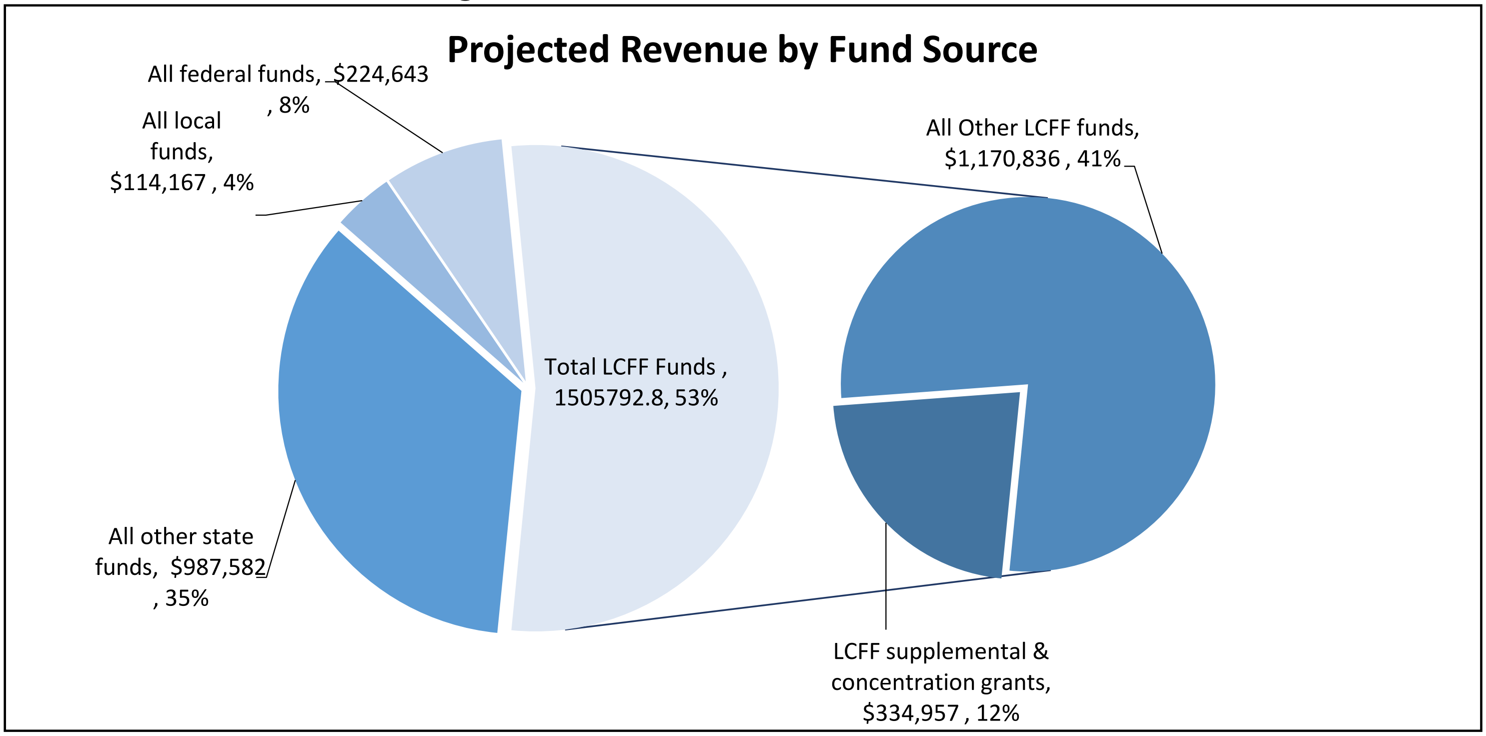
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shanel Valley Academy
CDS Code: 23 65615 0140814
School Year: 2026-27
LEA contact information: Aimee Landers; alanders@shanelvalleyacademy.com

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 2026-27 School Year



This chart shows the total general purpose revenue Shanel Valley Academy 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 Shanel Valley Academy is $2,832,184.77, of which $1,505,792.80 is Local Control Funding Formula (LCFF), $987,582.07 is other state funds, $114,167.00 is local funds, and $224,642.90 is federal funds. Of the $1,505,792.80 in LCFF Funds, $334,957.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

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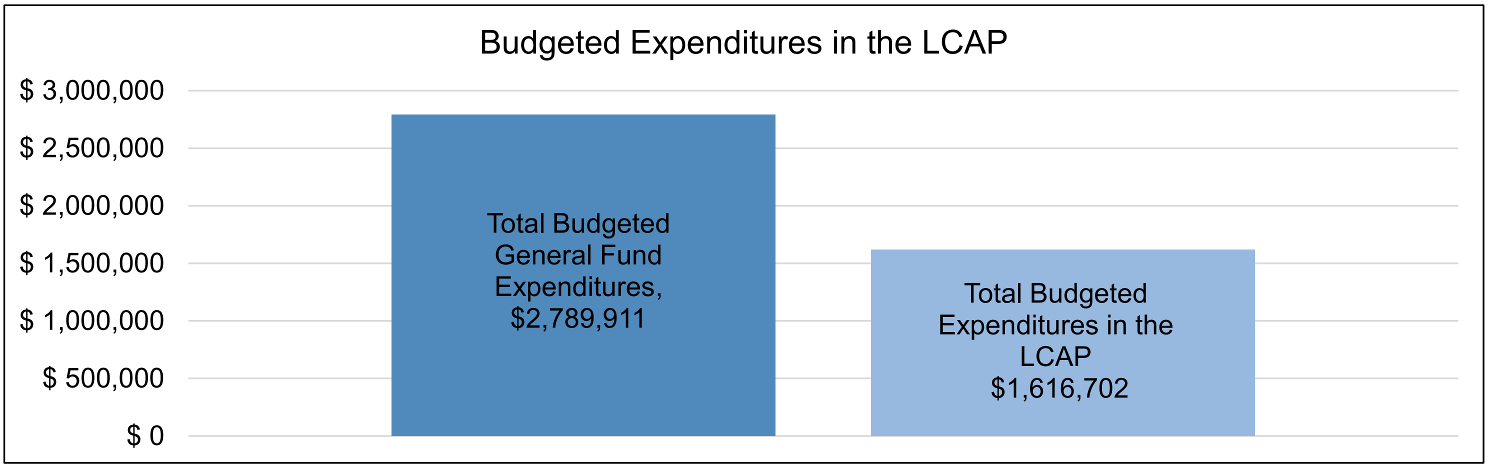


This chart provides a quick summary of how much Shanel Valley Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shanel Valley Academy plans to spend $2,789,911.00 for the 2026-27 school year. Of that amount, $1,616,701.89 is tied to actions/services in the LCAP and $1,173,209.11 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

