made from the baseline, three additional Tier 2 groups are needed to meet the Year 3 target.
4.3	Screening programs	During the 2023-2024 school year, 647 students (96% of student population) completed at least one mental health screener during the school year.	During the 2024-2025 school year, 576 students (86% of student population) completed at least one mental health screener during the school year.	During the 2025-2026 school year 654 students (97.6% of student population) completed one mental health screener.	During the 2026-27 school year, 100% of students will complete a mental health screener at least two times during the school year.	There was a significant increase from Year 1 to Year 2, with the percentage of students completing at least one mental health screener rising from 86% to 97.6%. While this reflects strong growth and aligns closely with baseline trends, 2.4% of students have yet to complete a screener. This gap

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						highlights the need for continued efforts to reach the Year 3 goal of 100% participation.
4.4	Mental Health Communications	In 2023-24, 32 mental health resource communications (approximately three per month) were sent via ParentSquare and/or district CareSolace communications.	During 2024-25, 81 mental health resource communications (approximately eight per month) were sent via ParentSquare, email, and/or district CareSolace communications.	During the 2025-2025 school year, at least 3 mental health resource communications were sent via ParentSquare, Care Solace, Victor Community, & grade level emails.	During the 2026-27 school year, continue to average three parent communications per month related to mental health.	During Year 2, consistent implementation was maintained, resulting in Year 3 outcomes being met and, in some cases, exceeded.
4.5	Peer Mentoring Program	During the 2023-24 school year, all 9th grade students participated in peer mentorship through the Knightlife program. In addition to the Knightlife program, two at-risk students were partnered with a peer mentor.	During the 2024-25 school year, all 9th grade students participated in the Knightlife program as a tier 1 mentorship program, and 40 Knightlife & ASB students (6% of students) completed Mental Health Peer Specialist certification for tier 2 peer mentorship.	During the 2025-2026 school year all 9th grade students were in Knightlife as a tier 1 mentorship program. During the fall 2025 semester 27 Knightlife Leadership students completed comprehensive peer mental health training and were certified as Mental Health Peer Specialists. 27 Knightlife completed Mental	During the 2026-27 school year, all 9th grade students will participate in the Knightlife program as a tier 1 mentorship program, and at least 10% of students in all grade levels will participate in tier 2 peer mentorship.	NBECHS maintained 100% participation among 9th grade students in the Knightlife peer mentoring program. While participation in Tier 2 group mentoring decreased from 40 to 27 students, the school still met or exceeded the Year 3 target of 10% student participation in Tier 2 mentoring.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Health Peer Specialist certification for tier 2 peer mentorship.		
4.6	Staff Mentoring Program	During the 2023-24 school year, four students participated in a tier 2 staff mentoring program.	During the 2024-25 school year, 11 (1.6% of students) participated in a tier 2 staff mentoring program.	Not implemented during the 2025-2026 school year.	During the 2026-27 school year, 10% of students will participate in a tier 2 staff mentoring program.	Metric 4.6 was not implemented during the 2025–26 school year due to inconsistent implementation. The school determined that the Knightlife mentoring program, along with resources provided by the Wellness Center, effectively met student needs. Based on the success of these two programs, the decision was made to prioritize and continue these supports moving forward.
4.7	School Safety & Connectedness Survey	In response the 2023-24 LCAP survey, 66% of respondents indicated that students feel safe on campus.	In response the 2024-25 LCAP survey, 68% of respondents indicated that students feel safe on campus.	In response to the 2025–26 LCAP survey, 62% of respondents indicated that students feel safe on campus. An additional 30% of students reported	During the 2026-27 school year, responses to the annual LCAP survey related to perceptions of student safety on campus will increase to 80%.	There was a 6% decrease from Year 1 in perceptions of campus safety, declining from 68% to 62% of all respondents. To meet the Year 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				that they neither agree nor disagree with feeling safe, while only 7.7% indicated that they feel unsafe.		outcome target, the school will need to achieve an average annual increase of approximately 18%, indicating a need for focused efforts to improve students' sense of safety on campus.
4.8	Suspension Rate for Students with Disabilities	During the 2023–24 school year, the overall suspension rate for the school was 2.4%, compared to 12.1% for students with disabilities, indicating a significant disparity for students with disabilities.	During the 2024–25 school year, the overall suspension rate decreased to 1.4%, while the rate for students with disabilities increased to 13.9%, reflecting a widening and more significant disparity for students with disabilities.	To be determined	During the 2026–27 school year, the suspension rate for students with disabilities will be reduced from 12.1% to 6%, reflecting a significant effort to decrease disciplinary disproportionality and improve equitable outcomes.	With six weeks remaining in the 2025–26 school year, the overall schoolwide suspension rate is currently 0.6%, indicating a continued downward trend.
4.9	School Climate- Chronic Absenteeism	This metric was added during the 2024-25 school year as part of the LCAP annual update. DataQuest reports data one year behind. Therefore, annual outcome data for this metric will always reflect one	During the 2023-2024 school year, DataQuest shows that 22.7% of English Learners were chronically absent and 19.3% of Economically Disadvantaged	During the 2024-202 school year, DataQuest shows that 18.4% of English Learners were chronically absent and 15.7% of Economically Disadvantaged	During the 2025-26 school year, chronic absenteeism among EL students will be at or below 18.7%, and among Economically Disadvantaged	Between the 2023–24 and 2024–25 school years, NBECHS saw a meaningful reduction in chronic absenteeism across all key student groups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school year behind data related to all other LCAP metrics. During the 2022-2023 school year, DataQuest shows that 19.6% of English Learners were chronically absent and 16.5% of Economically Disadvantaged students were chronically absent.	students were chronically absent.	students were chronically absent.	students will be at or below 15.3%.	The overall rate for all students decreased from 19% to 15%. English Learners showed notable improvement, with rates declining from 22.7% to 18.4%, while Socioeconomically Disadvantaged students also experienced a similar decrease from 19.3% to 15.7%. These gains indicate strong progress, with the Year 3 goal nearly met by the end of Year 2.

