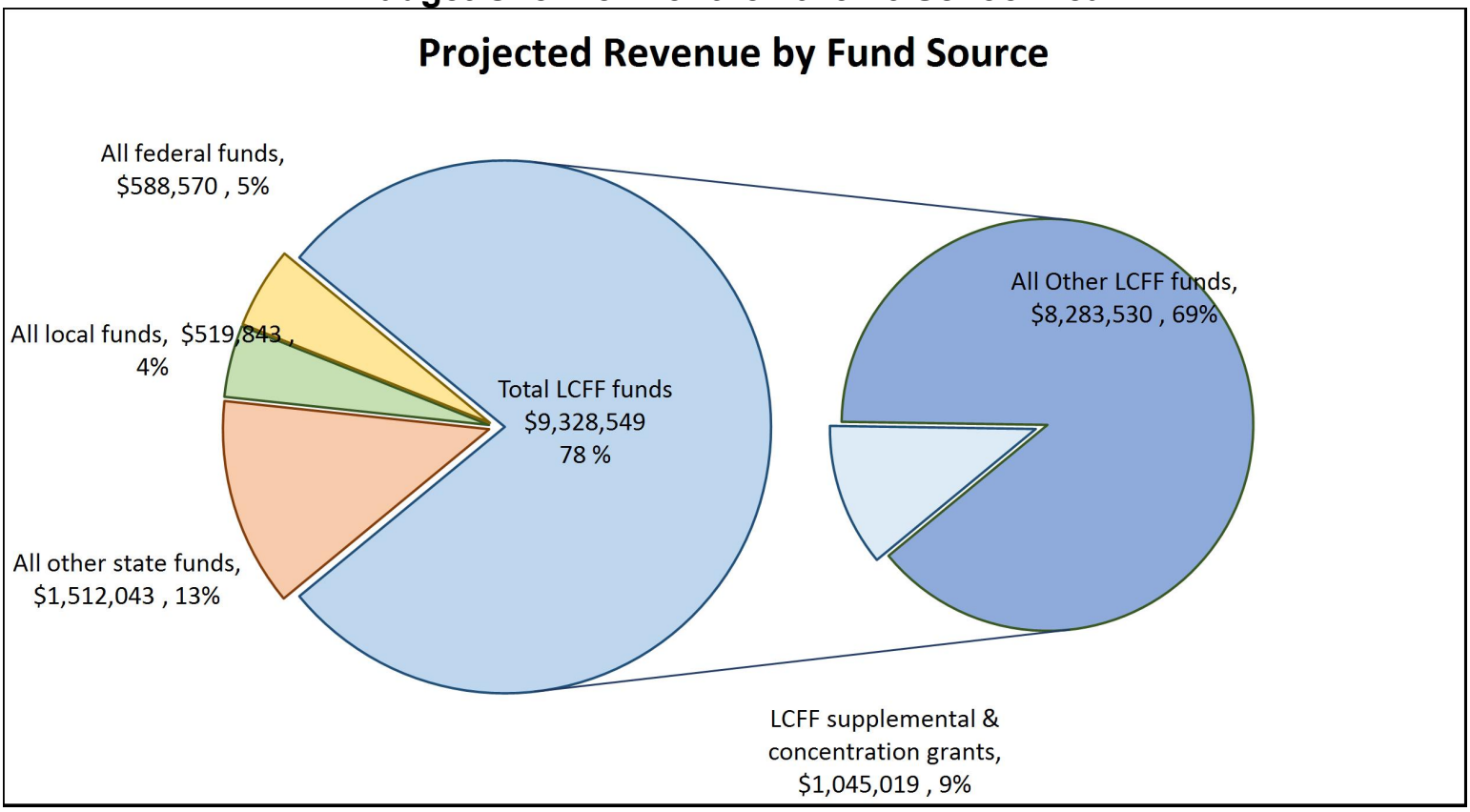
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Scott Valley Unified School District
CDS Code: 47-76455-0000000
School Year: 2025-26
LEA contact information:
Micheline G Miglis
Superintendent
mmiglis@svusd.us
(530) 468-2727

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

Budget Overview for the 2025-26 School Year

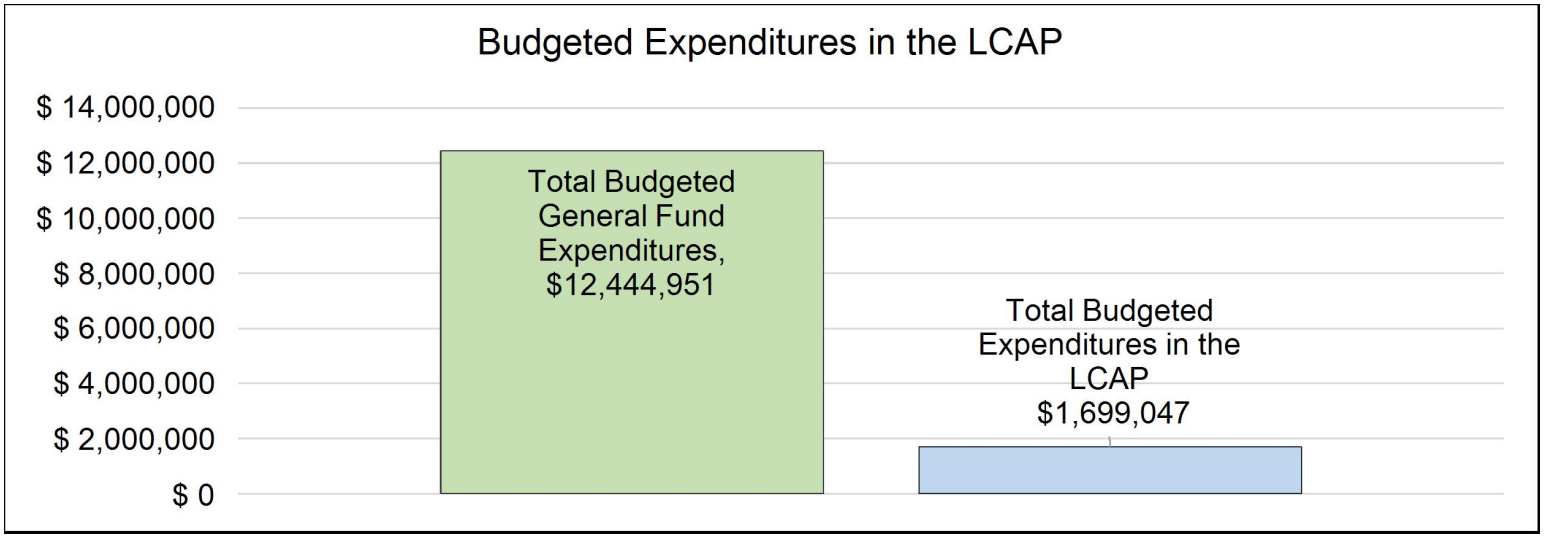


This chart shows the total general purpose revenue Scott Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Scott Valley Unified School District is $11,949,005, of which $9328549 is Local Control Funding Formula (LCFF), $1512043 is other state funds, $519843 is local funds, and $588570 is federal funds. Of the $9328549 in LCFF Funds, $1045019 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 Scott Valley Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Scott Valley Unified School District plans to spend $12444951 for the 2025-26 school year. Of that amount, $1,699,047 is tied to actions/services in the LCAP and $10,745,904 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the expenditures included in the LCAP, the General Fund supports a range of operational and overhead costs necessary for the District's day-to-day functions. These include administrative services such as payroll, human resources, and business operations, as well as utilities, insurance, maintenance and custodial services, technology infrastructure, and districtwide contracts for audit and legal services. The General Fund also covers county oversight fees, indirect costs, and other essential expenditures that are not directly tied to specific LCAP goals but are critical to maintaining a safe, functional, and compliant educational environment.