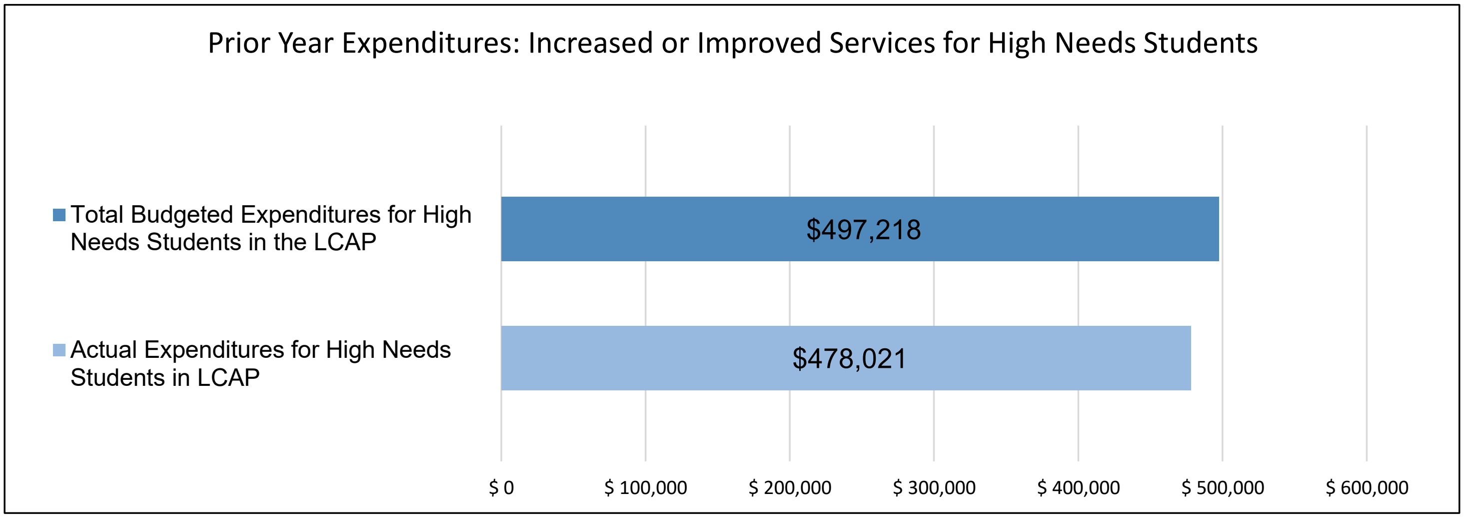
Leases, business service expenses, legal fees, insurance, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Shanel Valley Academy is projecting it will receive $334,957.00 based on the enrollment of foster youth, English learner, and low-income students. Shanel Valley Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Shanel Valley Academy plans to spend $572,114.00 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 2025-26



This chart compares what Shanel Valley Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Shanel Valley Academy 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 2025-26, Shanel Valley Academy's LCAP budgeted $497,218.00 for planned actions to increase or improve services for high needs students. Shanel Valley Academy actually spent $478,021.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $19,197.00 had the following impact on Shanel Valley Academy's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shanél Valley Academy (SVA)	Aimee Landers Principal	alanders@shanelvalleyacademy.com (707) 744-1485

Plan Summary 2026-2027

General Information

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

Shanél Valley Academy (SVA) is an independent public charter school authorized by Ukiah Unified School District to serve students in transitional kindergarten through sixth grade. Located in the rural community of Hopland in Mendocino County, SVA opened its doors in 2021, launching all grade levels at once during the height of the COVID-19 pandemic focusing on building a strong educational foundation and nurturing a learning environment where every student is seen, supported, and challenged.

SVA was founded by local parents, neighbors, and business owners as a community-driven effort to provide equitable, high-quality education rooted in cultural responsiveness, academic rigor, and strong local partnerships. The school's vision is to empower all children to become critical thinkers and effective leaders by ensuring they are honored, included, and supported in their educational journey. SVA's learning community is grounded in the shared values of connection, compassion, collaboration, creativity, and cultural competency—with academic excellence and empathy at the center of its mission.

SVA benefits from strong family engagement, outdoor learning experiences, and growing partnerships, including with the Hopland Research and Extension Center. As a new and evolving school, SVA continues to refine its systems to ensure that all students thrive. Recent efforts have focused on expanding structured collaboration time for teachers to plan instruction, share strategies, and support student needs. Professional development is aligned with these priorities and includes training in positive behavior supports, effective classroom management, and team-based instructional practices.

In the 2025-2026 school year, SVA served approximately 105 students in grades TK–6. The student population reflects the diversity of the surrounding region: 13.3% identify as Native American/Alaska Native, 36.2% as Hispanic/Latino, 44.8% as White, 4.8% as Two or More Races, and 1.0% did not report a race/ethnicity. Of these students, 80.95% are socioeconomically disadvantaged, 7.62% are English Learners, and 13.33% qualify for special education services. The school also serves a significant number of students with tribal affiliation and maintains close relationships with local tribal councils and community organizations.

The purpose of this Local Control and Accountability Plan (LCAP) is to serve as the School Plan for Student Achievement (SPSA) for Shanél Valley Academy, which operates a Title I Schoolwide Program. The Charter School's plan is aligned with Every Student Succeeds Act (ESSA) and integrates federal, state, and local priorities. As part of this process, the school completed a comprehensive needs assessment that analyzed state and local performance data to measure student outcomes. The needs assessment engaged a broad range of stakeholders—including parents, teachers, classified staff, and administrators to identify areas of opportunity for students not yet meeting academic standards and to design responsive strategies.

Each goal within the LCAP includes actions and services that address the needs of all students, with particular focus on significant subgroups such as English Learners, socioeconomically disadvantaged students, and students with disabilities. These actions incorporate evidence-based strategies, expanded instructional supports, and inclusive practices aimed at closing achievement gaps and ensuring that all students have the opportunity to thrive academically and socially.

SVA did not receive Equity Multiplier funds.

Reflections: Annual Performance

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

A reflection on annual performance using the 2025 California School Dashboard and local data provides valuable insight into student academic outcomes, engagement, and school climate at Shanél Valley Academy (SVA). Dashboard indicators help identify areas of progress, highlight disparities among student groups, and guide continuous improvement efforts. This analysis supports informed decision-making, strengthens instructional practices, and ensures that resources and supports are aligned to student needs. Through ongoing reflection and data analysis, SVA remains committed to providing all students with equitable access to high-quality learning opportunities and a supportive educational environment.

Local data further reinforces this commitment. All teachers at Shanél Valley Academy are appropriately credentialed and assigned, all students have access to standards-aligned instructional materials, and school facilities remain safe, clean, and in good repair. Strong partnerships among families, staff, and community organizations continue to support collaboration and shared decision-making. SVA also met all local indicators on the 2025 California School Dashboard, reflecting the strength of the school's core systems and commitment to continuous improvement.

SVA continues to benefit from a strong and collaborative partnership with the Hopland Band of Pomo Indians (HBPI). Through shared leadership, culturally responsive engagement, and ongoing communication, this partnership has strengthened connections between the school and families. The Principal maintains regular communication with HBPI families and the Pomo Education Center, helping foster trust, collaboration, and student support. In addition, the Board of Directors continues to play an important role in supporting the school's operational and fiscal stability while reinforcing SVA's collaborative leadership model.

2025 Dashboard Performance

English Language Arts (ELA): ELA performance declined by 12.5 points schoolwide, remaining in the Red performance level. Socioeconomically Disadvantaged students declined by 6.7 points and also remain in the Red performance category. While academic performance continues to reflect the long-term impacts of interrupted learning and the needs of a high-needs student population, the data highlights opportunities to strengthen targeted literacy intervention, differentiated instruction, and consistent progress monitoring. SVA will continue refining instructional practices and expanding academic supports to improve outcomes for struggling readers and historically underserved student groups.

Mathematics: Mathematics performance declined by 6.3 points schoolwide, remaining in the Red performance level. Socioeconomically Disadvantaged students maintained at 1.4 points, while Hispanic students declined by 13.3 points. White students demonstrated a modest increase of 4.2 points. Although overall performance remains an area of growth, subgroup stability and gains among some student groups demonstrate promising signs that targeted supports and differentiated instruction are beginning to positively impact student learning. Continued focus on math intervention, standards-based instruction, and progress monitoring will remain a priority.

English Learner Progress: English Learner Progress demonstrated significant growth, increasing by 41.7%, with 58.3% of English Learners making progress toward English language proficiency. This represents a significant strength for SVA and reflects the impact of targeted English Language Development instruction, culturally responsive teaching practices, and increased academic support for multilingual learners. The school will continue building upon these successful strategies to further support language acquisition and academic achievement for English Learners.

Chronic Absenteeism: Chronic absenteeism increased by 2.8%, with 16.8% of students identified as chronically absent, this compared to a 17.1% state average. Over time, SVA has made significant progress in reducing chronic absenteeism through intentional efforts focused on student engagement, relationship-building, and social-emotional wellness. Hispanic students demonstrated improvement, decreasing absenteeism by 3.4% and as a student group comes in at 14.6%, significantly outperforming the state average of 20.1%. Two student groups showed increases from 2024: Socioeconomically Disadvantaged students increased by 1.7%, moving into Orange at 19% chronically absent, and White students increased by 6.3%, with 12.9% chronically absent and also moving into Orange. These results highlight the need for continued attendance outreach and intervention while also reflecting the school's ongoing commitment to creating a welcoming, engaging, and culturally responsive learning environment that promotes student connectedness and regular attendance.