Goal Analysis [2025-26]

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

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

Implementation of Goal 4 has resulted in the successful development and expansion of a comprehensive, site-wide MTSS mental health support system, with a strong emphasis on Tier 1 and Tier 2 services. At the universal level, the school significantly increased access to social-emotional learning (SEL), moving from a single annual lesson at baseline to a fully embedded Advisement model in Year 1 that delivered 32 lessons to all students. In Year 2, the program expanded further to include SEL lessons, RUHealth classroom presentations, lunch activities, and parent engagement through Bridge the Gap workshops, reflecting a more holistic and community-connected approach. Tier 2 support also grew substantially, increasing from one group serving newcomer English learners to multiple targeted groups addressing academic performance, wellness, and student adjustment, with continued expansion planned. Additionally, mental health screening participation rebounded to 97.6% of students, and communication efforts with families increased significantly, demonstrating improved

systems for outreach and access. The peer mentoring program remained a strength at Tier 1, with all 9th grade students participating in Knightlife, while also building Tier 2 capacity through student certification in peer mental health support.

While implementation has been strong overall, several adjustments and challenges emerged. The staff mentoring program (Metric 4.6) was not continued in Year 2 due to inconsistent implementation and was intentionally discontinued after determining that existing supports, such as Knightlife and the Wellness Center, more effectively met student needs. Additionally, although Tier 1 and Tier 2 systems expanded, outcome data indicates ongoing challenges in achieving equitable impact. Suspension rates for students with disabilities increased in Year 1 despite overall reductions in schoolwide suspensions, highlighting a need for more targeted interventions and alignment of PBIS practices. Similarly, chronic absenteeism rates for English learners and economically disadvantaged students increased, and student perceptions of safety showed only modest improvement. These trends suggest that while access to services has improved, the next phase of implementation must focus on deepening the effectiveness of supports, particularly for unduplicated student groups. Overall, the site has demonstrated strong progress in building infrastructure and expanding services, and is now positioned to refine practices to ensure measurable improvements in student outcomes and equity.

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.

