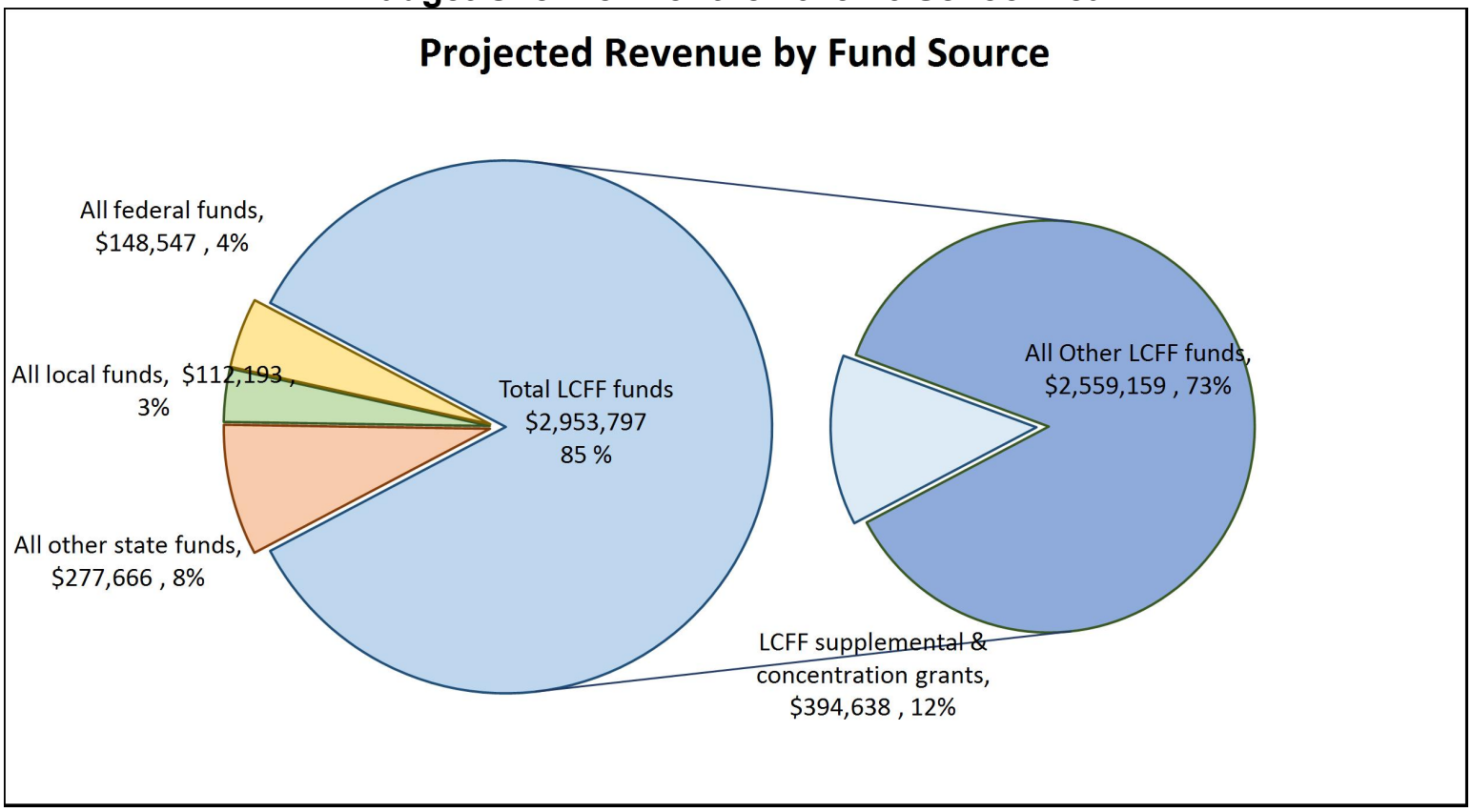
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Leggett Valley Unified School District
CDS Code: 23-75218-0000000
School Year: 2025-26
LEA contact information:
Joan Viada Potter
Interim Superintendent
joaniepotter@leggett.k12.ca.us
(707) 925-6285 X101

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

Budget Overview for the 2025-26 School Year

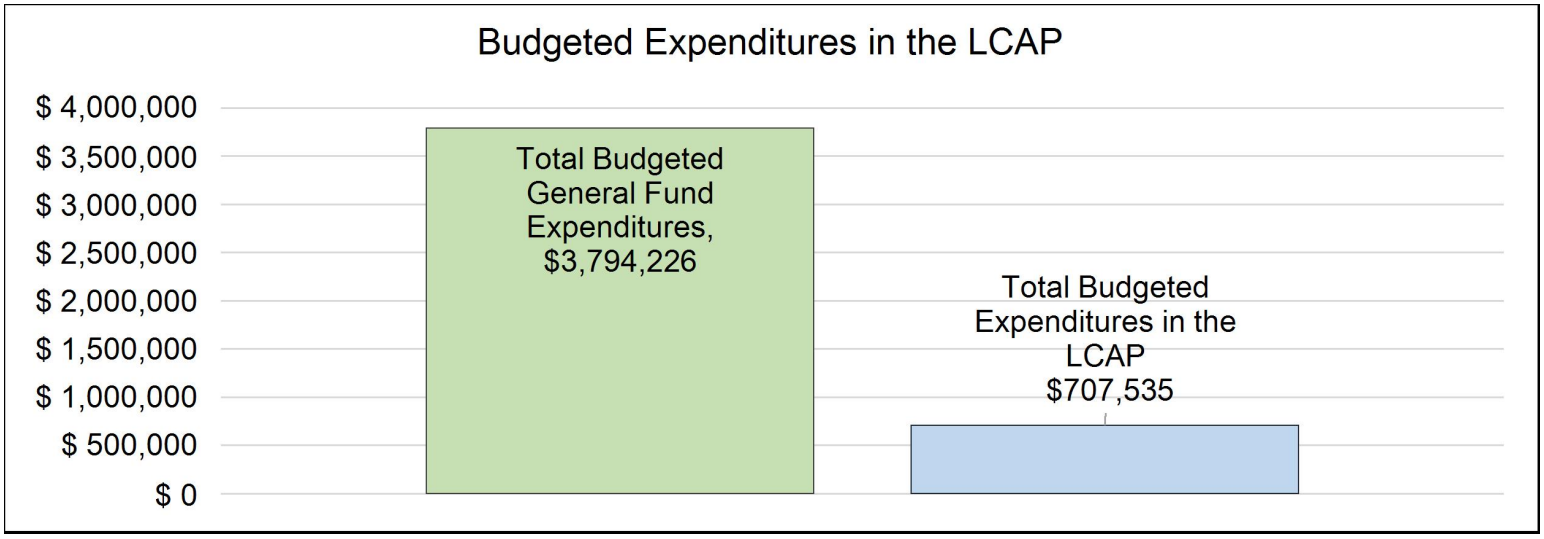


This chart shows the total general purpose revenue Leggett Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Leggett Valley Unified School District is $3,492,203, of which $2,953,797 is Local Control Funding Formula (LCFF), $277,666 is other state funds, $112,193 is local funds, and $148,547 is federal funds. Of the $2,953,797 in LCFF Funds, $394,638 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Leggett Valley Unified School District plans to spend for 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: Leggett Valley Unified School District plans to spend $3,794,226 for the 2025-26 school year. Of that amount, $707,535 is tied to actions/services in the LCAP and $3,409,156 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

