

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shanel Valley Academy

CDS Code: 23 65615 0140814

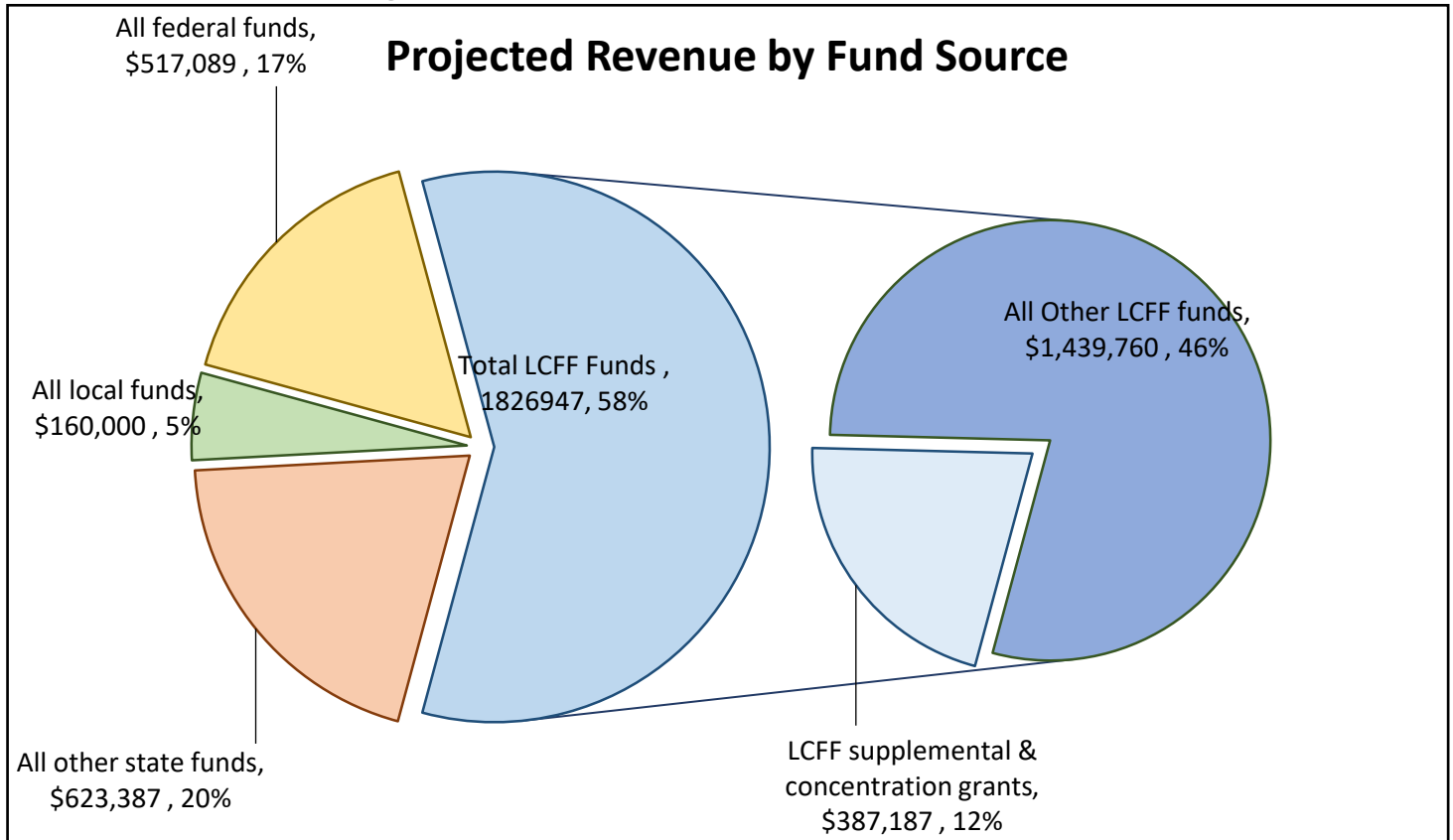
School Year: 2024-2025

LEA contact information: Kristi McCullough kmac@shanelvalleyacademy.com 707-292-3576