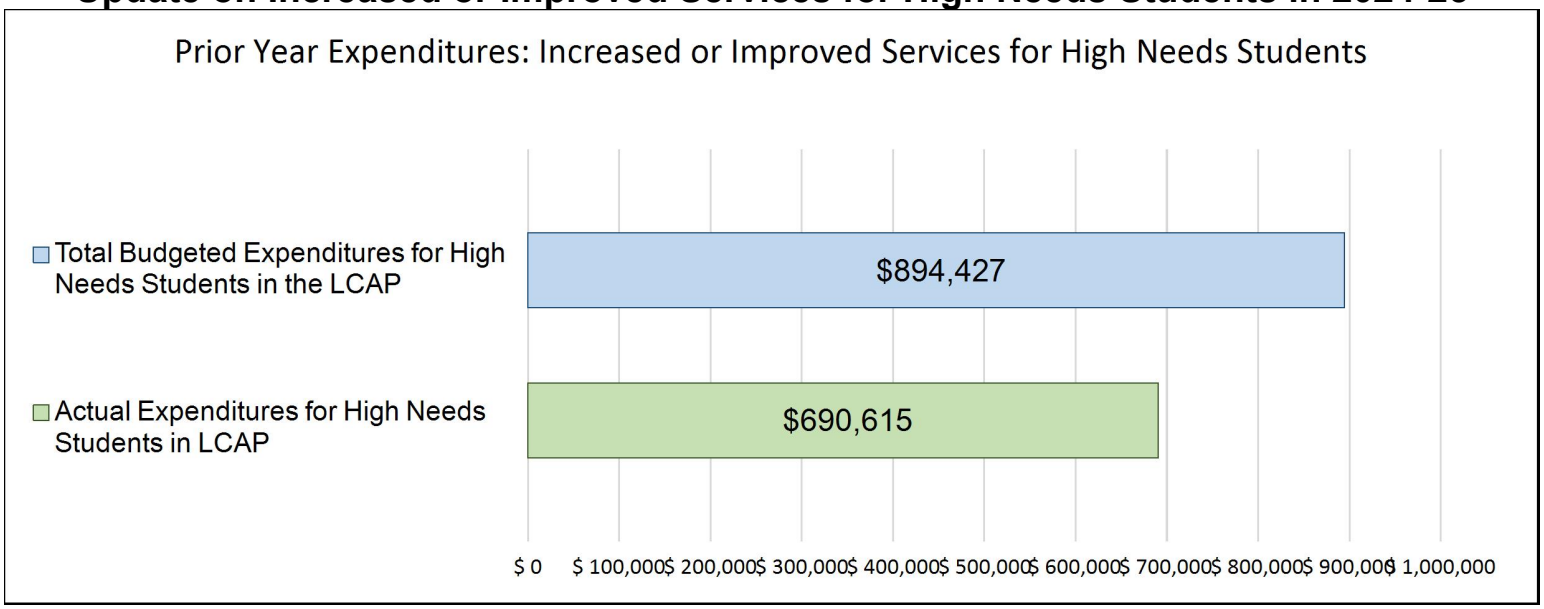
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Scott Valley Unified School District is projecting it will receive $1045019 based on the enrollment of foster youth, English learner, and low-income students. Scott Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Scott Valley Unified School District plans to spend $1,431,313 towards meeting this requirement, as described in the LCAP.

In 2025-26, Scott Valley Unified projects that the LCFF supplemental and concentration grant revenues will exceed the planned expenditures tied to LCAP actions. To address this, the district is committing to additional strategies outside the LCAP that directly benefit high-needs students, including targeted academic interventions and increasing access to social-emotional supports through counseling services. These actions, though not itemized in the LCAP, are designed to meet the proportionality requirement and ensure meaningful service improvements.

LCFF Budget Overview for Parents

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



This chart compares what Scott 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 Scott 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 2024-25, Scott Valley Unified School District's LCAP budgeted $894427 for planned actions to increase or improve services for high needs students. Scott Valley Unified School District actually spent $690615 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $203,812 had the following impact on Scott Valley Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures for actions and services to increase or improve services for high needs students in 2024–25 is primarily due to the availability of special grant funding, which allowed the District to shift the cost of Student Services Specialists from LCFF-funded positions to grant-funded ones. As a result, the services continued uninterrupted, and the use of grant funds allowed for enhanced professional development opportunities for staff, ultimately improving the quality and effectiveness of support provided to high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Scott Valley Unified School District	Micheline G Miglis Superintendent	mmiglis@svusd.us (530) 468-2727

Plan Summary [2025-26]

General Information

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

Scott Valley Unified School District was established July 2007 and is comprised of Etna High School, Scott Valley Junior High School, Etna Elementary School, Fort Jones Elementary School, and Scott River High School. The district serves students in the Scott Valley and students from Forks of Salmon when they matriculate to Etna High School, considered a necessary small high school. We offer preschool and adult education as well as alternative independent study options (Scott Valley Options) for long term placement. It is noteworthy that many teachers, staff and administrators attended schools here when they were young, graduated from our high school, and now work in the district. The district is home to just under 600 students.

Scott Valley in Siskiyou County is nestled among three mountain ranges in the most beautiful part of Northern California, close to the border of Oregon. The valley and its surroundings are known for hunting, fly fishing, skiing, back-packing and hiking, gold-panning, rock climbing, and camping. The many family farms produce alfalfa, grains, milk and beef as well as alpaca wool. Cows, horses and mules share the wealth of feed with the deer. At one time, the area had a large timber industry which has declined recently. Our students grow up in this spacious and open land. Schools are the centerpiece of the community.

Informed by input from multi-disciplinary educational partners, the LCAP Committee prioritized goals, actions and contributed to reportable metrics. The Committee includes students, representation from Quartz Valley Indian Reservation, Special Education, SELPA, and labor partners.

The Scott Valley Unified School District recognizes the unique and distinctive conditions shaping our local communities and we are unwavering in our promise to students, families and staff.

