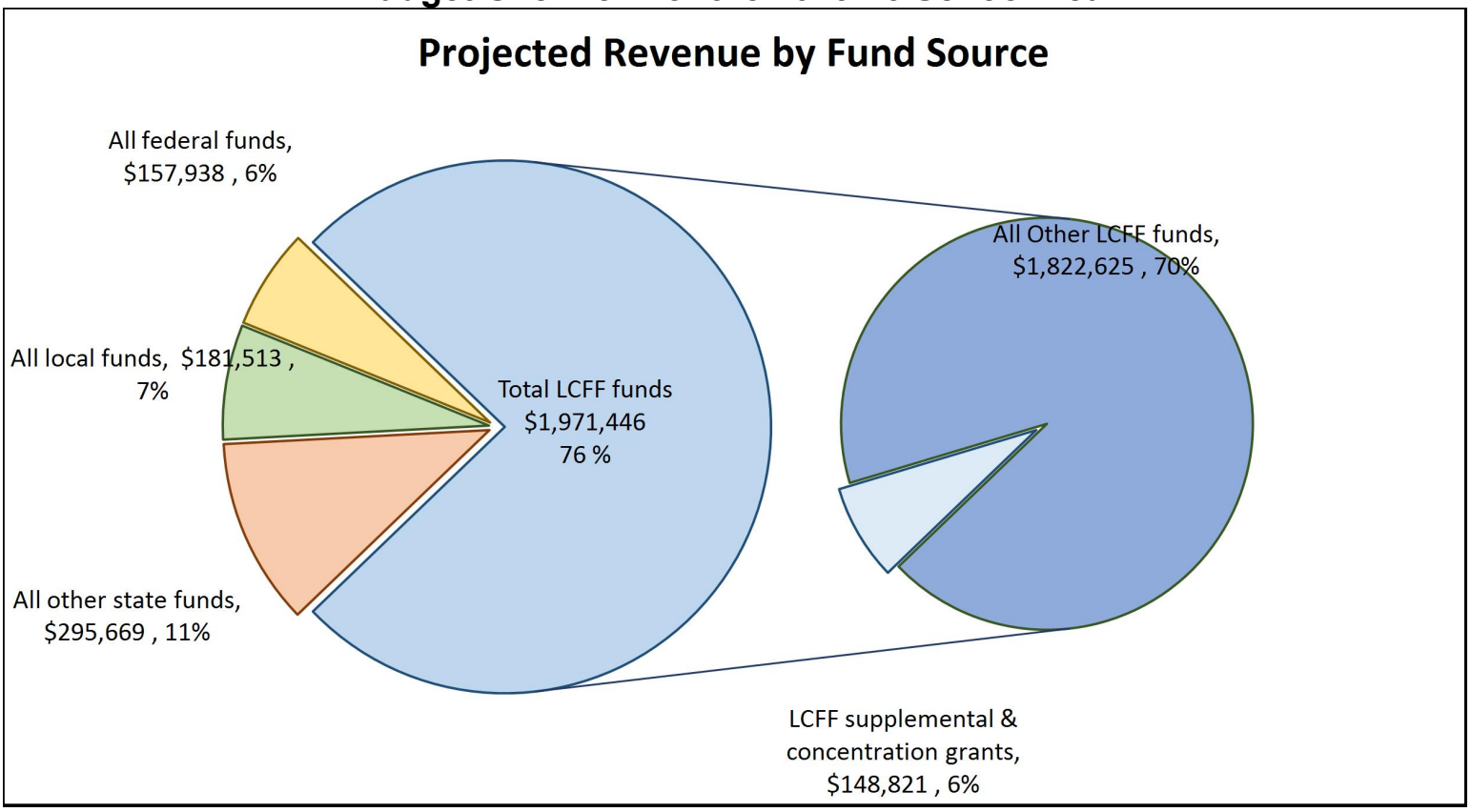
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Surprise Valley Joint Unified School District
CDS Code: 25 65896 0000000
School Year: 2025-26
LEA contact information:
Audra Evans
Superintendent/Principal
Audra Evans
530-279-6141

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

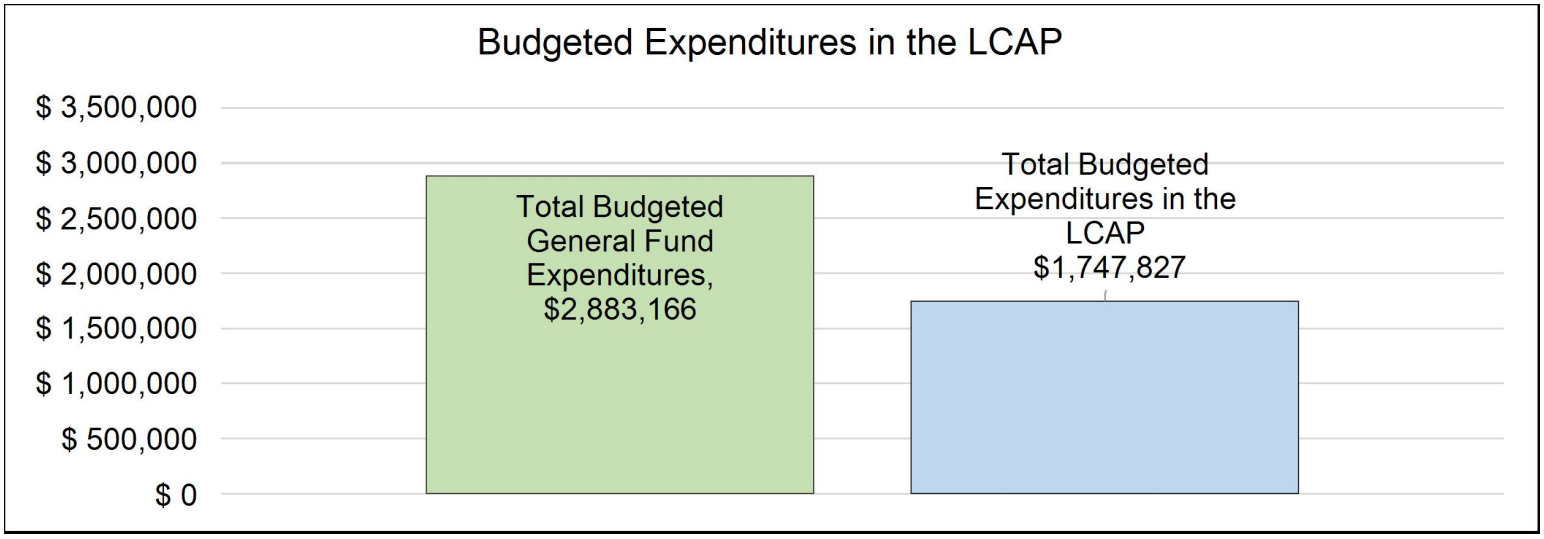


This chart shows the total general purpose revenue Surprise Valley Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Surprise Valley Joint Unified School District is $2,606,566, of which $1,971,446 is Local Control Funding Formula (LCFF), $295,669 is other state funds, $181,513 is local funds, and $157,938 is federal funds. Of the $1,971,446 in LCFF Funds, $148,821 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 Surprise Valley Joint 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: Surprise Valley Joint Unified School District plans to spend $2,883,166 for the 2025-26 school year. Of that amount, $1,747,827 is tied to actions/services in the LCAP and $1,067,883 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