Several variances between planned and estimated actual expenditures reflect adjustments in implementation, staffing, and program delivery throughout the year. The Peer Mentoring Program (Action 4.1) was budgeted at \$45,285, with estimated actual expenditures of \$40,462, resulting in a savings of \$4,823 (approximately 11% under budget). This variance reflects efficient implementation while maintaining strong student participation and access to peer mentoring supports. The Expanded Mental Health Staffing initiative (Action 4.2) also came in under budget, with \$177,966 allocated and approximately \$171,803 expended, resulting in a savings of \$6,163 (about 3% under budget). This modest difference suggests stable staffing implementation with minor adjustments, such as position timing or cost efficiencies, while maintaining core services.

Similarly, expenditures for chronic absenteeism and family engagement supports (Action 4.3) were budgeted at \$227,057, with estimated actual costs of \$201,997, yielding a savings of \$25,060 (approximately 11% under budget). This indicates that planned services were implemented effectively while leveraging efficiencies or partnerships to reduce costs. The Advisement Period (Action 4.4) showed no variance, as no funds were budgeted or expended, and the initiative was not implemented during the year. The Site-wide PBIS system (Action 4.5) was budgeted at \$13,100, with estimated actual expenditures of \$9,555, resulting in a savings of \$3,545 (approximately 27% under budget). This reflects strategic implementation and the ability to utilize existing resources while continuing to strengthen PBIS practices. Overall, these variances demonstrate strong fiscal management, with all actions implemented below projected costs while preserving program integrity and scope.

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

The actions implemented under Goal 4 have been largely effective in building a comprehensive, site-wide MTSS mental health framework, particularly in expanding access to Tier 1 and Tier 2 supports. Universal support has shown strong implementation, with all students consistently receiving social-emotional learning (SEL) through a combination of classroom lessons, presentations, and schoolwide activities. Additionally, Tier 2 interventions have expanded significantly, growing from a single group at baseline to multiple targeted groups addressing

academic performance, wellness, and student adjustment. The increase in mental health screening participation to 97.6% and the expansion of family communication efforts further demonstrate that systems for identifying and supporting student needs are firmly in place. The Peer Mentoring Program, particularly through Knightlife, has also been effective in promoting connection and leadership opportunities for students, especially at the Tier 1 level.

However, while access and implementation have improved, the effectiveness of these actions in producing equitable student outcomes has been mixed. Key indicators such as suspension rates for students with disabilities, chronic absenteeism among English learners and economically disadvantaged students, and student perceptions of safety have not improved at the same rate as program implementation. In some cases, disparities have widened, particularly in discipline outcomes for students with disabilities. These trends suggest that while the right structures and supports are in place, they are not yet consistently translating into measurable improvements for all student groups, especially unduplicated students.

Overall, the actions under Goal 4 have been effective in establishing a strong foundation and significantly increasing access to mental health supports. The next phase of implementation will require a more targeted focus on impact, including refining interventions, strengthening alignment between supports and student needs, and closely monitoring outcomes to ensure that improvements are realized equitably across all student groups.

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.

Based on reflection of prior implementation and outcomes, several adjustments have been made to Goal 4 to better align actions and metrics with effective practices and areas of need. While the overall goal of developing a comprehensive MTSS mental health support system remains unchanged, refinements were made to ensure a stronger focus on measurable impact and equity. Most notably, Metric 4.8 was revised from tracking PBIS implementation fidelity to instead focus on suspension rates for students with disabilities. This change reflects a deeper emphasis on addressing disproportionality in discipline outcomes, as data showed that while overall suspension rates declined, rates for students with disabilities increased. The continued implementation of PBIS will remain a key strategy; however, progress will now be measured through its impact on equitable student outcomes rather than solely through implementation benchmarks.