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

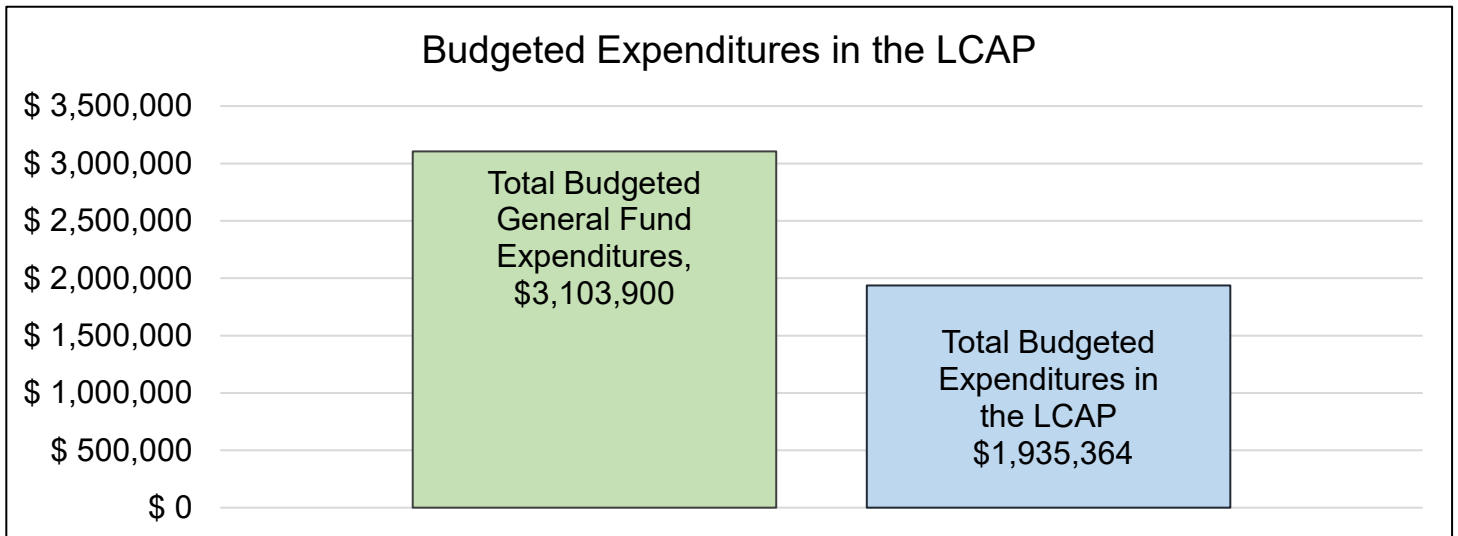


This chart shows the total general purpose revenue Shanel Valley Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shanel Valley Academy is \$3,127,423.00, of which \$1,826,947.00 is Local Control Funding Formula (LCFF), \$623,387.00 is other state funds, \$160,000.00 is local funds, and \$517,089.00 is federal funds. Of the \$1,826,947.00 in LCFF Funds, \$387,187.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Shanel Valley Academy plans to spend for 2024-2025. 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 \$3,103,900.00 for the 2024-2025 school year. Of that amount, \$1,935,364.00 is tied to actions/services in the LCAP and \$1,168,536.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

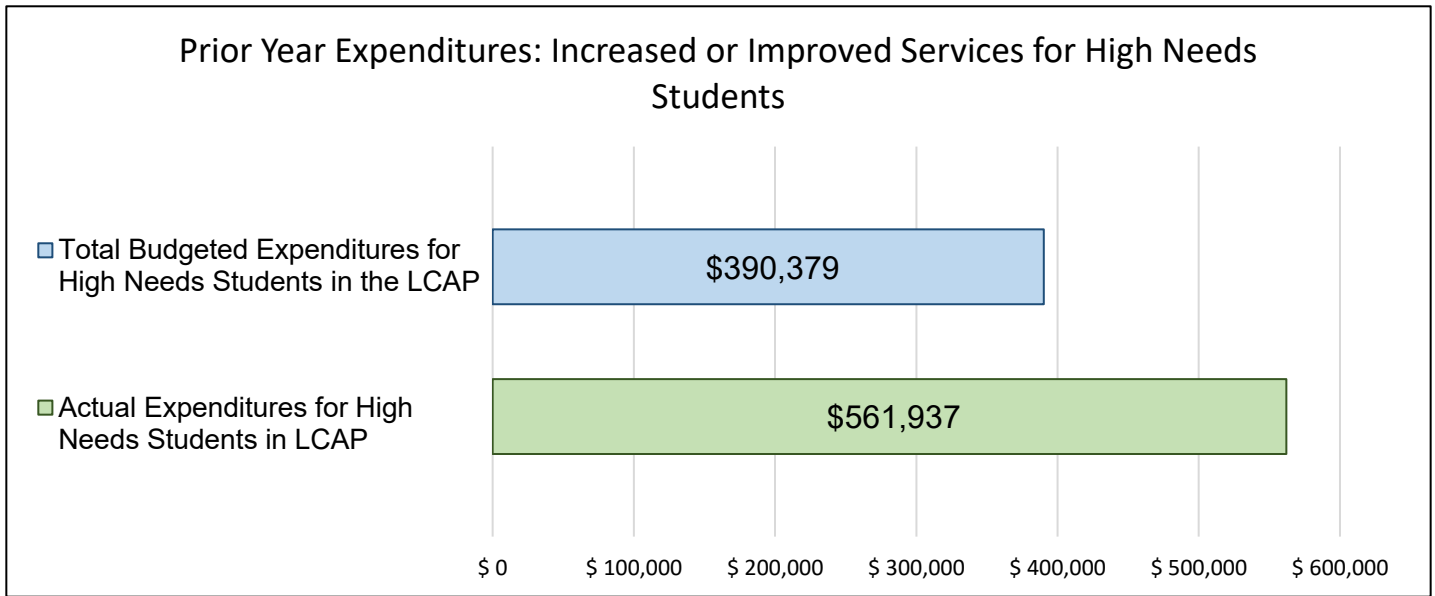
Leases, business service expenses, legal fees, insurance, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Shanel Valley Academy is projecting it will receive \$387,187.00 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 \$388,605.00 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 2023-2024