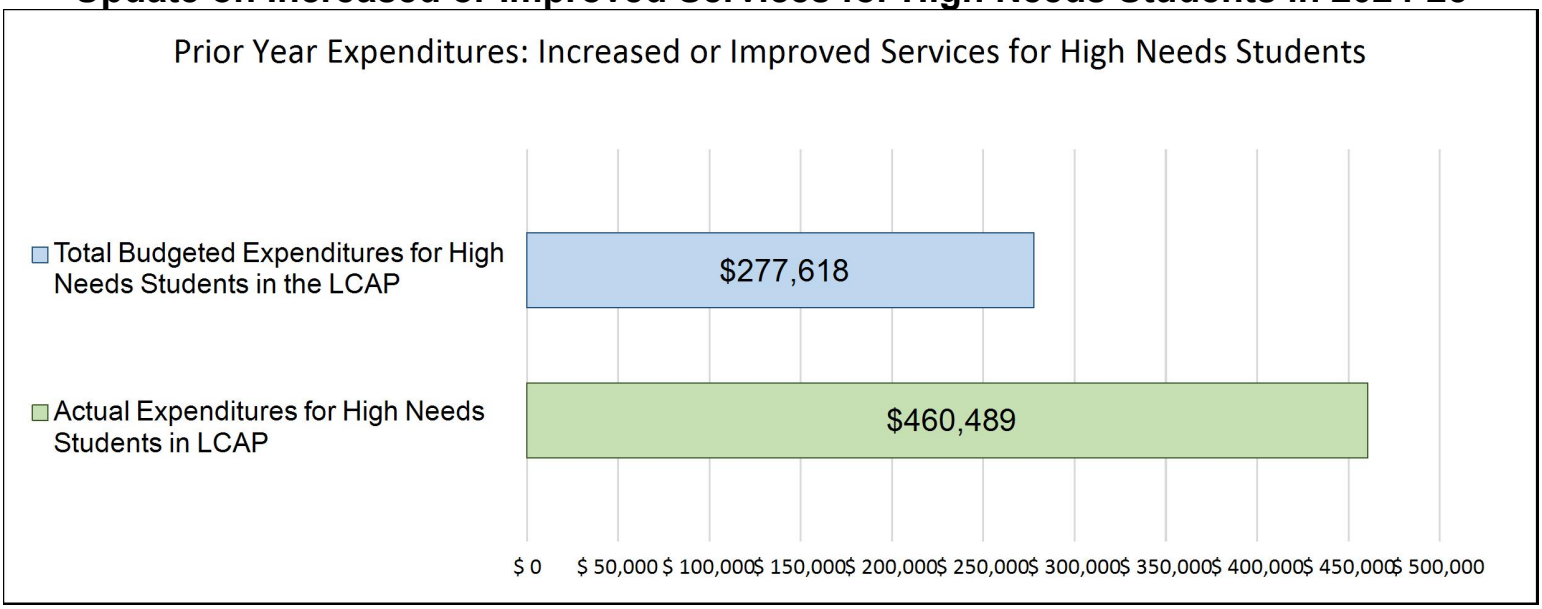
Expenditures not included in the LCAP include unknown SELPA costs, general maintenance, capital outlay projects, utilities, insurance, audit fees, technology and business service contracts.

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

In 2025-26, Surprise Valley Joint Unified School District is projecting it will receive $148,821 based on the enrollment of foster youth, English learner, and low-income students. Surprise Valley Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Surprise Valley Joint Unified School District plans to spend $148,821 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 Surprise Valley Joint 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 Surprise Valley Joint 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, Surprise Valley Joint Unified School District's LCAP budgeted $277,618 for planned actions to increase or improve services for high needs students. Surprise Valley Joint Unified School District actually spent $$460,489 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $-182,871 had the following impact on Surprise Valley Joint Unified School District's ability to increase or improve services for high needs students:

Our school district provides services to students as far away as 50 miles. Low income families do not have reliable transportation or funds to bring students to school. The District purchased a new bus to provide dependable transportation for these families and give our students the opportunity to learn and grow.

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
Surprise Valley Joint Unified School District	Audra Evans Superintendent/Principal	aevans@svjusd.org 530-279-6141

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 Surprise Valley Joint Unified School District serves students from the four communities of Cedarville, Eagleville, Lake City, and Fort Bidwell. The valley is roughly 80 miles long and 10 miles wide, located in the far north eastern corner of California boarding Oregon and Nevada. The population in 2022 census was 1,106 people. Surprise Valley's racial makeup is 79.8% white, 10.4% American Indian, Hispanic 7.5%, two or more races 1.7%, with other races being less than 1%.The average household income in Surprise Valley is $57,370 compared to the state average of $91,551. The median housing cost in the valley is $218,124 compared to the state median of $718,900. The district enrollment is approximately 90 students. Our students that qualify for free and/or reduce meals is roughly 67%. Our district qualifies for Title 1 funding. This funding helps provide supports to our low performing and unduplicated students, but due to our small size, all of our students benefit. In addition, some of the LCAP metrics do not apply because of our size. These include the English Learner reclassificiate rate, programs and services developed and provided to unduplicated pupils, and students with exceptional needs. Also, because of class size, the CAASPP scores are not reported on the dashboard for grades 3rd-12th grades, because of the lack of data, Metric B and the Academic Performance Index was eliminated.

Our district consists of two schools, Surprise Valley Elementary School and Surprise Valley High School. In the 2019-2020 school year the schools consolidated to one site. Surprise Valley Elementary School serves students in grades K-7 and the high school, grades 8-12. Our special education program is supported by SVJUSD and Modoc County Office of Education. At the present time, due to declining enrollment and other factors of financial uncertainty, Surprise Valley Joint Unified School District does not offer alternative education opportunities.

Surprise Valley Joint Unified School District has struggled the past few years in the area of appropriate teacher assignment. Before Covid, we had 90% of all staff members meeting the highly qualified status. In years following Covid we struggled to hire highly qualified staff and dropped to 56% of highly qualified teachers. For the 2022-2023 school year our highly qualified teachers have increased to 89%. At the end of the 2023-2024 school year, a 100% of our teachers are highly qualified. Our students have consistently had access to standards-aligned instructional materials. We use curriculum that is aligned to California's State Standards and are looking at K-8 science and social studies curriculum adoption in the near future. Our stakeholder groups felt that our facilities are in need of some repairs, however the campus is clean and well maintained.

Learning Recovery Emergency Block Grant Funding:
The district has remaining Learning Recovery Block Grant Funding (LRBG) that will be spent over the next three years to improve student performance. Following its 2025 districtwide needs assessment, SVJUSD identified significant academic achievement declines, particulary among unduplicated pupils impacted by pandemic-related learning disruptions. English Language Learners, low-income students, Hispanic students, and White students at SVES demonstrated marked regression in English Language Arts (ELA) and mathematics, while SVHS students critical performance drops in math across all student groups.

