

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Leggett Valley Unified School District

CDS Code: 23-75218-0000000

School Year: 2024-25

LEA contact information:

Sierra Lahera

Superintendent

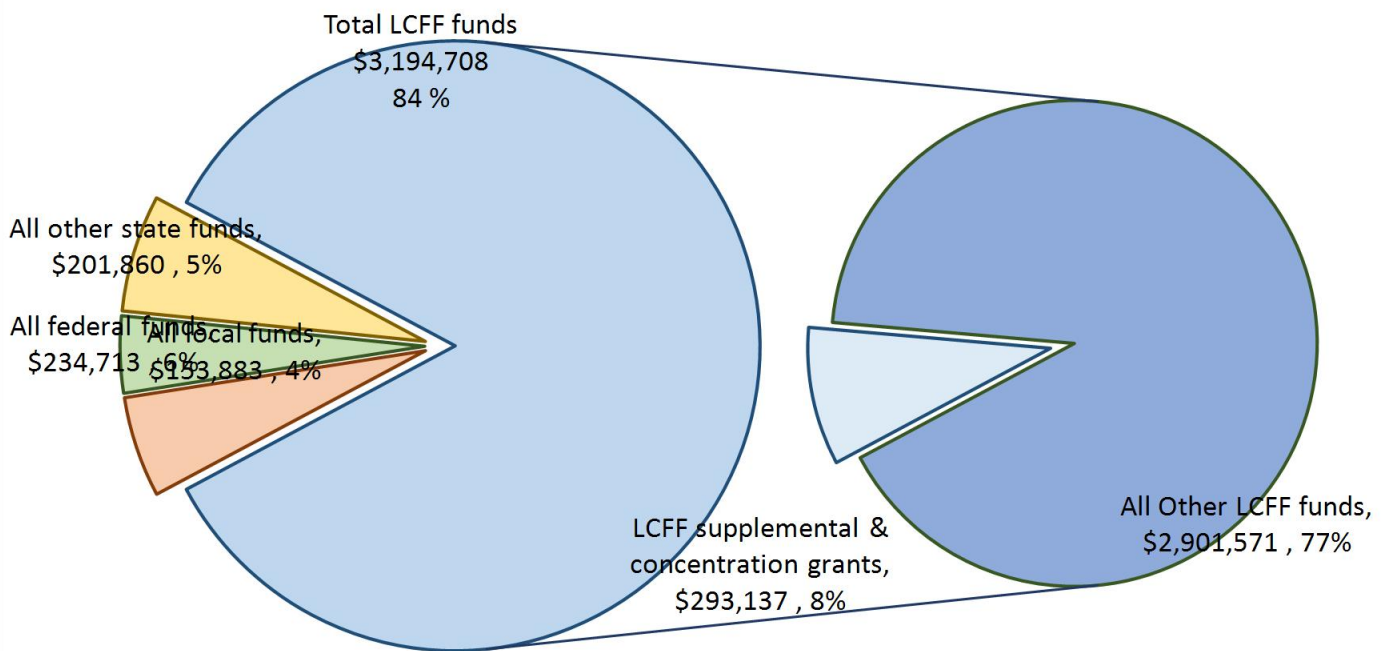
sierralahera@leggett.k12.ca.us

(707) 925-6285 X101

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

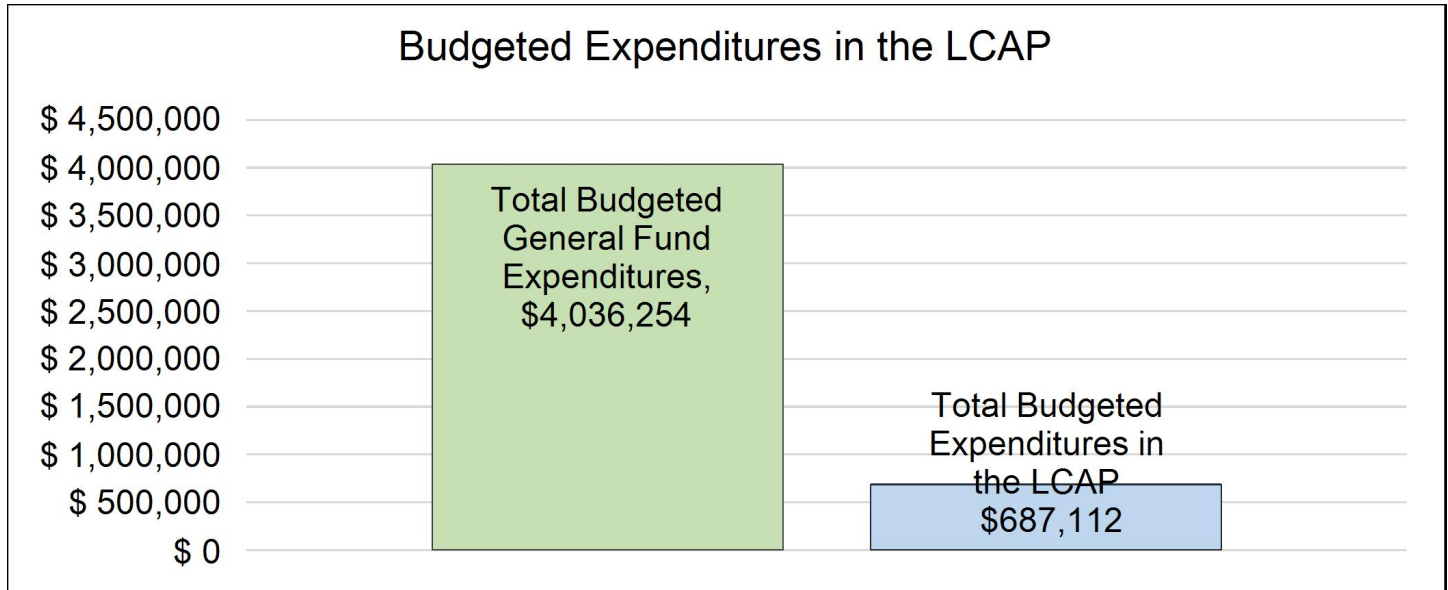


This chart shows the total general purpose revenue Leggett Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Leggett Valley Unified School District is \$3,785,164, of which \$3,194,708 is Local Control Funding Formula (LCFF), \$201,860 is other state funds, \$153,883 is local funds, and \$234,713 is federal funds. Of the \$3,194,708 in LCFF Funds, \$293,137 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 Leggett Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Leggett Valley Unified School District plans to spend \$4,036,254 for the 2024-25 school year. Of that amount, \$687,112 is tied to actions/services in the LCAP and \$3,349,142 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries and benefits of core certificated staff and confidential employees.

General operating expenditures.

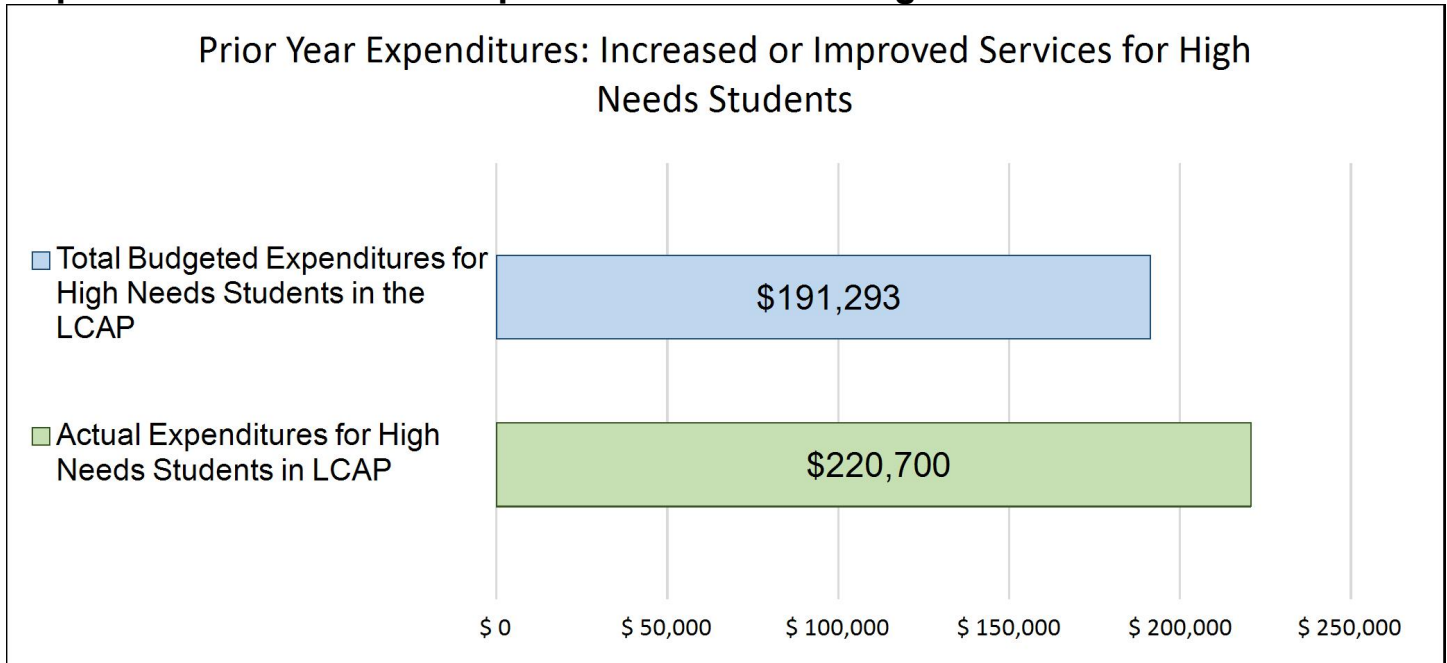
Contributions to cafeteria, Special Education, Insurance, Audit, Legal costs and other general administration.

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

In 2024-25, Leggett Valley Unified School District is projecting it will receive \$293,137 based on the enrollment of foster youth, English learner, and low-income students. Leggett Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Leggett Valley Unified School District plans to spend \$293,677 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Leggett Valley Unified School District's LCAP budgeted \$191,293 for planned actions to increase or improve services for high needs students. Leggett Valley Unified School District actually spent \$220,700 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$29,407 had the following impact on Leggett Valley Unified School District's ability to increase or improve services for high needs students:

The difference in expenditures and total budgeted expenditures did not have a negative impact on the overall increased or improved services for high needs students.