An additional goal is added to this LCAP to address Scott River High School's identification under the status of Equity Multiplier due to socio-economic disparities and mobility factors, evidenced in Goal 4. The District is also identified for Differentiated Assistance and will work with Siskiyou County Office of Education and Shasta County Office of Education for technical assistance and support.

Reflections: Annual Performance

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

Based on a review of the performance data of the CA School Dashboard, the suspension rate for all students groups in the District exceeds 9%. Students with disabilities are suspended disproportionately (18%). The suspension rate for American Indian students is 11.3%; for socio-economically students 12%, for Hispanic students 12.5%; for white students 8.7%. The school with the highest suspension rate is Etna High School, likely due to the recent installation of vape detectors. Chronic Absenteeism is 29.9% districtwide and highest at Fort Jones Elementary School with 31%.

The 18% suspension rate for students with disabilities is twice the district average, highlighting serious inequity. Other groups—American Indian, Hispanic, and socio-economically disadvantaged students—also face higher-than-average suspension rates, suggesting a need for targeted interventions.

Nearly 3 in 10 students are chronically absent districtwide, with elementary attendance concerns particularly high.
Scott Valley Unified School District LREBG Needs Assessment identified low academic engagement, course completion gaps, and limited access to credit recovery pathways as critical barriers to student success—especially at Scott River High School, an Equity Multiplier site. To address these needs, the district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to support Action 1.5, expanding access to the Edgenuity online learning platform. This action aligns with EC §32526(c)(2)(A) and (F) by increasing instructional time, supporting credit recovery, and addressing barriers to graduation. By offering personalized, competency-based coursework in core subjects, Edgenuity helps re-engage at-risk and credit-deficient students, thereby promoting learning acceleration and improving college/career readiness.

Scott Valley Junior High has the lowest performance in the district: Only 41.0?% met or exceeded standards in English (58.98?% did not). Just 26.9?% met or exceeded in Math (73.07?% did not)

The overall district results (all schools combined) show modestly better performance – but still under 50?% proficiency in English (44.96?%) and under 40?% in Math (37.93?%)

Conclusion: Scott Valley Junior High is the district’s lowest-performing school academically.

Attendance & Chronic Absenteeism
The California Dashboard reports that statewide chronic absenteeism declined to 20.4?% in 2023–24
Specific chronic absence rates for SVUSD or its schools in 2024 aren't publicly posted on the Dashboard or DataQuest yet.

Suspension Rates
Suspension data for SVUSD highlights common disparities: higher rates among students with disabilities, foster youth, homeless students, and economically disadvantaged students.

The statewide Dashboard notes that suspension rates have declined overall, but equity gaps persist, particularly for students with disabilities, foster/homeless youth, Black students, and long-term English learners.

Based on CAASPP and statewide indicators, the following groups show the lowest achievement and/or the greatest disparities: American Indian / Alaskan Native students
Nearly half did not meet standards in English (44.4?%) and Math (48.2?%). In districtwide CAASPP results, 37.4?% (ELA) and 41.0?% (Math) of low-income students failed to meet standards — compared to much lower rates among non-disadvantaged peers.

Reflections: Annual Performance - 2023 Dashboard Lowest Performing Student Groups.
These are the Lowest Performing Student Groups Identified on the 2023 Dashboard:
District -
Suspensions - All Student Groups, Socioeconomically Disadvantaged, Students with Disabilities, American Indian, Hispanic, White, Two or More Races
Chronic Absenteeism - All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White, Two or More Races

Fort Jones Elementary -
Chronic Absenteeism - All Students, Socioeconomically Disadvantaged, White, Two or More Races

Etna Elementary -
Suspensions - All Students, Socioeconomically Disadvantaged, White
Chronic Absenteeism - All Students, Socioeconomically Disadvantaged, White

Etna Union High School -
Suspensions - All Students, Socioeconomically Disadvantaged, Hispanic, White

Recommendations & Next Steps
Targeted support is critical for Scott Valley Junior High—intensive academic interventions and monitoring might boost proficiency. Monitor attendance and behavior data by student subgroup once 2024 Dashboard DataQuest reports are released. Focus on supports for SwD, ELs,

low-income, foster/homeless students.Equity-centered interventions: deploy strategies that are working elsewhere in CA—like mentorships, wrap-around services, home visits—to reduce chronic absenteeism and suspensions in high-need groups.

LREBG
In the 2025–26 school year, the district strategically allocated Learning Recovery Emergency Block Grant (LREBG) funds to support and expand access to online learning through Edgenuity. This investment aligns with the allowable uses of LREBG by providing accelerated learning opportunities, supporting credit recovery, and expanding access to coursework for students who may require additional flexibility or support outside of traditional classroom settings.

Implementation of Edgenuity has offered critical interventions for students working toward credit recovery and has been particularly beneficial for our high school population, where individualized pathways and schedule flexibility support improved student outcomes and on-time graduation.

Due to the multiyear availability of LREBG funds and the structure of our implementation timeline, a portion of the funds are expected to roll over into the 2026–27 school year. These carryover funds will ensure the sustainability of the Edgenuity program, support ongoing licensing and access fees, and allow us to expand support services such as tutoring, mentoring, and program monitoring tied to student success within the online platform.

The district remains committed to ensuring that all expenditures of LREBG funds continue to align with the state's intent to mitigate learning loss and support student success, particularly for those most impacted by the pandemic.

LREBG Action Number (Action 1.5) is expected to address the area(s) of need of the students and school identified:
Fund Imagine Learning Edgenuity for Scott Valley Options independent study program and for other students in the District who are identified as credit deficient or to accelerate students.

Imagine Learning Edgenuity for independent study, credit acceleration, and credit recovery:

Independent Study
Research and district-level evaluations suggest that Edgenuity can effectively support independent study by offering:

Self-paced, flexible learning options, which allow students to complete coursework outside of traditional classrooms.

Engaging, multimedia-rich content that covers a broad range of core and elective courses aligned with state and national standards.

Built-in formative assessments and real-time progress monitoring tools for teachers to intervene when students struggle.

However, studies also note that success in independent study using Edgenuity depends on:

Strong student self-motivation and time-management skills.

Active teacher facilitation, including regular check-ins, feedback, and support.

Alignment of course content with local instructional priorities and rigor expectations.

The metric used is course completions, transcript analysis, and grades (A-G) for 1.2 and 1.9.

The full amount $57,413 is being invoiced to LREBG.

All schools are identified for Differentiated Assistance.