In response, the SVJUSD developed Action 1.14 by the Learning Recovery Emergency Block Grant (LREBG) to address these gaps beginning in 2025-2026. The following eveidence-based interventions are included: Accelerated Reader (AR): Enhances reading fluency and comprehension in early grades, especially effective for low-income students. These actions fall within the allowable uses of LREBG under Education Code 32526(c)(2): 1) Expanded instructional time, 2) Accelerated learning supports (e.g., literacy and math interventions), 3) Early intervention in literacy (e.g., AR in elementary grades), 5) Support for students at risk of not meeting standards, 6) Professional learning and instructional coherence. In addition, LREBG funds will supplement Action 1.4, continue to plan and implement intervention strategies that focus on academic improvement for students scoring below benchmark or students at risk of not graduating. This includes intevention classes, access to after-school and lunch time tutoring and Saturday school K-12.

The Surprise Valley Joint Unified School District's mission statement is: In partnership with families and communities is committed to: Embracing diversity and value of our small community; Nurturing a safe, healthy school environment; Cultivating self-directed, respectful, confident, productive students; Fostering creative expression, critical thinking, meaningful collaboration, effective communication, and technological literacy; Implementing rigorous standards of teaching and learning; Providing opportunities for well-rounded learning in the classroom and community; Promoting a college-going culture with families and students; and Preparing students who will make successful transition to the next level of achievement in a global society.

Surprise Valley Joint Unified School District scored in the red or orange in three categories on the California Dashboard. Our suspension rate was placed in the orange, our ELA (English Language Arts) and Math were also in the orange. For our suspension rate, our sub groups that placed in the red or orange are: Sociology economic disadvantaged with 9.1% of students suspended at least one day, and white students with 5.6% suspended at least one day. Our total supsension rate is 6.7%.

Reflections: Annual Performance

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

According to the California Dashboard, Surprise Valley Joint Unified School District has one reported area in red. SVJUSD has had some successes over the last year. Due to the size of SVJUSD, the Dashboard provides limited information for us. According to the 2024 Dashboard, the district's overall absenteeism rate has maintained over the last year. Our current chronically absent rate is 6.3%, and the district is measured in the yellow. The elementary school is rated in the blue and high school does not register on the graph for attendance due to size. Our suspension rate for the district has increased by 2.1% and our current suspension rate is 6.7% of students suspended at least one day, elementary is in the blue and high school is in the red, overall the district is placed in the orange. According to the Dashboard, the district's math and ELA fall into the orange category on the graph. With English Language Arts, SVJUSD is 14.5 point below the state standard and has declined 4.7 points. The district's math scores came in at 76.6 points below the state standard, which was declined 25.2 points.

The district continues to feel the affects of the Covid shutdown of 2020. We have been working hard to fill in gaps with interventions programs in both Math and ELA. Based on our Renaissance data, students are making growth in ELA and math from the beginning of the year to the end of the year. SVHS continues to expand their Career Technical Education (CTE) programs. Students at SVHS are continuing to pursue college courses for dual enrollment credits. The district continues to focus on MTSS (Multi-Tiered System of Supports) to support PBIS, SEL and academics. The district also received a MTSS grant to help with more implementation of tiered supports. Positive Behavioral Intervention and Supports (PBIS) has continued be an effective tool district wide. The district will continue to build on our PBIS program by continuing interventions for all grades TK-12, by creating more small groups, and more data tracking to guide us on further decisions for adding supports.

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Parent	The District's engagement strategy with our educational partners are primarily to consult face-to-face in meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. Parents have asked to have a specific orientation for freshman and seniors. The District has sent out a survey and had parent meetings on 9/9/24, 11/7/24, 1/6/25, 5/5/25.
Students	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. Had conversations with student council about about wants and needs of the students. They got to make suggestions to the kitchen for different/new foods. The District meets with a variety of different students throughout the school year, specifically the group met on 9/9/24, 10/8/24, 11/4/24, 12/9/24, 1/13/25, 2/10/25, 3/11/25, 4/8/25, 5/6/25.
Teachers	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. Teachers adjust data boards quarterly and use this tool to make

Educational Partner(s)	Process for Engagement
	informed decisions for interventions, and they provide input into curriculum and PLCs. Meetings to address the LCAP specifically were held on 2/19/25, during our staff development/staff meeting time.
Community Advisory Committee (Special Education)	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. The District met with the CAC which includes the SELPA Director on 9/24/24, 1/28/25, 2/25/25, 3/25/25
Foster Youth	The District's engagement strategy with educational partners is primarily centered around in-person meetings. District administration remains highly accessible, fostering a welcoming environment where educational partners feel comfortable openly sharing their needs, priorities, and aspirations during engagement sessions. The District met with Foster Youth liaison at Superintentdent meetings (10/15/24,12/10/24), and 9/12/24 at Foster Youth Advisory Council.
Teamsters Local #137	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. The District met with Teamsters Local #137 on 2/19/25, and 4/16/25.
Ag Advisory	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. This board has encouraged the ag department to increase the amount of food that can be produced for our students to eat. New Hoop House to grow food. Ag advisory meeting 4/29/25

Educational Partner(s)	Process for Engagement
Classified staff	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. Building skills for the aide staff and creating more of an ownership/purpose/direction supporting the learnig of our students. Meetings held on 2/24/25 and 5/9/25.
School Site Council	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. Sharing surveys and formulating ideas to increase our enrollment. Discuss ideas for changes within the district. Meetings held on 1/8/24 and 5/6/24.
Administration with board	The District's engagement strategy with our educational partners are primarily to consult in face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. Share ideas/thought on how to build our enrollment, create new programs, and support staff with limited funding. Meetings held on 2/7/24, 3/14/24, 4/11/24 and 5/9/24.
AAC	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. Meetings held on 10/15/24, 12/10/24, 2/25/25 and 4/15/25.

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

Overall implementation of the District's planned actions has been consistent with the intentions outlined in the LCAP. Engagement with educational partners—originally planned to occur through regular in-person meetings—has been successfully carried out, with district administration remaining accessible and responsive. These face-to-face sessions created meaningful opportunities for stakeholders to voice their needs, priorities, and feedback, contributing to a stronger sense of collaboration and trust.

There were no significant deviations from the planned actions; however, the District did face some challenges related to scheduling and ensuring broad participation across all stakeholder groups. Despite these challenges, the high level of comfort and openness demonstrated by our educational partners during meetings has been a major success. Their input has directly influenced decision-making and helped guide resource allocation aligned with student needs.

Moving forward, the District is exploring additional methods—such as virtual meetings and surveys—to expand engagement and increase accessibility for those unable to attend in-person sessions. The district is also tracking and using more data to struture intervention groups for reading and mth, along with wellness groups.