Suspensions: Suspension rates increased by 1.6%, remaining in the Orange performance category, with 3% of students suspended at least one day. Hispanic students maintained a 0% suspension rate and remained in the Blue performance category, reflecting a continued strength in student support and relationship-centered practices. White students maintained a 0% suspension rate, while Socioeconomically Disadvantaged students increased by 1.1%, indicating a continued need to strengthen Tier 1 and Tier 2 behavioral interventions and proactive student supports. Despite these increases, SVA continues to maintain a positive school climate supported through restorative practices, PBIS implementation, and social-emotional learning strategies. These efforts continue to foster student engagement, relationship-building, and a strong sense of belonging within the school community.

Additional Information

CA Growth Model ELA: The California Growth Model provides additional evidence of academic progress. In ELA, 59.0% of all students improved their scores, including 58.8% of Hispanic students, 58.7% of socioeconomically disadvantaged students, and 58.3% of White students, demonstrating consistent growth across student groups.

CA Growth Model Math: The California Growth Model provides additional evidence of academic progress. In Mathematics, 53.7% of all students improved their scores, including 64.7% of Hispanic students, 54.8% of socioeconomically disadvantaged students, and 50.0% of White students, demonstrating growth across student groups.

Lowest Performing Student Groups

English Language Arts all students (see Goal 2, Action 2.3 Academic Support)
Mathematics all students (see Goal 2, Action 2.3 Academic Support)

Learning Recovery Block Grant

SVA does not have unexpended LREGB funds.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Shanél Valley Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Community and Parents	Shanél Valley Academy engaged educational partners throughout the 2025–2026 school year to support the development of the 2026–2027 Local Control and Accountability Plan (LCAP). On April 3, 2026, SVA hosted a CommuniTea event to provide families and community members with an opportunity to discuss school programs, student needs, and priorities for the upcoming school year. Additional parent engagement occurred during the Parent Association Meeting on May 4, 2026, where families participated in discussions regarding school climate, student opportunities, facility's needs, and community partnerships. On May 21, 2026, the Board of Directors reviewed a draft of the 2026-27 LCAP to provide guidance and feedback. These engagement efforts ensured that the voices of parents, community members, staff, and board members were meaningfully reflected in the LCAP development process.
Parent Advisory Committee	The Parent Association Meeting held on May 4, 2026, served as an important opportunity to engage families in the development of the 2026–2027 LCAP. During the meeting, school leadership reviewed progress related to the current LCAP, discussed school successes and areas for continued growth, and gathered parent input regarding school programs and future priorities. Through this engagement process, parents and school leadership worked collaboratively to ensure the LCAP reflects the priorities and needs of the school community.
Staff and Students	On May 6, 2026, SVA staff participated in a faculty meeting focused on reviewing school progress and providing input for the development of the 2026–2027 LCAP. Staff engaged in collaborative discussions regarding instructional practices, school climate, student support systems, and future planning priorities. Student engagement activities were conducted on May 1, 2026, to gather student perspectives regarding school climate, student supports, and future school improvements. Students participated in discussions focused on student experience, school connectedness, and opportunities to strengthen the overall school environment. These engagement efforts strengthened collaboration among students, staff, families, and school leadership and helped ensure that the 2026–2027 LCAP reflects the shared priorities and values of the Shanél Valley Academy community.

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

The adopted 2026–2027 LCAP was shaped by feedback from parents, students, staff, community members, and the Board of Directors. Educational partners consistently identified Shanél Valley Academy's safe, inclusive, and student-centered environment as a strength and emphasized the importance of maintaining strong relationships, student supports, and a positive school climate. As a result, the LCAP continues to prioritize social-emotional learning, PBIS, restorative practices, and student wellness supports.

Families, staff, and students also expressed interest in expanding opportunities for student engagement, enrichment, and community partnerships. Parents and students identified playground improvements, overnight field trips, and increased opportunities for student voice and feedback as important priorities. Families also expressed interest in strengthening partnerships with organizations such as Terra Savia, HREC, and other local community groups.

Staff feedback helped shape instructional priorities within the LCAP, including interest in additional professional learning related to Project-Based Learning (PBL), California State Standards alignment, and strengthening connections with the Hopland Band of Pomo Indians to increase culturally responsive learning opportunities for students.

The 2026–2027 LCAP reflects the shared priorities of the Shanél Valley Academy community and demonstrates a continued commitment to supporting student engagement, academic growth, meaningful partnerships, and a positive and inclusive school culture.

Public Hearing was held and adoption was held on June 24, 2026.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Shanél Valley Academy (SVA) will maintain an engaging and inclusive learning environment, retain high quality teachers, and provide standards-aligned learning opportunities for all students.	Broad Goal

State Priorities addressed by this goal.

Priorities: 1, 2 and 7

An explanation of why the LEA has developed this goal.

This broad goal was developed to meet the requirements outlined in State priorities 1, 2, and 7. Stakeholder input reinforced our strategies to meet this goal by demonstrating robust interest in our culture and climate goals, pedagogical approach, and recruitment of a strong teaching and leadership team. Identifying these three basic elements of any school—learning environment, curriculum, and high-quality educators—establishes SVA’s commitment to a strong foundation of respect for students, staff, and our community. It also reflects SVA's dedication to the responsibility of preparing students to succeed in school and life. To further enrich this foundation, the curriculum includes diverse subjects such as Physical Education, Science and Engineering, and the Arts. Enrichment opportunities also encompass outdoor education, gardening, arts, music, local history and cultural heritage, field trips, and guest speakers, fostering a well-rounded educational experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of core and EL teachers are properly credentialed and appropriately assigned *Source: Dataquest TAMO*	100%	FTE: 7 Clear: 57.1% Out of Field: 0.0% Intern: 21.4% Ineffective: 21.4% Incomplete: 0.0% *Data Year: 2022-23*	FTE: 8 Clear: 75% Out of Field: 0% Intern: 12.5% Ineffective: 12.5% Incomplete: 0% *Data Year: 2023-24*	100%	87.5%
1.2	% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards *Source: Local Data*	100%	100% *Data Year: 2024-25*	100% *Data Year: 2025-26*	100%	Maintained
1.3	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home *Source: SARC*	100%	100% *Data Year: 2024-25*	100% *Data Year: 2025-26*	100%	Maintained
1.4	% of students that have access to and are enrolled in a broad course of study *Source: Local Data*	100%	100% *Data Year: 2024-25*	100% *Data Year: 2025-26*	100%	Maintained

1.5	Gauge that facilities meet the "good repair" standard *Source: SARC*	Met	Good Repair *Data Year: 2024-25*	Good Repair *Data Year: 2025-26*	Good Repair	Maintained

Goal Analysis for 2025-2026

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.

Overall, all four actions in Goal 1 were fully implemented during the 2025–26 school year, with each action reaching 100% implementation status as reported at First Interim. There were no substantive differences between the actions as planned and their actual implementation. Throughout the year, SVA successfully provided students with access to standards-aligned instruction, high-quality instructional materials, a broad course of study, and a safe and supportive learning environment.

Under standards-aligned instruction, SVA delivered a robust project-based learning (PBL) program for students in TK through 6th grade while implementing grade-level curriculum aligned to California State Standards. Students participated in i-Ready assessments during the fall, winter, and spring assessment windows to monitor academic progress and support instructional planning. Implementation of California State Standards continued across content areas, with full implementation in English Language Arts and Mathematics and ongoing implementation of English Language Development, Next Generation Science Standards, and History–Social Science frameworks. A key success was maintaining consistent access to standards-based instruction while continuing to expand instructional practices that support deeper student engagement through project-based learning.