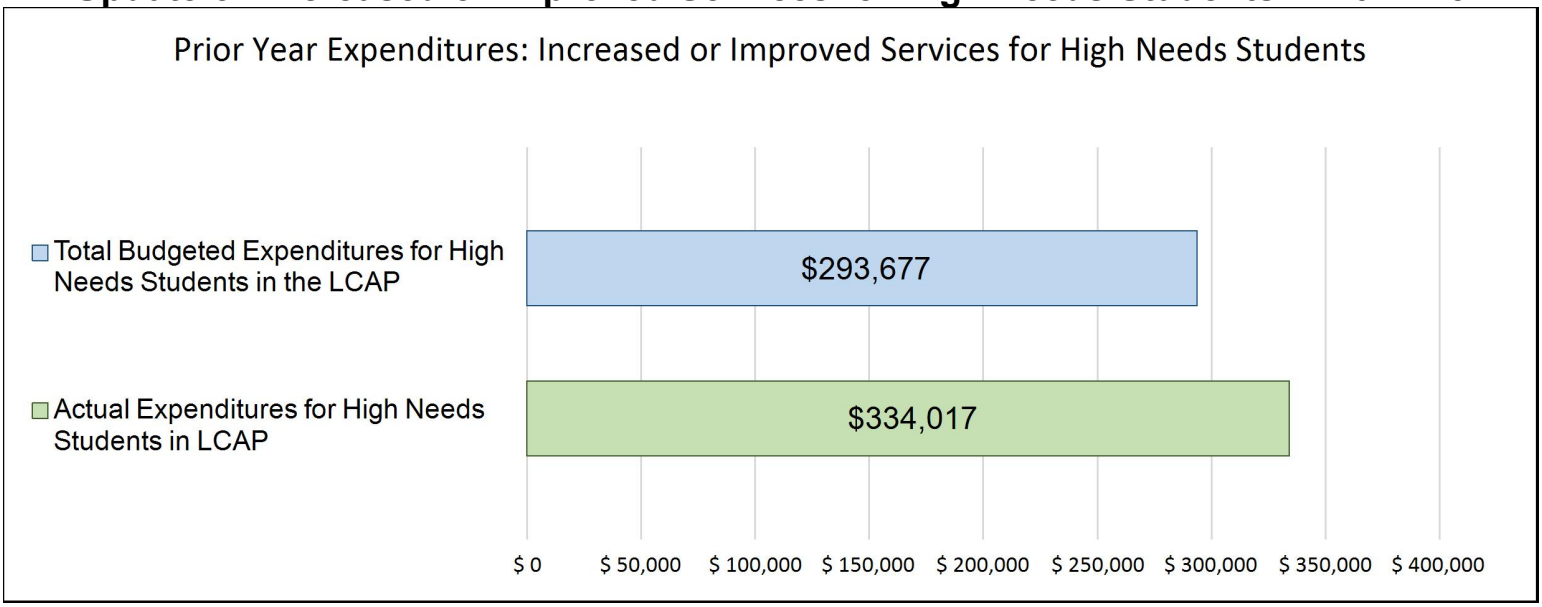
Not included in the LCAP:
Salaries and benefits of core certificated staff and confidential employees, general operating expenditures, contributions to cafeteria, special education, insurance, audit, legal costs and other general administration.

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

In 2025-26, Leggett Valley Unified School District is projecting it will receive $394,638 based on the enrollment of foster youth, English learner, and low-income students. Leggett Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Leggett Valley Unified School District plans to spend $394,638 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Leggett Valley Unified School District's LCAP budgeted $293,677 for planned actions to increase or improve services for high needs students. Leggett Valley Unified School District actually spent $334,017 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leggett Valley Unified School District	Joan Viada Potter Interim Superintendent	joaniepotter@leggett.k12.ca.us (707) 925-6285 X101

Plan Summary [2025-26]

General Information

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

The Leggett Valley Unified School District is a K-12 comprehensive public school district with two distinct and unique sites. Located over 90 minutes apart, Leggett Valley School is a K-12 facility located in northern Mendocino County just off of highway 101 while Whale Gulch School is located on the farthest northwestern point of Mendocino County within view of the Pacific Ocean. Leggett Valley Unified School District has around 121 students of which 76% are socioeconomically disadvantaged, 17% Student with Disabilities, and 7% English Language Learners. Leggett Valley School students come from as far south as Laytonville and as far north as Garberville, while Whale Gulch students come to us from Whitethorn and Shelter Cove. Both school sites have some solar with Whale Gulch being completely off the grid.

The mission statement of Leggett Valley Unified School District is to promote academic excellence in a safe, responsible, and respectful environment through fully engaged participation of students, families, and the community.

Our district does not have any schools identified for the Equity Multiplier. The LCAP serves as the district's strategic plan.

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

An LREGB Needs Assessment was conducted to analyze Chronic Absenteeism, ELA and Math data. Based on this needs assessment, Multi-Tier Systems of Support (MTSS) was determined to be the most effective way to support academic learning recovery and student social and emotional well-being. MTSS practices are found under LCAP Action 2.1 Academic Support and Monitoring sub-action Multi-tiered systems of support (MTSS) and 2.2 Social-Emotional Support.

Our District has unexpended LREBG funds for the 2025-26 school year. Our LREBG funded action is found in Goal 2, Action 1: Academic Support and Monitoring, sub-action Multi-Tier Systems of Support (MTSS) and 2.2 Social-Emotional Support

2.1 Academic Support and Monitoring sub-action Multi-tiered systems of support (MTSS)
This action is an LREBG action and utilizes $14,000 in LREBG Funds. MTSS is an evidence-based practice listed on the CDE website: https://www.cde.ca.gov/ci/cr/ri/ to support academic learning recovery and student social and emotional well-being. This action is listed under category (C) for allowable uses: "Integrating evidence-based pupil supports to address other barriers to learning". The metrics being used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

2.2 Social-Emotional Support
This action is an LREBG action and utilizes $32,000 LREBG Funds. Counseling is an evidence-based practice. This action is listed under category (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism." The metrics being used to monitor the impact of the action includes: Chronic Absenteeism on CA Dashboard, Improve School Safety and Connectedness Data on the annual survey.