Presented to the Board of Trustees on June 12, 2025
Board approved on June 26, 2025

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students at Surprise Valley Joint Unfied School Dsitrict will demonstrate academic and proficiencies needed to ensure they leave the TK-12 system college and career ready.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SVJUSD has developed this goal because our student's future success is important to our stakeholders. Our goal as a district is educate and prepare out students for life after school. Our local assessments indicate our students are more capable than the results of the state assessments. Our district will continue to provide a positive learning environment through interventions, continuing CTE pathways, and Multiple Tiers of Systems and Support (MTSS).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A 90% of teachers are appropriately assigned.	88%	78% are appropriately assigned		Maintain 85% or higher	Currently 10% under goal, due to teacher turnover.
1.2	1B Every student in the district has sufficient access to standards-aligned instructional materials.	100%	100% has access to instructional materials		Maintain 100%	None
1.3	8 Measure of Academic Progress in ELA	Star Early Literacy Kinder- 1 below, 1 intervention, 2 on watch, 1 at/above	Star Early Literacy Kinder- 0 below, 2 intervention, 20on watch, 5 at/above		80% of students in grades 1-12 will increase to the	1st grade: 1 out of 4 increased levels, 2 maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st grade- 2 below, 1 intervention, 0 on watch, 3 at/above Star Reading 2nd grade- 1 below, 1 intervention, 0 on watch, 6 at/above 3rd grade- 4 below, 1 intervention, 0 on watch, 4 at/above 4th grade- 0 below, 1 intervention, 2 on watch, 3 at/above 5th grade- 2 below, 0 intervention, 0 on watch, 2 at/above 6th grade- 2 below, 1 intervention, 1 on watch, 3 at/above 7th grade- 1 below, 1 intervention, 0 on watch, 1 at/above 8th grade- 8 below, 1 intervention, 1 on watch, 3 at/above 9th grade- 3 below, 2 intervention, 2 on watch, 4 at/above 10th grade- 2 below, 0 intervention, 3 on watch, 0 at/above 11th grade- 2 below, 1 intervention, 2 on watch, 1 at/above 12th- 8 below, 2 intervention, 0 on	1st grade- 0 below, 1 intervention, 2 on watch, 0 at/above Star Reading 2nd grade- 1 below, 1 intervention, 0 on watch, 4 at/above 3rd grade- 2 below, 0 intervention, 2 on watch, 6 at/above 4th grade- 2 below, 2 intervention, 0 on watch, 5 at/above 5th grade- 0 below, 0 intervention, 2 on watch, 2 at/above 6th grade- 2 below, 1 intervention, 0 on watch, 2 at/above 7th grade- 0 below, 1 intervention, 1 on watch, 3 at/above 8th grade- 0 below, 2 intervention, 0 on watch, 2 at/above 9th grade- 1 below, 1 intervention, 3 on		next level by the end of the year. Less than 10% in below (Red) Less than 20% in intervention (yellow) All other students in the levels on watch and at/above (blue green)	2nd grade: 2 out of 6 increased level 3 maintained at /above 3rd grade: 1 out of 10 decreased a level 2 out of 10 increased a level 4 maintained at/above level 4th grade: 3 out of 9 increased level 4 maintained at/above 5th: All maintained 2 maintained at/above 6th: All maintained 2 maintained at/above 7th: 1 increased level 3 maintained at/above 8th: 2 out of 4 increased level 1 maintained at/above 9th: 5 out of 8 increased level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		watch, 0 at/above (This information for this class does not give an accurate picture)	watch, 3 at/above 10th grade- 1 below, 2 intervention, 0 on watch, 7 at/above 11th grade- 1 below, 3 intervention, 0 on watch, 3 at/above 12th- 0 below, 0 intervention, 1 on watch, 4 at/above			3 maintained at/above 10th: 5 out of 10 increased 4 maintained at/above 11th: 4 out of 7 increased level 12th: 4 out of 5 increased level 1 maintained at/above 83 Students assessed 12% of students are in Red 20.48% of student are in Yellow
1.4	8 Measure of Academic Progress in Math	1st grade- 0 below, 2 intervention, 2 on watch, 3 at/above 2nd grade- 2 below, 2 intervention, 0 on watch, 4 at or above 3rd grade- 3 below, 2 intervention, 0 on watch, 4 at/above 4th grade- 2 below, 0 intervention, 0 on watch, 4 at/above 5th grade- 1 below, 1 intervention, 0 on	1st grade- 1 below, 0 intervention, 1 on watch, 1 at/above 2nd grade- 2 below, 0 intervention, 1 on watch, 3 at or above 3rd grade- 3 below, 1 intervention, 0 on watch, 6 at/above		80% of students in grades 1-12 will increase to the next level by the end of the year. Less than 10%% in below (Red) Less than 20% in intervention (yellow) All other students in the levels on watch and	2nd: 2 out of 6 decreaded level 1 maintained on watch 3 maintained at/above 3rd: 1 out of 10 decreased level 4 maintained at/above 4th:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		watch, 2 at/above 6th grade- 2 below, 1 intervention, 0 on watch, 4 at/above 7th grade- 1 below, 2 intervention, 0 on watch, 0 at/above 8th grade- 3 below, 2 intervention, 1 on watch, 4 at/above 9th grade- 3 below, 1 intervention, 1 on watch, 6 at/above 10th grade- 1 below, 0 intervention, 0 on watch, 3 at/above 11th grade- 0 below, 3 intervention, 0 on watch, 3 at/above 12th grade - 3 below, 3 intervention, 0 on watch, 3 at/above	4th grade- 3 below, 2 intervention, 1 on watch, 3 at/above 5th grade- 1 below, 0 intervention, 1 on watch, 4 at/above 6th grade- 2 below, 1 intervention, 1 on watch, 1 at/above 7th grade- 0 below, 0 intervention, 0 on watch, 5 at/above 8th grade- 1 below, 2 intervention, 0 on watch, 1 at/above 9th grade- 0 below, 2 intervention, 3 on watch, 3 at/above 10th grade- 1 below, 2 intervention, 2 on watch, 6 at/above 11th grade- 0 below, 1 intervention, 1 on watch, 3 at/above 12th grade - 0 below, 0 intervention, 0 on watch, 3 at/above		at/above (blue green)	1 out of 7 decreased level 7 out of 8 maintained 5th: 1 out of 6 increased level 4 maintained at/above 6th: 1 decreased level 1 maintained at/above 7th: 1 out of 5 increased level 4 maintained at/above 8th: 1 increased level 3 maintained 9th: 4 out of 8 increased level 3 maintained at/above 10th: 4 out of 11 increased level 6 maintained at/above 11th: 1 out of 5 increased level 3 maintained at/above 12th:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						3 maintained at/above 75 students assessed 18.67% of students in Red 16% of students are in Yellow
1.5	4C % of seniors completing CTE pathway.	90%. 9 out of 10 students have completed a pathway.	80% 4 out 5 students have completed at least one pathway.		Maintain 80% or higher of graduating seniors will complete a CTE pathway.	Below baseline by 10%
1.6	4B % of students completing UC/CSU, A-G requirements.	50% of students will be A-G at graduation.	60% 3 out 5 have met A-G requirements.		75% of seniors are A-G by graduation.	Above baseline by 10%
1.7	4G College units earned/AP courses-college preparation	Currently there have been 6 classes taken throughout the year.	There were 5 college classes completed and passed this year.		Maintain having students complete and pass at least 5 college classes per year.	Below baseline by one class
1.8	4E EL students will show progress towrds English progiciency based on the California English Language Development Test	Currently in low level 3.	Maintained a level 3. Increased by 30 points		Continue to make progress toward California English Language Development Test by increasing score by at least	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					15 points each year.	
1.9	4A CAASPP- ELA	9.7 points below standard.	14.7 points below standard. Declined 4.7 points		Equal to or better than the state points below standard, which is 49.1 points	Decreased ELA scores by 5 points
1.10	4A CAASPP-Math	51.3 point below standard.	76.6 point below standard. Declined 25.2 points		Maintain to staying equal to or better than the state points below standard, which is 13.6 point	Decreased math scores by 25.3 points
1.11	4A CAST- Science	22% of students met or exceded standard	22% of students met or exceded standard Currently based on 2023 numbers		Increase Standard Met or exceeded by 10% each year	Maintained
1.12	4F Reclassification rate	0% reclassification, but student has increased test score by 10 points.	0% reclassification, but student has increased test score by 10 points.		Continue to increase scores by at least 20 each year towards reclassification.	Maintained
1.13	4D % of students completed both A-G and CTE courses.	50% of seniors completed both types of courses.	60% 3 out of 5 seniors completed both A-G and CTE courses.		75% students to complete both A-G and CTE pathway by the time of graduation	Increased by 10%
1.14	4H % of students demonstrate college preparedness	1 student has met College Readiness in ELA 5 students have met Conditioanlly Ready in ELA, No student has met in	3 out 5 students have met College Readiness in ELA 0 students have met		50% of seniors meet college readiness	Increased my 2 students in College Readiness in ELA. Decareased in Conditionally Ready in ELA, maintained in math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		math	Conditioanlly Ready in ELA, No student has met in math			
1.15	2A Implement state board adopted materials and performance standards for all students.	ELA, Math, Next Gen Science, History/Social Studies-- 4-Full Implenmentation ELD-- 2-Beginning Development CTE, Health, PE, Visual/Performing Arts-- 4- Full implementation	ELA, Math, Next Gen Science, History/Social Studies-- 4-Full Implenmentation ELD-- 2-Beginning Development CTE, Health, PE, Visual/Performing Arts-- 4- Full implementation		Maintain full implementation for ELA,Math, Next Gen Science, History/Social Studies. Maintain or increase to Initial Development for ELD. Maintain or increase to full implementation and Sustainability for CTE, Health, PE, Visual/Performing Arts.	Maintained
1.16	2B Programs enable EL students access to CCSS and ELD standards.	Currently 100% have access	Currently 100% have access		Maintain 100% access.	Maintained