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 2023-2024, Shanel Valley Academy's LCAP budgeted \$390,379.00 for planned actions to increase or improve services for high needs students. Shanel Valley Academy actually spent \$561,937.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shanél Valley Academy (SVA)	Kristi McCullough Principal	kmac@shanelvalleyacademy.com (707) 744-1489

Goals and Actions

Goal

Goal #	Description
1	Shanél Valley Academy (SVA) will maintain a safe and supportive learning environment, retain high quality teachers, and provide standards-aligned learning opportunities for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of core and EL teachers are properly credentialed and appropriately assigned Source: SARC	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local Indicator	100% Data Year: 2022-23 Data Source: Local Indicator	100%	100%
% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards Source: Local Data	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local Indicator	100% Data Year: 2022-23 Data Source: Local Indicator	100%	100%
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Source: SARC	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local Indicator	100% Data Year: 2022-23 Data Source: Local Indicator	100%	100%
% of students that have access to and are enrolled in a broad course of study Source: Local Data	Baseline will be established 21-22	100% Data Year: 2021-22 Data Source: Local Indicator	100% Data Year: 2022-23 Data Source: Local Indicator	100%	100%
Gauge that facilities meet the “good repair” standard Source: SARC	Baseline will be established 21-22	Met Data Year: 2021-22 Data Source: Local Indicator	Met Data Year: 2022-23 Data Source: Local Indicator	Met	Met

Goal Analysis

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

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

The overall implementation process for our actions to achieve our articulated Goal 1 was thoughtfully planned and carried out over the course of our three years. In the 2023-2024 LCAP, we concentrated our efforts on Standards-aligned instruction (1.1) and Curriculum and Instructional Materials (1.2). These efforts were foundational, focusing on professional development to elevate staff competency, the development and implementation of high-quality, standards-aligned instructional curriculum, and the utilization of i-Ready assessments to refine student performance tracking and enhancement. This commitment to continuous learning and improvement fostered a culture of excellence and dedication among our staff, creating a robust foundation for our collective success. Simultaneously, we prioritized the development of strong teacher support for educational materials, particularly those aligned with standards-based practices and i-Ready. Actively involving teachers in the selection and evaluation process ensured their engagement and commitment, fostering a collaborative and empowering educational environment. This strategy equipped teachers with essential tools for high-quality instruction and fostered a supportive environment that helped us strive for educational excellence.

Additionally, we broadened our curriculum through Action 1.3 (Broad Course of Study), providing all students access to a diverse range of subjects including Physical Education, Science and Engineering, and the Arts. Enrichment opportunities include outdoor education, gardening, arts, music, field trips, and guest speakers. A makerspace has been implemented and developed to support PBL, (in lieu of Knowledge Keepers), with teacher training on the horizon. Overall, our comprehensive approach has equipped students with a broad set of skills and experiences for a thriving future.

Through Action 1.4 (Health and Safety), we have enhanced our learning environment and facility improvements through the support of our local community.

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

The differences between forecasted expenditures of \$124,000 vs. the \$42,984 estimated actual expenditures is due to shifting technology expenses in curriculum and materials to support the effectiveness of the educational program. In addition, the \$230,092 vs. the \$178,984 estimated actuals in health and safety are due primarily to the janitorial costs being lower than expected.

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

The combined impact of the actions in Goal 1 over the course of the 3-year LCAP cycle (2020-21, 2022-23 and 2023-2024) effectively improved the outcomes of the related metrics associated with maintaining a safe and supportive learning environment, retain high quality teachers, and provide standards-aligned learning opportunities for all students.