Additional changes include the removal and consolidation of actions and metrics that were either not fully implemented or were determined to be redundant. Metric 4.6 (Staff Mentoring Program) was not implemented during the 2025–26 school year and will be discontinued moving forward, as existing supports such as the Knightlife peer mentoring program and Wellness Center services have proven more effective in meeting student needs. Similarly, Action 4.4: Advisement Period will be removed, as it was not implemented during the 2025–26 school year and there are no plans to implement it in 2026–27. Adjustments were also made to ensure greater clarity and consistency in metrics, such as refining Tier 1 SEL lesson expectations to a more sustainable monthly model and strengthening targets for Tier 2 group expansion and mental health screening. Overall, these changes reflect a shift from building systems to refining and aligning practices to ensure meaningful, measurable outcomes for all students, particularly unduplicated student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Peer Mentoring Program	Continue to offer Knightlife peer mentoring program to support all 9th grade students. Add Knightlife as a course in the instructional day.	\$45,035.00	Yes
4.2	Expanded Mental Health Staffing	Continue to fund wellness therapist through LCAP at 20% in 2024-25, 40% in 2025-26, and 60% in 2026-27. Explore additional licensed support for NBECHS wellness center.	\$163,407.00	Yes
4.3	Support Chronic Absenteeism and Family Engagement	To reduce chronic absenteeism, NBECHS will implement a multi-faceted approach that includes a School Resource Officer (SRO) to support attendance efforts by building positive relationships with students and families, conducting outreach to address barriers to attendance, and collaborating with school staff on early intervention strategies. Additionally, NBECHS will utilize an online platform for attendance recovery, allowing students to make up missed instructional time. ParentSquare will be used to enhance home communication by sending automated attendance letters and real-time notifications to families, ensuring they are informed and engaged in improving student attendance. These combined efforts aim to improve student engagement, safety, and overall attendance rates. In addition, NBECHS will provide additional supervision on campus and PD to supervision aids as needed to increase student safety & connectedness.	\$206,721.00	Yes
4.5	Implement Site-wide PBIS System	LREBG Action Fully implement PBIS system to increase student positive behavior, decrease disciplinary events, increase site safety, and increase student attendance. LREBG Funds supporting this action: \$12,327.00	\$12,327.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,098,375	\$386,761

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
37.588%	0.000%	\$0.00	37.588%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	assessment scores such as CAASPP, and A-G completion rate. Scope: Schoolwide		
1.2	Action: Academic Support Need: Analysis of data and discussion with educational partners have indicated that our unduplicated students consistently achieve lesser outcomes in a variety of areas when compared with the total student population. The interventions in this action are specifically intended to increase tiered support for all students, and specifically to unduplicated students. Scope: Schoolwide	These interventions provide tiered support for students identified as being at-risk due to specific academic outcomes. This action creates a proactive system to monitor progress and provide targeted intervention as needed.	This action will be measured by metric 1.2, 1.2, 1.5, and 1.6.
1.4	Action: Performing Arts Enrichment Need: This is a continuing action from our prior LCAP. Prior discussions have indicated a need to increase access to a varied and enriching A-G arts education for all students and specifically for unduplicated students. Scope:	This action is specifically meant to increase access and success in A-G courses and to support A-G completion for all students, and specifically for unduplicated students.	This action will be measured by metrics 1.1, 1.2, 1.3, and 1.4.

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	consistently achieve educational outcomes at a lower rate than our student population generally. This action is intended to provide additional academic support to increase outcomes for all students, and to unduplicated student specifically. Scope: Schoolwide		
2.2	Action: Early College Need: Analysis of data and discussions with educational partners have indicated that unduplicated students participate in early college coursework at lower rates than all students generally. Scope: Schoolwide	This action is meant to increase access to early college courses to all students, and specifically to increase the proportionality of unduplicated students in those courses.	This action will be measured by metrics 2.3 and 2.4.
2.3	Action: CTE Programs Need: Analysis of data and discussions with educational partners have indicated that unduplicated students participate in CTE coursework at lower rates than all students generally. Scope:	This action is meant to increase access to CTE courses to all students, and specifically to increase the proportionality of unduplicated students in those courses.	This action will be measured by metrics 2.5 and 2.6.