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.

Surprise Valley Joint Unified School District had some challenges, along with some successes with our planned actions and actual implementations to our 2024-2025 school year goal of demonstrating academic and proficiencies to be college and career ready. Our successes include maintaining 100% access to instructional materials, using Star Math, less than 20% of our students were in the yellow category, 60% of our students met A-G requirements, district maintained our science scores on the CAASPP tests, maintained our reclassification of EL students, 60% of senior completed both A-G courses and completed at least one CTE pathway, and increased the number of students that met College Readiness in ELA.
The challenges the district is having is finding and retaining qualified teachers. ELA and Math continues to be a challenge for our district, our goal is to have less than 10% in Red and less than 20% in Yellow and we are currently we have 12% in Red and 20.48% in Yellow. For math, our goal is the same, less than 10% in Red and less than 20% in Yellow, our results were 18.67% in Red and 16% in Yellow. Action 1.5 CTE pathway completions decreased by 10% due to having less than 10 students which was set by the baseline. Action 1.7 college units earned decreased by one class due to classes not being passed. This ties into the CAASPP scores that have decreased this past year, ELA decreased by 4.7 points being 14.7 points below standard and math decreased 25.3 putting the district 76.6 points below standard. 1.14 students have decreased in Conditionally Ready in ELA, partly due to less students, and the district has maintained in math with zero students have met college readiness in math. While our outcome data demonstrates places where the goal was not met, we did implement our plan in each category with no substantive differences from our planned actions including providing opportunities such as CTE pathways, A-G courses, resources, materials, and support for students.

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

There was a material difference between the budgeted and actual expenditures for the district's staff development. The district initially budgeted $42,000, but only $11,000 was spent. This difference of $31,000, teachers were participating in more virtual professional development, and the lack of staff participating in any PD. Staff in our district wear many hats and PD out of school hours is difficult due to other comitments. Action 1.2 has roughly at $15,000 difference of funds that were budgeted versus spent. This was due to the fact the district received a Thrive grant for technology. Online curriculums were moved to technology which is Action 1.6. The budget for techonology was $48,000 and the district spent $170,000. The grant the district received was $250,000, so the district purchased new Chromebooks, headphones, online curriculum to support the needs of all of our students. Student devices were starting to age, purchasing new devices K-12 has been beneficial. Actions 1.7 (ELA) and 1.8 (Math) have differences regarding what was budgeted versus what was spend. Both areas were increased in the amount spent due to the interventions that we have purchased to provide extra support to students. Action 1.11 is budgeted at $330,500 and actual is $483,000. This includes any add on staff to support high school students with electives, all stipends and also includes the superintendent/principal's salary.

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

The district has focused mainly on reading interventions over the past few years. This past year we have realized there now needs to have more focus on math interventions as well. Our reading goal was to have 10% or less students in Red and under 20% in Yellow for Star Reading. Our results showed that we have 12% of students in the Red, which is 2% more that our goal, and we are at 20.4% of our students in Yellow. The same expectations are for math, our scores are 18.67% students in Red and 16% of students in Yellow. Staff have completed data boards the last two years to watch the growth students are making. There will be will some shifts in how reading interventions are being completed with more documentation and there will be an intervention in place for math to help fill holes that students have.

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.

After reviewing implementation data, the district is revising this action to continue to focus on reading and math, and implementing more interventions with better tracking and data to increased student performance in these areas.

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	Professional Development	Provide professional development including but not limited to technology, MTSS/PBIS, TIC, SEL, UDL, ELA, Math, New curriculum frameworks, Get Reading Right, and induction programs for new teachers. All district training and stipends.	$20,588.00	Yes
1.2	Curriculum	Supplies for implementation of state standards, and curriculum for credit recovery.	$33,100.00	No
1.3	K-12 Summer School	Teachers and Instructional Assistants, along with custodial hours. Supplies, and transportation.	$48,828.00	Yes
1.4	Paraprofessionals	Continue to plan and implement intervention strategies that focus on academic improvement for students scoring below benchmark or students at risk of not graduating. This includes intervention classes, access to after-school and lunch time tutoring and Saturday school K-12.	$85,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Additional Teacher Time	Continue to maintain or increase the rate of HS students participating in career and technical education (CTE) courses.	$9,853.00	No
1.6	Technology	Provide technology upgrades and enhancements as necessary.	$31,969.00	No
1.7	ELA	Continue to establish school-wide all school write benchmarks, timelines, procedures and topics. Additional programs include Renaissance Learning, Fast Forward, SIPPS, Espark.	$13,200.00	No
1.8	Math	Renaissance Learning, IXL	$15,500.00	No
1.9	Online curriculum	Curriculum assessment for 8th-12th grades.	$11,600.00	No
1.10	Elementary Teachers	Maintain 4 FTE at the elmentary site	$400,686.00	No
1.11	High School Teachers	Retain over 3.5 FTE at the HS in order to maintain high school funding block.	$458,260.00	No
1.12	Special Education Teacher	District hiring 1.0 FTE	$75,134.00	No
1.13	Special Education Paraprofessional	District is continuing to hire paraprofessionals.	$61,802.00	No
1.14	Intervention, Evidence Based Interventions	Accelerating progress to close learning gaps through implementation, expansion, or enhancement of evidence based learning supports. Tutoring or other one-on-one or small group learning supports provided by	$5,000.00	