For curriculum and instructional materials, all students had access to standards-aligned instructional materials that were adequate, current, and available for individual use. Classroom libraries supported literacy development, while classroom technology enhanced student learning opportunities and digital literacy skills. During the year, SVA also purchased and began implementing the Sonday System intervention curriculum to provide structured, evidence-based literacy support for students requiring additional reading intervention. The school successfully maintained 100% access to adopted instructional materials and educational resources throughout the year.

Through its broad course of study, SVA ensured all students had access to a well-rounded educational program. In addition to core academic subjects, students participated in weekly gardening instruction focused on planting, harvesting, and understanding the role of plants in food and medicine. Students also engaged in music, physical education, and social-emotional learning experiences that supported creativity, wellness, and real-world connections to learning. SVA also initiated outreach efforts to strengthen cultural learning opportunities with the Hopland Band of Pomo Indians, laying the groundwork for future collaboration.

To support student health and safety, SVA continued providing all students with scratch-cooked breakfast, lunch, and snack services each school day while maintaining facilities in good repair. The school also implemented a comprehensive safety plan designed to strengthen campus safety and emergency preparedness. A notable success was the continued maintenance of safe, clean, and welcoming facilities for students, staff, and families. As the new safety plan is further embedded into school operations, SVA will continue providing staff training and opportunities for practice to support consistent implementation.

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

There were no material differences in the implementation of Goal 1 actions. Variances between budgeted and estimated actual expenditures were primarily the result of actual staffing, operational, and purchasing costs differing from projections and the allocation of expenditures to specific account codes.

Action 1.1 (Standards-Aligned Instruction) expenditures were lower than budgeted due to actual salary and benefit costs for certificated instructional staff being less than projected. Action 1.2 (Curriculum and Instructional Materials) expenditures were lower than anticipated because curriculum and instructional material purchases were less than originally budgeted and expenditures were limited to applicable instructional materials accounts. Action 1.4 (Health and Safety) expenditures were below budget due to lower-than-projected costs associated with health services, utilities, insurance, technology services, and janitorial operations.

All actions were implemented as planned, and the expenditure variances did not result in substantive changes to the services provided to students.

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

The Goal 1 actions have been effective in sustaining the strong outcomes established at baseline. Standards-aligned instruction, curriculum and instructional materials, and broad course of study together held their target metrics at 100%: all students had access to their own copies of standards-aligned materials, 100% of materials remained adequate, up-to-date, and aligned to state standards, and all students were enrolled in a broad course of study. The health and safety action supported clean, well-maintained facilities with no instances falling below the "good repair" standard, and the facilities gauge remains in progress toward full confirmation. Taken together, these actions have effectively maintained an inclusive, standards-based learning environment. The one outcome warranting continued attention is teacher credentialing and appropriate assignment, where reported data does not yet clearly demonstrate the 100% target and merits reconciliation before effectiveness can be fully asserted.

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.

Based on reflections from the 2025–26 school year, no substantive changes were made to Goal 1, its metrics, target outcomes, or actions for 2026–27. The school will continue implementing the current actions and refining practices through its ongoing continuous improvement process. During the 2026–27 school year, SVA will evaluate the effectiveness of all goals, actions, and metrics as part of the development of its next three-year LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards-aligned instruction	Provide high-quality standards-aligned instruction aligned to SVA's mission and vision with an interest in student-led, experiential and project-based learning and experience designing and implementing standards-based curriculum, assessments, and equitable evaluation of students.	$588,246	No

1.2	Curriculum and Instructional Materials	Provide high-quality standards-aligned curriculum and instructional materials to support delivery of curriculum, differentiation of instruction and personalized, project-based learning. ● Paper-based curriculum ● Students and teachers will be provided with access to Instructional Technology resources such as hardware and software including adaptive software programs to provide personalized instruction to students. ● Classroom libraries ● Manipulatives ● Technology support and platforms	$34,058	No
1.3	Broad Course of Study	Ensure all students have access and are enrolled in a broad course of study ● Subjects include Physical Education, Science and Engineering, and the Arts ● Enrichment opportunities include outdoor education, gardening, arts, music, Hopland history and cultural heritage, field trips, and guest speakers.	$5,000	No
1.4	Health and Safety	Provide a clean, healthy, and safe school environment ● Implementation of a comprehensive school safety plan includes training all school staff, volunteers, and parents ● Cleaning, Maintenance and improvements ● Health and safety supplies ● School nutrition program ● Facilities rent, utilities, insurance, and internet	$181,282	No

Goal 2

Goal #	Description	Type of Goal
2	SVA will implement personalized learning plans developed in collaboration with families and students, that include robust opportunities for project-based, experiential learning, engagement in the wealth of cultural and natural resources in Hopland and opportunities for youth leadership and career exploration.	Broad Goal

State Priorities addressed by this goal.

Priority 3 and State Priority 4

An explanation of why the LEA has developed this goal.

This goal was developed to fulfill our requirement to meet the needs of state priorities 3 and 4, with the recognition that student achievement, course access and family/community engagement are deeply related. Stakeholder input from families, teachers and community members made it clear that this goal is deeply rooted in the dreams and visions that the Hopland community holds for its youth. To respond to the challenges and opportunities of the future, today's students must be prepared to be culturally competent, collaborative, creative, resilient and self-aware. Implementing curriculum and systems to support this goal will be through collaborative efforts among caring and committed adults seeking to provide a strong start in life for SVA students. Goal #2 also supports the local priority to increase and track family engagement, incorporating community input on decision-making and planning and partner with parents and the community to provide robust learning opportunities for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	i-Ready: The average Annual typical Growth of the school *Source: Local data*	Reading Annual Typical Growth: 65% Math Annual Typical Growth: 91% Data Year: 2023-24	Reading Annual Typical Growth: 75% Math Annual Typical Growth: 83% Data Year: 2024-25	Reading Annual Typical Growth: 82% Math Annual Typical Growth: 61% Data Year: 2025-26	Reading: 80% Math: 90%	Reading Annual Typical Growth: 17% Math Annual Typical Growth: 30%
2.2	EL Reclassification Rate *Source: Dataquest Reclassification/Internal*	Reclassification Rate 0.8% Data Year: 2023-24	Reclassification Rate 16.7% Data Year: 2024-25	In Progress	10%	N/A
2.3	English Learner Progress *Source: CA Dashboard English Learner Progress Indicator*	27.8% students making progress Data Year: 2022-23	16.7% students making progress Data Year: 2023-24	58.3% students making progress Data Year 2024-25	55%	+30.5%
2.4	ELA CAASPP Distance from Standard for all students and all numerically significant subgroups	**All Students**: -99.8 pts below standard/decline 6.7 points EL: Less than 11 students SED: -113.3 below standard/increased 6.5 points	**All Students**: -109.9 pts below standard EL: Less than 11 students SED: -124 pts below standard American Indian: Less than 11 students Hispanic/Latino:	**All Students**: -122.3 EL: Less than 11 students SED: -130.7 American Indian: -133.7 His/Latino: -162.6 Data Year 2024-25	45 points below standard	**All Students**: -22.5 points EL: Less than 11 students SED: -17.4points American Indian: Less than 11 students Hispanic/Latino: -27.2 points

	Source: CA Dashboard	American Indian: Less than 11 students Hispanic/Latino: -135.4 pts standard below/increased 13.4 Data Year: 2022-23	-141pts below standard below/decreased 6 Data Year: 2023-24			
2.5	Math CAASPP Distance from Standard for all students and all numerically significant subgroups *Source: CA Dashboard*	**All Students**: -103.5 pts below standard/maintained 0.3 points EL: Less than 11 students SED: -121.4 below standard/increased 4.2 points American Indian: Less than 11 students Hispanic/Latino: -142 pts standard below/increased 8.4 Data Year: 2022-23	**All Students:** -121 pts below standard EL: Less than 11 students SED: -141.4 below standard American Indian: Less than 11 students Hispanic/Latino: -148.3 pts standard below Data Year: 2023-24	**All Students:** -127.3 EL: Less than 11 students SED: -140 American Indian: -181.4 Hispanic/Latino: -161.7 Data Year: 2024-25	45 points below standard	**All Students:** -23.8 points EL: Less than 11 students SED: -18.6 points American Indian: N/A Hispanic/Latino: -19.7
2.6	CA Science (CAST): % of students met/exceeded standard *Source: Dataquest*	Data suppressed less than 11 students Data Year: 2022-23	**All Students** 18.18% Met or Exceeded SED: 11.76% Met or Exceeded Data Year: 2023-24	**All Students** 8.33% Met or Exceeded SED: Fewer than 11 Data Year: 2024-25	35%	**All Students** 8.33% Met or Exceeded SED: Fewer than 11
2.7	Professional Development opportunities *Source: SARC*	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

Goal Analysis for 2025-2026

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.

