

LCFF Budget Overview for Parents

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

CDS Code: 47-76455-0000000

School Year: 2024-25

LEA contact information:

Micheline G Miglis

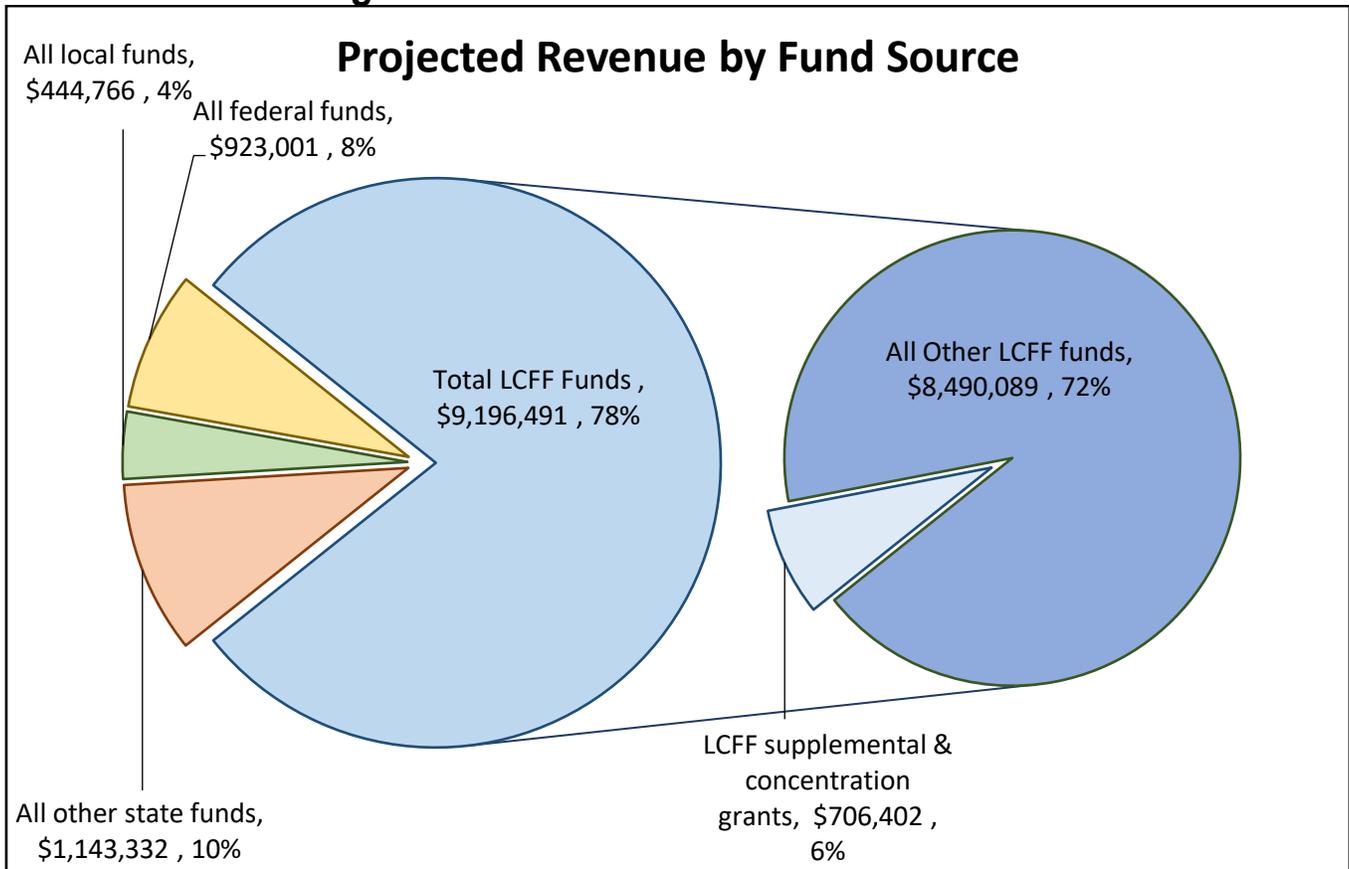
Superintendent

mmiglis@svusd.us

(530) 468-2727

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

Budget Overview for the 2024-25 School Year

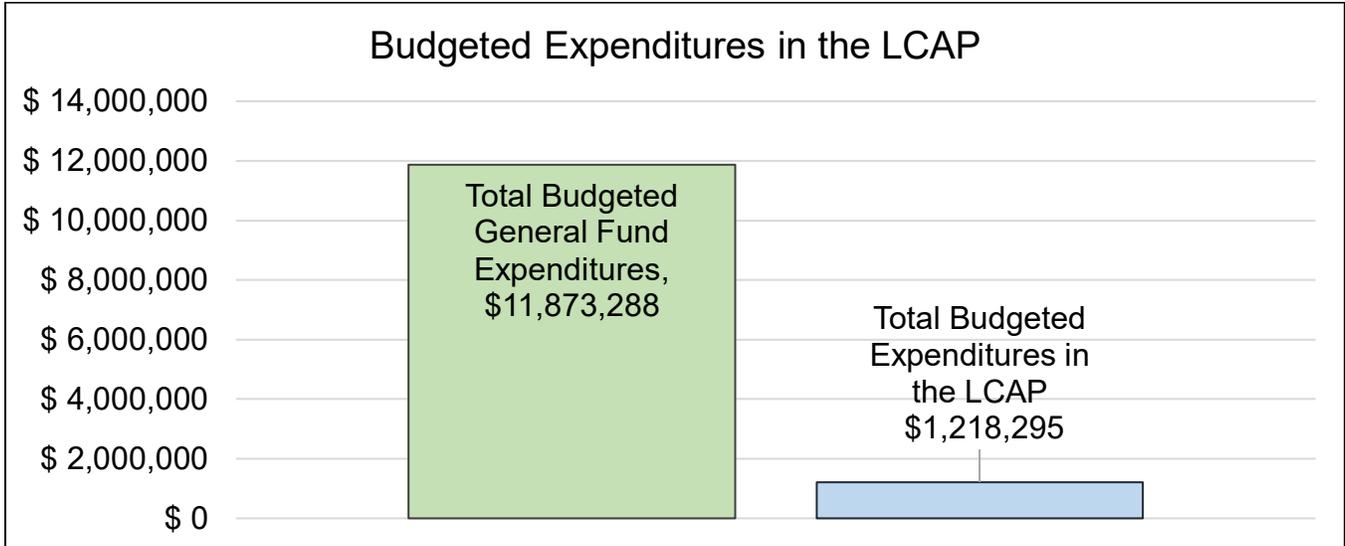


This chart shows the total general purpose revenue Scott Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Scott Valley Unified School District is \$11,707,590, of which \$9,196,491 is Local Control Funding Formula (LCFF), \$1,143,332 is other state funds, \$444,766 is local funds, and \$923,001 is federal funds. Of the \$9,196,491 in LCFF Funds, \$706,402 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Scott Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Scott Valley Unified School District plans to spend \$11,873,288 for the 2024-25 school year. Of that amount, \$1,218,295 is tied to actions/services in the LCAP and \$10,654,993 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

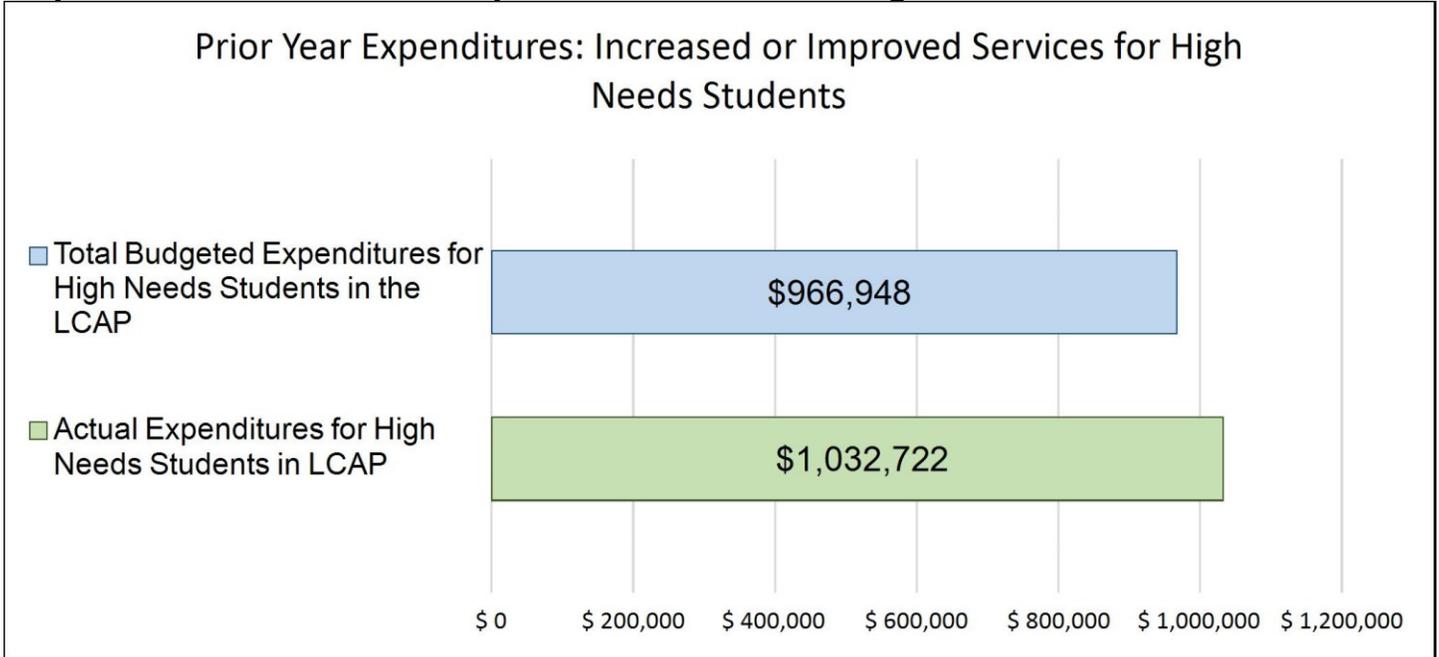
General fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, cafeteria, utilities, maintenance, and supplies.