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This is a continued action from the previous LCAP that was determined by the district and educational partners to be continued. Scope: Schoolwide	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 to support collaboration and flexible learning spaces for our low income, EL and foster youth population.	
4.1	Action: Peer Mentoring Program Need: Analysis of data and discussions with educational partners have indicated the need to expand MTSS tier 2 level support to increase all educational outcomes for specific student groups, including 9th grade students and unduplicated students. Scope: Schoolwide	Discussions with educational partners have indicated that 9th grade students and unduplicated students show a greater need for tier 2 level support in the areas of mental health, positive behavioral support, and academic achievement.	This action will be measured by metric 4.5.
4.2	Action: Expanded Mental Health Staffing Need: Analysis of data and discussions with educational partners have indicated that educational outcomes for all students, and in particular unduplicated students, are negatively affected by students' mental health concerns including but not limited to anxiety, depression, loss & grief, and substance use. Scope:	Discussions with educational partners have indicated that by providing additional support for students' mental health needs, all students, and in particular unduplicated students, can achieve greater educational outcomes including a sense of belonging and connectedness, decreased anxiety and depression, and increased behavioral and academic outcomes.	This action will be measured by metrics 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
4.3	Action: Support Chronic Absenteeism and Family Engagement Need: Input provided by all educational partners related to perceptions of student safety indicated discrepancies between how school safety was perceived by students, parents, and staff. Some data have indicated strong feelings of physical and emotional safety on campus, while other data have indicated a need to improve perceptions in this area. By increasing real and perceived safety, the school's intent is to create a more supportive learning environment for all students, and specifically for unduplicated students. Scope: Schoolwide	This action is intended to expand the school's capacity to provided supervision & security staff to the instructional day as well as after school events in order to increase the level of perceived and real safety on campus.	This goal will be measured by metric 4.9 & 4.10.
4.5	Action: Implement Site-wide PBIS System Need: Data Analysis has demonstrated that unduplicated students are disproportionately represented in lower academic achievement and a higher degree of chronic absenteeism. Scope:	PBIS implementation is intended to provide a multi-tiered system of behavior and SEL support ro reduce disciplinary incidents and suspensions, reduce chronic absenteeism, and increase academic outcomes.	This goal will be measured by metric 4.8.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: EL Support Need: Analysis of student data indicates that English Learners at the site have consistently had a significantly lower rate of passing grades (C or better) in all content areas. Scope: Limited to Unduplicated Student Group(s)	This action provides increased support specific to EL students meant to increase their access to, and success in, all academic areas.	This action will be measured by metric 1.2.
1.10	Action: Daily planning time in the area of English Language Development Need: After reviewing data with educational partners, English Learners are not making adequate progress in successfully completing (grade of C or better) required courses in all content areas. Scope: Limited to Unduplicated Student Group(s)	Teachers will have specific planning time to address the needs of English Learners. This will allow them to analyze student data and ensure that ELD standards are being addressed in integrated strategies in content areas.	This action will be measured by metric 1.6.

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

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:22.5
Staff-to-student ratio of certificated staff providing direct services to students		1:24.1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$8,242,990	\$3,098,375	37.588%	0.000%	37.588%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,107,887.00	\$222,139.00	\$143,197.00	\$0.00	\$3,473,223.00	\$2,574,878.00	\$898,345.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Targeted Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$331,169.00	\$29,271.00	\$358,531.00	\$1,909.00		\$0.00	\$360,440.00	
1	1.2	Academic Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$469,349.00	\$0.00	\$402,334.00	\$67,015.00	\$0.00	\$0.00	\$469,349.00	
1	1.3	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NBECHS	Ongoing	\$107,180.00	\$0.00	\$107,180.00	\$0.00	\$0.00	\$0.00	\$107,180.00	
1	1.4	Performing Arts Enrichment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS NBECHS	Ongoing	\$171,774.00	\$37,910.00	\$66,487.00	\$0.00	\$143,197.00	\$0.00	\$209,684.00	
1	1.5	Technology Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$0.00	\$156,509.00	\$156,509.00	\$0.00	\$0.00	\$0.00	\$156,509.00	
1	1.6	Additional Instructional Minutes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$0.00	\$128,363.00	\$128,363.00	\$0.00	\$0.00	\$0.00	\$128,363.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$0.00	\$40,000.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00	
1	1.8	Fieldtrips/College visits	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$0.00	\$45,456.00	\$45,456.00	\$0.00	\$0.00	\$0.00	\$45,456.00	