Overall, the six actions associated with Goal 2 professional development, instructional coaching, academic support, assessments, special education, and English language development were implemented throughout the 2025–26 school year and remained in progress at First Interim. There were no substantive differences between the actions as planned and their implementation.

SVA administered i-Ready assessments during the fall, winter, and spring assessment windows, providing staff with multiple opportunities to monitor student progress and inform instructional decisions. Academic support services were provided to students needing additional assistance, while special education supports were delivered through the Student Study Team (SST) process and classroom-based Student Support Specialists to ensure timely intervention and collaboration with families.

Professional development focused on implementation of the California State Standards, effective use of assessment data, English Language Development, and the Science of Reading to strengthen literacy instruction and ensure effective implementation of evidence-based instructional resources and strategies. Instructional coaching provided ongoing support to teachers as they implemented these practices in the classroom.

To support English Learners, SVA continued to invest in a dedicated English Language Development (ELD) teacher who provided targeted intervention through a pull-out instructional model. This approach allowed English Learners to receive focused language development instruction while teachers also implemented integrated ELD strategies within the classroom. The school complemented these supports through monthly ELAC meetings and bilingual family outreach to strengthen partnerships with families. A key success was the continued use of assessment data, collaborative planning, and tiered student support systems to identify and respond to student needs. As part of its continuous improvement efforts, SVA will continue refining instructional supports for struggling learners and English Learners while building staff capacity through ongoing coaching and professional learning.

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

There were no material differences in the implementation of Goal 2 actions. Variances between budgeted and estimated actual expenditures primarily reflect actual personnel, professional development, and program costs incurred during implementation.

Action 2.1 (Professional Development) expenditures were lower than budgeted based on actual professional development costs incurred during the year. Action 2.3 (Academic Support) expenditures exceeded budget projections due to higher-than-anticipated paraeducator salary and benefit costs needed to support student learning and intervention services. Minor variances in Actions 2.2 (Instructional Coaching), 2.4 (Assessments), 2.5 (Special Education), and 2.6 (English Language Development) were the result of actual staffing, service, and assessment costs differing slightly from projected amounts.

All Goal 2 actions were implemented as planned, and expenditure variances did not result in substantive changes to the services provided to students.

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

The Goal 2 actions have demonstrated effectiveness in several key areas, particularly in supporting English Learner progress and strengthening systems for monitoring and responding to student needs. The most notable outcome was growth in the English Learner Progress Indicator, which increased from 27.8% at baseline to 58.3%, exceeding the Year 3 target of 55%. This growth reflects the positive impact of English language development supports and family engagement efforts.

The school also continued implementing assessments, instructional coaching, academic supports, and special education services to identify and address student learning needs. While state assessment results indicate that additional growth is needed in English language arts, mathematics, and science, these results have helped inform areas of focus for continued improvement.

Several local measures, including i-Ready growth data and English Learner reclassification rates, remain in progress and will provide additional information regarding the effectiveness of these actions once finalized. Overall, Goal 2 actions have strengthened the systems and supports necessary to improve student achievement while highlighting opportunities for continued growth.

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.

Based on reflections from the 2025–26 school year, no substantive changes were made to Goal 1, its metrics, target outcomes, or actions for 2026–27. The school will continue implementing the current actions and refining practices through its ongoing continuous improvement process. During the 2026–27 school year, SVA will evaluate the effectiveness of all goals, actions, and metrics as part of the development of its next three-year LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	All teachers will receive high-quality Professional Development based on needs identified by teachers, administrators, and student academic, attendance, and behavior data. Topics include: ● Implementation of adopted curriculum ● Reading Instruction training for K-2 teachers ● ELD instruction ● Project-based, experiential learning ● Youth mental health and social emotional learning ● Parent Engagement and Education ● Data analysis and collaborative lesson design in Professional Learning Communities ● Professional Learning Community Framework ● Robust whole child Learning Portfolios ● Hopland Research Extension Center Each teacher will co-create a professional learning plan that addresses growth in areas specific to supporting parent engagement, student engagement, and student achievement.	$15,000	No
2.2	Instructional Coaching	To enhance the instructional coaching program, a peer initiative mentoring component will be integrated. The principal will continue to observe and assess educators periodically throughout the school year. In addition to these observations, coaching sessions will be conducted to support the achievement of each teacher's professional learning plan and to ensure effective	$149,500	Yes

		implementation of strategies learned during professional development sessions. Peer initiative mentoring will involve experienced teachers partnering with less experienced colleagues to provide guidance, share insights, and foster a collaborative environment. This mentorship will not only enhance the support system for new and developing teachers but also promote a culture of continuous improvement and professional growth among all staff members. The principal will also include feedback from these peer mentoring interactions as part of the overall coaching and assessment process, ensuring a comprehensive approach to educator development and student success.		
2.3	Academic Support (Title I and LCFF)	To address the Red Indicators in English Language Arts and Mathematics on the 2023 CA Dashboard, the following action plan will support the academic growth of all students but has been specifically designed to support the needs of our unduplicated students: ● Multi-Tiered System of Support: Students will receive high-quality, standards-based instruction tailored to their individual needs. This instruction will be delivered by both general education and special education teachers, supported by paraprofessionals. ● Targeted Daily Interventions: Every student will participate in a daily 30-minute intervention session focused on enhancing their reading and math skills. These sessions will be tailored using data from the i-Ready assessments to ensure that content is specifically aimed at addressing identified gaps. ● Data-Driven Grouping and Monitoring: Students will be grouped for interventions based on their performance data from i-Ready, allowing for targeted instructional strategies. Their progress will be monitored on a weekly basis to promptly adjust teaching methods and intervention strategies as needed. ● Trimestral Evaluation: The principal and an intervention specialist will evaluate the effectiveness of the intervention program each trimester. This evaluation will involve a comprehensive analysis of data from i-Ready, Professional Learning Communities (PLC) with teachers, Positive Behavioral Interventions and Supports (PBIS) data, student and parent surveys, and learning portfolios. ● SST meetings partner with teacher, student and family to discuss further needs for the learning and wellbeing of the student This comprehensive approach aims to ensure that interventions are effective and responsive, thereby supporting the academic success of all students.	$270,307	Yes

2.4	Assessments	SVA will assess students each trimester, 3 times annually to ensure all students are making progress and to develop intervention plans for those students who are not making adequate progress. ● i-Ready for Reading and Math ● Data services	$27,845	Yes
2.5	Special Education	SVA will ensure all students with special needs receive the support they need to access the curriculum and progress towards mastery of their IEP goals and the CA content standards ● Full time special education teacher who is committed to SVA's mission and vision, is culturally responsive to students and families, understands the reporting requirements and holds a demonstrated passion and lens for inclusion. ● SSS's who can support students with special needs focused on IEP goal achievement and mastery of content standards. ● Partnership and collaboration with Mendocino County SELPA to support trauma informed practices and training for Professional Assault Crisis Training (ProAct)	$163,800	No
2.6	English Language Development	● Principal and Lead Teacher in collaboration with ELAC members will conduct periodic assessment of ELD services to ensure they are meeting the needs of our English Learners. ● Lead Teacher will collaborate with paraprofessionals to provide designated ELD support to all English Learners ● ELD Curriculum used for integrated supports during core instruction i. National Geographic Reach for Reading and Reading Panorama ii. Reading A-Z iii. Newsela iv. i-Ready Phonics Program ● ELD Professional Development will be provided to all teachers to promote high quality integrated ELD instruction within the core instructional program.	$20,186	Yes

Goal 3

Goal #	Description	Type of Goal
3	SVA will use school climate data, parent input and other educational partner feedback to ensure that SVA is a safe and supportive environment for students, all staff, families, and the community.	Broad Goal

State Priorities addressed by this goal.