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

In 2024-25, Scott Valley Unified School District is projecting it will receive \$706,402 based on the enrollment of foster youth, English learner, and low-income students. Scott Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Scott Valley Unified School District plans to spend \$894,427 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Scott Valley Unified School District's LCAP budgeted \$966947.78 for planned actions to increase or improve services for high needs students. Scott Valley Unified School District actually spent \$1032722.39 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessments	2018-2019 data ELA - 49% Meet/Exceed Standards Math - 46% Meet/Exceed Standards	2020-2021 data ELA 49% met/exceeded standards Math 24% met/exceeded standards	2021-2022 ELA- 49% Met/ Exceeded Standards Math- 35% Met/ Exceeded Standards	2022-2023 data ELA - 49% met/exceeded standards Math - 36.50% met/exceeded standards	60% of students will meet or exceed standards in ELA 60% of students will meet or exceed standards in Math
Percentage of pupils completing A-G requirements	In the 2019-2020 school year, 55% completed with A-G.	In the 2020-2021 school year, 62% completed with A-G.	2021-2022 59% completed with A-G courses	2022-2023 data 38.5% completed with A-G courses	80% A-G
Percentage of pupils completing CTE	2019-2020 Pathway completers 59%	2020-2021 Pathway completers 54%	2021-2022 54% pathway completers	2022-2023 data 26.25% pathway completers	80%
Percentage of pupils completing A-G and CTE	This data is not available at this time.	In the 2020-2021 school year, 38% completed A-G and CTE.	38%	2022-2023 data 15% completed A-G and CTE	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner progress	50% made progress on ELPAC levels.	50% made progress on ELPAC levels.	100% made progress on ELPAC levels	60% made progress on ELPAC levels	100% of EL students will make progress on ELPAC levels.
English learner reclassification rate	0% reclassified.	0% reclassified.	0% reclassified	50% reclassified	50% of EL students will be reclassified.
Percentage of pupils passing Advanced Placement (AP) with 3 or higher	3% AP scores with 3 or higher	0% passed their AP exam with a score of 3 or better.	2021-2022 0% scored with 3 or higher	2022-2023 50% scored 3 or better (2 out of 4 students)	80% of students passing the AP Exams.
Students at grade level on AR tests (K-5)	60% Average on grade level for K-5 grade, Fort Jones Elementary School and Etna Elementary School.	58% Average on grade level for K-5 grades, Fort Jones Elementary and Etna Elementary schools.	K- 79%, 1st- 50%, 2nd- 71%, 3rd- 68%, 4th- 74%, 5th- 71%	ELA 2022-2023 Data Kindergarten at/above 67% 1st Grade at/above 49% 2nd Grade at/above 64% 3rd Grade at/above 75% 4th Grade at/above 42% 5th GradeAt/Above 49%	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
On-track for graduation by spring transcripts of sophomore year.	80% pupils on track for graduation by spring transcripts of sophomore year.	94% current sophomores on- track for graduation by spring transcripts.	2022-2023 80% of sophomores are on track for graduation by spring transcripts.	2023-2024 95% of sophomores are on track for graduation	100% pupils on track for graduation according to sophomore spring transcripts

Goal Analysis

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

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

All actions were implemented in this goal. The one substantive difference is that Action 1.2 was partially implemented due to lack of applicants. Two success are meeting our EL reclassification rate and 95% sophomores are on track for their graduation. The implementation of paraprofessionals supported meeting the goal of our EL reclassification rate. CTE offerings, Scott Valley Options/Edgenuity, and the careful monitoring of grades supported students and resulted in the success rate.

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

There are some actions with a material difference between Budgeted Expenditures and Estimated Actual Expenditures. These include the following.

Action 1.2 Only one of the two intervention teachers were hired due to lack of qualified applicants.

Action 1.4 The amount was increased due to a robust implementation and allocations provided to schools for incentive and reward systems.

Action 1.5 There was an increase in expenditure due to more students enrolling in the Independent Study program than originally anticipated.

Action 1.6 Less money was spent on Summer Learning Matters than budgeted because fewer students had the need for credit recovery after all.

Action 1.7 More money was spent on CTE than initially budgeted because grant funds were used outside of LCFF to enhance and expand offerings and CTE related opportunities.

Action 1.9 More money was spent than budgeted for Scott Valley Options due to increased parent/student request for A-G licenses in the District's independent study "school" (program) and lack of credentialed teachers to teach the courses.

Action 1.10 There was an increase in expenditure due to more students enrolling in the Independent Study program than originally anticipated.

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

The actions in this goal have been partially effective at making progress on this goal. We plan to revise our goals and actions. The effective actions are 1.1 (academics), 1.7 (passing AP), 1.8 (AR test scores), and 1.9 (sophomores on-track to graduate) as evidenced by an increase of 10% in Math scores from Year 1 to Year 3, AP pass test rate going from 0% to 50%, an overall increase in AR test scores, and 95% of sophomores on track to graduate. Our actions that need to be improved include Actions 1.2 (A-G requirements), 1.3 (CTE requirements), 1.4 (A-G and CTE requirements) based on the following metrics of a decrease in student percentages meeting A-G and CTE requirements. This reduction was a product of new staff incorrectly reporting due to lack of experience. We will revise our actions and eliminate actions that do not support student improvement. The metrics 1.5 and 1.6 regarding EL progress and reclassification is a result of meeting a formalized reclassification process.

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

We will change the following as a result of this analysis:

Metric 1.1 We will rely on local assessment data throughout the year prior to the annual CAASPP test.

Metrics 1.2, 1.3, 1.4 - There was a turnover in the Scott Valley Unified high school counselor position, and the 23/24 new counselor is receiving coaching and mentoring which will ensure more accurate reporting for the A-G and CTE student data.