For 2023-2024 school year, the District was required to spend \$164,935 on the "high needs" students of the District, as defined by the LCAP (foster youth, English learner, and Socioeconomically Disadvantaged). While the District did not fully spend the amount that was budgeted for High Needs Students due to the use of one-time funds and other unique situation it did spend its required amount.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leggett Valley Unified School District	Sierra Lahera Superintendent	sierralahera@leggett.k12.ca.us (707) 925-6285 X101

Goals and Actions

Goal

Goal #	Description
1	Leggett Valley Unified School District will provide a challenging and relevant educational experience that engages all students in the learning process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Create district level local assessments tied to the standards.	No data	We have implemented the use of Renaissance place reading and math assessments to help guide instruction and will use results to show the progress towards our goals as we receive our students results. The end of year assessments for 2022 showed that 60% of students met or exceeded standards.	Renaissance Star Math and ELA implemented	In addition to Renaissance Star Math & ELA assessments, we have Edmentum Two teachers and superintendent attended the California Assessment Conference in Sacramento and brought resources back to the district. MCOE provided training on data and multi-tiered systems of support (MTSS) during our summer PD series. Our Leggett Valley Elementary School is piloting Balanced Assessment System through CDE, CCEE	Our desire is that we will improve our student outcomes in both Math and ELA over the next three years. 40% of students meet or exceeds standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				(CA Coalition for Educational Excellence), and NCIEA (National Center of Improvement of Educational Assessment).	
Our goal is to move our student performances on the state dashboard from the orange to the green in both ELA and Math over the next three years.	As a district we are in the orange in both ELA and Math as of the 2018-2019 school year.	We do not have enough students to make an accurate indicator on this metric, but will monitor progress through annual test results.	Leggett Valley ES- ELA-LOW, 49 points below standard Math-LOW- 70.9 points below standard Whale Gulch ES ELA-5 points below standard Math-38.6 points below standard	For the 2023 Dashboard, as a district, we are in orange for ELA and yellow for Math which means positive movement in Math.	Our hope is that with the constant assessing and conversation over the results that we will be able to move our kids into the green area in ELA and Math over the next three years.
Fully credentialed teachers.	In 2020-2021 LVUSD had 14 teachers. All but one was fully credentialed and that staff members is on track to be fully credentialed by the start of 2021-2022.	2021-2022: All teachers are fully credentialed.	2022-2023: All teachers are fully credentialed	We have one intern at Leggett Valley High School in the Social Studies department. They are making good progress working in a program toward being fully credentialed.	Our goal is to have a fully credentialed staff each year. If staff is not fully credentialed our goal is to get them fully credentialed as quickly as possible.
Percent of teacher misassignments.	In 2020-2021 we had zero teacher misassignments throughout LVUSD.	In 2021-2022 we had zero misalignments.	In 2022/23 we had zero misassignments	We have zero misassignments.	Our goal is to hire highly qualified teachers that are proficient in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					subject areas they are teaching.
Attendance Rates	Our attendance rate has been consistent at 94-95% over the last three years. Numbers are somewhat high in 2020-2021 due to COVID and state attendance county this year.	in 2021-2022 our average attendance rate was 90%	In 2022-2023 our P-2 average attendance rates: Leggett Valley ES- 88% Leggett Valley HS-88 Whale Gulch ES-91% Whale Gulch HS-92%	As of 1/31/24: LVES - 88% LVHS - 93% WGES - 90% WGHS - 94% We've been focusing this year on creating belonging in the classroom and on campus. Our School Board is involved in interdistrict transfer requests now. School Attendance Review Board (SARB) letters going out and attendance meetings will be scheduled. LVS has a renewed and ongoing focus on Restorative Practices.	We would like to be at a 96% attendance rate by 2023-2024.
Chronic Absenteeism	Our district is in the yellow on the state dashboard for chronic absenteeism.	Leggett Valley Elementary: 43% Leggett Valley High School: 18% Whale Gulch Elementary: 32% Whale Gulch High School: 47%	2021-22 Data Leggett Valley Elementary: 49.2%- Identified for ATSI for SED and White student subgroups Leggett Valley High School: 27.3%	On the 2023 Dashboard we are in the red as a district with 50% chronic absenteeism. We've been focusing this year on creating belonging in the	Our goal is to move to the green area in chronic absenteeism by 2023-2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Whale Gulch Elementary: 21.4% Whale Gulch High School: 40%	classroom and on campus. Our School Board is involved in interdistrict transfer requests now. School Attendance Review Board (SARB) letters going out and attendance meetings will be scheduled. LVS has a renewed and ongoing focus on Restorative Practices.	
Participation rates of staff in academic professional development activities.	Our staff has a high rate of participation in professional development throughout the years. We maintained a 100% participation rate last year.	Staff has participated in County Office staff development opportunities.	Staff participated in a variety of PD opportunities. A PD plan is being developed for 2023/24 school year.	We had a robust summer PD schedule. In addition to individual counseling, our contract with Tapestry includes group sessions that support the whole child. Specific curriculum training has been provided to teachers throughout the year. Additional training is being scheduled for the spring semester. There is ongoing reference to our summer learning and agreements.	Our goal is to now use our common non student day to participate in meaningful professional development either offered from the outside, the county or the district to strengthen our academic program through individual and team staff development.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Our Staff Welcome Back Day was all about collaboration. We've had several district wide teacher huddles (elementary, high school specific). There are often group conversations, feedback, and input via email.	
Number of students who show progress toward English Learner proficiency on the ELPAC.	We do not have a baseline established here as we have had issues testing over the time period of the pandemic.	All EL students identified and participating in the ELPAC assessment.	Leggett Valley ES-Six students took the Initial ELPAC spring of 2023; 1 took the Summative Whale Gulch- 5 students took the Summative	Of the 7 students who took the Summative ELPAC in 2023: 4 scored 4s, one with 2 levels of growth; 3 scored 3s, one with 1 level of growth; one scored 2.	We would like to see 75% of our EL students show progress in proficiency each year.
Number of EL student reclassification	We have zero EL student reclassification. Most of our EL students are new to this country over the last four years.	We have zero EL reclassifications in 21-22.	As of May, 2023 zero students have been reclassified.	We have 4 eligible students for reclassification and plan to reclassify students by May 1, 2024.	Our goal is to reclassify a majority of our EL students by 2023-2024.
Every pupil in the school district has sufficient access to the standards-aligned	100% of students have access to standards aligned curriculum.	100% of students have access to materials.	100% of students have access to standards aligned curriculum.	All students have access to standard-aligned curriculum.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
instructional materials. Including access to the ELD standards for English learners.					
Implementation of state board adopted academic content and performance standards for all students.	All curriculum is state approved.	All subjects are state approved curriculums which are 100% implemented by teaching staff.	All curriculum is state approved though new curriculum is currently being reviewed for adoption	All implemented curriculum is state board adopted.	Continued success on District and state level assessments.

Goal Analysis

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

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

All actions were implemented or partially implemented in 2023-2024 school year, except for hiring 3-4 grade teacher at Leggett Valley Elementary (Action 1.4) due to declining enrollment.

- 1.1 Assessment Tool: Partially Implemented
- 1.2 Instructional Aide Support: Fully Implemented
- 1.3 Technological Enhancements for the Classroom: Fully Implemented: Most all classrooms have touchscreens.
- 1.4 Hire 3-4 grade teacher at Leggett Valley Elementary: Not Implementing: Due to declining enrollment, the position was reduced for the 23/24 school year.
- 1.5 K-6 Math Curriculum: Planned We intended to pilot two math curriculums this year with the intention of adopting one at the end of the year. Due to the release of the new math framework, we were only able to pilot EnVision and have extended that for the whole school year. MCOE will be supporting the pilot of Bridges in the 24/25 school year.
- 1.6 Professional Development: Partially Implemented Two teachers attended the CA Assessment Conference with the Superintendent. Individual teachers have participated in conferences of interest in their content areas. Our summer PD schedule included a lot of SEL focused training. We've had curriculum specific trainings through Renaissance, EnVision, and more planned for the spring.

- 1.7 Address Chronic Absenteeism: Partially Implemented: The District has started sending SARB letters. Our site parent groups and the DAC will be discussing ways to increase student engagement.
- 1.8 Implement Intervention Program: We are using Spire this year as an intervention. Teachers have additional supplemental programs and curriculum to support student growth: TeachersPayTeachers, Reading Eggs, Math Seeds.
- 1.9 Create more art education experiences for the students: Partially Implemented: Additional art supplies have been ordered at both sites. At WGS, the association supports the extracurricular courses. LVS will soon start music classes. Additional opportunities are being sought

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 following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

- 1.1 Assessment Tool: No Material Differences
- 1.2 Instructional Aide Support: No Material Differences
- 1.3 Technological Enhancements for the Classroom: No Material Differences
- 1.4 Hire 3-4 grade teacher at Leggett Valley Elementary: No Material Differences
- 1.5 K-6 Math Curriculum: Did not purchase this year
- 1.6 Professional Development: Used other funds for professional development
- 1.7 Address Chronic Absenteeism: Did not purchase actual incentives for this year
- 1.8 Implement Intervention Program: Used other funds for this action
- 1.9 Create more art education experiences for the students: No Material Differences

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

1.1 Assessment Tool: Effective

- In addition to Renaissance Star Math & ELA assessments, we have Edmentum. Two teachers and superintendent attended the California Assessment Conference in Sacramento and brought resources back to the district.

MCOE provided training on data and multi-tiered systems of support (MTSS) during our summer PD series.

- Our Leggett Valley Elementary School is piloting Balanced Assessment System through CDE, CCEE (CA Coalition for Educational Excellence), and NCIEA (National Center of Improvement of Educational Assessment).

1.2 Instructional Aide Support and 1.8 Implement Intervention Program: Effective

- Of the 7 students who took the Summative ELPAC in 2023: 4 scored 4s, one with 2 levels of growth; 3 scored 3s, one with 1 level of growth; one scored 2.
- We have 4 eligible students for reclassification and plan to reclassify students by May 1, 2024.
- Edmentum's Exact Path (last year's intervention program) is now part of classroom rotations. Spire was added as a new intervention program. We developed site support team at LVS.

1.3 Technological Enhancements for the Classroom: Effective

- We have invested in replacement computers for older Chromebooks and insufficient staff computers. We have inventoried all of our computers and are in the process of listing the manufacture dates to determine priority replacement moving forward. As a district we are using more technology, including Google calendars, docs, sheets, slides, forms, and more.
- We are looking at incorporating computer science skills for all students in future years.

1.4 Hire 3-4 grade teacher at Leggett Valley Elementary: Effective

- Small class size and high adult student ratio: Although combination classes, all of our classes are small. K-6 classrooms have a full time paraprofessional

1.5 K-6 Math Curriculum : Effective

- We've experienced lots of hurdles as have other local and statewide districts. CDE adopted new math framework which delays publication. All teachers are piloting EnVision in the fall. We had planned another pilot in the Spring but may wait until the following school year. We are receiving support from MCOE.

1.6 Professional Development : Effective

- We had a robust summer PD schedule. In addition to individual counseling, our contract with Tapestry includes group sessions that support the whole child. Specific curriculum training has been provided to teachers throughout the year. Additional training is being scheduled for the spring semester. There is ongoing reference to our summer learning and agreements.
- Our Staff Welcome Back Day was all about collaboration. We've had several district wide teacher huddles (elementary, high school specific). There are often group conversations, feedback, and input via email.

1.7 Address Chronic Absenteeism: Effective

- We've been focusing this year on creating belonging in the classroom and on campus. Our School Board is involved in interdistrict transfer requests now. School Attendance Review Board (SARB) letters going out and attendance meetings will be scheduled. LVS has a renewed and ongoing focus on Restorative Practices.