Action 1.1 proved effective as 100% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards

Action 1.2 proved effective as 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home

Action 1.3 proved effective as 100% of students that have access to and are enrolled in a broad course of study

Action 1.4 proved effective with the support of the district to ensure that facilities meet the “good repair” standard

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

As a result of this analysis and the analysis there are no changes to the expected outcomes, metrics, or actions to achieve this per the data provided in the Dashboard, School Accountability Report Card and local data. Per the feedback from our educational partners, we replaced “safe and supportive” with “engaging and inclusive” in our broad goal.

Goal

Goal #	Description
2	SVA will implement learning portfolios, 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>iReady Reading and Math: % meeting Fall to Spring growth target</p> <p>Source: Local data</p>	Baseline will be established 21-22	<p>Reading: 56%</p> <p>Math: 47%</p> <p>Data Year: 2021-22</p> <p>Data Source: iReady</p>	<p>Reading 62%</p> <p>Math 49%</p> <p>Data Year: 2022-23</p> <p>Data Source: iReady</p>	<p>Reading 58%</p> <p>Reading progress to Annual Typical Growth: 65%</p> <p>Math 57%</p> <p>Math progress to Annual Typical Growth: 91%</p> <p>Data Year: 2023-24</p> <p>Data Source: iReady</p>	<p>Reading: 65%</p> <p>Math: 60%</p> <p>Data Year: 2023-24</p>
<p>EL Reclassification Rate</p> <p>Source: Dataquest Reclassification</p>	Baseline will be established 21-22	<p>Data Not Available Yet</p> <p>Data Year: 2021-22</p>	<p>Data Release Delayed by CDE</p> <p>Data Year: 2021-22</p>	<p>Reclassification Rate</p> <p>0.8%</p>	<p>15%</p> <p>Data Year: 2022-23</p>
<p>English Learner Progress</p> <p>Source: CA Dashboard English Learner Progress Indicator</p>	Baseline will be established 21-22	<p>Data Not Available Yet</p> <p>Data Year: 2021-22</p>	<p>25% students making progress</p> <p>Data Year: 2021-22</p>	<p>27.8% students making progress</p> <p>Data Year: 2022-23</p>	<p>55%</p> <p>Data Year: 2022-23</p>
<p>ELA CAASPP Distance from Standard for all students and all numerically significant subgroups</p> <p>Source: CA Dashboard</p>	Baseline will be established 21-22	<p>Data Not Available Yet</p> <p>Data Year: 2021-22</p>	<p>All Students: -93.2</p> <p>EL: -150.2</p> <p>SED: -117.8</p> <p>American Indian: -109.1</p> <p>Hispanic/Latino: -144.8</p> <p>Data Year: 2021-22</p>	<p>All Students: -99.8 pts below standard/decline 6.7 points</p> <p>EL: Less than 11 students</p> <p>SED: -113.3 below standard/increased 6.5 points</p> <p>American Indian: Less than 11 students</p> <p>Hispanic/Latino: -135.4 pts standard below/increased 13.4</p> <p>Data Year: 2022-23</p>	<p>25 points below standard</p> <p>Data Year: 2022-23</p>
<p>Math CAASPP Distance from Standard for all students and all numerically significant subgroups</p> <p>Source: CA Dashboard</p>	Baseline will be established 21-22	<p>Data Not Available Yet</p> <p>Data Year: 2021-22</p>	<p>All Students: -103.7</p> <p>EL: -140.5</p> <p>SED: -122.1</p> <p>American Indian: -113.0</p> <p>Hispanic/Latino: -143.1</p> <p>Data Year: 2021-22</p>	<p>All Students: -103.5 pts below standard/maintained 0.3 points</p> <p>EL: Less than 11 students</p> <p>SED: -121.4 below standard/increased 4.2 points</p> <p>American Indian: Less than 11 students</p> <p>Hispanic/Latino: -142 pts standard below/increased 8.4</p> <p>Data Year: 2022-23</p>	<p>65 points below standard</p> <p>Data Year: 2022-23</p>

Goal Analysis

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

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

During the 2023-24 school year, we successfully demonstrated our commitment to achieving our goal of implementing learning portfolios. Developed in close collaboration with families and students, these portfolios encapsulate a holistic approach to education. They offer robust opportunities for project-based and experiential learning, engage students with the cultural and natural resources of Hopland, and provide platforms for youth leadership and career exploration. As we move into the next LCAP cycle, we will deepen these portfolios with more extensive student work, further enriching the educational experience.