2024 CA DASHBOARD

SUCCESSES based on 2024 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"
- Suspension Rate (LVUSD-Green, LVES-Green, WGE-Blue)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2024 Dashboard:
-Socioeconomically Disadvantaged: Suspension Rate (LVUSD-Blue, LVES-Green)
-Hispanic: Suspension Rate (LVUSD-Blue)

The following local indicators were at the "standard met" level.
-Basic Services
-Implementation the Academic Standards
-Parent and Family Engagement
-Local Climate Survey
-Access to Broad Course of Study

CHALLENGES based on 2024 CA Dashboard and Local Data:
Overall indicators where the School/LEA received the lowest performance level ('red") on the 2024 Dashboard for “all students”
-Chronic Absenteeism Rate: Whale Gulch Elementary

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2024 Dashboard:
-There are no student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators

References
LVUSD: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=2375218&scode=
Leggett Valley: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=&scode=6025118
Whale Gulch: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=&scode=6111074

REFLECTION
Chronic Absenteeism improved from 2022-2023 to 2023-2024. There are no longer overall or student groups in the red performance level for chronic absenteeism, except for Whale Gulch Elementary. Decreasing Chronic Absenteeism remains a focus as the percentage of students who are chronically absent is still high, even though we have shown improvement.

ADDRESSING THE NEEDS
Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:
-LCAP Action 2.3: Attendance: Address Chronic Absenteeism: implement evidence-based practices to improve the Chronic Absentee rate (as supported by MCOE). Explore ways to increase students' attendance (such as, incentives, promoting positive attendance, make-up days, home visits, parent education, audit homeschool affidavits in the community, etc)

REQUIRED ACTIONS
The State of California requires the following actions to be included in a district LCAP:
-Students with Disabilities Required Action is found under action 2.1 Students with Disabilities
-English Learners and Long-Term English Learners Required Action: N/A our district has less than 30 English Learners and less than15 Long-Term English Learners (LTEL)
-Technical Assistant Required Actions: N/A for our district
-Equity Multiplier: N/A for our district
-LREBG Action: 2.1 Academic Support and Monitoring

-2023 CA Dashboard Required Actions (red performance levels) are found under: LCAP Action 2.3: Attendance
-2024 CA Dashboard Required Actions (red performance levels) are found under: LCAP Action 2.3: Attendance

---

The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

CHALLENGES based on 2023 CA Dashboard and Local Data
State indicators where the LEA/School/Subgroups received "red" performance level on the 2023 Dashboard:
- Chronic Absenteeism (LVUSD/Leggett Valley School: All Students, Socioeconomically Disadvantaged Students, White)

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard:
-There are no student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Leggett Valley Elementary School exited from CSI status based on improvement from the 2023 CA Dashboard to the 2024 CA Dashboard.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) (6/18/2025)
Governing Board (Adoption: Public Meeting)	The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. (6/25/2025)

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

LCAP engagement supported 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. During the 2024-2025 LCAP cycle significant work was done to update and revise the LCAP based on educational partner feedback. The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. No major changes were made to the 2025-2026 LCAP goals and actions. Through SSC, DAC, and PIE meetings; staff, student and parent surveys feedback was provided that led to the summary below. The following is summary of the changes:

-Minor grammatical errors throughout the LCAP actions

- 1.2 College and Career Preparedness: added "...including working with MCOE and Mendocino College."
- 1.3 Enrichment and Extracurricular Activities: Modified "Provide our two leadership groups with funds to create and deliver events that would be all inclusive and allow the students to spend time together in a non academic way such as dances" to "Student Lead Leadership: Provide schoolwide community events for all students led by student leadership."
- 1.3 Enrichment and Extracurricular Activities: Deleted "monthly theme, door decorating" added "buddies activity" and "set up events, etc) "
- 2.1 Academic Support and Monitoring: Intervention Team: deleted " will meet every other week " and "This team will also". Added "Refine process as needed to determine what is necessary and doable. Progress Monitoring: deleted "Renaissance license has been prepaid through 2024/25." added "and for PLC work." In-Class Support: deleted "Each K-6 classroom will have instructional aide support to help the teaching staff with working with students who will be supporting " added "(instructional aide support, in class tutoring, small group instruction, etc)." English Learner Support: deleted "Explore the feasibility of an English Learner Coordinator."
- LREBG Note was added to Action 2.1
- 2.2 Social-Emotional Support: Reorganized so that Buddies program and mindfulness are listed under SEL. Restorative Justice: deleted "Restorative Justice training for all staff members through the MCOE."
- 2.3 Attendance: Added "Family Resource Center Director/ Attendance Liaison: (CSI Funded) Increase attendance outcomes through outreach, engagement, and support."

- 3.1 Communication: deleted "Board Meetings on YouTube: Broadcast Board Meetings on YouTube to allow for easy virtual access to content." Note: recordings are made on zoom, but not on you tube.
- 3.3 Safety and Connectedness: Deleted "Utilize Student ID cards "

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CLEAR CREDENTIAL (Local Indicator) % authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)	2021-2022 65%	2022-2023 67%		70%+	Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	INSTRUCTIONAL MATERIALS (Local Indicator) % of students without access to their own copies of standards-aligned instructional materials for use at school and at home	2023-2024 100%	2024-2025 0%		100%	Maintained 100%
1.3	# Williams Complaints	2023-2024 0	2024-2025 0		0	Maintained 0
1.4	IMPLEMENTATION OF THE STANDARDS (CA Dashboard-Local Indicator) See local Indicator report for detailed version.	2022-2023 "Standard Met"	2023-2024 "Standard Met"		"Standard Met"	Maintained "Standard Met"
1.5	ENGLISH LEARNER ACCESS (Local Data) % with access to CA Standards, including ELD Standards	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
1.6	COURSE OF STUDY (Local Data) % of students who have access to a broad course of study (see	2023-2024 100%	2024-2025 100%		100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	local indicator report for more details)					
1.7	ELA ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2022-2023 Status: 42.4 Below Change: Declined 14.5 Color: Orange	2023-2024 Status: 20 Below Change: Increased 23 Color: Yellow		Increase by 3 points each year	Increased by 23
1.8	MATH ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2022-2023 Status: 71.3 Below Change: Increased 6.8 Color: Yellow	2023-2024 Status: 64 Below Change: Increased 7 Color: Yellow		Increase by 3 points each year	Increased by 7
1.9	SCIENCE (CAST) % met or exceed	2022-2023 50%	2023-2024 35% New Data Point: CA Dashboard 18 points below standard		Increase by 3% each year	Decreased by 15%
1.10	PHYSICAL FITNESS TEST (PFT) Participation Rate-average of grade levels	2023-2024 88%	2023-2024 5th: 80% 7th: 90% 9th: 100%		90% or above	5th: Less than 90% 7th: Maintained 90%+ 9th: Maintained 90%+