Priorities: 5, 6 and 3

An explanation of why the LEA has developed this goal.

This goal, designed to meet State priorities 5, 6, and 3 with a focus on State priority 8 (other student outcomes) defined by equity, has been crafted to address cultural, racial, and economic biases that may influence decision-making. It is supported by actions and projects funded by additional grants received by the charter school, including curriculum reviews by the Hopland band of Pomo Indians and educator coaching and training focused on strengths, restorative practices, and internal bias.

To further enhance this goal, we will strengthen our school community by building robust relationships with families through regular outreach and hosting events throughout the school year. This approach includes actively involving families in decision-making and planning processes to increase their engagement and ensure their voices contribute to shaping our community. By consistently hosting school events and maintaining open communication channels, we aim to create a welcoming and inclusive environment that supports comprehensive learning opportunities for all students. This strategy not only fortifies our school community but also ensures that our educational practices are closely aligned with the needs and aspirations of the families we serve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate for all students and all numerically significant subgroups *Source: CA Dashboard*	Blue Indicator with 0% Suspensions	2024 Orange Indicator 1.3% Suspended at least 1 day Data Year: 2023-2024	2025 Orange Indicator 3% Suspended at least 1 day Data Year: 2024-25	<1%	3%
3.2	Expulsion Rate for all students and all numerically significant subgroups *Source: Dataquest*	0% Expulsion to date	0% Data Year: 2023-24	0% Data Year: 2025-26	0%	Maintained
3.3	Average Attendance Rate	P2: 93.98%	P2: 93.51% Data Year: 2024-2025	P-1: 94.47% Data Year: 2025-26	95%	

	Source: CALPADS P-2					
3.4	Chronic Absence Rate for all students and all numerically significant subgroups *Source: CA Dashboard*	All Students: 30.4% EL: 26.9% SED: 37.5% SWD: 37.5% American Indian: 61.1% Hispanic/Latino: 29.2% Two or More Races: 7.1% White: 27.6% Data Year: 2022-23	All Students:14% EL: 23.8% SED: 17.3% SWD: 9.1% American Indian: 31.8% Hispanic/Latino: 18% Two or More: less than 11 students White: 6.6% Data Year: 2023-24	All Students:19.8% EL: 20% SED: 19% SWD: 16% American Indian: 40% Hispanic/Latino: 14.6% Two or More Races: N/A White: 6.3% Data Year: 2024-25	<10%	All Students: -10.6% EL: -6.9% SED: -18.5% SWD: -21.5% American Indian: -21.1% Hispanic/Latino: -14.6% Two or More Races: N/A White: -21.3%
3.5	Family Survey Response Rate *Source: Local Survey*	52 Families Data Year: 2023-24	46 Families Data Year: 2023-2024	30 Families Data Year: 2025-2026	60%	-22 Families
3.6	Family Survey: % indicating satisfaction with school safety *Source: Local Survey*	34% Strongly Agree 54% Agree 4% Disagree 8% Don't know Data Year: 2023-24	40% Strongly Agree 52% Agree 0% Disagree 0% Don't know Data Year: 2024-2025	56% Strongly Agree 44% Agree 0% Disagree 0% Don't know Data Year: 2025-2026	90%	22% Strongly Agree -10% Agree -4% Disagree -8% Don't know
3.7	Family Survey: % indicating feeling connected with the school community *Source: Local Survey*	50% Strongly Agree 48% Agree 0% Disagree 2% Strongly Disagree Data Year: 2023-24	55% Strongly Agree 40% Agree 2% Disagree 0% Strongly Disagree Data Year: 2024-2025	56% Strongly Agree 44% Agree 2% Disagree 0% Strongly Disagree Data Year: 2025-2026	90%	6% Strongly Agree -4% Agree 2% Disagree -2% Strongly Disagree
3.8	Student Survey: % indicating satisfaction with school safety *Source: Local Survey*	3rd Grade: 71% 4th Grade: 45% 5th grade: 65% Data Year: 2023-24	3rd Grade: 57% 4th Grade: 94% 5th grade: 83% Data Year: 2024-25	Average: 81%	85%	N/A

3.9	Student Survey: % indicating feeling connected with the school community *Source: Local Survey*	3rd Grade: 56% 4th Grade: 60% 5th grade: 59% Data Year: 2023-24	3rd Grade: 48% 4th Grade: 86% 5th grade: 80% Data Year: 2024-25	Average: 82%	85%	N/A
3.10	Teacher Survey: % indicating satisfaction with school safety *Source: Local Survey*	Is a safe place for staff 50% Strongly Agree 46% Agree 4% Disagree Data Year: 2023-24	Is a safe place for staff 50% Strongly Agree 46% Agree 4% Disagree Data Year: 2024-25	Is a safe place for staff 61% Strongly Agree 33% Agree 6% Disagree Data Year: 2025-26	85%	Is a safe place for staff 11% Strongly Agree -13% Agree 2% Disagree
3.11	Teacher Survey: % indicating feeling connected with the school community *Source: Local Survey*	I feel connected to other adults at my school 30% Strongly Agree 52% Agree 9% Disagree This school is a supportive and inviting place for staff to work 40% Strongly Agree 60% Agree 0% Disagree Data Year: 2023-24	I feel connected to other adults at my school 30% Strongly Agree 59% Agree 11% Disagree This school is a supportive and inviting place for staff to work 56% Strongly Agree 37% Agree 7% Disagree Data Year: 2024-25	I feel connected to other adults at my school 58% Strongly Agree 37% Agree 5% Disagree This school is a supportive and inviting place for staff to work 61% Strongly Agree 39% Agree 0% Disagree Data Year: 2025-26	85%	I feel connected to other adults at my school 28% Strongly Agree -15% Agree -4% Disagree This school is a supportive and inviting place for staff to work 21% Strongly Agree -21% Agree 0% Disagree
3.12	# of community engagement events *Data Source: Local*	12 Data Year: 2023-2024	14 Data Year: 2024-2025	13 Data Year: 2025-2026	12	+1

Goal Analysis for 2025-2026

Actions

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.

Overall, the three actions associated with Goal 3; student activities, social and emotional well-being, and family and community engagement were implemented throughout the 2025–26 school year. There were no substantive differences between the actions as planned and their implementation. Through these actions, SVA continued to foster a positive school climate, support student well-being, and strengthen partnerships with families and the broader community.

Under student activities, SVA provided students with a variety of opportunities to build school connectedness and engagement through school-wide events, project-based learning exhibitions, field trips, leadership opportunities, and positive behavior recognition programs. These activities helped create a welcoming and inclusive school culture while strengthening connections between students, families, and staff.

To support social and emotional well-being, the school implemented its PBIS framework, Playworks curriculum, restorative practices, youth leadership opportunities, and targeted interventions for students needing additional support. School counselors and staff worked collaboratively to address student needs and promote positive relationships, social-emotional growth, and a safe learning environment.

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 no material differences between budgeted and estimated actual expenditures for Goal 3. Variances were primarily the result of actual personnel and program costs differing slightly from projections.

Action 3.1 (Student Activities) expenditures reflected actual costs associated with student activity programming. Action 3.2 (Social-Emotional Well-Being) expenditures reflected the actual salary and benefit costs associated with counseling services. Action 3.3 (Family and Community Engagement) expenditures reflected the actual salary and benefit costs associated with family and community engagement personnel.