Metric 1.6 - We will investigate a reclassification of English Learners model that best meets the needs of Scott Valley students.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Title VI sign in sheets (Native, Tribal families and students).	Attendance logs for Title VI family meetings show 5% or less represent the Quartz Valley Tribe membership. Ten percent of eligible students attend Title VI funded programming/events/activities.	5% based on attendance logs.	2022-2023 SOU tour= 38% of students attended Fall Cultural Event- 66% of students participated and/ or attended. Parent/ family meeting- <7% attended one or more parent meeting.	2022-2023 3% of students were represented at meetings	Increase to 30% participation rates.
Volunteer list.	All regular volunteers are TB tested.	100%	100% of volunteers are TB tested	100%	Sustain 100%.
Chronic Absenteeism Rate	11%	10%	10%	15%	5%
Attendance Rate	District wide = 94% FJE =95.5% EES =94%	For the 2020-21 school year, District wide = 94.7% FJE =94%	FJE= 92% EES= 92%	FJE = 92.50% EES = 94.0% SVJH = 93.25%	District wide = 98% FJE = 98% EE = 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SVJH =93% EHS = 95%	EES = 94% SVJH = 93.7% EHS = 95.5%	SVJH= 91% EHS= 91% SRHS= 76%	EHS = 94%	SVJH = 98% EHS = 98%
Middle School Dropout Rate	4%	2%	0 %	0%	2%
High School Dropout Rate	2%	1.5%	0%	0%	0%
Graduation Rate	95.5%	In 20-21, EHS 100% In 21-22, EHS 97.5%	2021-2022 100%	2022-2023 93%	99%
Suspension Rate	2% (10 out of 650 students)	2%	2021-2022 EHS- 4.8% EES- 2.1% FJE- 1.3% SVJH- 11.6%	Districtwide 9.4% (increased by 4.1%) EHS - 12% (increased by 7%) EES - 14% (increased by 12%) FJE - 1% SVJH - 11.7%	Less than 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0%	One student expelled in 2021-2022.	<0.5%	<0.02%	0%
Survey Results	30% of parents/families returned the survey.	40% of parents/families returned the survey.	50% of parents/families completed the survey.	75%	75%

Goal Analysis

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

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

Almost all actions were implemented in Goal 2. Two actions that were not implemented were Action 2.3 (LCAP infographic) and Action 2.10 (NutriKids software). Action 2.3 was not implemented due to disinterest from educational partners. Action 2.10 was not implemented due to all meals provided at no charge, however it was implemented to keep track of the number of meals served.. Otherwise there were no substantive differences in planned actions and implementation. Year 3 of PBIS was a tremendous student and school-wide success apart from suspending students, professional development, school-side expectations and advisory periods supported students with engagement.

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 were material differences between Budgeted Expenditures and Estimated Actual Expenditures in the following actions:

2.5 No money was spent on this action due to lack of interest from staff.

2.6 Less money than budgeted was spent on Adult Education because fewer classes were offered based on fewer enrollees.

2.8 More money was spent on home to school transportation for the after school program due to an increase in demand for transportation and an increase in salary for staff.

2.9 No money was reported spent on this action because Blackboard was replaced by Parent Square mid-LCAP. Parent Square is our new parent/family communication system.

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

The actions in this goal have been partially effective at making progress on this goal. We plan to revise our goals and actions. The effective actions are 2.2 (TB testing), 2.4 (Marquees for schools), 2.6 (Adult Education), 2.7 (PBIS), 2.8 (Transportation), 2.9 Blackboard Connect) as evidenced by the volunteers being TB tested, attendance rates, and relatively high graduation rates (Metrics 2.2, 2.4, and 2.7). Our actions that need to be improved include extra duty hours for parent communication and engagement (2.5) based on the following metrics the survey results (2.10). We will revise our actions and eliminate actions that do not support student improvement.

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

Changes made for the coming year resulting from reflections on prior practice include the following:

Action 2.2 TB testing will be removed from the LCAP because it does not directly impact state priorities.

Action 2.3, LCAP Infographic, will be removed because there was a lack of engagement with it.

Action 2.5, Extra duty hours for community/parent engagement, will be deleted because there were no respondents to do extra duty hours.

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

Goals and Actions

Goal

Goal #	Description
3	Sustain a positive school climate committed to the whole student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credential list.	All teachers are appropriately assigned. 1 teacher is on a waiver.	1 teacher is on a waiver.	2022-2023 All teachers are appropriately assigned. EES- 1 special permit FJE- 2 special permits SVJH- 3 special permits EHS- 1 waiver	2023-2024 All teachers are appropriately assigned. EES 6 credentialed; 1 special permit FJE 5 credentialed; 3 special permits SVJH 4 credentialed; 1 PIP; 1 SSP EHS 11 credentialed; 1 CTE; 1 PIP	All teachers credentialed and appropriately assigned.
Master schedule of course offerings.	All students are provided a broad course of study.	All students are provided a broad course of study. Additional sections were added to EHS master schedule for 2022-23. Scott Valley	All students are provided a broad course of study.	All students are provide a broad course of study.	All students are provided a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Junior High School will implement block scheduling in 2022-23. Professional development in June 2022 for teacher preparation for block scheduling and planning. A new ELA curriculum and new adoption was finalized and approved for implementation in 2022-2023 school-year. Music and science continued to be offered in the elementary grades.			
Williams Report	All students have access to standards-aligned materials.	All students have access to standards-based materials. English Language Arts K-5 adopted Wonders.	All students have access to standards-aligned materials.	All students have access to standards-aligned materials.	All students have access to standards-aligned materials.
Lesson Plans / Priority 2 Self-Reflection Tool	State standards are implemented in all curricular areas.	State standards are implemented in all curricular areas.	State standards are implemented in all curricular areas.	State standards are implemented in all curricular areas.	State standards are implemented in all curricular areas.
FIT Report	All facilities are in good repair.	All facilities are in good repair according to the FIT rating scale.	All facilities are in good repair.	All facilities are deemed in good repair per FIT.	All facilities will be in good or better repair.