1.8 Implement Intervention Program: Effective

- Of the 7 students who took the Summative ELPAC in 2023: 4 scored 4s, one with 2 levels of growth; 3 scored 3s, one with 1 level of growth; one scored 2.
- We have 4 eligible students for reclassification and plan to reclassify students by May 1, 2024.

- Edmentum's Exact Path (last year's intervention program) is now part of classroom rotations. Spire was added as a new intervention program. We developed site support team at LVS.

1.9 Create more art education experiences for the students: Effective

- Additional art supplies have been ordered at both sites. At WGS, the association supports the extracurricular courses. LVS will soon start music classes. Additional opportunities are being sought.

Other Important areas for the 2023-2024 School year

- Reopen Leggett Valley Preschool and prioritize Universal PreKindergarten to prepare students for future success: We currently have 3 students enrolled. The teacher is continuing her education and MCOE is providing oversight. We are planning a Kindergarten Round Up event in early May.
- Expanded Learning Opportunities Program (ELOP) : In the summer of 2023, LVUSD offered 22 days of ELOP at the LVS site and offered transportation for interested families from WGS. During the 23/24 school year, both sites have 8 extra ELOP school days offered for K-6.
- Library: We would like to revive our library
- We now have Student Leadership classes at both sites. A Student Communications Director is helping with school communications at LVS. There is a student Tech Intern helping support needs and assist IT staff.

A Buddies program was established at LVS and loosely modeled after WGS. We have increased student jobs on campus.

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

For the 2024-2025 LCAP cycle we reorganized actions based on reflections on prior practice and educational partner engagement, however, all actions remained within the LCAP with some additions based on ensuring all metrics were associated with at least one action.

NEW 1.1 Implementation of the Standards: Merged OLD 1.6 Professional Development, 1.5 K-6 Math Curriculum

NEW 1.3 Enrichment and Extracurricular Activities: Merge OLD 1.8 Create more art education experiences for the students

NEW 2.1 Academic Support and Monitoring: Merge OLD 1.2 Instructional Aide Support, 3.6 Provide English Language Learners with necessary support, 1.8 Implement Intervention Program

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.

Goals and Actions

Goal

Goal #	Description
2	Leggett Valley Unified School District will fully prepare students to be college and/or career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and career readiness based on 11th grade CAASPP scores and graduate plans following graduation will give us the information we need to see if our students are moving on in a positive way after high school.	<p>In 2019-2020 LVUSD had 7 of 8 graduates move on with either college or a vocation. 75% of graduates went on to college.</p> <p>2018-2019 ELA CAASPP: 4.7% standard exceeded, 29.1% Standard Met.</p> <p>2018-2019 Math CAASPP: 4% standard exceeded, 12.5% Standard met.</p>	2022 data will be added once available	Data Unavailable	<p>In 2023, our 11th graders scored:</p> <p>ELA</p> <ul style="list-style-type: none"> • standard nearly met - 50% • standard met or exceeded - 50% <p>Math</p> <ul style="list-style-type: none"> • not meeting standard - 25% • standard nearly met - 50% • standard met - 25% 	We want to stay consistent with at least 75% of our student moving on after graduation either through college or vocation.
Graduation Rates	LVUSD maintained a 100% high school graduation rate for 2020-2021.	100% of students in Cohort graduated.	LVUSD has maintained a 100% high school graduation rate for 2022/23	We had a 100% graduation rate in 2023. We are on track for the same in 2024.	To continue to graduate 100% of our students in the district.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who fulfill A-G requirements.	In 2019-2020 100% of graduating seniors fulfilled all A-G requirements.	In 2020-2021: 90% of students fulfilled all A-G requirements.	In 2021/22 100% of graduates met a-g requirements though a clerical error in CALPADS does not reflect this	100% of students are fulfilling A-G requirements.	Our goal each year is to have 80% of our students fulfill A-G requirements.
Percent of students taking CTE courses.	In 2019-2020 63% of our graduating seniors had taken at least one CTE course during their high school career.	Most students were enrolled in one CTE course each trimester.	CTE course offerings are a challenge district wide and especially at Whale Gulch due to the remote location of the schools.	We have expanded Edmentum's EdOptions Academy district wide and engaged in a new program called Acellus. We are also expanding self-directed learning (SDL). In the spring semester, 12 of our 26 students are enrolled in CTE. 46%	Our goal is to have 80% of our students exposed to CTE courses at least once during their high school career.,
Percent of students being exposed to college campuses or career opportunities in the tri county area.	Because of COVID there has not been any career fairs or college campus visits by our students over the past two years.	All students participated in at least one school funded and sponsored college visitation trip.	Leggett Valley HS students participated in one college/career field trip during the 2022/23 school year. Whale Gulch HS attended college fairs but not career fairs.	All high school students have visited at least one college campus this school year. We are planning for more.	To have 100% of our students visit at least one college campus over their high school career along with attending at least one career day in the tri county area.
Middle school and high school graduation rates using Cal Pads data.	0% dropout rate at both levels.	All students graduated in 21/22	All students will graduate in 2022/23 school year.	All students will graduate in 2024.	Maintain 0% dropout rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of pupils who have successfully completed CTE and A-G.	100% A-G and 70% CTE rates	33% of graduates completed 100% A-G requirements. 100% participated in CTE courses.	100% A-G	100% A-G As we grow our CTE program, students are gaining more access to courses. We do not have opportunities for pathway completion (2courses) in any one area.	Maintain 100% A-G and 70% CTE rates.
The percentages of pupils who demonstrate college preparedness through the EAP program or other subsequent assessment of college preparedness.	We will be collecting baseline data in 2021-2022 school year.	No students participated in the EAP for 21-22.	No data available.	No data available.	Desired outcome is to have 50% of students participate.

Goal Analysis

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

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

All actions were implemented or partially implemented in 2023-2024 school year, except Academic Counseling due not being able to identify a school counselor to contract in our area.

- 2.1 Academic Counseling: Not Implementing: We are looking to partner with Sonoma State through the K-16 Collaborative to support this action item.
- 2.2 Career Technical Education Coursework: Partially Implemented
- 2.3 A-G Coursework: Fully Implemented
- 2.4 Career Days: Partially Implemented

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 following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 2.1 Academic Counseling: Additional funding needed for this action.
- 2.2 Career Technical Education Coursework: No Material Differences
- 2.3 A-G Coursework: No Material Differences
- 2.4 Career Days: Did not need funding for this action

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

2.1 Academic Counseling : Effective through on-site staff, we were unable to hire a counselor

- We have struggled to identify a school counselor to contract with in our area. We are hoping that our new involvement with the K16 Collaborative through Sonoma State will support this endeavor.
- We had a 100% graduation rate in 2023. We are on track for the same in 2024
- AP courses are available through some of our online curriculum platforms. We did not have students take AP courses in 2023-2024.

2.2 Career Technical Education Coursework : Effective

- We have Edmentum EdOptions Academy and Acellus, as well as dual enrollment courses at Mendocino College to add to our course options.
- We are also expanding self-directed learning (SDL). In the spring semester, 12 of our 26 students are enrolled in CTE. 46%
- The HS teachers were provided training with Transition Specialist from SELPA to learn more about how to support students in preparation for adulthood.
- We are resuming WorkAbility services.
- We are working with Mendocino College for Dual Enrollment. We have more teachers becoming certified to teach the college courses. WGS has already done some college tours.

2.3 A-G Coursework : Effective

- Both high schools are WASC accredited. Aside from onsite courses, we have Edmentum EdOptions Academy and dual enrollment courses at Mendocino College to add to our course options.
- 100% of students are fulfilling A-G requirements.

- English Learner Support: We continue to work with parents, staff and students in identifying and addressing the needs of English learners in order to increase progress towards English language proficiency. Next steps include exploring the feasibility of an English Learner Coordinator.
- Students with Disabilities: We continue to provide ongoing intervention in the least restrictive environment focused on targeted instruction, monitor progress and monitoring the IEP Individual Education Plan (IEP) .
- All students have equal access to all courses what are a broad course of study.

2.4 Career Days : Effective

- Additional field trips are being planned for the spring.

2.5 Student Planning & Collaboration: Effective

- WGS students use planners for organizing their work. There are new collaborative tables at LVHS to support student learning.
- - A student leadership class was developed at LVS.
- A Student Communications Director is helping with school communications at LVS.
- There is a student Tech Intern helping support needs and assist Garth.
- A Buddies program was established at LVS and loosely modeled after WGS.
- We have increased student jobs on campus

Other important notes

- AP courses are available through some of our online curriculum platforms. We do not have students taking AP courses at this time.
- Grow college and career educational opportunities to improve post-school outcomes. We have expanded Edmentum's EdOptions Academy district wide and engaged in a new program called Acellus. We are also expanding self-directed learning (SDL).

We were awarded 2 new grants from CDE to support Early/Middle College and Career Education. The HS teachers were provided training with Transition Specialist from SELPA to learn more about how to support students in preparation for adulthood. A student leadership class was developed at LVS. We are resuming WorkAbility services.

- Increase student leadership opportunities: We have Student Leadership classes at both sites. A Student Communications Director is helping with school communications at LVS. There is a student Tech Intern helping support needs and assist Garth.

A Buddies program was established at LVS and loosely modeled after WGS. We have increased student jobs on campus.

- Improve technology use in classrooms and throughout the district to increase relevance and increase efficiency: We have invested in replacement computers for older Chromebooks and insufficient staff computers. We have inventoried all of our computers and are in the process of listing the manufacture dates to determine priority replacement moving forward. As a district we are using more technology, including Google calendars, docs, sheets, slides, forms, and more. We are looking at incorporating computer science skills for all students in future years.
- Broaden involvement of local colleges and universities: We are working with Mendocino College for Dual Enrollment. We have more teachers becoming certified to teach the college courses. WGS has already done some college tours.
- Incorporate career awareness activities for school-wide events: We have been inviting more agencies to participate in our events.

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

For the 2024-2025 LCAP cycle we reorganized actions based on reflections on prior practice and educational partner engagement, however, all actions remained within the LCAP with some additions based on ensuring all metrics were associated with at least one action.

NEW 1.2: College and Career Preparedness Merged OLD 2.1 Academic Counseling, 2.2 Career Technical Education Coursework, 2.3 A-G Coursework, 2.4 Career Days

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.