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	A-G (CA Dashboard) # and % meeting a-g requirements	2022-2023 71%	2023-2024 Fewer than 11 students - data not displayed for privacy		Maintain above 65%	N/A
1.12	CTE (CA Dashboard) % who successfully completed CTE Pathway requirements	2022-2023 0%	2023-2024 Fewer than 11 students - data not displayed for privacy		Increase by 3% each year	N/A
1.13	CTE and A-G (CA Dashboard) % of students who have completed a-g AND CTE Pathway requirements	2022-2023 0% 0	2023-2024 Fewer than 11 students - data not displayed for privacy		Increase by 3% each year	N/A
1.14	COLLEGE AND CAREER INDICATOR (CA Dashboard) % "prepared"	2022-2023 36%	2023-2024 Fewer than 11 students - data not displayed for privacy		Increase by 3% each year	N/A
1.15	AP EXAMS (3 or higher) (Local Data) Enrollment and % of students who passed the AP Exam with a score of 3 or higher	2022-2023 0	2023-2024 Fewer than 11 students - data not displayed for privacy		0	N/A
1.16	GRADUATION RATE (CA Dashboard)	2022-2023 86%	2023-2024 Fewer than 11 students - data not		Greater than 90%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			displayed for privacy			
1.17	HS DROPOUT RATE (Dataquest-Graduate Outcome)	2022-2023 14%	2023-2024 Fewer than 11 students - data not displayed for privacy		Decrease to less than 9%	N/A
1.18	MS DROPOUT RATE (Local Data	2022-2023 0%	2023-2024 0%		0%	Maintained 9%

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Implementation of the Standard: Ongoing Implementation. Provided professional development, monitored teacher credentials, provided instructional materials, explored UDL strategies, implemented UPK plan.
- College and Career Preparedness: Ongoing Implementation. Prepare students to be college and/or career ready through academic advising, CTE, A-g, career exploration, dual enrollment and early college program.
- Enrichment and Extracurricular Activities: Ongoing Implementation. Provided Arts, extra-curricular, student lead leadership, student voice, student planning and collaboration

Implementation Challenges, Modified Implementation, Non-Implemented Actions

- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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

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

- Implementation of the Standards: No material difference
- College and Career Preparedness: No material difference
- Enrichment and Extracurricular Activities: No material difference

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators:

[Note: Metrics marked with * indicate metrics designated to monitor effectiveness for the contributing action]

1.1 Implementation of the Standards
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.1 Clear Credential (Increased 2%)
- Metric 1.2 Instructional Materials (Maintained 100%)
- Metric 1.3 Instructional Materials (Maintained 0)
- Metric 1.4 Implementation of the Standards (Maintained "Standard Met")
- Metric 1.5 English Learner Access (Maintained 100%)
- Metric 1.6 Course of Study (Maintained 100%)
- *Metric 1.7 ELA Academic Indicator (Increased by 23)
- Metric 1.8 Math Academic Indicator (Increased by 7)
- Metric 1.10 Physical Fitness Testing Participation Rate (Maintained)

Data demonstrating continued need and areas of extra attention include

- Metric 1.9 Science (CAST) (Decreased by 15%)

1.2 College and Career Preparedness
[Contributing Action]

- Fewer than 11 students - data not displayed for privacy
- *1.14 College and Career: Fewer than 11 students - data not displayed for privacy
- *1.16 Graduation Rate: Fewer than 11 students - data not displayed for privacy

1.3 Enrichment and Extracurricular Activities

[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 3.6 Attendance Rate (P1: Increased by 1%)
- *Metric 3.12 Chronic Absenteeism Rate (Decreased by 6%)
- Metric 1.7 ELA Academic Indicator (Increased by 23)
- Metric 1.8 Math Academic Indicator (Increased by 7)

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 were no changes to planned goal, metrics, or target outcomes for the coming year.

The following changes were made in the actions:
-Minor grammatical errors throughout the LCAP actions

- 1.2 College and Career Preparedness: added "...including working with MCOE and Mendocino College."
- 1.3 Enrichment and Extracurricular Activities: Modified "Provide our two leadership groups with funds to create and deliver events that would be all inclusive and allow the students to spend time together in a non academic way such as dances" to "Student Lead Leadership: Provide schoolwide community events for all students led by student leadership."
- 1.3 Enrichment and Extracurricular Activities: Deleted "monthly theme, door decorating" added "buddies activity" and "set up events, etc) "

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of the Standards	Ensure implementation of the standards and frameworks. • Professional Development: All staff will be encouraged to take part in academic professional development throughout the year. Administration will set up targeted professional development for Friday non student day delivery. Explore Professional Learning Communities (PLCs), co-teaching/co-planning, Explore writing rubrics, assessments to use through the PLC process. Explore additional professional development on UDL. • Teacher Credentialing: Attract, hire and retain highly qualified, effective and professional staff. Ensure that all teachers, as	$67,959.21	Yes