We have seen success in several areas, including professional development initiatives, academic support systems, assessment strategies, and special education programs. Our professional development has focused on enhancing Project-Based Learning (PBL) methodologies and optimizing Learning Portfolios. This includes initiating training on the Professional Learning Community (PLC) framework, targeting problems of practice in English Language Arts and Math, and aligning instruction with the science of reading for grades K-6. Teachers participated in PBL World, improving our PBL applications and customizing projects to meet our unique needs. This approach deepened faculty engagement with PBL and increased family involvement. Specially designed events have allowed teachers to effectively showcase PBL principles, generating enthusiasm and support within our community.

To support these efforts, our Learning Portfolios track student progress and highlight achievements, providing a robust record of our educational progress. We've also enhanced our learning environment with cultural sensitivity training and expanded Playworks training. These initiatives address diverse student needs and empower our staff to promote a positive, inclusive school culture.

Our academic support strategies and assessments are seamlessly integrated, with significant enhancements this year following our designation as a CSI school. We introduced a new intervention teacher role for targeted support and integrated phonics into the i-Ready program for grades 3-8 to enhance literacy. Daily interventions and after-school tutoring in ELA are supported by teacher-led academic interventions scheduled throughout the week. The i-Ready program has been pivotal in providing insights into student learning needs and progress. Supporting these academic efforts, our special education team optimizes academic and SEL schedules and utilizes strategic support processes, underscoring our commitment to an inclusive educational environment.

To further support the instructional coaching of our faculty, we introduced an innovative peer-to-peer mentoring initiative, complemented by enhanced professional development and coaching in English Language Development (ELD). This initiative pairs experienced teachers with newer faculty, fostering collaborative learning and professional growth. Additionally, we appointed specific roles, such as a PBIS lead and a PBL coach, to streamline our instructional support. This robust system builds confidence and competence, equipping all teachers to effectively support the diverse needs and social-emotional development of our students

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

Special Education variance of 31% \$244,298 vs. \$167,939 is due to staffing costs lower than originally expected.

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

The effectiveness of the actions under Goal 2 have been strategically aimed at developing personalized learning portfolios in collaboration with families and students. Student Learning Portfolios showcase the robust skill building opportunities from project-based and experiential learning, engagement with

the rich cultural and natural resources in Hopland, and opportunities for youth leadership and career exploration. The effectiveness of each action reflects a thoughtful approach to improving educational outcomes, customizing interventions to meet specific needs, and striving for an inclusive and supportive learning environment.

Over the course of this three-year LCAP cycle, we successfully implemented our action to achieve our desired results. A key highlight is the significant progress made by our Hispanic and Socioeconomically Disadvantaged students during the 2022-23 school year, as evidenced by their growth in academics on the Distance to Standard in English Language Arts and Mathematics. We attribute this growth to our strategic actions, including:

Action 2.1 (Professional Development) has evidently been a cornerstone of success, enhancing the staff's ability to implement PBL methodologies effectively. This action has not only improved educational practices but has also fostered stronger community engagement and support, showcasing the pivotal role of professional development in achieving educational goals. The integration of cultural sensitivity training, focused efforts on math curriculum training, PBIS training, and expanded Playworks training further illustrates a commitment to creating a diverse and inclusive learning environment, contributing positively to the school's culture.

Action 2.2 (Instructional Coaching) Principal observed and coached teachers to support their professional learning plans, enhancing their application of strategies from professional development sessions. Additionally, we introduced a peer-to-peer mentoring initiative to further foster collaborative learning and professional growth among faculty. This initiative pairs experienced teachers with newer colleagues, enriching the support system and promoting a culture of continuous improvement within our educational community.

Action 2.3 (Academic Support), our multi-tiered system of support includes high-quality, standards-based instruction delivered by general education, special education teachers, and supported by student support specialists. While we have received the lowest performance level in ELA and Math on the 2022-23 CA Dashboard, this remains a critical component to target interventions during the school day and after school to enhance students' reading and math skills. Data is informed by i-Ready data and students are grouped accordingly and progress monitored weekly. Additionally, includes a dedicated intervention teacher and the integration of phonics into the i-Ready program, highlighting our commitment to addressing literacy and math challenges effectively.

Action 2.4 (Assessments) showcases the successful adoption of the i-Ready program, which has been instrumental in providing insights into students' learning needs. The recognition of the need to expand assessment strategies beyond i-Ready indicates an awareness of the importance of a comprehensive assessment approach to better meet individual learning needs, underscoring a commitment to continuous improvement.

Action 2.5 (Special Education) emphasizes the strength of the special education team and the implementation of strategic supports. The identified need for enhanced training in managing extreme behaviors points to the ongoing challenges in providing a safe and supportive learning environment for all students, highlighting an area for further development and resource allocation.