Goals and Actions

Goal

Goal #	Description
3	Leggett Valley Unified School District will build strong positive relations and partnerships with parents and the community that fosters trust and engagement with our schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A locally created survey on school climate given to parents.	Our last survey was the Healthy Kids survey. We got ZERO information from it because of our school size.	A health survey was sent out on 6/2/2022.	WG Schools LV Schools	CHKS survey "School keeps me well-informed about school activities" (Strongly agree or agree) 87%	90% approval rating on the district, schools, and communication between schools, district and parents.
Website Hits	Our website averages 1500-2000 hits per year.	We brought in a more user friendly website named Thrill Share and yet to have data that compares to our baseline.	This data is not available.	This data is not available. Facebook data indicates our "reach" is 3,329 We have done a lot of work on our website. We've been pushing flyers out in the local community and on social media. Teachers signed up for a week in the Fall	After updating the website we hope to increase our average view by 100% in each of the next 3 years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				semester to post about their classroom. We have recently pushed out an app campaign so anyone can stay updated with the District events and news.	
Remind Messages	2020-2021 we had 33,000 messages and 2,700 announcements.	2021-2022- we had had access to Remind and Thrill Share and have no data to accurately compare to at this time.	Remind is no longer used.	Remind is no longer used.	We would like to get messages and announcements up ten percent in each of the following three years.
Aeries Gradebook	We have not tracked this information in the past as we were getting comfortable with the system.	Untracked in 2021-2022.	Inconsistent use. Looking at other platforms for sharing student progress.	We are doing a lot of work in our student information system to ensure current, accurate, and consistent information is available. We will be doing a campaign to promote parents signing up. We are hoping to do family registration through Aeries at a registration event in preparation for the 24/25 school year.	To have all staff gradebooks in middle and high school up to date at the end of each grading period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Board Meeting, Site Council and Parents in Education attendance	This data has not been monitored in the past.	Each site has had Site Councils in 2021-2022, monthly board meetings and regular parent meetings.	Parent participation has been minimal. Recruitment efforts show 14 new parents are interested in joining for SSC in Leggett for the 2023/24 school year.	<p>We have a very strong parent group at WGS.</p> <p>We continue to encourage more parent engagement in our Board meetings.</p> <p>We created a District Advisory Committee made up of students, parents, staff, and board members from each site with the Superintendent.</p> <p>Through SSC at LVS, we are increasing community engagement and parent involvement through new events.</p>	To have 10+ parent attendees to any of these meetings at any time
Host a ELD parent night for all low income, English learner and foster youth pupils.	100% of parents reached out to.	100% of ELD parents have been reached out to and assessed with the ELAC assessment. There was no parent participation outside of regular school hours.	100% of parents were contacted regarding ELPAC testing	We have not yet held an ELD parent night.	100% attendance at ELD parent night.

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year and there were no substantive differences in planned actions and actual implementation of these actions

- 3.1 Aeries Gradebook Portal: Partially Implemented: Our student information system has gradebook capabilities that continue to be underutilized.
- 3.2 District Website: Partially Implemented: We've had 395 website hits in the last 30 days. We have a yearlong plan in place for the information available on and continually updated on our website. Weekly meetings are held to continue making progress. An app is available to download with app access to the website content.
- 3.3 Remind Text Services: Not Implementing: We are switching to messaging through our website.
- 3.4 Zoom Meetings: Fully Implementing: All teachers and staff have access to Zoom and Google Meet for meetings as needed. We are using Zoom as a platform for accessibility for our Board meetings as well.
- 3.5 Internet infrastructure Improvements: Fully Implementing: There is ongoing monitoring for infrastructure needs.
- 3.6 Provide English Language Learners with necessary support: Planned: We are looking to identify a certificated EL Coordinator as a stipended position to help fulfill the needs in this area.
- 3.7 Community events: Partially Implemented: Whale Gulch School has a strong parent group and several events throughout the year that are fully funded through their nonprofit

organization. Leggett Valley School has continued some traditional events each year. Growing participation in the School Site Council is helping to increase the number and creativity of community events. The group is working to fundraise to support the school in a variety of areas.

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 following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

- 3.1 Aeries Gradebook Portal: No Material Differences
- 3.2 District Website: No Material Differences
- 3.3 Remind Text Services: No Material Differences
- 3.4 Zoom Meetings: No Material Differences
- 3.5 Internet infrastructure Improvements: No Material Differences
- 3.6 Provide English Language Learners with necessary support: No Material Differences
- 3.7 Community events: No Material Differences

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

3.1 Aeries Gradebook Portal : Effective

- Our student information system has gradebook capabilities that continue to be underutilized.
- We are doing a lot of work in our student information system to ensure current, accurate, and consistent information is available.
- We will be doing a campaign to promote parents signing up. We are hoping to do family registration through Aeries at a registration event in preparation for the 24/25 school year.

3.2 District Website : Effective

- We've had 395 website hits in the last 30 days. We have a yearlong plan in place for the information available on and continually updated on our website.
- We have done a lot of work on our website. We've been pushing flyers out in the local community and on social media.
- Teachers signed up for a week in the Fall semester to post about their classroom.
- We have recently pushed out an app campaign so anyone can stay updated with the District events and news.

3.3 Remind Text Services : Effective

- Communication with families is of utmost importance. We have decided to switch from Remind to Thrillshare.

3.4 Zoom Meetings: Effective

- All teachers and staff have access to Zoom and Google Meet for meetings as needed. We are using Zoom as a platform for accessibility for our Board meetings as well.

3.5 Internet infrastructure Improvements : Effective

- There is ongoing monitoring for infrastructure needs.

3.6 Provide English Language Learners with necessary support: Effective

- ELs receive in school support with their classroom teacher through differentiation and Designated and Integrated ELD.
- We will continue to explore the feasibility of an English Learner Coordinator.
- We have not yet held an ELD parent night.

3.7 Community events: Effective

- We have a very strong parent group at WGS.
- We continue to encourage more parent engagement in our Board meetings.

- We created a District Advisory Committee made up of students, parents, staff, and board members from each site with the Superintendent.
- Through SSC at LVS, we are increasing community engagement and parent involvement through new events.
- We've increased agenda item topics for Board/community input and increases board communication and updates. There is a weekly meeting between Superintendent and Board President. We have increasing interest and participation in School Site Council (SSC) meetings and event planning at LVS. Superintendent participated in some Partners in Education (PiE) meetings at WGS

Other areas:

- Seek input from all education and community partners: We've increased agenda item topics for Board/community input and increases board communication and updates. There is a weekly meeting between Superintendent and Board President. We have increasing interest and participation in School Site Council (SSC) meetings and event planning at LVS. Superintendent participated in some Partners in Education (PiE) meetings at WGS.
- Social Media presence: Events and communications are being pushed out through social media in addition to the website and other communications.
- Establish a Family Resource Center in the district: Room was identified at LVS to become the Family Resource Center. We are working with the Harwell Center to build our program and train staff. We are working on room set up. We are working on becoming a local polling place.
- Modernize District and Leggett Valley School logos to improve eye appeal and public impression: Both District and LVS logo were updated for the first time in nearly 30 years.

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

For the 2024-2025 LCAP cycle we reorganized actions based on reflections on prior practice and educational partner engagement, however, all actions remained within the LCAP with some additions based on ensuring all metrics were associated with at least one action.

NEW 1.1 Implementation of the Standards: Merged OLD 1.6 Professional Development, 1.5 K-6 Math Curriculum

NEW 1.2: College and Career Preparedness Merged OLD 2.1 Academic Counseling, 2.2 Career Technical Education Coursework, 2.3 A-G Coursework, 2.4 Career Days

NEW 1.3 Enrichment and Extracurricular Activities: Merge OLD 1.8 Create more art education experiences for the students

NEW 2.1 Academic Support and Monitoring: Merge OLD 1.2 Instructional Aide Support, 3.6 Provide English Language Learners with necessary support, 1.8 Implement Intervention Program

NEW 2.2 Social-Emotional Support: Merge OLD 4.1 Restorative Justice, 4.2 Mental Health Counseling, 4.3 Student Lead Leadership, 4.4 Extra Curricular Activities

NEW 2.3 Technology: Merge OLD 3.5 Internet infrastructure Improvements

NEW 2.4 Attendance: Merge OLD 1.7: Address Chronic Absenteeism

NEW 3.1: Communication Merge OLD 3.2 District Website
NEW 3.2: Family and Community Engagement
NEW 3.3: Safety and Connectedness
NEW 3.4: Facilities and Transportation

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.

Goals and Actions

Goal

Goal #	Description
4	Leggett Valley Unified School District will provide a safe environment that fosters respect for others and a sense of responsibility conducive to student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A locally created survey will be given to students, parents and staff each Spring.	Less than 80% respondents feel connected to the school.	A health and connectedness survey was sent out on 6/1/2022.	Data was difficult to analyze	Survey will be sent out in the spring.	80% of staff, students, and parents feel connected to school.
Attendance Rate	Our district attendance rate has been between 94-95% over the last three years.	Our attendance rates are 90%.	Attendance rates have decreased and Chronic Absentee rate has increased district wide. In 2022-2023 our P-2 average attendance rates: Leggett Valley ES-88% Leggett Valley HS-88% Whale Gulch ES-91% Whale Gulch HS-92%	Attendance has increased this year. As of January 31, 2024: P1: 90% P2: 88% We've been focusing this year on creating belonging in the classroom and on campus. Our School Board is involved in interdistrict transfer requests now. School Attendance Review Board (SARB) letters going out and attendance meetings will be scheduled. LVS has a renewed	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				and ongoing focus on Restorative Practices.	
Suspensions	We have had 2-3 suspensions district wide in each of the last three years.	In 2021-2022 we had 1 Aries suspension.	In 2022-23, there were 2 student suspensions for a total of 6 days.	<p>On the 2023 Dashboard, we are in the green for suspensions with 2.3% being suspended at least one day.</p> <p>We've been focusing this year on creating belonging in the classroom and on campus. LVS has a renewed and ongoing focus on Restorative Practices.</p>	
Expulsions	We have had zero expulsions over the last seven years.	We had zero expulsions.	We have had zero expulsions over the last nine years.	<p>We have zero expulsions.</p> <p>We've been focusing this year on creating belonging in the classroom and on campus. LVS has a renewed and ongoing focus on Restorative Practices.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT survey will be analyzed and updated annually for any findings.	We have scored exemplary on our FIT survey over the past three years.	We scored Good on the FIT survey.	All sites received a "Good" rating on the FIT	WGS had their visit from MCOE in December and received a Good rating. LVS is in the process of completing the FIT inspections.	
Student participation a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable; programs and services developed and provided to low income, English learner and foster youth pupils; and programs and services developed and provided to students with disabilities.	Master schedule will have robust course of study.	We transitioned to a trimester schedule in 2021-2022 which allowed participation in all courses by all students.	Whale Gulch using 4x4 Block College and online courses offered and being built upon. Programs for EL students need developing	All students have equal access to all courses what are a broad course of study.	Master schedule will be inclusive of ELD and other subgroups.
Increase student leadership opportunities	WGS has a strong student leadership program that meets as a class. LVS has a student leadership group that does not meet as a			We have Student Leadership classes at both sites. A Student Communications Director is helping with school communications at	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	class and has limited time for planning.			LVS. There is a student Tech Intern helping support needs and assist Garth. A Buddies program was established at LVS and loosely modeled after WGS. We have increased student jobs on campus.	
Mental Health	Student and staff mental health is critical to teaching and learning.			<p>Counseling services are being provided in the Family Resource Center at LVS and a combination of in person and virtually at WGS.</p> <p>We are working on some grants to support mental health needs of students and staff, to build lasting skills, that support the CASEL framework (Collaborative Social Emotional Learning).</p>	
Campus appearance	There is a high need for facility improvements and			WGS is well maintained. LVS is looking to adopt a custodial handbook,	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	modernization in Leggett.			<p>use checklists for consistency, and use industry standard timeframes for guidance.</p> <p>We hired a company to assist LVS with creating a Master Facility Plan from which we will be setting priorities for repair when our state facilities modernization monies become available for application in 2025.</p>	
LVS Gymnasium	Gym floor was damaged and half is currently unusable.			<p>Due to the flooding during inclement weather in winter of 2023, LVS had to close down half of the gym for athletics.</p> <p>We are working with FEMA and CalOES to get the needed repairs and mitigation efforts funded.</p>	
Transportation	There are transportation practices in LVUSD			We are working on establishing a Transportation Plan	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	that are not memorialized in a plan.			that will clarify safety expectations for students, families, staff, and the community.	
Safety preparedness	School safety is an increasing concern.			<p>Staff was trained in the HERO program through Safe Kids Inc and all classes have access to the online curriculum.</p> <p>Keenan's IMReady division is helping the district establish a Emergency Operations Plan (EOP) and updated Comprehensive School Safety Plans (CSSPs) for both sites.</p> <p>Both campuses have security cameras covering all areas of campus.</p>	
Create and improve relationships with emergency service organizations	There is limited availability of law enforcement due to location.			Frequent communication with the local fire department, provided keys to all of our buildings, and	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>attended a recent fire commission board meeting. Connections made with Red Cross, the Sheriff's Department, and Mendocino County Department of Social Services.</p> <p>Several Leggett community members including some staff are being CERT trained (Community Emergency Response Team). Superintendent and Board Members are participating in the local VOAD and COAD (Volunteers/Community Organizations Active in Disaster).</p> <p>LVS was designated as an emergency shelter by Red Cross and the County of Mendocino.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff wellness	Staff wellbeing is a priority and essential for supporting students and each other.			District added benefit - Employee Assistance Program.	
Student health	Student health and basic needs are essential to learning and growing.			Universal Meals Supported in ELOP	
Student behavior expectations	The behavior matrices at LVS have not been updated in many years. Staff was trained in restorative practices before the pandemic.			<p>LVES staff working to updated student behavior matrix incorporating restorative practices and eliminating punishment as a consequence.</p> <p>The District will be updating the Student Handbook for the 24/25 school year.</p>	