Reflections: Technical Assistance

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

To decrease the suspension and chronic absenteeism rates in Scott Valley Unified School District using Differentiated Assistance (DA), the plan involves:
Data Analysis: Gather and analyze data on suspension and absenteeism to identify trends and at-risk students.
Targeted Interventions
Personalized support plans: Develop individualized intervention strategies for at-risk students.
Positive Behavior Interventions and Supports (PBIS): Implement PBIS to encourage positive behavior.
Restorative Practices: Use restorative justice to resolve conflicts and reduce suspensions.
Engagement and Communication
Family Engagement: Increase communication with families to address underlying issues.
Community Partnerships: Collaborate with local organizations for additional resources.
Staff Development
Training Programs: Train staff in cultural competency, trauma-informed practices, and effective classroom management.
Professional Learning Communities: Create support networks for staff to share best practices.
Supportive Environment
Safe and Inclusive Schools: Foster an environment where students feel safe and respected.
Attendance Incentives: Develop programs to reward good attendance and behavior.
Monitoring and Evaluation
Regular Monitoring: Track progress with continuous data analysis.
Adjust Interventions: Refine strategies based on feedback and data.
Transparent Reporting: Keep the community informed about progress.
Implementation
Initial Assessment: Conduct a needs assessment.
Action Plan Development: Create a detailed action plan with goals and timelines.
Resource Allocation: Ensure adequate resources are provided.
Stakeholder Engagement: Involve students, parents, teachers, and community partners.
Continuous Improvement: Regularly review and adjust strategies.

This approach aims to foster a supportive and successful learning environment, reducing suspension rates and chronic absenteeism through tailored, data-driven interventions.

SVUSD qualifies for Differentiated Assistance for Chronic Absenteeism and Suspension Rates for the student groups American Indian and Students with Disabilities.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Through on-site regular collaborative meetings, teachers have multiple opportunities to address questions and share concerns directly to principals and their site SVTA representatives to inform the LCAP. Meetings with teachers are held weekly on Fridays during early release, collaboration time. Principals meet with SVTA site representatives monthly.
Administrators/Principals	Principals meet formally monthly with the Superintendent and are offered structured time to discuss district and site needs as well as successes. Principals also contact the superintendent directly as needed for support, information, and/or to express feedback or report a need to inform the LCAP.
Other School Personnel (Scott River High School, Equity Multiplier)	Other school personnel (3) at the affected school (Scott River High School) provide direct input to the principal to inform the LCAP.
Local Bargaining Units of the LEA	Principals meet monthly with SVTA site representatives. Meetings with the CSEA unit are held regularly with the superintendent, CBO and Human Resources to inform the LCAP.
Parents	Parents of the affected school have communicated a need for additional support for their students to inform the LCAP at the LCAP Committee meetings held three times each year.
Students	Students of the affected school address their needs, concerns, and ask their questions as needed, directly to the 3 employees and principal to inform the LCAP. Formally, monthly meetings are held.
Indian Education Parent Committee	Monthly meetings with the Director of Education of Quartz Valley Indian Reservation take place with EHS principal. Regularly

Educational Partner(s)	Process for Engagement
	scheduled meetings with the Indian Education Parent Committee take place and time is afforded to discuss concerns with the principals in attendance and with the superintendent as well as to consult to inform the LCAP. Quarterly meetings occur between the Tribal Chairman, Superintendent, CBO and two Board Members, where concerns are discussed, successes are noted, data is shared, and recommendations are reviewed.
SELPA	A yearly meeting allows for consultation time with the SELPA to inform the LCAP.

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

The above stakeholder engagement influenced a review and assessment of the previous LCAP goals, which resulted in the following recommended actions and adjusted goals.

1) To Improve Academic Achievement (Priorities 4 and 8):
Renaissance Learning 2nd grade and above (provides assessment data, quarterly benchmark data)
Contract with Shasta Union High School District (keeps technology up to date, reliable internet, tech support beyond what our current staff can accomplish)
Paraprofessionals in K to 2nd grade only (improves teacher retention, supports interventions, behavior monitoring, student achievement, student to adult ration)
CTE teachers (percent of completers)
SVO Program for upper level/secondary (ADA, reduce transfers out of District)
Credit Recovery (drop out rates)
Vertical core subject curriculum alignment (percent of students meeting grade level standards)

This input and feedback informed Goal 1.

2) To bridge school/family/community to increase engagement (Priorities 3, 5 and 6):
Parent Square (better and increased communication, CA Dashboard reporting of engagement, increase use across all schools)
Home to School transportation (school attendance, student achievement)
After school transportation for EHS (ticket sales, tutoring attendance, athletic involvement)
Parent involvement nights (attendance)
Incentivize attendance (ADA)

This input and feedback informed Goal 2.

3) This goal is modified. The new goal is, "All students will have access to appropriately assigned and fully credentialed teachers that implement standards-aligned instructional materials, school facilities in good repair, and a broad course of study." (Priorities 1, 2 and 7):
SEL Personnel: one per site but less than full time; one at each end of the District; reduced services but still a high need (behavior-grades-number of sessions/contacts) resulting in 2 fully funded SEL personnel. The District receives funding for 2 Wellness Coaches.
Science enrichment, provide subject expertise (increased grades / academic performance/quarterly benchmarks)
All teachers appropriately assigned per credentialed area (100% goal)
Athletic support (rosters, improves academics and school culture)
Go Guardian (behavior monitoring and tech safety)
After school tutoring/SAFE, etc.

This input and feedback informed Goal 3.

4) A new goal is added due to Equity Multiplier status for Scott River High School. The new goal is, "Chronic absenteeism rates for socioeconomically disadvantaged students will decrease by 25% by June 2026." (Priority 5). Input from the SRHS informed Goal 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Every student will demonstrate improved academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on analyzed data and stakeholder input to ensure that Scott Valley Unified School District students are supported in pupil outcomes. Implementing the actions below and measuring progress using the identified metrics will support Scott Valley Unified School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Assessments- % met/exceeded standards Priority 4A	2022-2023 data ELA - 48.57% Meet/Exceed Standards Math - 36.4% Meet/Exceed Standards	2023-2024 data ELA - 44.96% Meet/Exceed Standards Math - 37.93% Meet/Exceed Standards		2025-26 data ELA - 58% Meet/Exceed Standards Math - 46% Meet/Exceed Standards	-3.61% ELA +1.53% Math
1.2	Percentage of pupils completing A-G requirements. % completed	In the 2022-2023 school year, 31% completed with A-G (Dashboard data source)	In 2023-2024 school year 39.3% completed with A-G (Dashboard data source)		In 2025-26 school year, 45% will complete with A-G.	+8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4B LREBG Metric					
1.3	Percentage of pupils completing CTE. % completed Priority 4C	2022-2023 Pathway completers 45.5% (Dashboard data source)	2023-2024 Pathway completers 42.9% (Dashboard data source)		2025-26 Pathway completers 55%	-2.6%
1.4	Percentage of pupils completing A-G and CTE. % completed Priority 4D	2022-2023, 25.5% completed A-G and CTE (Dashboard data source)	2023-2024 19.6% completed A-G and CTE (Dashboard data source)		35% will complete A-G and CTE	-5.9%
1.5	English Learner progress. % completed Priority 4E	In 2023-2024, 50% made progress on ELPAC levels.	In 2024-2025, 100% made progress on ELPAC levels.		100% will make progress	+50%
1.6	English learner reclassification rate. % reclassified Priority 4F	In 2023-2024, 30% were reclassified.	In 2024-2025, 30%		50% of eligible will reclassify	No Change
1.7	Percentage of pupils passing Advanced Placement (AP) with 3 or higher.	In 2022-2023, 3% AP scores with 3 or higher	In 2023-2024, 33% passed with 3 or higher (3 students took AP test).		5% AP scores 3 or higher.	+30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% completed Priority 4G					
1.8	Students at grade level on AR tests (K-5). % met or exceed Priority 8	In 2022-2023, 60% met/exceeded on grade level for K-5 grades.	In 2023-2024, 66% met/exceeded on grade level for K-5 grades		65% will meet or exceed on grade level for K-5 grades.	+6%
1.9	On-track for graduation by spring transcripts of sophomore year. % on-track Priority 5E LREBG Metric	In 2023-2024, 80% pupils on-track for graduation by spring transcripts of sophomore year.	in 2024-2025 97% pupils on-track for graduation by spring transcripts of sophomore year.		80% pupils on-track for graduation by spring transcripts of sophomore year.	+17%
1.10	Percentage of students reporting EAP (Early Assessment Program) results meeting standard met or exceeded. Not Applicable.	In 2023-2024, not applicable.	In 2024-2025, not applicable		Not applicable.	N/A