Action 2.6 (English Language Development) we are proud of the 2.8% growth in our English Learner Progress as reported on the CA Dashboard, a testament to the effectiveness of Action 2.6 (English Language Development) which aimed to integrate English Language Development (ELD) training into our curriculum. This action highlighted our ability to manage complex educational needs by simultaneously supporting both ELD and ELA not only demonstrate our commitment to comprehensive educational strategies but also the intricate balance required to effectively enhance both areas.

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

As a result of this analysis, action 2.1 (Professional Development) will build on the establishment of our Professional Learning Community Framework to build upon the strong relationships with faculty and our focused commitment to student learning. Action 2.2 (Instructional Coaching) will include a peer to peer mentoring initiative to support new teachers, foster a sense of community, and ensure the faithful implementation of our vision and mission across the faculty. Action 2.3 (Academic Support (Title I and LCFF)) will address the red indicators on our dashboard for ELA and Math and have therefore been revised to increase services to support our students academic growth and outcomes. Furthermore, we're enhancing our focus on Project-Based Learning (PBL) by introducing a PBL coach to work alongside the Project-Based Instructional Lead. Action 2.5 (Special Education) will include strengthening our

partnership with Mendocino County SELPA to support trauma informed practices and Professional Assault Crisis Training for our faculty and our students with disabilities. Action 2.6 (English Language Development) includes an ELD teacher to ensure the program's effective implementation with ongoing professional development, supported by resources and guidance from the California Department of Education's EL Multilingual Division.

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate for all students and all numerically significant subgroups	Baseline will be established 21-22	0% Data Year: 2021-22 Data Source: SIS	0% Data Year: 2021-22 Data Source: CA Dashboard	Blue Indicator for Suspensions at 0% Data Source: CA Dashboard 2022-23	0%
Expulsion Rate for all students and all numerically significant subgroups	Baseline will be established 21-22	0% Data Year: 2021-22 Data Source: SIS	0% Data Year: 2021-22 Data Source: CA Dashboard	0% Expulsion to date	0%
Average Attendance Rate	Baseline will be established 21-22	86.97% Data Year: 2021-22 Data Source: P2	91.2% Data Year: 2022-23 Data Source: P2	P-1 ADA% for SVA is 94.93%	93%
Chronic Absence Rate for all students and all numerically significant subgroups	Baseline will be established 21-22	43.81% (as of 12/21) Data Year: 2021-22 Data Source: SIS	All Students: 53.2% EL: 56.5% SED: 60.2% SWD: 61.5% American Indian: 83.3% Hispanic/White: 55.6% Two or More Races: 40.0% White: 37.8% Data Year: 2021-22 Data Source: CA Dashboard	All Students: 30.4% chronically absent/decline 22.7% points SED: 37.5%/22.7% declined Hispanic: 29.2%/26.4% declined White: 27.6%/10.3% declined Data Year: 2022-23 Data Source CA Dashboard	<10%

Family Survey Response Rate	Baseline will be established 21-22	14% Data Year: 2021-22	13% Data Year: 2022-23	52 Families Responded	60%
Family Survey: % indicating satisfaction with school safety	Baseline will be established 21-22	80% Data Year: 2021-22 Data Source: Parent Survey	95% agree or strongly agree with the statement "My child is safe at school." Data Year: 2022-23 Data Source: Parent Survey	34% Strongly Agree 54% Agree 4% Disagree 8% Don't know Data Year: 2023-24 Data Source: CalSCHLS	95%
Family Survey: % indicating feeling connected with the school community	Baseline will be established 21-22	80% Data Year: 2021-22 Data Source: Parent Survey	79% agree or strongly agree with the statement "I feel connected to the SVA community." Data Year: 2022-23 Data Source: Parent Survey	50% Strongly Agree 48% Agree 0% Disagree 2% Strongly Disagree Data Year: 2023-24 Data Source: CalSCHLS	80%
Student Survey: % indicating satisfaction with school safety	Baseline will be established 21-22	70% Data Year: 2021-22 Data Source: Student Survey	75.6% Data Year: 2022-23 Data Source: Student Survey	3rd Grade: 71% 4th Grade: 45% 5th grade: 65% Data Year: 2023-24 Data Source: CalSCHLS	90%
Student Survey: % indicating feeling connected with the school community	Baseline will be established 21-22	73% Data Year: 2021-22 Data Source: Student Survey	80% Data Year: 20223-23 Data Source: Student Survey	3rd Grade: 56% 4th Grade: 60% 5th grade: 59% Data Year: 2023-24 Data Source: CalSCHLS	90%
Staff Survey: % indicating satisfaction with school safety	Baseline will be established 21-22	90% Data Year: 2021-22 Data Source: Teacher Survey	82% agree or strongly agree with the statement "I feel safe at school." Data Year: 2022-23 Data Source: Parent Survey	Is a safe place for staff 50% Strongly Agree 46% Agree 4% Disagree Data Year: 2023-24 Data Source: CalSCHLS	90%