Goal Analysis

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

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

All actions were implemented as described for the 2023-2024 school year and there were no substantive differences in planned actions and actual implementation of these actions.

- 4.1 Restorative Justice: Partially Implemented: MCOE is coming to support LVES staff to create restorative consequences to student behavior. MCOE is also coming to support LVHS students.

- 4.2 Mental Health Counseling: Partially Implemented: We have Tapestry coming to LVS each Friday to offer counseling based on referrals. Due to the location, WGS has not had consistent counseling support. We continue to seek on site support. Mental Health Counseling is being provided through the MHSSA grant facilitated by MCOE.
- 4.3 Student Lead Leadership: Fully Implemented: Both sites have an active and creative student leadership class. WGS events are supported by the nonprofit association.
- 4.4 Extra Curricular Activities: Partially Implemented: At WGS, the association supports the extra curricular activities including Tang Soo Do, dance, music, drama. LVS has Tang Soo Do and Missoula children's theater. We are working to increase opportunities at both sites.

Additional areas

- Extracurricular Activities: Planned: Secondary students have not been interested in participating in athletics this school year. We do have a youth community basketball program coordinated through Laytonville's Sheriff's Athletic League using our campus for our student teams to practice. We are hopeful that the forthcoming Track & Field season will bring an active team.
- Safety & Security: Partially Implemented: WGS camera server upgraded. LVS installing new camera system like WGS. LVS fire alarm system upgrade planned to actually call emergency responders during emergency. LVS is working on key access and organization

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 following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

- 4.1 Restorative Justice: No Material Differences
- 4.2 Mental Health Counseling: No Material Differences
- 4.3 Student Lead Leadership: Not as much funding was needed for this action
- 4.4 Extra Curricular Activities : Not as much funding was needed for this action

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

4.1 Restorative Justice

- In 2022-23, there were 2 student suspensions for a total of 6 days.
- We have had zero expulsions over the last nine years.
- LVES staff working to updated student behavior matrix incorporating restorative practices and eliminating punishment as a consequence. The District will be updating the Student Handbook for the 24/25 school year.

4.2 Mental Health Counseling

- Counseling services are being provided in the Family Resource Center at LVS and a combination of in person and virtually at WGS.
- We are working on some grants to support mental health needs of students and staff, to build lasting skills, that support the CASEL framework (Collaborative Social Emotional Learning).

4.3 Student Lead Leadership

- We have Student Leadership classes at both sites. A Student Communications Director is helping with school communications at LVS.
- There is a student Tech Intern helping support needs and assist Garth.
- A Buddies program was established at LVS and loosely modeled after WGS.
- We have increased student jobs on campus.

4.4 & 4.5 Extra Curricular Activities

- Universal Meals Supported in ELOP
- Provide extracurricular activities which may include:
 - - Tung Soo Do (Leggett)
 - - Missoula Children's Theater (Leggett)
 - - Sports (provide extracurricular stipends to support coaching costs)
 - - Explore feasibility of E-Sports

Additional Areas

Safety & Security

- Attendance rates have decreased and Chronic Absenteeism rate has increased district wide. In 2022-2023 our P-2 average attendance rates:
 - -Leggett Valley ES-88%
 - -Leggett Valley HS-88
 - -Whale Gulch ES-91%
 - -Whale Gulch HS-92%

- All sites received a "Good" rating on the FIT
- WGS is well maintained.
- LVS is looking to adopt a custodial handbook, use checklists for consistency, and use industry standard timeframes for guidance.
- We hired a company to assist LVS with creating a Master Facility Plan from which we will be setting priorities for repair when our state facilities modernization monies become available for application in 2025.
- Due to the flooding during inclement weather in winter of 2023, LVS had to close down half of the gym for athletics. We are working with FEMA and CalOES to get the needed repairs and mitigation efforts funded.
- Staff was trained in the HERO program through Safe Kids Inc and all classes have access to the online curriculum. Keenan's IMReady division is helping the district establish a Emergency Operations Plan (EOP) and updated Comprehensive School Safety Plans (CSSPs) for both sites.
- Both campuses have security cameras covering all areas of campus.
- Frequent communication with the local fire department, provided keys to all of our buildings, and attended a recent fire commission board meeting. Connections made with Red Cross, the Sheriff's Department, and Mendocino County Department of Social Services.
- Several Leggett community members including some staff are being CERT trained (Community Emergency Response Team). Superintendent and Board Members are participating in the local VOAD and COAD (Volunteers/Community Organizations Active in Disaster). LVS was designated as an emergency shelter by Red Cross and the County of Mendocino.

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

For the 2024-2025 LCAP cycle we reorganized actions based on reflections on prior practice and educational partner engagement, however, all actions remained within the LCAP with some additions based on ensuring all metrics were associated with at least one action.

NEW 1.1 Implementation of the Standards: Merged OLD 1.6 Professional Development, 1.5 K-6 Math Curriculum
 NEW 1.2: College and Career Preparedness Merged OLD 2.1 Academic Counseling, 2.2 Career Technical Education Coursework, 2.3 A-G Coursework, 2.4 Career Days
 NEW 1.3 Enrichment and Extracurricular Activities: Merge OLD 1.8 Create more art education experiences for the students
 NEW 2.1 Academic Support and Monitoring: Merge OLD 1.2 Instructional Aide Support, 3.6 Provide English Language Learners with necessary support, 1.8 Implement Intervention Program
 NEW 2.2 Social-Emotional Support: Merge OLD 4.1 Restorative Justice, 4.2 Mental Health Counseling, 4.3 Student Lead Leadership, 4.4 Extra Curricular Activities
 NEW 2.3 Technology: Merge OLD 3.5 Internet infrastructure Improvements
 NEW 2.4 Attendance: Merge OLD 1.7: Address Chronic Absenteeism
 NEW 3.1: Communication Merge OLD 3.2 District Website
 NEW 3.2: Family and Community Engagement
 NEW 3.3: Safety and Connectedness

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leggett Valley Unified School District	Sierra Lahera Superintendent	sierralahera@leggett.k12.ca.us (707) 925-6285 X101

Plan Summary [2024-25]

General Information

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

The Leggett Valley Unified School District is a K-12 comprehensive public school district with two distinct and unique sites. Located over 90 minutes apart, Leggett Valley School is a K-12 facility located in northern Mendocino County just off of highway 101 while Whale Gulch School is located on the farthest northwestern point of Mendocino County within view of the Pacific Ocean. Leggett Valley Unified School District has: 125 students of which 46% are socioeconomically disadvantaged, 15% Student with Disabilities, and 6% English Language Learners. There are no schools in the district receiving Equity Multiplier Funding. Leggett Valley School has an enrollment of 58 students (K-8) and 23 students (9-12) that come to us from as far south as Laytonville and as far north as Garberville, while Whale Gulch has an enrollment of 33 students (K-8), 11 students (9-12) that come to us from Whitethorn and Shelter Cove. Both school sites have some solar with Whale Gulch being completely off the grid. The mission statement of Leggett Valley Unified School District is to promote academic excellence in a safe, responsible, and respectful environment through fully engaged participation of students, families, and the community.

Reflections: Annual Performance

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

SUCSESSES based on CA Dashboard and Local Data
State indicators where the LEA/School/Subgroups received "green" or "blue" performance level on the 2023 Dashboard:

Suspension Rate

- LVUSD: All Students, Socioeconomically Disadvantaged Students, Hispanic, White)
- Leggett Valley School: Socioeconomically Disadvantaged Students)
- Whale Gulch: All students (no subgroup data is available)

Due to low number of students no data is available for high school level.

The following local indicators were at the "standard met" level.

- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

CHALLENGES based on CA Dashboard and Local Data

State indicators where the LEA/School/Subgroups received "red" performance level on the 2023 Dashboard:

- Chronic Absenteeism (LVUSD/Leggett Valley School: All Students, Socioeconomically Disadvantaged Students, White)

References:

LVUSD: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=2375218&scode=&reporttype=schools>

Leggett Valley:: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=&scode=6025118&reporttype=sgroups>

Whale Culch: <https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=&scode=6111074&reporttype=sgroups>

ADDRESSING THE NEEDS

Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:

- LCAP Action 2.3: Attendance: Address Chronic Absenteeism: implement evidence-based practices to improve the Chronic Absentee rate (as supported by MCOE). Explore ways to increase students' attendance (such as, incentives, promoting positive attendance, make-up days, home visits, parent education, audit homeschool affidavits in the community, etc)

REQUIRED ACTIONS

The State of California requires the following actions to be included in a district LCAP:

- Students with Disabilities Required Action is found under action 2.1 Students with Disabilities
- English Learners and Long-Term English Learners Required Action: N/A our district has less than 30 English Learners and less than 15 Long-Term English Learners (LTEL)
- Technical Assistant Required Actions: N/A for our district
- 2023 CA Dashboard Required Actions (red performance levels) are found under: LCAP Action 2.3: Attendance

Reflections: Technical Assistance

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

Not Applicable

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.