Goal Analysis

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

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

3.1 - Four student services specialists and one counselor were hired instead of two counselors and two support services staff because we found that during the interview process we found the candidates would better service the roles than we originally planned.

3.3 - More teachers were provided professional development for teacher induction.

3.16 - This action was not implemented due to lack of applicants.

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.

3.1 More support staff was hired than originally anticipated due to midyear employee turnover.

3.2 More money was allocated and expended for hiring paraprofessionals to increase student support and academic achievement.

3.3 This action was under budgeted due to more teachers requiring ATE than anticipated.

3.5 Professional development was provided to teachers and staff with non-LCFF funding, such as Siskiyou COE and Shasta COE.

3.7 We hired a certificated teacher for science enrichment in lieu of a classified instructor.

3.8 More money was initially budgeted to fund athletic travel and fewer trips to compete were actually scheduled.

3.11 Extra steps were taken to ensure full implementation of COVID related precautions.

3.12 We utilized more money on deferred maintenance than originally planned to meet the needs of schools and unplanned repairs.

3.14 This action came in below budget due to a lower number of helmets needing to be refurbished.

3.16 This action was not implemented due to the position remaining unfilled due to no applicants.

3.17 Field trips and place-based learning increased from previous (COVID) years to make learning more tangible and "hands on" which also included students in Scott Valley Options, independent study program.

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

Action 3.1 - As we built the comprehensive Positive Behavior Intervention and Supports, hiring staff and providing professional development proved to be extremely successful. Student had access to onsite social and emotional learning support staff, which included frequent in class instruction using the CASEL resources, Second Step, and Siskiyou County Office of Education behavioral and mental health activities. Annually data was shared with the LCAP committee and the Board of Trustees.

Action 3.2 - Increase paraprofessional FTE's made it possible for small group literacy instruction to meet the literacy needs of each student by ability level.

Action 3.3 - The ATE program was instrumental in facilitating teachers' requirements to clear credentials and gain instructional support.

Action 3.15 - Having the assistant principal at Etna High School and Scott River High School made it possible for teachers and students to receive more administrative support and incorporated athletic director duties.

Action 3.16 - A multitude of attempts to hire the position rendered unsuccessful due to unsuitable applicants for the teaching assignment.

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

Action 3.16 - Instead of hiring for music/P.E enrichment, SVUSD contracted art instruction services with the Siskiyou County Office of Education.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Scott Valley Unified School District was established July 2007 and is comprised of Etna High School, Scott Valley Junior High School, Etna Elementary School, Fort Jones Elementary School, and Scott River High School. The district serves students in the Scott Valley and students from Forks of Salmon when they matriculate to Etna High School, considered a necessary small high school. We offer preschool and adult education as well as alternative independent study options (Scott Valley Options) for long term placement. It is noteworthy that many teachers, staff and administrators attended schools here when they were young, graduated from our high school, and now work in the district. The district is home to 623 students.

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

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

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

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

Reflections: Annual Performance

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

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

Reflections: Technical Assistance

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

To decrease the suspension and chronic absenteeism rates in Scott Valley Unified School District using Differentiated Assistance (DA), the plan involves:

Data Analysis: Gather and analyze data on suspension and absenteeism to identify trends and at-risk students.

Targeted Interventions

Personalized support plans: Develop individualized intervention strategies for at-risk students.

Positive Behavior Interventions and Supports (PBIS): Implement PBIS to encourage positive behavior.

Restorative Practices: Use restorative justice to resolve conflicts and reduce suspensions.

Engagement and Communication

Family Engagement: Increase communication with families to address underlying issues.

Community Partnerships: Collaborate with local organizations for additional resources.

Staff Development

Training Programs: Train staff in cultural competency, trauma-informed practices, and effective classroom management.

Professional Learning Communities: Create support networks for staff to share best practices.

Supportive Environment

Safe and Inclusive Schools: Foster an environment where students feel safe and respected.

Attendance Incentives: Develop programs to reward good attendance and behavior.

Monitoring and Evaluation

Regular Monitoring: Track progress with continuous data analysis.

Adjust Interventions: Refine strategies based on feedback and data.

Transparent Reporting: Keep the community informed about progress.

Implementation

Initial Assessment: Conduct a needs assessment.

Action Plan Development: Create a detailed action plan with goals and timelines.

Resource Allocation: Ensure adequate resources are provided.

Stakeholder Engagement: Involve students, parents, teachers, and community partners.

Continuous Improvement: Regularly review and adjust strategies.

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
Indian Education Parent Committee	Monthly meetings with the Director of Education take place with EHS principal and with the superintendent. Regularly scheduled meetings with the IEC take place and time is afforded to discuss concerns with the principals in attendance and with the superintendent as well as to consult to inform the LCAP.
SELPA	A yearly meeting allows for consultation time with the SELPA to inform the LCAP.

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

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

1) To Improve Academic Achievement (Priorities 4 and 8):

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

This input and feedback informed Goal 1.

2) To bridge school/family/community to increase engagement (Priorities 3, 5 and 6):

- Parent Square (better and increased communication, CA Dashboard reporting of engagement, increase use across all schools)
- Home to School transportation (school attendance, student achievement)
- After school transportation for EHS (ticket sales, tutoring attendance, athletic involvement)
- Parent involvement nights (attendance)
- Stipend for managing sites' social media accounts (parent engagement)
- Incentivize attendance (ADA)
- Cut Adult Education Funding from LCAP and rely strictly on the Adult Ed funding source

This input and feedback informed Goal 2.