All Goal 3 actions were implemented as planned, and expenditure differences did not result in substantive changes to the services provided to students and families.

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

The Goal 3 actions have been effective in strengthening school climate, connectedness, and engagement among students, families, and staff. Climate survey results showed strong perceptions of school safety and connectedness, with family, student, and staff responses demonstrating positive experiences across the school community. These outcomes reflect the impact of student activities, PBIS, restorative practices, counseling supports, and other social-emotional learning opportunities implemented throughout the year.

The clearest evidence of effectiveness appears in the climate survey results that sit at the center of this goal. Family perception of school safety improved to 56% strongly agree and 44% agree, with no families disagreeing, and family connectedness followed the same pattern. Student perceptions also rose, averaging 81% satisfaction with school safety and 82% for connectedness, both approaching the 85% Year 3 target. Teacher perceptions strengthened as well, with 61% strongly agreeing the school is a safe place for staff and improvement on both connectedness items. Together these gains suggest the student activities and social-emotional well-being actions—the school-wide events, PBIS, Playworks, restorative practices, and counseling supports—are having a meaningful, positive effect on how students, families, and staff experience the school community.

The family and community engagement action shows similar effectiveness in the attendance and absenteeism measures it is designed to influence. The average attendance rate rose to 94.47%, and chronic absenteeism declined substantially from baseline across nearly all student groups, dropping schoolwide from 30.4% to 19.8%. This represents significant progress and reflects the impact of the school's attendance outreach, home visits, incentives, and daily check-ins. Expulsions remained at 0%, and community engagement events continued to be a strength, providing meaningful opportunities for families to connect with the school community.

Two measures highlight opportunities for continued improvement. The suspension rate increased from a 0% baseline to 3%, indicating a need to continue strengthening Tier 1 and Tier 2 behavioral supports and reinforcing the positive behavior and restorative practices already in place. Family survey participation also declined, with 30 families responding compared to 52 at baseline. Increasing family participation in future surveys will help ensure that school climate data reflects a broad range of family perspectives and continues to inform school improvement efforts.

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.

Based on reflections from the 2025–26 school year, no substantive changes were made to Goal 1, its metrics, target outcomes, or actions for 2026–27. The school will continue implementing the current actions and refining practices through its ongoing continuous improvement process. During the 2026–27 school year, SVA will evaluate the effectiveness of all goals, actions, and metrics as part of the development of its next three-year LCAP cycle.

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.

Action #	Title	Description	Total Funds	Contributing
3.1	Student Activities	SVA will ensure a positive and supportive school culture by providing fun, enriching student activities throughout the school year for all students. ● School Wide Events- Fall Festival, Walk-a-thon, Stone Soup, Winter Sing and Lantern Walk, Craft Fair, Cinco De Mayo Public Event, Read-a-thon, family STEAM event, Field Day and 3 PBL Learning Exhibitions ● Student field trips that connect learning in the classroom to the larger community, incorporating community businesses and the Hopland Research and Extension Center ● Spirit Weeks, Emergency Response Week, Read Across America Week ● Assemblies to acknowledge positive behaviors in students, earning bear bucks for behaviors ● Maintain Welcoming School Status	$4,162	No
3.2	Social and Emotional Well-being	Decision-making throughout our charter development process was and continues to be collaborative including the diverse voices of our community members, local tribal Council, pillar business, families and students. To continue our partnership, teachers will receive professional development to collaboratively establish systems for cultural awareness and positive behavior management including morning meetings, circles, and restorative conversations. ● Social Groups- Utilized as a Tier 2 when data shows a need of more interventions from SST team ● Youth leadership Program connected to problem solving at recess, buddy program and our new SEL program ● PBIS framework designed from all staff voices and perspectives, utilized to teach positive behaviors ● Suicide Prevention: Awareness, Prevention, Post Intervention ● Social Emotional Learning: SVA continues to build restorative practices to address social, emotional and behavioral needs. The principal and teachers aligned to use a restorative approach to student behaviors and utilized a discipline flow chart and behavior matrix. ● Playworks Curriculum implemented school-wide supports conflict resolution, leadership skills and academic success ● School counselors support students' social emotional well-being. ● Restorative practices to support relationship building and cultural awareness	$104,276	Yes
3.3	Family/Community Engagement	The school will provide regular communication with families about student attendance, progress, and school events. The school's principal and the	$53,040	No

		leadership team will work together to build strong relationships with families through regular outreach combined with hosting school events throughout the school year where families are encouraged to participate to learn about student progress, how they can help their child be successful, to celebrate student success, and to come together as a school community. Additional services will be provided to support regular attendance and prevent chronic absenteeism. The school secretary will track student attendance and use multiple modes of communication to keep in touch with families regarding attendance. For students who are in danger of becoming chronically absent the school will provide the following: ● Home Visits to determine what barriers are in place preventing them from getting students to school ● Incentives for attendance ● Daily Check ins with students and families to assist with breaking down barriers ● Positive engagement strategies to help students "want to be at school" i.e meeting with their favorite staff member or inviting check ins ● The Community School Initiative focuses on community input and diverse perspectives. By offering training and hosting conferences, the team includes students, parents, staff, and administrators to identify priorities related to the Community Schools Pillars: Integrated Student Supports, Collaborative Leadership and Practices, Expanded and Enhanced Learning Opportunities, and Active Family and Community Engagement.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$334,957	$37,429

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
28.6%	0%	$0	48.9%

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 #(s)	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
Goal 2 Action 2	SVA is a small school with a diverse community. The majority of SVA students come from socioeconomically disadvantaged families. As such, it is necessary to provide enhanced, targeted and aligned instructional practices to ensure the needs of Socioeconomically Disadvantaged and English Learner students are being met. With a majority of our student body consisting 73.3% Socioeconomically Disadvantaged and 15.3% English Learners we also include the following demographics: ● 14.5% Native American/Alaskan native ● 35.1% Hispanic/Latino,	SVA's instructional coaching program supports student learning by strengthening the professional development of our educators. This ensures access to valuable resources, improves teachers' ability to meet diverse learners' needs, enhances instructional quality, and fosters faculty collaboration. Such collaboration leads to innovative teaching methods and strategies that enhance student learning. With peer mentoring, the goal is to improve student outcomes. When teachers are well-supported and continuously growing, students benefit from higher-quality instruction, resulting in better academic performance and overall success. These services are principally directed towards Socioeconomically Disadvantaged students	2.7 Professional Development Opportunities

	• 0.8% African American • 43.5% identifying as White, • 4.6% Two or More Races • 10.7% Special education services	and English learners to address their personalized learning plans, but are provided on a schoolwide basis because all students will benefit.	
Goal 2 Action 3	SVA is a small school with a diverse community. The majority of SVA students come from socioeconomically disadvantaged families who will benefit from the increased academic support to ensure academic growth. The 2023 CA Dashboard reports the following student performance data**:** • ELA are 109.9 points below standard • Math are 121 points below standard	The Academic Support action will enhance our Multi-Tiered System of Supports (MTSS) by providing increased support and targeted daily interventions. This approach involves data-driven grouping and continuous monitoring to tailor instruction to individual student needs. Specifically, we will utilize i-Ready data to inform our decisions and regularly review the Student Study Team (SST) process to ensure that all students are making significant academic growth. These supports will be primarily directed towards unduplicated students, including English learners, foster youth, and low-income students, however, the interventions will be implemented on a schoolwide basis because all students can benefit from these evidence-based practices. By focusing on data-driven instruction and personalized interventions, we aim to create an inclusive environment where every student has the opportunity to thrive academically.	2.4: ELA CAASPP Distance from Standard 2.5: Math CAASPP Distance from Standard
Goal 2 Action 4	SVA is a small school with a diverse community. The majority of SVA students come from socioeconomically disadvantaged families who will benefit from the i-ready individual pathways to support student growth. The 2024 CA Dashboard reports the following student performance data: • ELA are 109.9 points below standard • Math are 121 points below standard	SVA will assess students each trimester, 3 times annually to ensure all students are making progress and to develop intervention plans for those students who are not making adequate progress. i-Ready for Reading and Math data will be reviewed and monitored to ensure students are demonstrating academic growth and or improve intervention strategies. These supports will be primarily directed towards unduplicated students, including English learners, foster youth, and low-income students, however, the interventions will be implemented on a schoolwide basis because all students can benefit from these supports and strategies.	2.1: i-Ready data on the average annual typical growth
Goal 3 Action 2	SVA students, families and community need additional opportunities that increase their ability to support their students' learning and social-emotional well-being.	The Social Emotional Well-Being action will support students' social and emotional well-being, through professional development for teachers on cultural awareness and positive behavior management. Teachers will learn to create inclusive and respectful	3.3 Average Daily Attendance 3.4 Chronic Absenteeism