Leggett Valley Elementary School is eligible for comprehensive support and improvement in the areas of Chronic Absenteeism (66%, Red Performance Level) based on criterion 2: "All Red indicators except for one indicator of another performance color." Please note there are only two indicators with a performance color and the other indicator was Suspension Rate and was at the "Yellow" performance level.

Support for Identified Schools

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

The SPSA will serve as Leggett Valley Elementary School comprehensive support and improvement plan. The LCAP actions that will support the significant improvement of these areas for Leggett Valley Elementary School are the following (and are found in detail in the LCAP):

- LCAP Action 2.4: Attendance
- LCAP Action 3.3: Safety and Connectedness
- LCAP Action 1.3: Enrichment and Extracurricular Activities
- LCAP Action 2.1: Academic Support and Monitoring
- LCAP Action 2.2: Social-Emotional Support
- LCAP Action: 3.2 Family and Community Engagement

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluation of the plan will be completed through the SPSA process, which includes reporting and analyzing CA Dashboard data (Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics in the "Student Performance Data" section and "Annual Measurable Outcomes" section for each goal area) and evaluating the actions in the "analysis" section of each goal area.

- The following are the desired outcomes for the 2023-2024 school year in order for Laytonville Elementary School to exit CSI. Please note 2024 Dashboard Data will not be available until December 2024.
- Decrease Chronic absenteeism from 66% to 63%
 - Ensure suspension rate is below 3%

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
Teachers / Other school personnel / Local bargaining units of the LEA	Meetings: Staff meetings; Bargaining Unit Meetings Process for engagement: notes were collected from meetings
Principals/ Administrators	Ongoing Meetings throughout the year to collect feedback and comments Process for engagement: Meetings and discussions informed changes to the LCAP
Parents / Parent Advisory Committee/ Schoolsite Council	Meetings, Surveys Process for engagement: notes were collected from meetings and survey results were analyzed
Students / Student Advisory Groups	Surveys Individual Meetings Observations Student Advisory Groups: Lunch Meeting Process for engagement: notes were collected from meetings and survey results were analyzed
SELPA (Special Education Local Plan Area Administrator)	Email Response
District English Learner Advisory Council (DELAC)	N/A District does not meet the requirements for a DELAC/ELAC
Governing Board/Community (Public Hearing)	The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the

Educational Partner(s)	Process for Engagement
	LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) (6/18/2024)
Governing Board (Adoption: Public Meeting)	The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. (6/24/2024)

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

For the 2024-2025 LCAP cycle we reorganized actions based on reflections on prior practice and educational partner engagement, however, all actions remained within the LCAP with some additions based on ensuring all metrics were associated with at least one action.

NEW 1.1 Implementation of the Standards: Merged OLD 1.6 Professional Development, 1.5 K-6 Math Curriculum
NEW 1.2: College and Career Preparedness Merged OLD 2.1 Academic Counseling, 2.2 Career Technical Education Coursework, 2.3 A-G Coursework, 2.4 Career Days
NEW 1.3 Enrichment and Extracurricular Activities: Merge OLD 1.8 Create more art education experiences for the students
NEW 2.1 Academic Support and Monitoring: Merge OLD 1.2 Instructional Aide Support, 3.6 Provide English Language Learners with necessary support, 1.8 Implement Intervention Program
NEW 2.2 Social-Emotional Support: Merge OLD 4.1 Restorative Justice, 4.2 Mental Health Counseling, 4.3 Student Lead Leadership, 4.4 Extra Curricular Activities
NEW 2.3 Technology: Merge OLD 3.5 Internet infrastructure Improvements
NEW 2.4 Attendance: Merge OLD 1.7: Address Chronic Absenteeism
NEW 3.1: Communication Merge OLD 3.2 District Website
NEW 3.2: Family and Community Engagement
NEW 3.3: Safety and Connectedness
NEW 3.4: Facilities and Transportation

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Achievement and Engagement Provide a challenging and relevant educational experience that engages all students in the learning process.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a student to be successful academically and excited about learning. The actions and metrics grouped together demonstrate all the components necessary to help students learn and understand and be excited about the academic standards and frameworks.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CLEAR CREDENTIAL (Local Indicator) % authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)	2021-2022 65%			70%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	INSTRUCTIONAL MATERIALS (Local Indicator) % of students without access to their own copies of standards-aligned instructional materials for use at school and at home	2023-2024 100%			100%	
1.3	# Williams Complaints	2023-2024 0			0	
1.4	IMPLEMENTATION OF THE STANDARDS (CA Dashboard-Local Indicator) See local Indicator report for detailed version.	2023 "Standard Met"			"Standard Met"	
1.5	ENGLISH LEARNER ACCESS (Local Data) % with access to CA Standards, including ELD Standards	2023-2024 100%			100%	
1.6	COURSE OF STUDY (Local Data) % of students who have access to a broad course of study (see	2023-2024 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	local indicator report for more details)					
1.7	ELA ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2023 Status: 42.4 Below Change: Declined 14.5 Color: Orange			Increase by 3 points each year	
1.8	MATH ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2023 Status: 71.3 Below Change: Increased 6.8 Color: Yellow			Increase by 3 points each year	
1.9	SCIENCE (CAST) % met or exceed	2023 50%			Increase by 3% each year	
1.10	PHYSICAL FITNESS TEST (PFT) Participation Rate- average of grade levels	2023-2024 88%			90% or above	
1.11	A-G (CA Dashboard) # and % meeting a-g requirements	2023 71%			Maintain above 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	CTE (CA Dashboard) % who successfully completed CTE Pathway requirements	2023 0%			Increase by 3% each year	
1.13	CTE and A-G (CA Dashboard) % of students who have completed a-g AND CTE Pathway requirements	2023 0% 0			Increase by 3% each year	
1.14	COLLEGE AND CAREER INDICATOR (CA Dashboard) % "prepared"	2023 36%			Increase by 3% each year	
1.15	AP EXAMS (3 or higher) (Local Data) Enrollment and % of students who passed the AP Exam with a score of 3 or higher	2022 0			0	
1.16	GRADUATION RATE (CA Dashboard)	2023 86%			Greater than 90%	
1.17	HS DROPOUT RATE (Dataquest-Graduate Outcome)	2023 14%			Decrease to less than 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	MS DROPOUT RATE (Local Data)	2022-2023 0%			0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of the Standards	Ensure implementation of the standards and frameworks. <ul style="list-style-type: none"> Professional Development: All staff will be encouraged to take part in academic professional development throughout the year. Administration will set up targeted professional development for Friday non student day delivery. Explore Professional Learning Communities (PLCs), co-teaching/co-planning, 	\$93,816.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Teacher Credentialing: Attract, hire and retain highly qualified, effective and professional staff. Ensure that all teachers, as required by federal and state statute, are appropriately assigned and credentialed. Instructional Materials: Ensure that all students have sufficient access to standards-aligned instructional materials and supplies. Pilot new curriculum as determined by framework/standards cycle and as funds allow Universal Design for Learning (UDL): Utilize UDL educational framework that to accommodate diverse learning styles and needs by providing multiple means of representation, expression, and engagement. UPK Plan: Implement Universal TK Plan 		
1.2	College and Career Preparedness	<p>Prepare students to be college and/or career ready.</p> <ul style="list-style-type: none"> Academic Advising: Provide students with the information they need as they maneuver through high school and make decisions on what their plans are after graduation, including college preparation activities such as FAFSA (preferably through an academic counselor). Career Technical Education Coursework: Continue to offer and expose high school students to various CTE curriculum (Edmentum EdOptions Academy, ACCELUS). Explore ways to increase the number of students completing CTE Pathways. A-G Coursework: Ensure our A-G courses are updated annually on the UC A-G Course List website. Career Exploration: Provide opportunities to learn about career through onsite career days or off-site career days in Humboldt or Mendocino counties. Dual Enrollment: Continue to offer Dual Enrollment courses. Early College Program: Continue to foster and improve early college programs on campus. 	\$95,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Enrichment and Extracurricular Activities	<p>Ensure all students are excited about learning and coming to school by offering enrichment and extracurricular activities:</p> <ul style="list-style-type: none"> • Arts: Explore ways to provide more integration of the art curriculum into the school day. Purchase supplies and provide experiences in the arts. • Extracurricular: Provide extracurricular activities which may include: Tung Soo Do (Leggett); Missoula Children's Theater (Leggett); Sports (provide extracurricular stipends to support coaching costs); Explore feasibility of E-Sports • Student Lead Leadership: Provide our two leadership groups with funds to create and deliver events that would be all inclusive and allow the students to spend time together in a non academic way such as dances. • Student Voice: Provide opportunities for students to provide feedback and make a difference in their school and local community. • Student Planning & Collaboration: Support student-led initiatives (leadership activities, buddies activity, monthly theme, door decorating, set up events, etc) 	\$57,708.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Student Supports Support student success by meeting the academic, physical, social-emotional, and mental health needs of 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 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed based on educational partner input and ensuring state priorities are met. All of our educational partners believe that additional support is needed for low-income, English learners, foster youth, students with disabilities, and students who are struggling academically. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). Priority areas for this goal area are marked above. The actions and metrics grouped together demonstrate all the components necessary for providing additional support for our students in order to reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ENGLISH LEARNER PROGRESS (ELPI) (CA Dashboard) % of English learners making progress towards English	Less than 11 students - data not displayed for privacy			TBD if applicable	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Proficiency (CA Dashboard)					
2.2	RECLASSIFICATION RATE	Less than 11 students - data not displayed for privacy			TBD if applicable	
2.3	CA DASHBOARD-SUBGROUPS # of Subgroups at the “red performance level” on one or more state indicators.	2023 2			0	
2.4	UNDUPLICATED PROGRAMS AND SERVICES % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.	2023-2024 100%			100%	
2.5	EXCEPTIONAL NEEDS PROGRAMS AND SERVICES % of students with disabilities who are provided with access to legally required programs and services	2023-2024 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and have access to additional services based on MTSS model.					