Goal Analysis [2024-25]

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

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

This goal is fully implemented and there are no substantive differences in planned actions. A challenge for us was consistent staffing of positions (Action 1.4). A success was Scott Valley Options based on student and parent feedback as well as the ability to keep our students

in our different who were seeking an alternative to traditional, in-class learning, or wanting concurrent enrollment in SVO and in-school learning.

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

Action 1.5, Edgenuity had a material difference due to a lower negotiated rate per license and an overall decrease in the number of licenses purchased.
Action 1.9, Scott Valley Options Independent Study inadvertently included software subscriptions and license purchases mentioned in 1.5 causing a material difference in planned expenditures.

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

Action 1.4, Having paraprofessionals was successful based on AR growth of 6% (Metric 1.8).
Action 1.5, Edgenuity was successful based on students taking classes online in Scott Valley Options and accelerating at Etna High School/credit recovery at Etna High School. Metrics 1.2 & 1.9.
Action 1.7, CTE was a somewhat successful for 22% who completed CTE (Metric 1.3) in 2023-2024.
Action 1.9, Scott Valley Options Independent Study was effective, based on being on track for graduation (Metric 1.9).

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

No changes to the planned goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.4	Paraprofessionals	Paraprofessionals will work with small groups of students to intervene with targeted support, and, when necessary, work with larger groups of students in-class so that the teacher can work directly with the students most at-risk. Providing direct services to students is the most effective use of the funds and supports evidence based practices to intervene "just in time". Concentration Grant Action (RS 0053)	$222,664.33	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Edgenuity-LREBG Fund	Fund Imagine Learning Edgenuity for Scott Valley Options independent study program and for other students in the District who are identified as credit deficient or to accelerate students. Imagine Learning Edgenuity for independent study, credit acceleration, and credit recovery: Independent Study Research and district-level evaluations suggest that Edgenuity can effectively support independent study by offering: Self-paced, flexible learning options, which allow students to complete coursework outside of traditional classrooms. Engaging, multimedia-rich content that covers a broad range of core and elective courses aligned with state and national standards. Built-in formative assessments and real-time progress monitoring tools for teachers to intervene when students struggle. However, studies also note that success in independent study using Edgenuity depends on: Strong student self-motivation and time-management skills. Active teacher facilitation, including regular check-ins, feedback, and support. Alignment of course content with local instructional priorities and rigor expectations. The metric used is course completions, transcript analysis, and grades (A-G) for 1.2 and 1.9. The full amount $57,413 is being invoiced to LREBG. All schools are identified for Differentiated Assistance.	$57,413.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	CTE	Continue CTE course offerings, provide professional development, support students with summer projects and exploration, field trips and leadership. This is the most effective use of funds because this action provides increased CTE opportunities for unduplicated students. The basis for this action includes evidence-based strategies to increase CTE and A-G completion for high school graduation.	$375,119.27	Yes
1.9	Scott Valley Options Independent Study	Provide students with an alternative choice to in-person instruction, concurrent enrollment, hire teacher(s), offer to K-12th grades district-wide, professional development, devices, classroom location, materials, and Google Classroom. This is the most effective use of funds to support unduplicated students and increase their graduation rates. This was determined by considering alternatives and recognizing that some students/families have different learning needs, philosophies, work/home dynamics and need options locally in lieu of receiving their education elsewhere.	$297,096.00	Yes
1.10	Class Size Reduction	Goal/Action Description: The district is committed to reducing class sizes, particularly in grades TK-3 and targeted secondary courses, as a strategy to improve student learning outcomes, increase student engagement, and provide more individualized instruction. Research shows that smaller class sizes allow teachers to give more focused support to students, differentiate instruction effectively, and build stronger relationships, all of which contribute to improved academic achievement and positive classroom climates. Reason for Action: Class size reduction supports equitable learning opportunities by addressing the diverse academic, social, and emotional needs of students, including unduplicated pupils (low-income students, English learners, and foster youth). Smaller classes provide a more supportive environment to close achievement gaps and promote proficiency in core subjects such as English Language Arts and Mathematics.	$227,387.18	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric(s) for Monitoring Progress: Average class size by grade span and subject area, disaggregated by school site Student academic performance indicators (e.g., CAASPP proficiency rates in ELA and Math) Teacher feedback on instructional effectiveness through annual surveys Student engagement and classroom climate measures (e.g., local survey, California Healthy Kids Survey data) LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Materials, and Safe Facilities		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build a bridge between the schools, families and community for increased parent and student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed based on analyzed data and stakeholder input to ensure that Scott Valley UnifiedSchool District students are supported in engagement expectations. Implementing the actions below and measuring progress using the identified metrics will support Scott Valley Unified School District in achieving the goal. The bridge is intended to serve as a networking and extension service of relationships between communication and connections for an intentional support system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism Rate % chronically absent Priority 5B	2022-2023 All students 29.9% SED 32% SWD 31.9% Hispanic 33.9% White 28.1 % Two or more races 36.8%	2023-2024 All students 23.8% SED 28.7% SWD 39.5% Hispanic 30.2% White 17.6% Two or more races 29.2%		All students 22% SED 24% SWD 24% Hispanic 25% White 19% Two or more races 27%	All students -6.1% SED -3.3% SWD +7.6% Hispanic -3.7% White -10.5% Two or more races -7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Attendance Rate % attendance Priority 5A	2023-2024 (local data) District wide = 94% FJE =95.5% EES =94% SVJH =93% EHS = 95%	2024-2025 (local data, Aeries) District wide = 91.22% FJE =92.48% EES =94.22% SVJH =93.27% EHS = 93.96% SRHS = 86.51%		Districtwide 95% FJE =96% EES =95% SVJH =94% EHS = 96%	District wide -2.8% FJE -3.02% EES +.22% SVJH +.27% EHS -1.04% In summary, chronic absenteeism improved District wide, for FJE, and EHS. The increased chronic absenteeism is negligible (or, no change) for EES (.22%) and SVJH (.27%).
2.5	Middle School Dropout Rate % dropout rate Priority 5C	2022-2023 0%	2023-2024 0%		0%	No Change
2.6	High School Dropout Rate % dropout rate Priority 5D	2022-2023 2%	2023-2024 0%		0%	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Graduation Rate % graduation rate Priority 5E	2022-2023 93% EHS 90.9% SRHS	2023-2024 100% EHS 92.3% SRHS		95% EHS 93% SRHS	+7% EHS +1.4%
2.8	Suspension Rate % suspended Priority 6A	2022-2023 9.4% Districtwide 12.3% Socio-economically disadvantaged 18.2% Students with disabilities 11.3 % American Indian 12.5% Hispanic/Latino 8.7% White 9.7 % Multiple Races	2023-2024 10.4% Districtwide 12.9% Socio-economically disadvantaged 19.4% Students with disabilities 15 % American Indian 6.9% Hispanic/Latino 9.1% White 13.6 % Multiple Races		Reduce Districtwide to 7% 10% Socio-economically disadvantaged 15% Students with disabilities 9% American Indian 9% Hispanic/Latino 7% White 7% Multiple Races	+1% Districtwide +0.9% Socio-economically disadvantaged +1.2% Students with disabilities +3.7% American Indian -5.6% Hispanic/Latino +0.4% White +3.9% Multiple Races
2.9	Expulsion Rate % expelled Priority 6B	2022-2023 0%	2023-2024 0%		0%	No Change
2.10	Survey Results (CA Healthy Kids Survey)	2023-2024 62% sense of school connectedness	2024-2025		0%	-17.2% -3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Sense of safety and school connectedness % Feel safe at school Priority 6C	64% perceive being safe at school	44.8 % sense of school connectedness 60.2% perceive being safe at school			
2.11	Percent of families attending teacher and school meetings. Priority 3A, 3B, 3C	2023-2024 (local data) 50%	2024-2025 (local data) 80%		70%	+30%