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	Use of IABs as formative assessments in core content areas	All	No			Specific Schools: NBECHS	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.10	Daily planning time in the area of English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NBECHS	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	1.3068
2	2.1	Additional Course/Section Offerings	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$506,587.00	\$0.00	\$506,587.00	\$0.00	\$0.00	\$0.00	\$506,587.00	
2	2.2	Early College	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$524,687.00	\$226,864.00	\$610,663.00	\$140,888.00	\$0.00	\$0.00	\$751,551.00	
2	2.3	CTE Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$68,374.00	\$46,259.00	\$114,633.00	\$0.00	\$0.00	\$0.00	\$114,633.00	
3	3.1	Family Engagement Events & Family Engagement Center	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$10,634.00	\$0.00	\$10,634.00	\$0.00	\$0.00	\$0.00	\$10,634.00	
3	3.2	Parent/Community Communication	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$0.00	\$23,665.00	\$23,665.00	\$0.00	\$0.00	\$0.00	\$23,665.00	
3	3.3	Parent/community workshops	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$0.00	\$12,200.00	\$12,200.00	\$0.00	\$0.00	\$0.00	\$12,200.00	
3	3.4	Parent/Community Volunteer Opportunities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$0.00	\$750.00	\$750.00	\$0.00	\$0.00	\$0.00	\$750.00	
3	3.5	Facility Accessibility Support Staff	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS NBECHS	Ongoing	\$107,943.00	\$789.00	\$108,732.00	\$0.00	\$0.00	\$0.00	\$108,732.00	
4	4.1	Peer Mentoring Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$36,966.00	\$8,069.00	\$45,035.00	\$0.00	\$0.00	\$0.00	\$45,035.00	
4	4.2	Expanded Mental Health Staffing	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$163,407.00	\$0.00	\$163,407.00	\$0.00	\$0.00	\$0.00	\$163,407.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Support Chronic Absenteeism and Family Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	Ongoing	\$76,808.00	\$129,913.00	\$206,721.00	\$0.00	\$0.00	\$0.00	\$206,721.00	
4	4.5	Implement Site-wide PBIS System	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: NBECHS NBECHS		\$0.00	\$12,327.00	\$0.00	\$12,327.00	\$0.00	\$0.00	\$12,327.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$8,242,990	\$3,098,375	37.588%	0.000%	37.588%	\$3,107,887.00	1.307%	39.010 %	Total:	\$3,107,887.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$107,180.00
								Schoolwide Total:	\$3,000,707.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Targeted Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$358,531.00	
1	1.2	Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$402,334.00	
1	1.3	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NBECHS	\$107,180.00	
1	1.4	Performing Arts Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$66,487.00	
1	1.5	Technology Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$156,509.00	
1	1.6	Additional Instructional Minutes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$128,363.00	
1	1.7	Professional Development	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: NBECHS	\$40,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Fieldtrips/College visits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$45,456.00	
1	1.9	Use of IABs as formative assessments in core content areas				Specific Schools: NBECHS	\$0.00	
1	1.10	Daily planning time in the area of English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NBECHS	\$0.00	1.3068
2	2.1	Additional Course/Section Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$506,587.00	
2	2.2	Early College	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$610,663.00	
2	2.3	CTE Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$114,633.00	
3	3.1	Family Engagement Events & Family Engagement Center	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$10,634.00	
3	3.2	Parent/Community Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$23,665.00	
3	3.3	Parent/community workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$12,200.00	
3	3.4	Parent/Community Volunteer Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$750.00	
3	3.5	Facility Accessibility Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$108,732.00	
4	4.1	Peer Mentoring Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$45,035.00	
4	4.2	Expanded Mental Health Staffing	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: NBECHS	\$163,407.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	4.3	Support Chronic Absenteeism and Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$206,721.00	
4	4.5	Implement Site-wide PBIS System			English Learners Foster Youth Low Income	Specific Schools: NBECHS	\$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,115,222.00	\$3,414,765.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Targeted Interventions	Yes	\$233,257.00	\$239,756
1	1.2	Academic Support	Yes	\$369,229.00	\$491,591
1	1.3	EL Support	Yes	\$100,412.00	\$99,953
1	1.4	Performing Arts Enrichment	Yes	\$189,451.00	\$252,690
1	1.5	Technology Support	Yes	\$145,853.00	\$150,376
1	1.6	Additional Instructional Minutes	Yes	\$125,538.00	\$137,966
1	1.7	Professional Development	Yes	\$41,550.00	\$25,865
1	1.8	Fieldtrips/College visits	Yes	\$88,000.00	\$45,456
1	1.9	Use of IABs as formative assessments in core content areas	No	\$0.00	\$0
1	1.10	Daily planning time in the area of English Language Development	Yes	\$0.00	\$114,713
2	2.1	Additional Course/Section Offerings	Yes	\$517,398.00	\$486,567