Action #	Title	Description	Total Funds	Contributing
		required by federal and state statute, are appropriately assigned and credentialed. • Instructional Materials: Ensure that all students have sufficient access to standards-aligned instructional materials and supplies. Pilot new curriculum as determined by framework/standards cycle and as funds allow • Universal Design for Learning (UDL): Utilize UDL educational framework to accommodate diverse learning styles and needs by providing multiple means of representation, expression, and engagement. • UPK Plan: Implement Universal TK Plan		
1.2	College and Career Preparedness	Prepare students to be college and/or career ready. • Academic Advising: Provide students with the information they need as they maneuver through high school and make decisions on what their plans are after graduation, including college preparation activities such as FAFSA (preferably through an academic counselor). • Career Technical Education Coursework: Continue to offer and expose high school students to various CTE curriculum (Edmentum EdOptions Academy, ACCELUS). Explore ways to increase the number of students completing CTE Pathways, including working with MCOE and Mendocino College. • A-G Coursework: Ensure our A-G courses are updated annually on the UC A-G Course List website. • Career Exploration: Provide opportunities to learn about career through onsite career days or off-site career days in Humboldt or Mendocino counties. • Dual Enrollment: Continue to offer Dual Enrollment courses. • Early College Program: Continue to foster and improve early college programs on campus.	$88,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Enrichment and Extracurricular Activities	Ensure all students are excited about learning and coming to school by offering enrichment and extracurricular activities: • Arts: Explore ways to provide more integration of the art curriculum into the school day. Purchase supplies and provide experiences in the arts. • Extracurricular: Provide extracurricular activities which may include: Tung Soo Do (Leggett) ; Missoula Children's Theater (Leggett) ;Sports (provide extracurricular stipends to support coaching costs); Explore feasibility of E-Sports • Student Lead Leadership: Provide schoolwide community events for all students led by student leadership. • Student Voice: Provide opportunities for students to provide feedback and make a difference in their school and local community. • Student Planning & Collaboration: Support student-led initiatives (such as, leadership activities, buddies activity, set up events, etc)	$48,316.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Student Supports Support student success by meeting the academic, physical, social-emotional, and mental health needs of students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ENGLISH LEARNER PROGRESS (ELPI) (CA Dashboard) % of English learners making progress towards English	2022-2023 Less than 11 students - data not displayed for privacy	2023-2024 Less than 11 students - data not displayed for privacy		If applicable-TBD	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Proficiency (CA Dashboard)					
2.2	RECLASSIFICATION RATE	2022-2023 Less than 11 students - data not displayed for privacy	2023-2024 Less than 11 students - data not displayed for privacy		If applicable-TBD	N/A
2.3	CA DASHBOARD-SUBGROUPS # of Subgroups at the “red performance level” on one or more state indicators.	2022-2023 2	2023-2024 0		0	Decreased by 2
2.4	UNDUPLICATED PROGRAMS AND SERVICES % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
2.5	EXCEPTIONAL NEEDS PROGRAMS AND SERVICES % of students with disabilities who are provided with access to	2023-2024 100%	2024-2025 100%		100%	Maintained 100%

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

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 2.1 Academic Support and Monitoring: Ongoing Implementation. Provided additional academic supports to students
- 2.2 Social-Emotional Support: Ongoing Implementation. Provided social-emotional supports to students
- 2.3 Technology: Ongoing Implementation. Maintained use of technology to implement state standards and assist in students technological development
- 2.4 Attendance: Ongoing Implementation. Implement evidence-based practices to improve the Chronic Absentee rate (as supported by MCOE).

Implementation Challenges, Modified Implementation, Non-Implemented Actions

- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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

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

- 2.1 Academic Support and Monitoring: No material difference
- 2.2 Social-Emotional Support: No material difference
- 2.3 Technology: No material difference
- 2.4 Attendance: No material difference

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators:

[Note: Metrics marked with * indicate metrics designated to monitor effectiveness for the contributing action]

2.1 Academic Support and Monitoring
[Contributing Action, LREBG Action]
This action demonstrated strong effectiveness based on the following metrics:

- Metric 2.1 English Learner Progress Indicator (Less than 11 students - data not displayed for privacy)
- Metric 2.2 Reclassification Rate (Less than 11 students - data not displayed for privacy)
- Metric 2.3 # of Subgroups at the “red performance level” on one or more state indicators (decreased by 2)
- Metric 2.4 % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model. (Maintained 100%)
- Metric 2.5 % of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model. (Maintained 100%)

2.2 Social-Emotional Support
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- Metric 3.7 Suspension Rate (Decreased by 0.8%)
- Metric 3.8 Expulsion Rate (Maintained less than 1%)
- *Metric 3.9 Safe at School Data
- *Metric 3.10 School Connectedness Data
- Metric 3.11 Local Climate Survey (Maintained "Standard Met")

2.3 Technology
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric1.7 ELA: (Increased by 23)
- *Metric1.8 Math: (Increased by 7)
- *Metric 2.1 English Learner Progress Indicator (Less than 11 students - data not displayed for privacy)

2.4 Attendance
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 3.12 Chronic Absenteeism Rate (Decreased by 6%)

- Metric 3.6 Attendance Rate (P1: Increased by 1%)

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 were no changes to planned goal, metrics, or target outcomes for the coming year.

The following changes were made in the actions:
-Minor grammatical errors throughout the LCAP actions

- 2.1 Academic Support and Monitoring: Intervention Team: deleted " will meet every other week " and "This team will also". Added "Refine process as needed to determine what is necessary and doable. Progress Monitoring: deleted "Renaissance license has been prepaid through 2024/25." added "and for PLC work." In-Class Support: deleted "Each K-6 classroom will have instructional aide support to help the teaching staff with working with students who will be supporting " added "(instructional aide support, in class tutoring, small group instruction, etc)." English Learner Support: deleted "Explore the feasibility of an English Learner Coordinator."
- LREBG Note was added to Action 2.1
- 2.2 Social-Emotional Support: Reorganized so that Buddies program and mindfulness are listed under SEL. Restorative Justice: deleted "Restorative Justice training for all staff members through the MCOE."
- 2.3 Attendance: Added "Family Resource Center Director/ Attendance Liaison: (CSI Funded) Increase attendance outcomes through outreach, engagement, and support."