Action #	Title	Description	Total Funds	Contributing
		certificated or classified staff. Learning Recovery Emergency Block Grant (LREBG).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continuous improvement of school culture, climate and safety to maximize student learning.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Surprise Valley Joint Unified School District developed this goal because having have a positive school culture, climate and a safe school are high priorities for our educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1C School facilities in good repair per CDE's Facility Inspection Tool (FIT)	Facilities in poor condition	Per the FIT report, the facilities remain in poor condition, with improvement being made as funds become available.		Increase facilities to Fair condidtion.	Maintained in poor condition.
2.2	3A Seek parent input in making decisions	District has a site council (2) and parent/community	District has a site council (2) and parent/community advisory		Increase parent/community involvement by 5 people on our	Slowly building out district committees. Ag Advisory had close

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		advisory committees, Ag Advisory (5)	committees, Ag Advisory (5)		district committees.	to 10. Site council struggles, but has roughly 3 community at each meeting.
2.3	3B Promote parent participation for all students including unduplicated pupils and those with exceptional needs.	District provides 3 family nights (Reading Night, Math or Science Night) for elementary students and a College and Career Night for high school students.	District provides 3 family nights (Reading Night, Math or Science Night) for elementary students and a College and Career Night for high school students.		Maintain at least 2 elementary family nights and the high school college and career night.	Maintained these 3 family events.
2.4	5A Attendance rates	High School: 91.5% Elementary: 92.25%	High School: 92.3% Elementary: 94.3%		Increase attendance rates. High School: 95% Elementary School: 95%	Both schools have increased their attendance rates, not quite to where we want to be yet. Elementenary increased by 0.8%. High school increases by 2.05%.
2.5	5B Chronic absenteeism rates	High School: 23.91% Elementary: 20.83%	High School: 18.9% Elementary: 10.4% District: 6.3% Maintained 0.4%		Decrease chronic absenteeism at both the elementary and the high school. High School: 10% Elementary School: 10%	Both schools have decreased our chronic absenteeism rates. Elementary has improved by 10.43%.High School has improved 5.01%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	5C Middle school dropout rates	0%	0%		Maintain 0% middle school dropouts.	Maintained
2.7	5D High school dropout rates	2.12%	0%		Decreases to 0% high school dropouts.	Improved by 2.12%
2.8	5E High school graduation rates	100%	100%		Maintain 100% high school graduation ratte.	Maintained
2.9	6A Student suspension rate	High School: 15.21% Elementary: 6.25%	High School: 28.9% Elementary: 3.8%		Decrease supspension rates. High School: less than 10% Elementary school: less than 5%	High school suspension rate has increased by 13.69%, mainly due to vaping. Elementary school has decreased by 2.45%.
2.10	6B Student expulsion rate	0%	0%		Maintain 0% explusion rate.	Maintained
2.11	6C Surveys of students, parents, and teachers on the sense of safety and school connectedness.	One survey was completed in the fall, that was completed by 12 families.	One survey was completed in the fall, that was completed by 12 families.		More input from parents, students, and staff, with at least 50% of group completing surveys at each given period. Parents: 2- fall and spring Students: 2- fall and spring Staff: 2- fall and spring	Need to increase the number of families that participate in the annual surveys.
2.12	7A-C All students will have access to and are enrolled in a board	All students will have access to and are enrolled in a board	All students will have access to and are enrolled in		Maintain full access to all students.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course of study (Social Science, Health, PE, VAPA, World Language) including unduplicated students and students with expectional needs.	course of study (Social Science, Health, PE, VAPA, World Language) including students with expectional needs.	a board course of study (Social Science, Health, PE, VAPA, World Language) including students with expectional needs.			
2.13	3C Promote parental participation for programs for students with disabilities.	75% of families attended specific meetings and other programs provided by the district	85% of families attended specific meetings and other programs provided by the district		Maintain 75% of attendance to all of our meetings and familly nights. Continue to encourage and invite parents to participate in all the available programs.	Increased by 10%

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.

SVJUSD is working on improving our attendance rates for both the high school (up2.5%) and elementary school (up 0.7%). The chronic absenteeism have decreses high school (decreased 5.01%) and elementary school (decreased 10.43%). We also want to improve our suspension rates(high school 28.9% & elementary school 3.8%), however there is zero tolerance for substance use at school or at school activities. The district is working at getting our facilities in to better conditions, but it depends on funding.

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.

We have stayed within our budget, the increasing costs to operate continues to increase the strain on the district's finances. Finding staff members that are invested in the school is extremley important. District budgeted roughly $70,000 for our transportation department, however due to a bus continuing to break the distriction purchased a new bus bringing out expenditures to $292,000 in our transportation budget.

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

The district needs to continue to focus on increasing our attendance rates and lowering our supspension rates. Attendance rates for the both schools has increased-elementary from 92.5% to 94.3% and high school 91.5% to 92.3 %, and our goal is 95% at both schools. Suspension rates at the high school have increased from 15.21% to 28.9% and elementary has decreased from 6.25% to 3.8%. SVJUSD has 100% graduation rate.

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.

The district is in the process of applying for a modernization grant to help improve our facilities. The district is also working with local agencies regarding substance use and mental wellness to help our ensure out students are feeling safe and supported.

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	Positive Behavior Intervention and Supports (PBIS)	Provide incentives and supports for students. Use data from the Healthy Kids Survey and PBIS SWIS to determine school behavior and social-emotional needs.	$1,400.00	No
2.2	Multi Tiered System of Supports (MTSS)	Providing tiered level of supports to students through interventions and 1-2-3 Wellness checkins and lessons. Using MTSS and PBIS. EL, Foster Youth, and low income	$73,180.00	Yes
2.3	Work with grant writers to find funding for maintenance, secruity, technology, transportation and other grants	Work with a grant writer to research and help write grants to help fund projects in maintenance, secruity, technology, transportation and other grants that will help benefit our school culture, climate and secruity.		No
2.4	Radio Repeater	Continue to utilize radio repeater system for emergency services.	$550.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Power School and Apptegy	Power School is the SIS system for the district. Apptegy is used a communication tool for the district to reach families in multiple forms in a short amount of time, including a website.	$14,000.00	No
2.6	Custodian	Custodian to provide a clean facility which includes supplies.	$42,956.00	No
2.7	Maintenance	Provides a clean and safe facility for students which includes supplies.	$229,538.00	No
2.8	Parent Engagement	Offer family engagement opportunities through STEM, Math, Coding, and Reading Nights. Robo call will be used for communicating district information.	$3,000.00	No
2.9	Transportation	Supplement funding to transportation budget encroachments to ensure low income students attend school. Bought a new bus to add to our district fleet, due to multiple issues with one of the current buses.	$92,554.00	Yes
2.10	Cafeteria	Supplement funding to cafeteria budget encroachments to ensure low income students recieve breakfast and lunch.	$20,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$148,821	$7559