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

This input and feedback informed Goal 3.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percentage of pupils completing CTE. % completed Priority 4C	2022-2023 Pathway completers 45.5% (Data Quest data source)			2025-26 Pathway completers 55%	
1.4	Percentage of pupils completing A-G and CTE. % completed Priority 4D	2022-2023, 25.5% completed A-G and CTE (Data Quest data source)			35% will complete A-G and CTE	
1.5	English Learner progress. % completed Priority 4E	In 2023-2024, 50% made progress on ELPAC levels.			100% will make progress	
1.6	English learner reclassification rate. % reclassified Priority 4F	In 2023-2024, 30% were reclassified.			50% of eligible will reclassify	
1.7	Percentage of pupils passing Advanced Placement (AP) with 3 or higher. % completed	In 2022-2023, 3% AP scores with 3 or higher			5% AP scores 3 or higher.	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.4	Paraprofessionals	Paraprofessionals will work with small groups of students to intervene with targeted support, and, when necessary, work with larger groups of students in-class so that the teacher can work directly with the students most at-risk. Providing direct services to students is the most effective use of the funds and supports evidence based practices to intervene "just in time".	\$80,386.00	Yes
1.5	Edgenuity	Continue to fund Imagine Learning-Edgenuity for Scott Valley Options independent study program and for other students in the District who are identified as credit deficient or to accelerate students.	\$69,617.00	No
1.7	CTE	Continue CTE course offerings, provide professional development, support students with summer projects and exploration, field trips and leadership. This is the most effective use of funds because this action provides increased CTE opportunities for unduplicated students. The basis for this action includes evidence-based strategies to increase CTE and A-G completion for high school graduation.	\$317,229.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Scott Valley Options Independent Study	Provide students with an alternative choice to in-person instruction, concurrent enrollment, hire teacher(s), offer to K-12th grades district-wide, professional development, devices, classroom location, materials, and Google Classroom. This is the most effective use of funds to support unduplicated students and increase their graduation rates. This was determined by considering alternatives and recognizing that some students/families have different learning needs, philosophies, work/home dynamics and need options locally in lieu of receiving their education elsewhere.	\$297,096.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism Rate % chronically absent Priority 5B	2022-2023 All students 29.9% SED 32% SWD 31.9% Hispanic 33.9% White 28.1 % Two or more races 36.8%			All students 22% SED 24% SWD 24% Hispanic 25% White 19% Two or more races 27%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Attendance Rate % attendance Priority 5A	2023-2024 District wide = 94% FJE =95.5% EES =94% SVJH =93% EHS = 95%			Districtwide 95% FJE =96% EES =95% SVJH =94% EHS = 96%	
2.5	Middle School Dropout Rate % dropout rate Priority 5C	2022-2023 0%			0%	
2.6	High School Dropout Rate % dropout rate Priority 5D	2022-2023 2%			0%	
2.7	Graduation Rate % graduation rate Priority 5E	2022-2023 93% EHS 90.9% SRHS			95% EHS 93% SRHS	
2.8	Suspension Rate % suspended	2022-2023 9.4% Districtwide			Reduce Districtwide to 7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6A	12.3% Socio-economically disadvantaged 18.2% Students with disabilities 11.3 % American Indian 12.5% Hispanic/Latino 8.7% White 9.7 % Multiple Races			10% Socio-economically disadvantaged 15% Students with disabilities 9% American Indian 9% Hispanic/Latino 7% White 7% Multiple Races	
2.9	Expulsion Rate % expelled Priority 6B	2022-2023 0%			0%	
2.10	Survey Results (CA Healthy Kids Survey) % Sense of safety and school connectedness Priority 6C	2023-2024 62% sense school connectedness 64% perceive being safe at school			0%	
2.11	Percent of families attending teacher and school meetings. Priority 3	2023-2024 50%			70%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.7	Positive Behavior Intervention and Supports (PBIS)	Scott Valley Unified School District will implement Positive Behavior Intervention and Supports for Differentiated Assistance. Two Student Services Specialists will serve students in the District. Professional development will be provided with COE Differentiated Assistance funding and the District will work with Siskiyou and Shasta COE's. This action addresses student groups performing in the lowest performing level in the suspension and chronic absenteeism indicator.	\$157,519.15	No
2.8	Home to School Transportation	Continue home to school and school to home transportation, extra athletic travel, and provide extra bus run for SAFE after school programs K-8. Extra athletic and extra co-curricular activities support student engagement and attendance at school, therefore supporting pro-social bonding and a	\$146,001.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>positive and nurturing school climate. In order for students to be academically competitive and to learn critical post-secondary skills, they must be in school. The most effective use of this funding is to support getting students to school and the alternative is decreased graduation rates and unduplicated socioeconomically disadvantaged students may not have the consistent means to get to school on their own.</p>		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Credential list. % of teachers fully credentialed Priority 1A	In 2023-2024, 100% teachers are appropriately assigned and 76% are clear-credentialed.			100% will be appropriately assigned and 100% will be clear-credentialed.	
3.2	Master schedules of course offerings. % students offered a broad course of study Priority 7	In 2023-2024, 100% students were provided a broad course of study.			100% students will be provided a broad course of study.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Williams Report % of students with access to standards-aligned materials Priority 1B	2023-2024, 100% students had access to standards-aligned materials.			100% students will have access to standards-aligned materials.	
3.4	Lesson Plans % of lesson plans verified Priority 2 Self-Reflection Tool	State standards were implemented in all curricular areas 100% in 2023-2024.			State standards will be implemented in all curricular areas 100%.	
3.5	FIT Report % facilities in good repair Priority 1C	100% facilities were in good repair per the FIT report in 2023-24.			100% facilities will be in good repair per the FIT report.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$706,402	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.270%	0.000%	\$0.00	10.270%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Paraprofessionals</p> <p>Need: Low income students perform at a lower rate than all students in reading and mathematics.</p> <p>Scope: LEA-wide</p>	Evidence based materials such as SIPPS will be used. While this action focuses on unduplicated students, it will also provide support for all students who need support in reading and mathematics.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>1.7</p>	<p>Action: CTE</p> <p>Need: Limited school engagement, chronic absenteeism, school engagement as well as a high suspension rate. The identified need is that 34% of socioeconomically disadvantaged students complete at least one CTE pathway, compared to 45% of All students.</p> <p>Scope: Schoolwide</p>	<p>Provides unduplicated students with critical career and academic skills as well as soft skills that are needed for the modern workplace preparing students not only for high school completion but for career entry. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academic achievement.</p>	<p>1.3 and 1.4. We will monitor attendance percentages of unduplicated students in CTE pathways vs non CTE completers.</p>
<p>1.9</p>	<p>Action: Scott Valley Options Independent Study</p> <p>Need: Unduplicated students are underperforming: 21% of socioeconomically disadvantaged students met UC/CSU requirements compared to 31% of all students.</p> <p>Scope: LEA-wide</p>	<p>While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in other ways of completing their schooling, having the ability to recover credits in order to graduate on-time, and support students who wish to accelerate or enroll concurrently.</p>	<p>1.2 and 1.9</p>
<p>2.8</p>	<p>Action: Home to School Transportation</p> <p>Need: Unduplicated students require transportation in order to attend school daily and on-time. Socioeconomically disadvantaged students</p>	<p>While this action is principally directed towards unduplicated students, it will also provide support for all students that need support in school attendance and after school supports/activities.</p>	<p>2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>have a higher Chronic Absenteeism rate compared to all student groups.</p> <p>Scope: LEA-wide</p>		
3.7	<p>Action: Continue science enrichment at elementary schools</p> <p>Need: Equitable and inclusive learning opportunities and academic support is a need of our unduplicated students as evidenced by 33% socioeconomically disadvantaged students meeting or exceeding standard for science compared to 41% for All students.</p> <p>Scope: LEA-wide</p>	<p>Offering science enrichment at Etna Elementary School and Fort Jones Elementary School addresses the needs of the unduplicated student population (English learners, low-income students, and foster youth) in several meaningful ways:</p> <ol style="list-style-type: none"> 1. Enhanced Learning Opportunities Access to Quality Education: Provides unduplicated students with additional educational resources and experiences, ensuring they receive a well-rounded education. Stimulating Interest in STEM: Encourages interest in science, technology, engineering, and math (STEM) fields, which are critical for future job markets and academic success. 2. Equity and Inclusion Bridging Gaps: Helps bridge the achievement gap by providing equitable access to advanced learning opportunities and resources that these students might not have outside of school. Culturally Relevant Content: Incorporates culturally relevant teaching methods that engage and resonate with diverse student backgrounds. 3. Academic Support and Achievement Improved Academic Performance: Enhances understanding of scientific concepts, which can improve overall academic performance and boost confidence in learning. 	3.2, 3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Critical Thinking and Problem Solving: Develops critical thinking, problem-solving skills, and hands-on learning experiences that are essential for academic growth.</p> <p>4. Future Readiness College and Career Preparation: Prepares students for future educational opportunities and careers in STEM, opening pathways to higher education and lucrative job markets.</p> <p>Inspiration and Aspiration: Inspires aspirations by exposing students to potential career paths and role models in science-related fields.</p> <p>5. Social and Emotional Benefits Engagement and Motivation: Increases student engagement and motivation by making learning interactive and enjoyable.</p> <p>Sense of Belonging: Fosters a sense of belonging and achievement, particularly for students who might struggle in traditional classroom settings.</p> <p>Overall, science enrichment programs play a crucial role in supporting the educational and developmental needs of unduplicated students, fostering a more inclusive and effective learning environment.</p>	