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Support and Monitoring	Improved school wide systems for academic instruction and supports.All staff believe every student gets the support and intervention they need to be successful, regardless of whether or not they have an IEP. • MTSS: Explore evidence based processes and systems that provide necessary support to increase student achievement (MTSS, PLC, Inquiry, Site teams, etc) • Intervention Team: Team meets to review any new referrals for intervention - academics, behavioral, etc and reviews data to determine who does and does not need intervention, how long they will be in, etc. Refine process as needed to determine what is necessary and doable.	$350,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Motivation and Excitement: Ignite students' excitement for attending school, learning and participating in school activities. • Progress Monitoring: Utilize an assessment system (Renaissance, CCEE pilot) in order to establish a baseline and monitor progress in both Math and ELA at all grade levels. Utilize data to direct instruction and for PLC work. • In-Class Support: Support students that are gifted, low income, special needs, and ELD or that need extra support to comprehend the academic work being taught (instructional aide support, in class tutoring, small group instruction, etc). • Intervention Programs: Design and implement effective intervention programs for all school sites such as: Exact Path, SPIRE, News2You • English Learner Support: Work with parents, staff and students in identifying and addressing the needs of English learners in order to increase progress towards English language proficiency. • Students with Disabilities: Provide ongoing intervention in the least restrictive environment focused on targeted instruction, monitor progress and monitoring the IEP Individual Education Plan (IEP) (funds not included in reporting) **Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**		
2.2	Social-Emotional Support	• Mental Health Counseling: Provide onsite counseling with MHSSA Grant through MCOE or other funds and, as needed, refer to nearby health centers. • Restorative Justice: Restorative Practices: Utilize restorative practices and other alternatives rather than punitive, exclusionary discipline that detaches students from school and from needed supports. Behavior Matrix: Develop and refine behavior matrix to clearly define expectations and consequences • Social-emotional learning: Explore curriculum and activities to enhance social-emotional learning as detailed in the CASEL	$49,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		framework (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) -Buddies Program: Utilize the buddies program to provide students with the feeling of connectedness and support. -Mindfulness: Provide training for staff and implement mindfulness activities in the classroom and establish personal mindfulness practice (via CALHope Grant) **Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail**		
2.3	Technology	Maintain use of technology to implement state standards and assist in students technological development • Repair and replacement: Ensure proper repair and replacement of needed technology equipment. • Connectivity: Continue to work with our internet providers and district tech support to improve connectivity. • Computer Science: Explore ways to incorporate computer science exposure to students. • Technology Plan: Develop, implement, revise a district technology plan. • Differentiation: Utilize assistive technology and online programming to support differentiation efforts.	$28,700.00	Yes
2.4	Attendance	Address Chronic Absenteeism: implement evidence-based practices to improve the Chronic Absentee rate (as supported by MCOE). • Explore ways to increase students attendance (such as, incentives, promoting positive attendance, make-up days, home visits, parent education, audit homeschool affidavits in the community, etc) • Family Resource Center Director/ Attendance Liaison: (CSI Funded) Increase attendance outcomes through outreach, engagement, and support.	$47,780.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	FACILITIES (Local Indicator) # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2023-2024 23	2024-2025 18		0	Decreased by 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	FACILITIES % schools meet the overall "good" or "exemplary" rating on FIT Report.	2023-2024 33%	2024-2025 33%		100%	Maintained 33%
3.3	FAMILY INPUT (Efforts to seek parent input in decision making) # parents/guardians responded to survey	2023-2024 36	2024-2025 27		40 or more	Decreased by 9
3.4	FAMILY ENGAGEMENT (Local Indicator- CA Dashboard) See local Indicator report for detailed version.	2022-2023 "Standard Met"	2023-2024 "Standard Met"		"Standard Met"	Maintained "Standard Met"
3.5	FAMILY INPUT / PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS (Efforts to seek parent input in decision making) (Local Indicator-CA Dashboard) Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented	2022-2023 "Initial Implementation"	2023-2024 "Initial Implementation"		"Full Implementation"	Maintained "Initial Implementation"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	groups in the school community.					
3.6	ATTENDANCE RATE (Local Data)	2023-2024 P1: 90% P2: 88%	2024-2025 P1: 91% P2: 96%		93%+	P1: Increased by 1% P2: Increased 8%
3.7	SUSPENSION RATE (CA Dashboard)	2022-2023 Status: 2.3% Change: Declined 2.2% Color: Green	2023-2024 Status: 1.5% Change: Declined 0.8% Color: Green		Less than 3%	Decreased by 0.8%
3.8	EXPULSION RATE (Dataquest)	2022-2023 0%	2023-2024 0%		less than 1%	Maintained less than 1%
3.9	SAFE AT SCHOOL (CHKS Survey or Local Survey) Students: ”Do you feel safe at school?” or "I feel safe in my school." (Yes, all the time or Yes, most of the time or "Agree" or "Strongly agree" Parents: “This school is a safe place for my child" (Strongly Agree or Agree) Staff: “"This school is a safe place for students” Strongly Agree or Agree)	2023-2024 Students: 82% (Secondary) 82% (Elementary) Parents:97% Staff: 100%	2024-2025 Students: N/A (Secondary) 88% (Elementary) Parents: WG: 87.5% Leggett: 78% Staff: 100%		Increase 2% each year or maintain above 90%	Students: Elementary Students: Increase 6% Secondary Students-N/A Parents- New baseline for WG/Leggett Established Staff: Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	SCHOOL CONNECTEDNESS (CHKS Survey or Local Survey) % positive on survey question: "Are you happy to be at/with this school?" or "I am happy with/to be at this school" (Yes, all the time or Yes, most of the time or Strongly Agree or Agree) Overall School Connectedness Category	2023-2024 Happy to be at school 3rd: 80% 4th: 45% Secondary: 55% School Connectedness Category 3rd: 75% 4th: 68% Secondary: 71%	2024-2025 Leggett Students Happy to be at School Elementary-73% Secondary- N/A School Connectedness Elementary-68% Secondary- N/A		Increase 2% each year or above 90%	Happy at School-Leggett Elementary- New baseline established Secondary- N/A Connectedness-Elementary- New baseline established Secondary- N/A
3.11	LOCAL CLIMATE SURVEY (Local Indicator- CA Dashboard) See local Indicator for detailed version.	2022-2023 "Standard Met"	2023-2024 "Standard Met"		"Standard Met"	Maintained "Standard Met"
3.12	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2023 Status: 50% Change: Increase 9.6% Color: Red	2024 Status: 44% Change: Decreased 6% Color: Orange		Decrease by 3% each year	Decreased by 6%

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 3.1 Communication: Ongoing Implementation. Utilized a variety of methods to support communication to and from families
- 3.2 Family and Community Engagement: Ongoing Implementation. Built positive partnerships with students' families and the community through events, resources, councils and committees and adult school.
- 3.3 Safety and Connectedness: Ongoing Implementation. Worked on initiatives related to belonging, anti-discrimination, safety plan, security, and nursing services
- 3.4 Facilities and Transportation: Ongoing Implementation. Worked on facilities master plan, upgrades and electric buses.

Implementation Challenges, Modified Implementation, Non-Implemented Actions

- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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

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

- 3.1 Communication: No material difference
- 3.2 Family and Community Engagement: No material difference
- 3.3 Safety and Connectedness: No material difference
- 3.4 Facilities and Transportation: No material difference

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators:

[Note: Metrics marked with * indicate metrics designated to monitor effectiveness for the contributing action]

Goal 3.1 Communication

[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric Chronic Absenteeism (Decreased by 6%)

Goal 3.2 Family and Community Engagement
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 3.3 Family Input (# parent/guardian respondents)
- Metric 3.4 Family Engagement Data (Maintained "Standard Met")
- Metric 2.6 Parent Participation Data (rating of the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.) Maintained "Standard Met"

Goal 3.3 Safety and Connectedness
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 3.12 Chronic Absenteeism (Decreased by 6%)
- *Metric 3.6 Attendance Rate (P1: Increased by 1%)
- Metric 3.7 Suspension Rate (Decreased by 0.8%)
- Metric 3.8 Expulsion Rate (Maintained less than 1%)
- Metric 3.9 Safe at School Data
- Metric 3.10 School Connectedness Data
- Metric 3.11 Local Climate Survey (Maintained "Standard Met")

Goal 3.4 Facilities and Transportation
Data demonstrating emerging effectiveness

- Metric 3.1 Facilities (Decreased by 5)

Data demonstrating continued need and areas of extra attention include

- Metric 2.2 Facilities (Maintained 33%)

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 were no changes to planned goal, metrics, or target outcomes for the coming year.