Goal Analysis [2024-25]

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

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

Fully implemented. There were no substantive differences in planned actions and actual implementation. A success: An increase in school connectedness and services benefiting students directly, when we compare the data collected by the Student Services Specialists from all schools. A challenge: we continue to work on daily and on time attendance and chronic absenteeism at SRHS.

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

Action 2.7 Positive Behavior Intervention and Supports (PBIS) increased significantly due to added positions in grant funding received for wellness coaches in the 24/25 school year and will continue throughout the remainder of this LCAP.

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

Action 2.7 and 2.8, PBIS and home to school transportation was very effective and successful based on the decrease that was realized for chronic absenteeism district-wide.

We have not identified any ineffectiveness for PBIS and home to school transportation with the exception of the need for substitute bus drivers which is an ongoing effort for the school district. We experienced a brief challenge when filling a vacancy. We experienced a success by hiring a candidate who qualified for the Wellness Coach.

Action 2.7, PBIS, was ineffective because suspension rates increased (Metric 2.8).

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.

There are no changes made to the planned goal, metrics, target outcomes, or actions for the coming year. The matrices tied to the actions are reducing chronic absenteeism (Action 2.3) and increasing the attendance rate (Action 2.4) and decreasing the suspension rate (Action 2.8).

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.7	Positive Behavior Intervention and Supports (PBIS)	Scott Valley Unified School District will implement Positive Behavior Intervention and Supports for Differentiated Assistance. Two Student Services Specialists will serve students in the District. Professional development will be provided with COE Differentiated Assistance funding and the District will work with Siskiyou and Shasta COE's. This action addresses student groups performing in the lowest performing level in the suspension and chronic absenteeism indicator. The focus are the students identified in the "red groups" include: all students, socio-economically disadvantaged, students with disabilities, American Indian, Hispanic, White, and 2 or more races.	$222,920.00	Yes
2.8	Home to School Transportation	Continue home to school and school to home transportation, extra athletic travel, and provide extra bus run for SAFE after school programs K-8. Extra athletic and extra co-curricular activities support student engagement and attendance at school, therefore supporting pro-social bonding and a positive and nurturing school climate. In order for students to be academically competitive and to learn critical post-secondary skills, they must be in school. The most effective use of this funding is to support	$146,001.00	Yes

Action #	Title	Description	Total Funds	Contributing
		getting students to school and the alternative is decreased graduation rates and unduplicated socioeconomically disadvantaged students may not have the consistent means to get to school on their own.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning: All students will have access to appropriately assigned and fully credentialed teachers that implement standards-aligned instructional materials, school facilities in good repair, and a broad course of study.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed based on analyzed data and stakeholder input to ensure that Scott Valley Unified School District students are supported in conditions of learning. Implementing the actions below and measuring progress using the identified metrics will support Scott Valley Unified School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Credential list. % of teachers fully credentialed Priority 1A	In 2023-2024, 100% teachers are appropriately assigned and 76% are clear-credentialed.	In 2024-2025, 100% teachers are appropriately assigned and 72% are clear-credentialed.		100% will be appropriately assigned and 100% will be clear-credentialed.	-4%
3.2	Master schedules of course offerings. % students offered a broad course of study	In 2023-2024,100% students were provided a broad course of study.	In 2024-2025, 100% students were provided a broad course of study.		100% students will be provided a broad course of study.	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 7A, 7B, 7C					
3.3	Williams Report % of students with access to standards-aligned materials Priority 1B	2023-2024, 100% students had access to standards-aligned materials.	in 2024-2025, 100% students had access to standards-aligned materials.		100% students will have access to standards-aligned materials.	No Change
3.4	Lesson Plans % of lesson plans verified Priority 2 Self-Reflection Tool Priority 2A, 2B	State standards were implemented in all curricular areas 100% in 2023-2024.	State standards were implemented in all curricular areas 100% in 2024-2025.		State standards will be implemented in all curricular areas 100%.	No Change
3.5	FIT Report % facilities in good repair Priority 1C	100% facilities were in good repair per the FIT report in 2023-24.	100% facilities were in good repair per the FIT report in 2024-2025.		100% facilities will be in good repair per the FIT report.	No Change

Goal Analysis [2024-25]

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

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

Goal 3 was fully implemented and there were no substantive differences.
One challenge was Action 3.6, interruptions to internet services beyond our control and Shasta COE was extremely responsive.
One success was Action 3.7, science enrichment education was rated exemplary by LCAP Committee members.