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

SVUSD has no limited actions in this LCAP.

Additional Concentration Grant Funding

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

Not Applicable.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,878,233	\$706,402	10.270%	0.000%	10.270%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$941,158.64	\$50,000.00	\$0.00	\$227,136.15	\$1,218,294.79	\$1,037,688.79	\$180,606.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.4	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$80,386.00	\$0.00	\$80,386.00				\$80,386.00	
1	1.5	Edgenuity	All	No			All Schools	Ongoing	\$69,617.00	\$0.00				\$69,617.00	\$69,617.00	
1	1.7	CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Etna High School 9-12th grade	Ongoing	\$317,229.00	\$0.00	\$317,229.00				\$317,229.00	
1	1.9	Scott Valley Options Independent Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$279,046.00	\$18,050.00	\$297,096.00				\$297,096.00	
2	2.7	Positive Behavior Intervention and Supports (PBIS)	All	No			All Schools	Ongoing	\$157,519.15	\$0.00				\$157,519.15	\$157,519.15	
2	2.8	Home to School Transportation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$30,177.00	\$115,824.00	\$146,001.00				\$146,001.00	
3	3.5							Ongoing								
3	3.6	Contract for IT services and support	All	No			All Schools	Ongoing	\$0.00	\$46,732.00	\$46,732.00				\$46,732.00	
3	3.7	Continue science enrichment at elementary schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EES, FJE	Ongoing	\$53,714.64	\$0.00	\$53,714.64				\$53,714.64	
4	4.1	Provide 1 Student Services Specialist	All	No			Specific Schools:	2024-2025	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	