The following changes were made in the actions:

- Minor grammatical errors throughout the LCAP actions

- 3.1 Communication: deleted "Board Meetings on YouTube: Broadcast Board Meetings on YouTube to allow for easy virtual access to content." Note: recordings are made on zoom, but not on you tube.
- 3.3 Safety and Connectedness: Deleted "Utilize Student ID cards "

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communication	Utilize a variety of methods to enhance and support communication to and from families • Aeries: Utilize our student information systems effectively and efficiently. Gradebook Portal: Update Aeries Gradebook portal in all middle and high school classrooms. This will give both parents and students the information they need to make sure they are staying on track academically. Online Registration: Explore ways to convert to online registration in Aeries • District Website: Continue to update and improve our district website for both family and community to know what is happening in the Leggett Valley Unified School District. • Thrillshare: Utilize Thrillshare as the communication systems to families • Surveys: Provide surveys to students, staff and families.	$6,800.00	Yes
3.2	Family and Community Engagement	Build positive partnerships with students' families and the community: • Events: Work with parent groups to increase community involvement, understanding and support of our schools. • Resources: Provide additional resources for parents through Family Resource Center, parent education classes, etc. • Councils and Committees: Provide opportunities for families to join councils and committees to provide feedback and gain understanding of school systems and required plans such as: School Site Council; District Advisory Committee. • Adult School: Explore the feasibility of reopening the Adult School for high school diploma attainment for our community.	$13,788.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Safety and Connectedness	Ensure students feel safe and connected to the school community Belonging -Ensure all students feel a sense of belonging to their school campus. • Recognize and value diverse backgrounds, perspectives, and identities. • Actively promoting equity, empathy, and respect among students and educators • Provide opportunities for spirit wear Anti-discrimination • Programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Safety Plan • Implement, revise and evaluate school safety plans and Emergency Operations Plan Security • Continue to utilize cameras to ensure the safety of all students Nursing • Provide health and wellness support to students	$5,821.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Facilities and Transportation	• Facilities Master Plan: Implement, revise and evaluate Facilities Master Plan • Upgrades: Explore and pursue funding opportunities to upgrade and modernize facilities (state modernization funds, facility hardship funds) • Electric Busses: Explore feasibility and financial impact of electric buses.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$394,638	$45,441

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
15.861%	0.000%	$0.00	15.861%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Implementation of the Standards **Need:** "Gaining new instructional techniques or an enhanced understanding of content is an important step in ensuring that students learn and thrive. In order to create effective change for our students, especially socioeconomically	This action addresses the need by providing professional learning and support specifically designed to support unduplicated students and improve suspension rates, chronic absenteeism rate, mathematics scores, and English Language Arts. Support from lead teachers and school director fosters professional growth, encourages collaboration, and ensures that teachers feel valued and empowered, enabling them to deliver high-quality education and improve student outcomes.	-English Language Arts CA Dashboard Academic Indicator

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
	disadvantaged students, English Learners and foster youth educators must engage in effective professional learning and be supported in implementing the standards Based on the 2023 CA Dashboard, English Language Arts scores decreased by 15 points for all students, 19 points for low-income students, and 1 points for white students. **Scope:** LEA-wide	This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices that are demonstrated in trainings, in person, and through coaching.	
1.2	**Action:** College and Career Preparedness **Need:** College and Career preparation is important for all our graduates and for our entire community. On the 2023 CA Dashboard only 36% of our students were considered "prepared" as compared to state data of 44%; our graduation rate was 86% (which was the same at the state), Since we have a small student population only 14 students are in the cohort and for subgroups there are less than 11 students and so data not displayed for privacy. **Scope:** LEA-wide	This action addresses the need by providing college and career support, activities, advising services, and personalized learning plans. This action is provided on a schoolwide basis to maximize impact in improving college and career data for all secondary students. This action will create the opportunity to improve college and career indicator data for low-income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices (specific advising, seminar, training, and personalized learning plans).	-College and Career Indicator (CA Dashboard) -Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Enrichment and Extracurricular Activities **Need:** As part of California's Whole Child Model, student engagement is a key component, and the desire is that "Students are actively engaged in learning and are connected to the school and broader community." Educational partners have consistently described the need for additional enrichment support and activities that foster independence and collaboration. **Scope:** LEA-wide	This action addresses the need by providing engagement opportunities for students. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based engagement practices.	-Chronic Absenteeism Rate (Low-income students) -CHKS Student Engagement Selected Questions
2.1	**Action:** Academic Support and Monitoring **Need:** "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Based on the 2023 CA Dashboard, socioeconomically disadvantaged students are	This action addresses the need by ensuring effective implementation and management of the MTSS process in order to support students in need, especially low-income students, English Learners, Homeless, and Foster Youth. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the MTSS Framework is specifically designed to address these student groups' identified needs.	-# of LEA/school indicators at the red level (decrease)