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Early College	Yes	\$639,475.00	\$689,933
2	2.3	CTE Programs	Yes	\$42,462.00	\$111,773
3	3.1	Family Engagement Events & Family Engagement Center	Yes	\$16,035.00	\$9,887
3	3.2	Parent/Community Communication	Yes	\$24,529.00	\$21,829
3	3.3	Parent/community workshops	Yes	\$12,200.00	\$5,460
3	3.4	Parent/Community Volunteer Opportunities	Yes	\$750.00	\$750
3	3.5	Facility Accessibility Support Staff	Yes	\$105,675.00	\$106,383
4	4.1	Peer Mentoring Program	Yes	\$45,285.00	\$40,462
4	4.2	Expanded Mental Health Staffing	Yes	\$177,966.00	\$171,803
4	4.3	Support Chronic Absenteeism and Family Engagement	Yes	\$227,057.00	\$201,997
4	4.4	Advisement Period	No	\$0.00	\$0
4	4.5	Implement Site-wide PBIS System	No	\$13,100.00	\$9,555

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,904,193	\$2,612,777.00	\$2,823,699.00	(\$210,922.00)	1.307%	1.307%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Targeted Interventions	Yes	\$168,113.00	\$198,914		
1	1.2	Academic Support	Yes	\$369,229.00	\$394,350		
1	1.3	EL Support	Yes	\$100,412.00	\$99,953		
1	1.4	Performing Arts Enrichment	Yes	\$189,451.00	\$122,611		
1	1.5	Technology Support	Yes	\$145,853.00	\$150,376		
1	1.6	Additional Instructional Minutes	Yes	\$125,538.00	\$137,966		
1	1.7	Professional Development	Yes	\$41,550.00	\$0		
1	1.8	Fieldtrips/College visits	Yes	\$44,000.00	\$45,456		
1	1.10	Daily planning time in the area of English Language Development	Yes	\$0.00	\$0.00	1.3068	1.3068
2	2.1	Additional Course/Section Offerings	Yes	\$365,098.00	\$434,734		
2	2.2	Early College	Yes	\$580,938.00	\$610,426		
2	2.3	CTE Programs	Yes	\$42,462.00	\$111,773		
3	3.1	Family Engagement Events & Family Engagement Center	Yes	\$16,035.00	\$9,887		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Parent/Community Communication	Yes	\$24,529.00	\$21,829		
3	3.3	Parent/community workshops	Yes	\$12,200.00	\$5,460		
3	3.4	Parent/Community Volunteer Opportunities	Yes	\$750.00	\$750		
3	3.5	Facility Accessibility Support Staff	Yes	\$105,675.00	\$106,383		
4	4.1	Peer Mentoring Program	Yes	\$45,285.00	\$40,462		
4	4.2	Expanded Mental Health Staffing	Yes	\$35,593.00	\$130,372		
4	4.3	Support Chronic Absenteeism and Family Engagement	Yes	\$200,066.00	\$201,997		

2025-26 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)
8,105,819	\$2,904,193	0	35.828%	\$2,823,699.00	1.307%	36.142%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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