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Support and Monitoring	<p>Improved school wide systems for academic instruction and supports. All staff believe every student gets the support and intervention they need to be successful, regardless of whether or not they have an IEP.</p> <ul style="list-style-type: none"> MTSS: Explore evidence based processes and systems that provide necessary support to increase student achievement (MTSS, PLC, Inquiry, Site teams, etc) Intervention Team: Team will meet every other week to review any new referrals for intervention - academics, behavioral, etc. This 	\$273,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>team will also review data to determine who does and does not need intervention, how long they will be in, etc.</p> <ul style="list-style-type: none"> • Motivation and Excitement: Ignite students' excitement for attending school, learning and participating in school activities. • Progress Monitoring: Utilize an assessment system (Renaissance, CCEE pilot) in order to establish a baseline and monitor progress in both Math and ELA at all grade levels. Utilize data to to direct instruction. Renaissance license has been prepaid through 2024/25. • In-Class Support: Each K-6 classroom will have instructional aide support to help the teaching staff with working with students who will be supporting students that are gifted, low income, special needs, and ELD or that need extra support to comprehend the academic work being taught. • Intervention Programs: Design and implement effective intervention programs for all school sites: Edmentum online intervention (Exact Path, SPIRE): ACCELUS • English Learner Support: Work with parents, staff and students in identifying and addressing the needs of English learners in order to increase progress towards English language proficiency. Explore the feasibility of an English Learner Coordinator. • Students with Disabilities: Provide ongoing intervention in the least restrictive environment focused on targeted instruction, monitor progress and monitoring the IEP Individual Education Plan (IEP) (funds not included in reporting) 		
2.2	Social-Emotional Support	<ul style="list-style-type: none"> • Mental Health Counseling: Provide onsite counseling with MHSSA Grant through MCOE and, as needed, refer to nearby health centers. • Restorative Justice: Continue to receive Restorative Justice training for all staff members through the MCOE. Restorative Practices: Utilize restorative practices and other alternatives rather than punitive, exclusionary discipline that detaches students from school and from needed supports. Behavior Matrix: 	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Develop behavior matrix to clearly define expectations and consequences</p> <ul style="list-style-type: none"> • Social-emotional learning: Explore curriculum and activities to enhance social-emotional learning as detailed in the CASEL framework (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) • Buddies Program: Utilize the buddies program to provide students with the feeling of connectedness and support. • Mindfulness: Provide training for staff and implement mindfulness activities in the classroom and establish personal mindfulness practice (via CALHope Grant) 		
2.3	Technology	<p>Maintain use of technology to implement state standards and assist in students technological development</p> <ul style="list-style-type: none"> • Repair and replacement: Ensure proper repair and replacement of needed technology equipment. • Connectivity: Continue to work with our internet providers and district tech support to improve connectivity. • Computer Science: Explore ways to incorporate computer science exposure to students. • Technology Plan: Develop, implement, revise a district technology plan. • Differentiation: Utilize assistive technology and online programming to support differentiation efforts. 	\$16,200.00	Yes
2.4	Attendance	<p>Address Chronic Absenteeism: implement evidence-based practices to improve the Chronic Absentee rate (as supported by MCOE).</p> <ul style="list-style-type: none"> • Explore ways to increase students attendance (such as, incentives, promoting positive attendance, make-up days, home visits, parent education, audit homeschool affidavits in the community, etc) 	\$83,700.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Culture, Climate, and Community Build strong positive relations and partnerships with parents and the community that fosters trust and engagement with our schools and provide a safe environment that fosters respect for others and a sense of responsibility conducive to student learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a positive school culture that is welcoming, safe, and well maintained. The actions and metrics grouped together demonstrate all the components necessary for developing a positive, safe school culture and climate.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	FACILITIES (Local Indicator) # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2023-2024 23			0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	FACILITIES % schools meet the overall "good" or "exemplary" rating on FIT Report.	2023-2024 33%			100%	
3.3	FAMILY INPUT (Efforts to seek parent input in decision making) # parents/guardians responded to survey	2023-2024 36			40 or more	
3.4	FAMILY ENGAGEMENT (Local Indicator- CA Dashboard) See local Indicator report for detailed version.	2023 "Standard Met"			"Standard Met"	
3.5	FAMILY INPUT / PARENT PARTICIPATION- UNDUPLICATED / EXCEPTIONAL NEEDS (Efforts to seek parent input in decision making) (Local Indicator-CA Dashboard) Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented	2023 "Initial Implementation"			"Full Implementation"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	groups in the school community.					
3.6	ATTENDANCE RATE (Local Data)	2023-2024 P1: 90% P2: 88%			93%+	
3.7	SUSPENSION RATE (CA Dashboard)	2023 Status: 2.3% Change: Declined 2.2% Color: Green			Less than 3%	
3.8	EXPULSION RATE (Dataquest)	2022-2023 0%			less than 1%	
3.9	SAFE AT SCHOOL (CHKS Survey) Students: "Do you feel safe at school?" or "I feel safe in my school." (Yes, all the time or Yes, most of the time or "Agree" or "Strongly agree" Parents: "This school is a safe place for my child" (Strongly Agree or Agree) Staff: ""This school is a safe place for students" Strongly Agree or Agree)	2023-2024 Students: 82% (Secondary) 82% (Elementary) Parents: 97% Staff: 100%			Increase 2% each year or maintain above 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	SCHOOL CONNECTEDNESS (CHKS Survey) % positive on survey question: "Are you happy to be at/with this school?" or "I am happy with/to be at this school" (Yes, all the time or Yes, most of the time or Strongly Agree or Agree) Overall School Connectedness Category	2023-2024 Happy to be at school 3rd: 80% 4th: 45% Secondary: 55% School Connectedness Category 3rd: 75% 4th: 68% Secondary: 71%			Increase 2% each year or above 90%	
3.11	LOCAL CLIMATE SURVEY (Local Indicator- CA Dashboard) See local Indicator for detailed version.	2023 "Standard Met"			"Standard Met"	
3.12	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2023 Status: 50% Change: Increase 9.6% Color: Red			Decrease by 3% each year	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communication	Utilize a variety of methods to enhance and support communication to and from families <ul style="list-style-type: none">Aeries: Utilize our student information systems effectively and efficiently: Gradebook Portal: Update Aeries Gradebook portal in all middle and high school classrooms. This will give both parents and students the information they need to make sure they are staying on track academically; Online Registration: Explore ways to convert to online registration in AeriesDistrict Website: Continue to update and improve our district website for both family and community to know what is happening in the Leggett Valley Unified School District.Thrillshare: Utilize Thrillshare as the communication systems to familiesBoard Meetings on YouTube: Broadcast Board Meetings on YouTube to allow for easy virtual access to content.Surveys: Provide surveys to students, staff and families.	\$5,000.00	Yes
3.2	Family and Community Engagement	Build positive partnerships with students' families and the community: <ul style="list-style-type: none">Events: Work with parent groups to increase community involvement, understanding and support of our schools.	\$14,140.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Resources: Provide additional resources for parents through Family Resource Center, parent education classes, etc. Councils and Committees: Provide opportunities for families to join councils and committees to provide feedback and gain understanding of school systems and required plans such as: School Site Council; District Advisory Committee. Adult School: Explore the feasibility of reopening the Adult School for high school diploma attainment for our community. 		
3.3	Safety and Connectedness	<p>Ensure students feel safe and connected to the school community</p> <p>Belonging</p> <ul style="list-style-type: none"> Ensure all students feel a sense of belonging to their school campus. Recognize and value diverse backgrounds, perspectives, and identities. Actively promoting equity, empathy, and respect among students and educators Provide opportunities for spirit wear <p>Anti-discrimination</p> <ul style="list-style-type: none"> Programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. <p>Safety Plan</p> <ul style="list-style-type: none"> Implement, revise and evaluate school safety plans Utilize Student ID cards 	\$19,087.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Security</p> <ul style="list-style-type: none"> Utilize newly install cameras to ensure the safety of all students <p>Nursing</p> <ul style="list-style-type: none"> Provide health and wellness support to students 		
3.4	Facilities and Transportation	<ul style="list-style-type: none"> Facilities Master Plan: Implement, revise and evaluate Facilities Master Plan Upgrades: Explore and pursue funding opportunities to upgrade and modernize facilities (state modernization funds, facility hardship funds) Electric Busses: Explore feasibility and financial impact of electric buses. 	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$293137	\$26,677

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
10.351%	0.000%	\$0.00	10.351%

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	<p>Action: Implementation of the Standards</p> <p>Need: "Gaining new instructional techniques or an enhanced understanding of content is an important step in ensuring that students learn and thrive.</p> <p>In order to create effective change for our students, especially socioeconomically</p>	<p>This action addresses the need by providing professional learning and support specifically designed to support unduplicated students and improve suspension rates, chronic absenteeism rate, mathematics scores, and English Language Arts. Support from lead teachers and school director fosters professional growth, encourages collaboration, and ensures that teachers feel valued and empowered, enabling them to deliver high-quality education and improve student outcomes.</p>	<p>-English Language Arts CA Dashboard Academic Indicator</p>

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
	<p>disadvantaged students, English Learners and foster youth educators must engage in effective professional learning and be supported in implementing the standards</p> <p>English Language Arts scores decreased by 15 points for all students, 19 points for low-income students, and 1 points for white students.</p> <p>Scope: LEA-wide</p>	<p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices that are demonstrated in trainings, in person, and through coaching.</p>	
1.2	<p>Action: College and Career Preparedness</p> <p>Need: College and Career preparation is important for all our graduates and for our entire community. On the 2023 CA Dashboard only 36% of our students were considered "prepared" as compared to state data of 44%; our graduation rate was 86% (which was the same at the state), Since we have a small student population only 14 students are in the cohort and for subgroups there are less than 11 students and so data not displayed for privacy.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need by providing college and career support, activities, advising services, and personalized learning plans.</p> <p>This action is provided on a schoolwide basis to maximize impact in improving college and career data for all secondary students. This action will create the opportunity to improve college and career indicator data for low-income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices (specific advising, seminar, training, and personalized learning plans).</p>	<ul style="list-style-type: none"> • College and Career Indicator (CA Dashboard) • Graduation Rate