Staff Survey: % indicating feeling connected with the school community	Baseline will be established 21-22	90% Data Year: 2021-22 Data Source: Teacher Survey	76% agree or strongly agree with the statement "I feel connected to the SVA community." Data Year: 2022-23 Data Source: Parent 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 Data Source: CalSCHLS	90%
# of community engagement events	Baseline will be established 21-22	3 Data Year: 2021-22 Data Source: Local Data	10 Data Year: 2022-23 Data Source: Local Data	9	6

Goal Analysis

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

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

The 2023-24 school year has been a testament to the successful implementation of our strategic actions, which were designed to use school climate data, parent input, and feedback from other educational partners to ensure that SVA maintains a safe and supportive environment for students, all staff, families, and the community.

Throughout this LCAP cycle, SVA has made significant progress toward achieving Goal 3, demonstrating our unwavering commitment to fostering a supportive and safe school community. Our targeted actions, especially in student activities and attaining certification as a Welcoming School, have effectively cultivated a positive school culture focused on social-emotional well-being. Additionally, our efforts to boost family and community engagement have been successful, significantly strengthening our connections and outreach. These efforts have not only been effective but also successful, clearly demonstrating our progress in achieving our goal and enhancing the overall school experience.

In the 2023-2024 school year, we implemented a new survey tool, California Survey Systems (CalSCHLS), to ensure we gather data from all educational partners: Students, Families, and Faculty. This was our first time conducting this survey for our community, and we are pleased that it demonstrates a majority of the members in our community feeling positive, safe, and connected to SVA. For example, our School Climate Report Card, which had a 91% of 3rd-6th grade student response rate, indicates the average response for Supports and Engagement was 63%, low violence was 40%, and other school climate indicators averaged 66%, based on student responses to the California Healthy Kids Survey. Parent satisfaction with school safety and feeling connected to the school community is high, with minimal dissatisfaction. Similarly, all faculty feel SVA is a supportive and inviting place to work, over 50% feel connected to other adults, and a majority believe the school is a safe place for staff.

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.

Student Activities \$5,000 vs. 10,000 estimated actual -100% variance is due to increased spending on student activities than what was originally budgeted.

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

The actions under Goal 3 strategically utilize school climate data, parent input, and feedback from educational partners to ensure SVA remains a safe and supportive environment for all students, staff, families, and the community. Each action demonstrates our commitment to enhancing the school climate and fostering an inclusive and supportive learning environment.

SVA has significantly advanced toward Goal 3, emphasizing our commitment to creating a supportive and safe environment for our school community. A majority of the actions have successfully produced the desired results, notably through student activities and becoming a certified Welcoming School, which have fostered a positive school culture focused on social-emotional well-being as evidenced by our increase in our Average Daily Attendance (ADA), parent participation and improvement in our chronic absenteeism. Additionally, our concerted efforts to enhance family and community engagement have not only strengthened our connections but also showcased our progress in meeting our comprehensive goals with the below highlights from our actions:

Action 3.1 (Student Activities) has successfully introduced a range of enriching and enjoyable activities throughout the school year, significantly enhancing student engagement and community spirit. Highlights include ongoing Project-Based Learning (PBL) celebrations and exhibits, field trips, visiting experts and specialists, as well as hosting events such as the FFestival, Craft Fair, Stone Soup, Read Across America Read-A-Thon, the Walk-A-Thon and other opportunities. This shared experience of community engagement has not only enriched the educational experience for our students but has also built a stronger, more connected school community, where every member feels valued and invested in our collective success.

Action 3.2 (Social and Emotional Well-being) has seen considerable success through its collaborative decision-making approach, incorporating insights from our community members, local tribal council, pillar businesses, families, and students. This inclusive strategy has significantly contributed to the effective implementation of various initiatives aimed at supporting the social and emotional well-being of our students. Our achievement as a certified Welcoming School, promoting inclusion and human rights through restorative practices and a comprehensive curriculum, lay the foundation for a safe and supportive environment for our community. The inclusion of a full-time counselor has strengthened our support systems like MTSS and SST, ensuring targeted interventions for students. Our successful integration of Tier 1 and Tier 2 supports within the RTI, MTSS, SSTs, and 504 plans showcases our commitment to addressing the varied needs of our students, fostering an environment where every student feels supported and valued. While this action has demonstrated considerable success, we've encountered challenges related to the post-pandemic impacts on students' social and emotional development. In response, we are focusing on enhancing our support through restorative practices and expanding our use of trauma-informed practices and training. These steps aim to address the evolving needs of our students and further strengthen the supportive and inclusive environment within our school community.