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
7.549%	0.000%	$0.00	7.549%

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:** Professional Development **Need:** This action is being implemented LEA-wide but is principally directed towards our socioeconomically disadvantaged students and our Hispanic students. Too many students district-wide are performing below the standard in ELA and math. Two subgroups are performing below	Staff need to attend professional development opportunities that are available to them. All staff can benefit from bettering their skills or learn new strategies to meet the needs of new or different students in the classroom or in the school. Every PD that staff attends, they walk away with new skills or strategies on how to better serve our student population, especially our socioeconomically disadvantaged and Hispanic students. The district has already begun planning for the 2025-206 school year with certificated and	1.1 1A 90% of teacher are appropriately assigned 1.3 8 Measure of academic progress in ELA 1.4 8 Measure of academic progress in Math 1.15 2A Implement state board adopted materials and performance standards for all students

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
	standard (Hispanic and Socioeconomically Disadvantaged) in Math and ELA, as indicated on the California Dashboard. Current dashboard data shows socioeconomically disadvantaged in ELA increased 11.8 points, but are still 24.4 points below standard, and Hispanic are 44.4 points below standard. In math socioeconomically disadvantaged declined 30.7 points and are 87.4 below standard and Hispanic are 84.5 points below standard. **Scope:** LEA-wide	classified staff around best practices for academics, SEL, trauma informed practices, and behavior.	2.3
1.3	**Action:** K-12 Summer School **Need:** This action is being implemented LEA-wide but is principally directed towards our socioeconomically disadvantaged students and our Hispanic students. Too many students district-wide are performing below the standard in ELA and math. Two subgroups are performing below standard (Hispanic and Socioeconomically Disadvantaged) in Math and ELA, as indicated on the California Dashboard. Current dashboard data shows socioeconomically disadvantaged in ELA increased 11.8 points, but are still 24.4 points below standard, and Hispanic are 44.4 points below standard. In math socioeconomically disadvantaged declined 30.7 points and are 87.4 below	Summer school provides access to extended instruction for all students who need additional support because they are below standard in ELA and/or math, or in need of credit recovery. Summer school targets our subgroups (socioeconomically disadvantaged and Hispanic) with additional concentrated focus in identified areas of need in ELA and math.	Renaissance and eSpark testing 1.2 1B Sufficient access to the standards-aligned instructional materials at the necessary levels 1.3 8 Measure of academic progress in ELA 1.4 8 Measure of academic progress in Math 1.15 2A Implement state board adopted materials and performance standards for all students

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
	standard and Hispanic are 84.5 points below standard. **Scope:** LEA-wide		
1.4	**Action:** Paraprofessionals **Need:** This action is being implemented LEA-wide but is principally directed towards our socioeconomically disadvantaged students and our Hispanic students. Too many students district-wide are performing below the standard in ELA and math. Two subgroups are performing below standard (Hispanic and Socioeconomically Disadvantaged) in Math and ELA, as indicated on the California Dashboard. Current dashboard data shows socioeconomically disadvantaged in ELA increased 11.8 points, but are still 24.4 points below standard, and Hispanic are 44.4 points below standard. In math socioeconomically disadvantaged declined 30.7 points and are 87.4 below standard and Hispanic are 84.5 points below standard. **Scope:** LEA-wide	Providing more students especially students in our subgroups (socioeconomically disadvantaged and Hispanic) with one on one or small group instruction to focus on learning gaps in ELA and Math. Providing these students with more opportunities to practice on specific skills. Also using online resources for instruction to help with this instruction.	1.2 1B Sufficient access to the standards-aligned instructional materials at the necessary levels 1.3 8 Measure of academic progress in ELA 1.4 8 Measure of academic progress in Math 1.15 2A Implement state board adopted materials and performance standards for all students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Multi Tiered System of Supports (MTSS) **Need:** This action is being implemented LEA-wide but is principally directed towards our socioeconomically disadvantaged students and our Hispanic students. Too many students district-wide are performing below the standard in ELA and math. Two subgroups are performing below standard (Hispanic and Socioeconomically Disadvantaged) in Math and ELA, as indicated on the California Dashboard. Current dashboard data shows socioeconomically disadvantaged in ELA increased 11.8 points, but are still 24.4 points below standard, and Hispanic are 44.4 points below standard. In math socioeconomically disadvantaged declined 30.7 points and are 87.4 below standard and Hispanic are 84.5 points below standard. **Scope:** LEA-wide	District to increase more staffing to provide one on one intervention time, allowing students to gain more targeted skills to be on track for grade level expectations. To provide EL, Foster youth, and socioeconomically disadvantaged, and Hsipanic students more opportunities for support. The district has already begun planning for the 2025-206 school year with certificated and classified staff around best practices for academics, SEL, trauma informed practices, and behavior.	Renaissance testing 1.3 8 Meausre of academic progress in ELA 1.4 8 Measure of Academic progress in Math 1.2 1B Every student in the district has suffficient access to standards-aligned instructional materials. 2.2 3A Seek parent input in making decisions 2.4 5B Attendance rates 2.5 5C Chronic absenteeism 2.13 3C promote parental participation for programs for students with disabilities
2.9	**Action:** Transportation **Need:** This action is being implemented LEA-wide but is principally directed towards our socioeconomically disadvantaged students. The California Dashboard reports chronic	Without transportation provided by the District, socioeconomically disadvantaged students may not have the opportunity to attend school every day due to the lack of transportation/funds of families, due to the distance traveled to school and home. Many families are more than 20 miles away. District needs to provide reliable transportation to all families.	Attendance rates 2.4 5A Attendance rates 2.5 5B Chronic absenteeism

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
	Absenteeism for the district is 6.3%. Too many students district-wide are performing below the standard in ELA and math. Two subgroups are performing below standard (Hispanic and Socioeconomically Disadvantaged) in Math and ELA, as indicated on the California Dashboard. The district's attendance goal is 95%, and currently high school is 92.3% and elementary school is 94.3%. **Scope:** LEA-wide		
2.10	**Action:** Cafeteria **Need:** This action is being implemented LEA-wide but is principally directed towards our socioeconomically disadvantaged students that have chronic absenteeism, with the district at 6.3%. All students are able to eat two meals a day from through our breakfast and lunch program. The district's attendance goal is 95%, and currently high school is 92.3% and elementary school is 94.3%. **Scope:** LEA-wide	To provide students with a healthy meals to assist with nutrition which supports learning for all students. Our cafeteria feeds all students including our subgroup (socioeconomically disadvantaged). Providing all students with breakfast and lunch allows for the students to be focus on their studies throughout the day. Providing meals to students will hopefully help increase our attendance rates and decrease our chronic absenteeism rates.	Test results will show an increase with effective nutrition 2.2 3A Seek parent input in making decisions 2.5 5A Attendance rates 2.11 6C Survey of students, staff, parents and community members

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Paraprofessionals **Need:** Academic Performance **Scope:** Limited to Unduplicated Student Group(s)	On-on-One accessibility to tutors, etc.	Renaissance Testing and eSpark testing 1.2 1B Sufficient access to the standards-aligned instructional materials at the necessary levels 1.3 8 Measure of academic progress in ELA 1.4 8 Measure of academic progress in Math 1.15 2A Implement state board adopted materials and performance standards for all students

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.