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
		position for targeted Positive Behavior Intervention Support at Scott River High School.					SRHS 9-12									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,878,233	\$706,402	10.270%	0.000%	10.270%	\$894,426.64	0.000%	13.004 %	Total:	\$894,426.64
								LEA-wide Total:	\$577,197.64
								Limited Total:	\$0.00
								Schoolwide Total:	\$317,229.00

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	1.4	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,386.00	
1	1.7	CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Etna High School 9-12th grade	\$317,229.00	
1	1.9	Scott Valley Options Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$297,096.00	
2	2.8	Home to School Transportation	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$146,001.00	
3	3.7	Continue science enrichment at elementary schools	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: EES, FJE	\$53,714.64	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,067,807.74	\$2,994,392.00

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	Student - Centered Collaboration Across Grade Spans and Subject Matter	No	\$21,750.00	22800
1	1.2	Two intervention teachers, elementary schools	Yes	\$116,171.65	63106
1	1.3	Paraprofessionals	Yes	\$379,214.13	386741
1	1.4	Positive Behavior Intervention and Supports (PBIS)	Yes	\$26,000.00	39298
1	1.5	Edgenuity	Yes	\$70,175.00	78535
1	1.6	Summer Learning Matters	Yes	\$136,797.28	59700
1	1.7	CTE	No	\$269,545.00	318816
1	1.8	Renaissance Learning	No	\$17,061.00	17632
1	1.9	Scott Valley Options Independent Study/Alternative Education	Yes	\$202,516.00	234305
1	1.10	Contract with Shasta Union High School District	No	\$42,483.00	43590

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	Increase FTE to student ratio	Yes	\$32,571.00	35065
2	2.1	Title VI Communication: Increase participation of families at the Title VI meetings.	No	\$0.00	0
2	2.2	TB testing provided by the District for volunteers.	No	\$0.00	0
2	2.3	LCAP Infographic	No	\$0.00	0
2	2.4	Upgrade/purchase marquees for schools.	No	\$0.00	0
2	2.5	Extra duty hours for community/parent engagement.	No	\$3,000.00	0
2	2.6	Adult Education	No	\$98,285.01	55644
2	2.7	Positive Behavior Intervention and Supports (PBIS)	Yes	\$162,963.72	153205
2	2.8	Home to School Transportation	Yes	\$436,413.56	482071
2	2.9	BlackBoard Connect	No	\$2,500.00	0
2	2.10	Heartland Payment Software System for NutriKids	No	\$2,790.00	2870
3	3.1	Social Emotional Learning support staff (2 Counselors and 2 Student Services Specialists)	No	\$174,919.92	157110

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)
3	3.2	Increase paraprofessionals FTE's.	No	\$54,853.09	77651
3	3.3	Formerly BTSA, offer ATE to new teacher hires in their second year.	No	\$4,197.57	13100
3	3.4	Complete HVAC upgrades that began in the 2020-2021 school year.	No	\$0.00	0
3	3.5	Offer designated and approved coaching and professional development to certificated and classified staff to support implementation of the LCAP goals district-wide.	No	\$8,250.00	0
3	3.6	Continue GoGuardian Software	No	\$10,283.00	10803
3	3.7	Continue science enrichment instructor at elementary schools	Yes	\$41,549.98	53394
3	3.8	Continue to fund travel for student athletes and teams.	No	\$55,000.00	34027
3	3.9	Continue Aeries software and add Aeries Analytics	No	\$16,436.28	16436
3	3.10	Continue after school program services (SAFE and BASS) and offer after-school tutoring at all grades, pending staff availability.	Yes	\$315,453.00	313711
3	3.11	Purchase, furnish and use cleaning and disinfecting supplies.	No	\$35,000.00	40499
3	3.12	Address routine maintenance and repair (ongoing).	No	\$120,824.00	150559
3	3.13	Research and consider library improvements, EHS in particular.	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Refresh helmets; improve fields; support visual and performing arts.	No	\$3,000.00	2218
3	3.15	Assign/Promote Assistant Principal for Etna High School.	No	\$124,425.01	118578
3	3.16	Hire 80% music or 80% PE teacher for Etna Elementary School and Fort Jones Elementary School.	No	\$74,003.54	0
3	3.17	Field trips and place-based learning.	Yes	\$9,376.00	12928

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$807,372	\$966,947.78	\$1,032,722.39	(\$65,774.61)	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	1.2	Two intervention teachers, elementary schools	Yes	0	0		
1	1.3	Paraprofessionals	Yes	\$244,521.24	187510.94		
1	1.4	Positive Behavior Intervention and Supports (PBIS)	Yes	0	0		
1	1.5	Edgenuity	Yes	0	0		
1	1.6	Summer Learning Matters	Yes	0	0		
1	1.9	Scott Valley Options Independent Study/Alternative Education	Yes	\$202,516.00	235192.97		
1	1.11	Increase FTE to student ratio	Yes	\$32,571.00	35064.52		
2	2.7	Positive Behavior Intervention and Supports (PBIS)	Yes	0	0		
2	2.8	Home to School Transportation	Yes	\$436,413.56	508631.17		
3	3.7	Continue science enrichment instructor at elementary schools	Yes	\$41,549.98	53394.45		
3	3.10	Continue after school program services (SAFE and BASS) and offer after-school tutoring	Yes	0	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		at all grades, pending staff availability.					
3	3.17	Field trips and place-based learning.	Yes	\$9,376.00	12928.34		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,993,372	\$807,372	0	11.545%	\$1,032,722.39	0.000%	14.767%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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