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Technology **Need:** Supporting each student with personalized learning goals can be challenging. Differentiation techniques help to support students in understanding the academic standards through a personalized learning model. Technology provides an effective way to differentiate instruction/learning and to monitor student progress. Maintaining technology devices, digital instructional resources and software to students are needed to support student academic achievement and intervention. **Scope:** LEA-wide	The action addresses the need by utilizing technology to provide differentiation opportunities in the classroom. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve student outcomes for low income students, English Learners, Homeless students and Foster Youth because the action is designed to address these student groups' identified needs.	CA Dashboard Academic Indicator: ELA, Math, EL Progress (Improve)
2.4	**Action:** Attendance **Need:** This area is considered a "required action" for the 2023 CA Dashboard. Decreasing chronic absenteeism is a prioritized need. This is an area of prioritized need based on the CA Dashboard. The district, and majority of subgroups, are	This action addresses the need by working closely with families on improving attendance outcomes for students who are chronically absent and implementing ways to increase student engagement. This action is provided on an LEA-wide basis to maximize impact in improving Chronic Absenteeism rate for all students. This action will create the opportunity to improve chronic absenteeism for low income students, English	-CA Dashboard: Chronic Absenteeism (Decrease)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	currently at the "Red Level" on the CA Dashboard. Chronic Absenteeism Rate: **Scope:** LEA-wide	Learners, Homeless students and Foster Youth because the action is specifically designed to address these students groups identified needs and desires from educational partner engagement sessions.	
3.1	**Action:** Communication **Need:** Decreasing chronic absenteeism is a prioritized need based on the 2023 CA Dashboard. The district, and majority of subgroups, are currently at the "Red Level" on the CA Dashboard. Chronic Absenteeism Rate: SED: 55% and White 56% (compared to 50% for all students and 24% for the state). Educational partners have expressed the need for increased communication. **Scope:** LEA-wide	This action addresses the need by increasing communication capabilities for the district. Communication is an effective method for improving student outcomes as it fosters a supportive learning environment, enhances understanding, and promotes engagement. Effective communication between teachers and students helps clarify expectations, provide timely feedback, and address individual learning needs. Open and consistent communication with parents and guardians also ensures they are informed and involved in their child's education, further reinforcing support and accountability. Overall, strong communication skills contribute to a more connected and effective educational experience, leading to better academic performance and personal growth for students. This action is provided on an LEA-wide basis to maximize impact in improving Chronic Absenteeism rate for all students. This action will create the opportunity to improve chronic absenteeism for low income students, English Learners, and Foster Youth because the action is designed to address these students groups identified needs and desires from educational partner engagement sessions.	-CA Dashboard: Chronic Absenteeism (Decrease)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Family and Community Engagement **Need:** “Research has shown that strong family-school partnerships lead to improved student outcomes." Educational partner engagement sessions with families and staff have demonstrated a need for family engagement events and bilingual support **Scope:** LEA-wide	This action addresses the need by providing events, bilingual support, and additional family support to help increase family engagement and support. This action is provided on an LEA-wide basis in order to maximize impact in improving family engagement data throughout the district. This action will create the opportunity to improve family engagement for low income, English Learners and Foster Youth families because the action is designed to address these families identified needs.	Survey Questions
3.3	**Action:** Safety and Connectedness **Need:** As part of California's Whole Child Model, student engagement is a key component and the desire is that" Students are actively engaged in learning and are connected to the school and broader community." Decreasing chronic absenteeism is a prioritized need based on the 2023 CA Dashboard. The district, and majority of subgroups, are currently at the "Red Level" on the CA Dashboard. Chronic Absenteeism Rate: SED: 55% and White 56% (compared to 50% for all students and 24% for the state). Educational partners have expressed the need for increased communication.	This action addresses the need by providing ways for students to connect with the school environment and ways for students to be excited and want to attend school. In addition, this action provides the health and wellness supports needed to continue to be able to attend school. This action is provided on an LEA-wide basis to maximize impact in improving engagement data for all students. This action will create the opportunity to improve chronic absenteeism for low income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs based on educational partner feedback.	-Chronic Absenteeism (Improve) -Attendance Rate (Improve)

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

The 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 funds are used to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent by retaining classified personnel support staff based on the classroom needs and is found in LCAP Action 2.1 Academic Support and Monitoring.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Leggett: Elementary 52 Students+ 13 High School Students to 11 Classified Whale Gulch: Elementary Students: 38 students + 8 High School Students to 7 Classified
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Leggett: Elementary 52 Students+ 13 High School Students to 6.5 certificated Whale Gulch: Elementary Students: 38 students + 8 High School Students to 5.5 certificated

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	2,488,070	394,638	15.861%	0.000%	15.861%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$440,506.21	$175,823.00	$55,000.00	$36,206.00	$707,535.21	$476,140.21	$231,395.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implementation of the Standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$27,964.21	$39,995.00	$10,464.21	$23,000.00	$30,000.00	$4,495.00	$67,959.21	
1	1.2	College and Career Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$31,500.00	$57,000.00	$0.00	$88,500.00			$88,500.00	
1	1.3	Enrichment and Extracurricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$10,416.00	$37,900.00	$7,608.00	$40,708.00			$48,316.00	
2	2.1	Academic Support and Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$328,371.00	$22,500.00	$310,545.00	$8,615.00		$31,711.00	$350,871.00	
2	2.2	Social-Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$10,000.00	$39,000.00	$24,000.00		$25,000.00		$49,000.00	
2	2.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$12,500.00	$16,200.00	$28,700.00				$28,700.00	
2	2.4	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$43,780.00	$4,000.00	$37,780.00	$10,000.00	$0.00		$47,780.00	
3	3.1	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$6,800.00	$6,800.00				$6,800.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,788.00	$8,000.00	$8,788.00	$5,000.00			$13,788.00	
3	3.3	Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,821.00	$0.00	$5,821.00				$5,821.00	
3	3.4	Facilities and Transportation	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	

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
2,488,070	394,638	15.861%	0.000%	15.861%	$440,506.21	0.000%	17.705 %	**Total:**	$440,506.21
								LEA-wide Total:	$440,506.21
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Implementation of the Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,464.21	
1	**1.2**	College and Career Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.3**	Enrichment and Extracurricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,608.00	
2	**2.1**	Academic Support and Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,545.00	
2	**2.2**	Social-Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	
2	**2.3**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,700.00	
2	**2.4**	Attendance	Yes	LEA-wide	English Learners Foster Youth	All Schools	$37,780.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.1**	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,800.00	
3	**3.2**	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,788.00	
3	**3.3**	Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,821.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$687,112.00	$722,452.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implementation of the Standards	Yes	$93,816.00	$86,640.66
1	**1.2**	College and Career Preparedness	Yes	$95,500.00	$95,500
1	**1.3**	Enrichment and Extracurricular Activities	Yes	$57,708.00	$56,142.33
2	**2.1**	Academic Support and Monitoring	Yes	$273,961.00	$277,630.08
2	**2.2**	Social-Emotional Support	Yes	$28,000.00	$38,901.80
2	**2.3**	Technology	Yes	$16,200.00	$19,484.11
2	**2.4**	Attendance	Yes	$83,700.00	$108,059.33
3	**3.1**	Communication	Yes	$5,000.00	$6,945.00
3	**3.2**	Family and Community Engagement	Yes	$14,140.00	$14,062.00
3	**3.3**	Safety and Connectedness	Yes	$19,087.00	$19,087.00
3	**3.4**	Facilities and Transportation	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

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)
283,354	$293,677.00	$334,017.31	($40,340.31)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implementation of the Standards	Yes	$34,321.00	$27,145.66		
1	1.2	College and Career Preparedness	Yes	$0.00	$0.00		
1	1.3	Enrichment and Extracurricular Activities	Yes	$13,208.00	$11,642.33		
2	2.1	Academic Support and Monitoring	Yes	$201,721.00	$205,390.08		
2	2.2	Social-Emotional Support	Yes	$3,000.00	$13,901.80		
2	2.3	Technology	Yes	$16,200.00	$19,484.11		
2	2.4	Attendance	Yes	$2,000.00	$31,359.33		
3	3.1	Communication	Yes	$5,000.00	$6,945.00		
3	3.2	Family and Community Engagement	Yes	$9,140.00	$9,062.00		
3	3.3	Safety and Connectedness	Yes	$9,087.00	$9,087.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,832,514	283,354	0	10.004%	$334,017.31	0.000%	11.792%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024