Not applicable

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 district will continue to provide services that are specificially directed to meeting the District's goals 1 and 2 for its unduplicated pupils by providing the following actions: encouraging staff to attend professional development that will help increase the strategies and learning for our students, 1.3 providing more learning time for undeuplicated students through the ELOP program during the summer, and 1.4 increasing the amount of small group time and time to work with students one to one for our unduplicated pupils.

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	0	3-to-98
Staff-to-student ratio of certificated staff providing direct services to students	0	8-98

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	1,971,446	148,821	7.549%	0.000%	7.549%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,479,931.00	$191,751.00	$26,488.00	$49,657.00	$1,747,827.00	$1,370,038.00	$377,789.00

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	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$6,588.00	$14,000.00	$6,000.00	$8,000.00	$6,588.00		$20,588.00	
1	1.2	Curriculum	All English Learners	No		English Learners	All Schools		$0.00	$33,100.00	$11,500.00	$21,600.00			$33,100.00	
1	1.3	K-12 Summer School	Low Income	Yes	LEA-wide	Low Income	All Schools		$39,899.00	$8,929.00		$48,828.00			$48,828.00	
1	1.4	Paraprofessionals	English Learners Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		$82,129.00	$3,000.00	$30,398.00	$17,374.00		$37,357.00	$85,129.00	
1	1.5	Additional Teacher Time	All	No			Specific Schools: High School Grades 9-12		$9,853.00	$0.00	$9,853.00				$9,853.00	
1	1.6	Technology	All	No			All Schools		$0.00	$31,969.00	$10,000.00	$11,969.00	$10,000.00		$31,969.00	
1	1.7	ELA	All	No			All Schools		$0.00	$13,200.00	$13,200.00				$13,200.00	
1	1.8	Math	All	No			All Schools		$0.00	$15,500.00	$10,000.00	$5,500.00			$15,500.00	
1	1.9	Online curriculum	All	No			Specific Schools: High		$0.00	$11,600.00	$2,000.00	$5,300.00		$4,300.00	$11,600.00	

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
							School									
1	1.10	Elementary Teachers	All	No			Specific Schools: Elementary School Grades KN-7		$400,686.00	$0.00	$400,686.00				$400,686.00	
1	1.11	High School Teachers	All	No			Specific Schools: High School Grades 8-12		$458,260.00	$0.00	$458,260.00				$458,260.00	
1	1.12	Special Education Teacher	Students with Disabilities	No			All Schools		$75,134.00	$0.00	$75,134.00				$75,134.00	
1	1.13	Special Education Paraprofessional	Students with Disabilities	No			All Schools		$61,802.00	$0.00	$61,802.00				$61,802.00	
1	1.14	Intervention, Evidence Based Interventions						3 years	$5,000.00	$0.00				$5,000.00	$5,000.00	
2	2.1	Positive Behavior Intervention and Supports (PBIS)	All	No			All Schools		$0.00	$1,400.00			$1,400.00		$1,400.00	
2	2.2	Multi Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$73,180.00	$0.00		$73,180.00			$73,180.00	
2	2.3	Work with grant writers to find funding for maintenance, secruity, technology, transportation and other grants	All	No												
2	2.4	Radio Repeater	All	No			All Schools		$0.00	$550.00	$550.00				$550.00	
2	2.5	Power School and Apptegy	All	No			All Schools		$0.00	$14,000.00	$5,500.00		$8,500.00		$14,000.00	
2	2.6	Custodian	All	No			All Schools		$32,956.00	$10,000.00	$42,956.00				$42,956.00	
2	2.7	Maintenance	All	No			All Schools		$83,838.00	$145,700.00	$229,538.00				$229,538.00	
2	2.8	Parent Engagement	All	No			All Schools		$0.00	$3,000.00				$3,000.00	$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Transportation	Low Income	Yes	LEA-wide	Low Income			$40,713.00	$51,841.00	$92,554.00				$92,554.00	
2	2.10	Cafeteria	Low Income	Yes	LEA-wide	Low Income			$0.00	$20,000.00	$20,000.00				$20,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,971,446	148,821	7.549%	0.000%	7.549%	$148,952.00	0.000%	7.555 %	**Total:**	$148,952.00
								LEA-wide Total:	$148,952.00
								Limited Total:	$30,398.00
								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**	Professional Development	Yes	LEA-wide	English Learners Low Income		$6,000.00	
1	**1.2**	Curriculum			English Learners	All Schools	$11,500.00	
1	**1.3**	K-12 Summer School	Yes	LEA-wide	Low Income	All Schools		
1	**1.4**	Paraprofessionals	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$30,398.00	
2	**2.2**	Multi Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	**2.9**	Transportation	Yes	LEA-wide	Low Income		$92,554.00	
2	**2.10**	Cafeteria	Yes	LEA-wide	Low Income		$20,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,477,137.00	$1,977,808.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$42,135.00	11070
1	**1.2**	Curriculum	No	$32,455.00	14564
1	**1.3**	K-12 Summer School	Yes	$31,491.00	36,142
1	**1.4**	Paraprofessionals	Yes	$74,618.00	94452
1	**1.5**	Additional Teacher Time	No	$9,590.00	9590
1	**1.6**	Technology	No	$48,462.00	170885
1	**1.7**	ELA	No	$6,694.00	15675
1	**1.8**	Math	No	$1,050.00	14988
1	**1.9**	Online curriculum	No	$9,794.00	15688
1	**1.10**	Elementary Teachers	No	$347,393.00	347058

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	1.11	High School Teachers	No	$330,595.00	483428
1	1.12	Special Education Teacher	No	$66,059.00	55647
1	1.13	Special Education Paraprofessional	No	$39,835.00	65717
2	2.1	Positive Behavior Intervention and Supports (PBIS)	No	$1,400.00	510
2	2.2	Multi Tiered System of Supports (MTSS)	No Yes	$25,000.00	6860
2	2.3	Work with grant writers to find funding for maintenance, secruity, technology, transportation and other grants	No		
2	2.4	Radio Repeater	No	$550.00	550
2	2.5	Power School and Apptegy	No	$13,920.00	15713
2	2.6	Custodian	No	$42,665.00	33636
2	2.7	Maintenance	No	$246,057.00	272,494
2	2.8	Parent Engagement	No	$3,000.00	1176
2	2.9	Transportation	No	$69,374.00	291,965

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)
			Yes		
2	**2.10**	Cafeteria	Yes	$35,000.00	20000

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)
122,250	$277,618.00	$460,489.00	($182,871.00)	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	Professional Development	Yes	$42,135	11,070		
1	1.3	K-12 Summer School	Yes	$31,491	36,142		
1	1.4	Paraprofessionals	Yes	$74,618	94,452		
2	2.2	Multi Tiered System of Supports (MTSS)	Yes	$25,000	6,860		
2	2.9	Transportation	Yes	$69,374.00	291,965		
2	2.10	Cafeteria	Yes	$35,000.00	20,000		

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)
1,731,255	122,250	7.02%	14.081%	$460,489.00	0.000%	26.599%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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