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
1.3	<p>Action: Enrichment and Extracurricular Activities</p> <p>Need: As part of California's Whole Child Model, student engagement is a key component, and the desire is that "Students are actively engaged in learning and are connected to the school and broader community." Educational partners have consistently described the need for additional enrichment support and activities that foster independence and collaboration.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need by providing engagement opportunities for students.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based engagement practices.</p>	<ul style="list-style-type: none"> • Chronic Absenteeism Rate (Low-income students) • CHKS Student Engagement Selected Questions
2.1	<p>Action: Academic Support and Monitoring</p> <p>Need: "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students."</p> <p>Currently, socioeconomically disadvantaged students are at the "red level" on the CA Dashboard for Chronic Absenteeism.</p>	<p>This action addresses the need by ensuring effective implementation and management of the MTSS process in order to support students in need, especially low-income students, English Learners, Homeless, and Foster Youth.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the MTSS Framework is specifically designed to address these student groups' identified needs.</p>	<p>-# of LEA/school indicators at the red level (decrease)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	Action: Social-Emotional Support Need: "Two decades of research confirm that evidence-based SEL contributes to important student outcomes, including academic attainment (on average SEL programs improved students' academic performance by 11 percent) and "improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Durlak et al., 2011). Social and emotional competencies are essential to college and career readiness and success and also associated with longer term benefits, such as improved economic mobility and decreased likelihood of being incarcerated. In sum, SEL is an essential piece of the developmental and societal puzzle in ensuring more equitable outcomes for our children and young people." Educational partner engagement sessions have demonstrated a need to support students socially, emotionally, and mentally. In addition, this is a prioritized area for Community Schools Partnership Program.	<p>This action addresses this need by providing needed counseling support and social-emotional learning activities for students with the ultimate goal of improving student outcomes.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving Social-Emotional data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless students and Foster Youth because Social-emotional learning is specifically designed to address these student groups' identified needs.</p>	CHKS or Local Survey Selected Questions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	<p>Action: Technology</p> <p>Need: Supporting each student with personalized learning goals can be challenging. Differentiation techniques help to support students in understanding the academic standards through a personalized learning model. Technology provides an effective way to differentiate instruction/learning and to monitor student progress. Maintaining technology devices, digital instructional resources and software to students are needed to support student academic achievement and intervention.</p> <p>Scope: LEA-wide</p>	<p>The action addresses the need by utilizing technology to provide differentiation opportunities in the classroom.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve student outcomes for low income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs.</p>	CA Dashboard Academic Indicator: ELA, Math, EL Progress (Improve)
2.4	<p>Action: Attendance</p> <p>Need: This area is considered a "required action" for the CA Dashboard.</p> <p>Decreasing chronic absenteeism is a prioritized need. This is an area of prioritized need based on the CA Dashboard. The district, and majority of subgroups, are</p>	<p>This action addresses the need by working closely with families on improving attendance outcomes for students who are chronically absent and implementing ways to increase student engagement.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving Chronic Absenteeism rate for all students. This action will create the opportunity to improve chronic absenteeism for low income students, English Learners, Homeless students and Foster Youth</p>	-CA Dashboard: Chronic Absenteeism (Decrease)

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
	<p>currently at the "Red Level" on the CA Dashboard. Chronic Absenteeism Rate:</p> <p>Scope: LEA-wide</p>	<p>because the action is specifically designed to address these students groups identified needs and desires from educational partner engagement sessions.</p>	
3.1	<p>Action: Communication</p> <p>Need: Decreasing chronic absenteeism is a prioritized need based on the CA Dashboard. The district, and majority of subgroups, are currently at the "Red Level" on the CA Dashboard. Chronic Absenteeism Rate: SED: 55% and White 56% (compared to 50% for all students and 24% for the state). Educational partners have expressed the need for increased communication.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need by increasing communication capabilities for the district. Communication is an effective method for improving student outcomes as it fosters a supportive learning environment, enhances understanding, and promotes engagement. Effective communication between teachers and students helps clarify expectations, provide timely feedback, and address individual learning needs. Open and consistent communication with parents and guardians also ensures they are informed and involved in their child's education, further reinforcing support and accountability. Overall, strong communication skills contribute to a more connected and effective educational experience, leading to better academic performance and personal growth for students.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving Chronic Absenteeism rate for all students. This action will create the opportunity to improve chronic absenteeism for low income students, English Learners, and Foster Youth because the action is designed to address these students groups identified needs and desires from educational partner engagement sessions.</p>	-CA Dashboard: Chronic Absenteeism (Decrease)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	<p>Action: Family and Community Engagement</p> <p>Need: "Research has shown that strong family-school partnerships lead to improved student outcomes." Educational partner engagement sessions with families and staff have demonstrated a need for family engagement events and bilingual support</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need by providing events, bilingual support, and additional family support to help increase family engagement and support.</p> <p>This action is provided on an LEA-wide basis in order to maximize impact in improving family engagement data throughout the district. This action will create the opportunity to improve family engagement for low income, English Learners and Foster Youth families because the action is designed to address these families identified needs.</p>	Survey Questions
3.3	<p>Action: Safety and Connectedness</p> <p>Need: As part of California's Whole Child Model, student engagement is a key component and the desire is that" Students are actively engaged in learning and are connected to the school and broader community."</p> <p>Decreasing chronic absenteeism is a prioritized need based on the CA Dashboard. The district, and majority of subgroups, are currently at the "Red Level" on the CA Dashboard. Chronic Absenteeism Rate: SED: 55% and White 56% (compared to 50% for all students and 24% for the state). Educational partners have expressed the need for increased communication.</p>	<p>This action addresses the need by providing ways for students to connect with the school environment and ways for students to be excited and want to attend school. In addition, this action provides the health and wellness supports needed to continue to be able to attend school.</p> <p>This action is provided on an LEA-wide basis to maximize impact in improving engagement data for all students. This action will create the opportunity to improve chronic absenteeism for low income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs based on educational partner feedback.</p>	<ul style="list-style-type: none"> • Chronic Absenteeism (Improve) • Attendance Rate (Improve)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

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

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

N/A

Additional Concentration Grant Funding

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

Additional Concentration funding is used to retain classified personnel support staff based on the classroom needs and is found in LCAP Action 2.1 Academic Support and Monitoring

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Leggett: Elementary 57 Students+ 16 High School Students to 9 Classified Whale Gulch: Elementary Students: 38 students + 10 High School Students to 6 Classified

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 certificated staff providing direct services to students	N/A	<p>Leggett: Elementary 57 Students+ 16 High School Students to 7 certificated</p> <p>Whale Gulch: Elementary Students: 38 students + 10 High School Students to 5 certificated</p>

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2832080	293137	10.351%	0.000%	10.351%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$293,677.00	\$201,860.00	\$104,840.00	\$86,735.00	\$687,112.00	\$437,445.00	\$249,667.00

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	Implementation of the Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$52,349.00	\$41,467.00	\$34,321.00	\$25,000.00	\$30,000.00	\$4,495.00	\$93,816.00	
1	1.2	College and Career Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$31,500.00	\$64,000.00	\$0.00	\$95,500.00			\$95,500.00	
1	1.3	Enrichment and Extracurricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$5,208.00	\$52,500.00	\$13,208.00	\$34,500.00		\$10,000.00	\$57,708.00	
2	2.1	Academic Support and Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$261,461.00	\$12,500.00	\$201,721.00	\$5,000.00		\$67,240.00	\$273,961.00	
2	2.2	Social-Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$28,000.00	\$3,000.00		\$25,000.00		\$28,000.00	
2	2.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$16,200.00	\$16,200.00				\$16,200.00	
2	2.4	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$76,700.00	\$7,000.00	\$2,000.00	\$26,860.00	\$49,840.00	\$5,000.00	\$83,700.00	
3	3.1	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,140.00	\$13,000.00	\$9,140.00	\$5,000.00			\$14,140.00	
3	3.3	Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$9,087.00	\$10,000.00	\$9,087.00	\$10,000.00			\$19,087.00	
3	3.4	Facilities and Transportation	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2832080	293137	10.351%	0.000%	10.351%	\$293,677.00	0.000%	10.370 %	Total:	\$293,677.00
								LEA-wide Total:	\$293,677.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Implementation of the Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,321.00	
1	1.2	College and Career Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.3	Enrichment and Extracurricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,208.00	
2	2.1	Academic Support and Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$201,721.00	
2	2.2	Social-Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.3	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,200.00	
2	2.4	Attendance	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$2,000.00	

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			
3	3.1	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.2	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,140.00	
3	3.3	Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,087.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$248,255.00	\$183,387.34

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	Assessment Tool	Yes	\$0	\$0
1	1.2	Instructional Aide Support	Yes	\$123,793.00	135,130.75
1	1.3	Technological Enhancements for the Classroom	Yes	\$0.00	\$0.00
1	1.4	Hire 3-4 grade teacher at Leggett Valley Elementary.	Yes	\$0.00	\$0.00
1	1.5	K-6 Math Curriculum	Yes	\$10,000.00	2750
1	1.6	Professional Development	Yes	\$8,000.00	264
1	1.7	Address Chronic Absenteeism	Yes	\$2,000.00	\$0
1	1.8	Implement Intervention Program	Yes	\$6,000.00	\$0
1	1.9	Create more art education experiences for the students	Yes	\$20,000.00	\$0
2	2.1	Academic Counseling	Yes	\$20,000.00	\$26,735.01
2	2.2	Career Technical Education Coursework	Yes	\$5,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	A-G Coursework	Yes	\$0.00	\$0
2	2.4	Career Days	Yes	\$1,000.00	\$0
3	3.1	Aeries Gradebook Portal	Yes	\$0.00	\$0
3	3.2	District Website	Yes	\$5,000.00	\$4900
3	3.3	Remind Text Services	Yes	\$0.00	\$679.98
3	3.4	Zoom Meetings	No	\$2,000.00	\$1800
3	3.5	Internet infrastructure Improvements	Yes	\$12,000.00	\$0
3	3.6	Provide English Language Learners with necessary support	Yes	\$4,000.00	\$0
4	4.1	Restorative Justice	Yes	\$1,000.00	\$0
4	4.2	Mental Health Counseling	Yes	\$12,562.00	\$8,500
4	4.3	Student Lead Leadership	Yes	\$2,000.00	\$425.21
4	4.4	Extra Curricular Activities	Yes	\$4,000.00	\$2202.39
4	4.5	Extracurricular Activities	Yes	\$9,900.00	\$0

2023-24 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)
\$164,935	\$191,293.00	\$220,700.24	(\$29,407.24)	0.000%	0.000%	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	Assessment Tool	Yes	\$0	\$0		
1	1.2	Instructional Aide Support	Yes	\$123,793.00	\$135,131.65		
1	1.3	Technological Enhancements for the Classroom	Yes	\$0	\$0		
1	1.4	Hire 3-4 grade teacher at Leggett Valley Elementary.	Yes	\$0	\$0		
1	1.5	K-6 Math Curriculum	Yes	\$10,000.00	\$2750		
1	1.6	Professional Development	Yes	\$2,000.00	\$264		
1	1.7	Address Chronic Absenteeism	Yes	\$2,000.00	\$0		
1	1.8	Implement Intervention Program	Yes	\$6,000.00	\$0		
1	1.9	Create more art education experiences for the students	Yes	\$0	\$20,000		
2	2.1	Academic Counseling	Yes	\$10,000.00	\$26,735.01		
2	2.2	Career Technical Education Coursework	Yes	\$0	\$5,000		
2	2.3	A-G Coursework	Yes	\$0.00	\$0		
2	2.4	Career Days	Yes	\$1,000.00	\$0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Aeries Gradebook Portal	Yes	\$0.00	\$0		
3	3.2	District Website	Yes	\$5,000.00	\$4900		
3	3.3	Remind Text Services	Yes	\$0.00	\$679.98		
3	3.5	Internet infrastructure Improvements	Yes	\$12,000.00	\$0		
3	3.6	Provide English Language Learners with necessary support	Yes	\$4,000.00	\$0		
4	4.1	Restorative Justice	Yes	\$1,000.00	\$0		
4	4.2	Mental Health Counseling	Yes	\$8,500.00	\$12,562		
4	4.3	Student Lead Leadership	Yes	\$2,000.00	\$575.21		
4	4.4	Extra Curricular Activities	Yes	\$4,000.00	\$2202.39		
4	4.5	Extracurricular Activities	Yes	\$0	\$9,900		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,970,787	\$164,935	0.0	5.552%	\$220,700.24	0.000%	7.429%	\$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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