	With a majority of our student body consisting 73.3% Socioeconomically Disadvantaged and 15.3% English Learners we also include the following demographics: ● 14.5% Native American/Alaskan native ● 35.1% Hispanic/Latino, ● 0.8% African American ● 43.5% identifying as White, ● 4.6% Two or More Races ● 10.7% Special education services	classroom environments, appreciating the diverse cultural backgrounds of their students. In addition, our school counselor supports students SEL as well as SEL training and curriculum implementation to support school wide conflict resolution, leadership skills and academic success. These services are principally directed towards unduplicated students, but are provided on a schoolwide basis because all students will benefit.	

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
Goal 2 Action 6	SVA is a small school with a diverse community with 15.3% English Learners and Socioeconomically Disadvantaged 73%. The majority of SVA students come from socioeconomically disadvantaged families The 2024 CA Dashboard reports the following student performance data for our English Learner Performance: ● 16.7% English Learners increased a level or maintained at the highest level on the ELPAC	The English Language development action will support regular review of ELD services to ensure they are effectively meeting the needs of our English Learners, implement collaboration with paraprofessionals and teachers to support ELD targeted assistance, integrate ELD into core instruction, and provide robust professional development to all teachers to promote high quality integrated ELD instruction within the core instructional program.	2.2: EL Reclassification Rate 2.3: English Learner Progress

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

SVA is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s):

Goal 2, Action 3 Academic Support increases the number of classified staff (paraprofessionals) who provide direct services to students in the classroom in the form of small group or individual instruction.

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

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,747,487.00	$ 451,376.07

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)	Estimated Actual Expenditures (Input Total Funds)2
1	1	Standards-aligned instruction	No	$ 670,675	$ 137,641.13	$ 575,174.96
1	2	Curriculum and Instructional Materials	No	$ 143,214	$ 15,709.27	$ 25,284.56
1	3	Broad Course of Study	No	$ 5,000	$ 1,625.00	$ 4,875.00
1	4	Health and Safety	No	$ 178,286	$ 62,103.53	$ 142,579.12
2	1	Professional Development	No	$ 30,000	$ 9,184.11	$ 15,012.31
2	2	Instructional Coaching	Yes	$ 139,888	$ 38,025.03	$ 125,308.00
2	3	Academic Support	Yes	$ 156,276	$ 65,482.12	$ 186,764.44
2	4	Assessments	Yes	$ 20,329	$ 6,606.93	$ 19,820.78
2	5	Special Education	No	$ 182,788	$ 59,406.10	$ 178,218.30
2	6	English Language Development	Yes	$ 53,356	$ 17,340.70	$ 52,022.10
3	1	Student Activities	No	$ 4,162	$ 1,380.36	$ 4,039.70
3	2	Social Emotional Well Being	Yes	$ 127,369	$ 25,125.00	$ 94,106.18
3	3	Family/Community Engagement	No	$ 36,144	$ 11,746.80	$ 35,240.40

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 311,703	$ 497,218	$ 478,022	$ 19,197	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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)
2	2	Instructional Coaching	Yes	$ 139,888	$ 125,308.00	0.000%	0.000%
2	3	Academic Support	Yes	$ 156,276	$ 186,764.44	0.000%	0.000%
2	4	Assessments	Yes	$ 20,329	$ 19,820.78	0.000%	0.000%
2	6	English Language Development	Yes	$ 53,356	$ 52,022.10	0.000%	0.000%
3	2	Social Emotional Well Being	Yes	$ 127,369	$ 94,106.18	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,172,920	$ 311,703	0.000%	26.6%	$ 478,022	0.000%	40.8%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 1,170,836	$ 334,957	28.61%	0.000%	28.6%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,430,292	$ 186,410	$ -	$ -	$ 1,616,701.89	$ 1,185,555	$ 431,147

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	Standards-aligned instruction	All	No	LEA-wide	N/A	SVA	Ongoing	$ 588,246	$ -	$ 588,246	$ -	$ -	$ -	$ 588,246	0.000%
1	2	Curriculum and Instructional Materials	All	No	LEA-wide	N/A	SVA	Ongoing	$ -	$ 34,058	$ 34,058	$ -	$ -	$ -	$ 34,058	0.000%
1	3	Broad Course of Study	All	No	LEA-wide	N/A	SVA	Ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
1	4	Health and Safety	All	No	LEA-wide	N/A	SVA	Ongoing	$ -	$ 181,282	$ 181,282	$ -	$ -	$ -	$ 181,282	0.000%
2	1	Professional Development	All	No	LEA-wide	N/A	SVA	Ongoing	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
2	2	Instructional Coaching	All	Yes	LEA-wide	English Learners and Low-Income	SVA	Ongoing	$ 149,500	$ -	$ 149,500	$ -	$ -	$ -	$ 149,500	0.000%
2	3	Academic Support	All	Yes	LEA-wide	English Learners and Low-Income	SVA	Ongoing	$ 270,307	$ -	$ 270,307	$ -	$ -	$ -	$ 270,307	0.000%
2	4	Assessments	All	Yes	LEA-wide	English Learners and Low-Income	SVA	Ongoing	$ -	$ 27,845	$ 27,845	$ -	$ -	$ -	$ 27,845	0.000%
2	5	Special Education	All	No	LEA-wide	N/A	SVA	Ongoing	$ -	$ 163,800	$ 30,430	$ 133,370	$ -	$ -	$ 163,800	0.000%
2	6	English Language Development	All	Yes	Limited	Foster Youth and Low-Income	SVA	Ongoing	$ 20,186	$ -	$ 20,186	$ -	$ -	$ -	$ 20,186	0.000%
3	1	Student Activities	All	No	LEA-wide	N/A	SVA	Ongoing	$ -	$ 4,162	$ 4,162	$ -	$ -	$ -	$ 4,162	0.000%
3	2	Social Emotional Well Being	All	Yes	LEA-wide	English Learners and Low-Income	SVA	Ongoing	$ 104,276	$ (0)	$ 104,276	$ -	$ -	$ -	$ 104,276	0.000%
3	3	Family/Community Engagement	All	No	LEA-wide	N/A	SVA	Ongoing	$ 53,040	$ -	$ -	$ 53,040	$ -	$ -	$ 53,040	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,170,836	$ 334,957	28.608%	0.000%	28.6%	$ 572,114	0.000%	48.9%	**Total:**	$ 572,114
								LEA-wide Total:	$ 551,928
								Limited Total:	$ 20,186
								Schoolwide Total:	$ -

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 (%)
2	2	Instructional Coaching	Yes	LEA-wide	English Learners and Low-Income	SVA	$ 149,500	0.000%
2	3	Academic Support	Yes	LEA-wide	English Learners and Low-Income	SVA	$ 270,307	0.000%
2	4	Assessments	Yes	LEA-wide	English Learners and Low-Income	SVA	$ 27,845	0.000%
2	6	English Language Development	Yes	Limited	Foster Youth and Low-Income	SVA	$ 20,186	0.000%
3	2	Social Emotional Well Being	Yes	LEA-wide	English Learners and Low-Income	SVA	$ 104,276	0.000%

Local Control and Accountability Plan 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.

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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