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

Action 3.6 Contract for IT services and support increased significantly due to a rising contracted service rate from the time we projected the costs.

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

Action 3.6, was effective; IT Contract with Shasta COE, because of the reliability of Internet services, 100% students had access to online standards aligned materials. Metric 3.3.
Action 3.7 was effective; all elementary students were provided a broad course of study. Metric 3.2.

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.

There are no changes to planned goal, metrics, target outcomes or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.6	Contract for IT services and support	In order for students and staff to have reliable internet access, the District will contract for these services.	$46,732.00	No
3.7	Continue science enrichment at elementary schools	We offer science enrichment to students at Etna Elementary School and Fort Jones Elementary School, which supports a broad course of study. The basis for this determination is grounded in a well-rounded education, engagement with learning, inclusive and effective learning environments, and meeting the science standards.	$53,714.64	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Chronic absenteeism rates for socioeconomically disadvantaged students will decrease by 25% by June 2026.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The District is identified for Equity Multiplier funding due to percentage of students that are designated as low-income and with high mobility rate at Scott River High School.This goal was developed based on the Equity Multiplier identification to ensure that Scott River High School in Scott Valley Unified School District students are supported in making improvements. Implementing the actions below and measuring progress using the identified metrics will support Scott Valley Unified School District in achieving the goal. The development of this goal included relevant consultation with educational partners at SRHS including students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance rates % Priority 5A	2023-2024 87% Scott River HS attendance rate	2024-2025 86.51% Scott River HS attendance rate		Increase to 92% at Scott River HS	-0.49%

Goal Analysis [2024-25]

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

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

This goal was fully implemented, however, outcome goal was not achieved.
One challenge was students did not increase their attendance rate and continued to be classified as chronically absent.
One success was the Student Services Specialist position was filled and she worked on increasing school connections and attendance.
By adding transportation support, we intend to reduce a barrier.

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.

No material differences.

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

Action 4.1, the attendance rates increased for some students; with adjustments, another assessment will be made in year 2 of the funding cycle.

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.

There are no planned changes to the goal, metrics, or target outcomes. A change in action is to offer transportation to students when a dire need presents itself which becomes a barrier to attend school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide 1 Student Services Specialist position for targeted Positive Behavior Intervention Support at Scott River High School.	Students who attend Scott River High School (the District's alternative high school program) will benefit from receiving targeted social and emotional support services to increase their pro-social school behavior, attendance, and school connectedness. A Student Services Specialist will be hired in the 2024-2025 school year and for year 2 of Equity Multiplier funding.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1045019	$55560

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
15.518%	2.874%	$202,613.18	18.392%

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
1.4	**Action:** Paraprofessionals **Need:** Low income students perform at a lower rate than all students in reading and mathematics. **Scope:** LEA-wide	Paraprofessionals will support unduplicated pupils in reading and math using evidence-based programs such as SIPPS. While targeted to unduplicated students, this action also benefits any student in need of academic support. This is the most effective use of funds because paraprofessionals can provide immediate, in-class intervention without requiring additional staffing or scheduling changes. Alternatives like after-school tutoring or class size reduction were considered but found less feasible due to cost and staffing	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		constraints. Research and educational theory, including Vygotsky's ZPD and studies on high-dosage tutoring, support this approach as a means to accelerate learning for students furthest from grade level. While this action focuses on unduplicated students, it will also provide support for all students who need support in reading and mathematics.	
1.7	**Action:** CTE **Need:** Limited school engagement, chronic absenteeism, school engagement as well as a high suspension rate.The identified need is that 34% of socioeconomically disadvantaged students complete at least one CTE pathway, compared to 45% of All students. **Scope:** Schoolwide	Career Technical Education (CTE) provides unduplicated students with essential career, academic, and soft skills needed for both high school completion and career readiness. While this action is principally directed toward unduplicated students, all students benefit from increased access to hands-on, relevant learning. This approach is the most effective use of funds because CTE pathways increase student engagement and postsecondary outcomes, especially for low-income and English learner populations. Alternatives such as traditional academic electives were considered but found less impactful for career readiness based on stakeholder feedback. Research from the California Center for College & Career reinforces that high-quality CTE improves graduation rates and equips students with industry-aligned competencies. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academic achievement.	1.3 and 1.4. We will monitor attendance percentages of unduplicated students in CTE pathways vs non CTE completers.
1.9	**Action:** Scott Valley Options Independent Study **Need:** Unduplicated students are underperforming: 21% of socioeconomically disadvantaged	Scott Valley Options Independent Study provides unduplicated students with an alternative pathway to meet graduation requirements, including credit recovery, acceleration, and concurrent enrollment. While principally directed toward unduplicated students, the flexibility of this program supports all	1.2 and 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students met UC/CSU requirements compared to 31% of all students. **Scope:** LEA-wide	students needing a non-traditional educational model. This is the most effective use of funds because it addresses barriers such as attendance, mobility, or the need for flexible scheduling—factors disproportionately affecting foster youth and low-income students. Alternatives like expanded seat-time instruction were considered but would not meet the diverse needs of these students. Research and experience support independent study as a successful model when paired with targeted support services, helping students stay on track to graduate.	
1.10	**Action:** Class Size Reduction **Need:** Goal/Action Description: The district is committed to reducing class sizes, particularly in grades TK-3 and targeted secondary courses, as a strategy to improve student learning outcomes, increase student engagement, and provide more individualized instruction. Research shows that smaller class sizes allow teachers to give more focused support to students, differentiate instruction effectively, and build stronger relationships, all of which contribute to improved academic achievement and positive classroom climates **Scope:** LEA-wide	Class size reduction creates more equitable learning environments by enabling teachers to address the academic, social, and emotional needs of unduplicated pupils more effectively. Although this action is principally directed toward unduplicated students, all students benefit from the increased individual attention and instructional support. This strategy is the most effective use of funds because smaller class sizes have been shown to improve outcomes in reading and math, especially for English learners and low-income students. Alternatives such as increased tutoring or digital interventions were considered but lacked the day-to-day instructional impact of reduced class size. Research, including findings from the STAR study and similar longitudinal analyses, supports the positive effects of smaller classes on student achievement and engagement.	Metric(s) for Monitoring Progress: Average class size by grade span and subject area, disaggregated by school site Student academic performance indicators (e.g., CAASPP proficiency rates in ELA and Math) Teacher feedback on instructional effectiveness through annual surveys Student engagement and classroom climate measures (e.g., local survey, California Healthy Kids Survey data) LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Materials, and Safe Facilities

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
2.7	**Action:** Positive Behavior Intervention and Supports (PBIS) **Need:** The focus are the students identified in the "red groups" includes socio-economically disadvantaged and are chronically absent at a higher rate than all students. **Scope:** LEA-wide	Positive Behavior Intervention and Supports (PBIS) - PBIS is implemented to improve school climate, increase attendance, and support on-time graduation for unduplicated students. Although primarily directed toward unduplicated pupils, PBIS fosters a positive environment that benefits all students by reducing behavioral disruptions and improving engagement. This is the most effective use of funds because consistent, tiered behavioral supports have been shown to reduce chronic absenteeism and suspensions, particularly among low-income and foster youth. Alternatives like punitive discipline practices were considered but are less effective in promoting long-term student engagement. Research from the U.S. Department of Education and CASEL highlights PBIS as an evidence-based framework that supports both academic and behavioral outcomes.	2.4 chronic absenteeism.
2.8	**Action:** Home to School Transportation **Need:** Unduplicated students require transportation in order to attend school daily and on-time. Socioeconomically disadvantaged students have a higher Chronic Absenteeism rate compared to all student groups. **Scope:** LEA-wide	Home-to-school transportation is provided to reduce barriers to attendance and ensure consistent access to learning for unduplicated students. While this service is principally directed toward unduplicated pupils, it also benefits all students who face challenges getting to and from school or participating in after-school programs. This is the most effective use of funds because transportation access directly impacts chronic absenteeism, especially for low-income and foster youth. Alternatives such as public transit subsidies were considered but were less reliable and posed logistical challenges for families. Research and stakeholder input confirm that reliable transportation is a key factor in improving attendance, engagement, and overall academic outcomes.	2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	**Action:** Continue science enrichment at elementary schools **Need:** Equitable and inclusive learning opportunities and academic support is a need of our unduplicated students as evidenced by 33% socioeconomically disadvantaged students meeting or exceeding standard for science compared to 41% for All students. **Scope:** LEA-wide	Offering science enrichment at Etna Elementary School and Fort Jones Elementary School addresses the needs of the unduplicated student population (English learners, low-income students, and foster youth) in several meaningful ways. Science enrichment at Etna and Fort Jones Elementary Schools provides unduplicated students with equitable access to engaging STEM experiences that support academic achievement and future readiness. While principally directed toward unduplicated pupils, all students benefit from enhanced learning opportunities that promote critical thinking and curiosity. This is the most effective use of funds because it addresses opportunity gaps in science education and increases exposure to culturally relevant, hands-on learning. Alternatives such as digital-only science content were considered but lacked the interactive and social-emotional benefits of in-person enrichment. Research supports that early STEM engagement boosts long-term academic performance and fosters interest in high-demand career fields. Overall, science enrichment programs play a crucial role in supporting the educational and developmental needs of unduplicated students, fostering a more inclusive and effective learning environment.	3.2, 3.4

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.

SVUSD has no limited actions in this LCAP.

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.

SVUSD will use additional concentration grant add-on funding to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is less than 55%.

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	Classified- 25 classified staff (including all Paras, SEL, Counselor and Title VI aide) / 569 kids (EOY enrollment #) = average staff to student ratio of 22.76	NA
Staff-to-student ratio of certificated staff providing direct services to students	Certificated- 36 teachers / 569 kids (EOY enrollment #) = average staff to student ratio of 15.80.	NA

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6734346	1045019	15.518%	2.874%	18.392%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,478,045.42	$221,002.00	$0.00	$0.00	$1,699,047.42	$1,461,028.42	$238,019.00

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	1.4	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$222,664.33	$0.00	$222,664.33				$222,664.33	
1	1.5	Edgenuity-LREBG Fund	All	No			All Schools	Ongoing	$0.00	$57,413.00		$57,413.00			$57,413.00	
1	1.7	CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Etna High School 9-12th grade	Ongoing	$375,119.27	$0.00	$375,119.27				$375,119.27	
1	1.9	Scott Valley Options Independent Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$279,046.00	$18,050.00	$297,096.00				$297,096.00	
1	1.10	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Depends on where they are coded		$227,387.18	$0.00	$227,387.18				$227,387.18	
2	2.7	Positive Behavior Intervention and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$222,920.00	$0.00	$109,331.00	$113,589.00			$222,920.00	
2	2.8	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,177.00	$115,824.00	$146,001.00				$146,001.00	

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	3.5							Ongoing								
3	3.6	Contract for IT services and support	All	No			All Schools	Ongoing	$0.00	$46,732.00	$46,732.00				$46,732.00	
3	3.7	Continue science enrichment at elementary schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EES, FJE	Ongoing	$53,714.64	$0.00	$53,714.64				$53,714.64	
4	4.1	Provide 1 Student Services Specialist position for targeted Positive Behavior Intervention Support at Scott River High School.	All	No			Specific Schools: SRHS 9-12	2024-2025	$50,000.00	$0.00		$50,000.00			$50,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6734346	1045019	15.518%	2.874%	18.392%	$1,431,313.42	0.000%	21.254 %	**Total:**	$1,431,313.42
								LEA-wide Total:	$1,056,194.15
								Limited Total:	$0.00
								Schoolwide Total:	$375,119.27

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	1.4	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,664.33	
1	1.7	CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Etna High School 9-12th grade	$375,119.27	
1	1.9	Scott Valley Options Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,096.00	
1	1.10	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Depends on where they are coded	$227,387.18	
2	2.7	Positive Behavior Intervention and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,331.00	
2	2.8	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$146,001.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Continue science enrichment at elementary schools	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EES, FJE	$53,714.64	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,218,294.79	$1,262,889.83

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	**1.4**	Paraprofessionals	Yes	$80,386.00	74675.78
1	**1.5**	Edgenuity	No	$69,617.00	57363
1	**1.7**	CTE	Yes	$317,229.00	346389.29
1	**1.9**	Scott Valley Options Independent Study	Yes	$297,096.00	255927
2	**2.7**	Positive Behavior Intervention and Supports (PBIS)	No	$157,519.15	223532.40
2	**2.8**	Home to School Transportation	Yes	$146,001.00	140285.94
3	**3.6**	Contract for IT services and support	No	$46,732.00	55954
3	**3.7**	Continue science enrichment at elementary schools	Yes	$53,714.64	58762.42
4	**4.1**	Provide 1 Student Services Specialist position for targeted Positive Behavior Intervention Support at Scott River High School.	No	$50,000.00	50000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
893228	$894,426.64	$690,614.82	$203,811.82	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	1.4	Paraprofessionals	Yes	$80,386.00	35722.27		
1	1.7	CTE	Yes	$317,229.00	201491		
1	1.9	Scott Valley Options Independent Study	Yes	$297,096.00	253581.45		
2	2.8	Home to School Transportation	Yes	$146,001.00	146001		
3	3.7	Continue science enrichment at elementary schools	Yes	$53,714.64	53819.10		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7050849	893228	0	12.668%	$690,614.82	0.000%	9.795%	$202,613.18	2.874%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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