Action 3.3 (Family/Community Engagement) has achieved success through regular updates to families on student attendance, progress, and upcoming events, alongside hosting various school events. These initiatives offer families meaningful ways to connect with the school community, understand their children's academic journey, and celebrate their achievements. The family liaison staff member is pivotal in enhancing these connections and fostering partnerships, including with the HBPI. Our partnership with the Attendance Works program, employing tools like sample letters and incentives, has furthered our efforts to encourage consistent attendance.

All actions and metrics aimed at progressing towards our goal of ensuring SVA is a safe and supportive environment for students, staff, families, and the community have proven effective. This effectiveness is evidenced by school climate data, with a blue indicator on the 2022-23 Dashboard for suspensions, 0% expulsions, exceeding our ADA goal to 94.3%, improving our chronic absenteeism rate and moving to the orange indicator on the California Dashboard, feedback from parents, and input from other educational partners.

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

As a result of this analysis, Action 3.1 (Student Activities) the Singing Tree Project was removed and we added maintaining our Welcoming School status. Action 3.2 (Social Emotional Wellbeing) we moved the SST meetings partner with teacher, student and family to discuss further needs for the learning and well being of the student will move to Action 2.3 (Academic Support) in goal 2 to ensure students are receiving robust MTSS supports and interventions. In Action 3.2 (Social Emotional Well Being) we elaborated on Playworks to support our students Social Emotional Well-being, added a school counselor and removed CASEL standards. In Action 3.3 (Family/Community Engagement) added our community school initiative to improve student outcomes.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Shanél Valley Academy (SVA)	Kristi McCullough Principal	kmac@shanelvalleyacademy.com (707) 744-1489

Plan Summary 2024-2025

General Information

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

Shanèl Valley Academy (SVA), an independent charter school authorized by the Ukiah Unified School District to serve TK - 6th grade students.SVA was established by Hopland parents, neighbors, and business owners as a community school. We envision a future in which all children are honored with equitable access to high quality education, and who are empowered to become critical thinkers and effective leaders. SVA is a culturally responsive, community school where all students are valued and supported. SVA’s team of educators, administrators and leaders strive for building a community that demonstrates connection, compassion, collaboration, creativity and cultural competency while holding all parties to a high standard of excellence and empathy.

In the 2023-24 school year, SVA served approximately 129 diverse TK-6th grade students with: 14.5% of students identifying as Native American/Alaskan native, 35.1% identifying as Hispanic/Latino, 0.8% identifying as African American, 43.5% identifying as White, 4.6% Two or More Races and 1.5% not reported with 15.3% English Learners, 73% Socioeconomically Disadvantaged, 11% qualifying for Special Education Services, and 15.3% English Learners.

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 through the lens of the 2023 California School Dashboard and local data reveals a deeper narrative within each data point. These figures measure more than just performance; they highlight areas of need, ongoing challenges, and the potential for significant growth. Analyzing our 2023 CA Dashboard highlights our commitment to continuously refine our strategies and deepening our understanding, all aimed at providing an equitable education that enables every student to succeed. This approach underscores our dedication to enhancing educational outcomes for all.

Success

In 2023, SVA demonstrated strides in several critical areas, reflecting the effectiveness of our strategies and interventions. In English Language Arts (ELA), despite an overall decline of 6.7 points for all students, we observed progress within specific groups. Socio-economically disadvantaged (SED) students improved by 6.5 points, while Hispanic/Latino students, although the furthest below the standard at 135.4 points, showed the most improvement with an increase of 13.4 points. These gains indicate that our targeted interventions are beginning to pay off.

Similarly, in Mathematics, where overall performance for all students remained 103.5 points below the standard, we saw slight progress with an increase of 0.3 points. Notably, SED students improved by 4.2 points, and Hispanic/Latino students demonstrated an improvement of 8.4 points. These successes, particularly among our most disadvantaged groups, underscore the effectiveness of our customized strategies detailed in the Local Control and Accountability Plan (LCAP).

The progress of our English Learner students is another bright spot. A 2.8% increase in students advancing in English Language Performance Indicator (ELPI) levels showcases the success of our efforts to enhance English language proficiency. This promising trend, along with the successful implementation of our academic standards, indicates that our LCAP metrics and actions are yielding positive outcomes, in addition to highlighting areas that need support and improvement. The effectiveness of these targeted approaches highlights the potential for broader application to advance our educational objectives and provide comprehensive support for all students.

In terms of engagement, we are proud to report a significant reduction in chronic absenteeism by 22.7%, moving us to the orange indicator on the dashboard. This achievement reflects our enhanced services, which have profoundly impacted our students' engagement and well-being. Expanded student activities, a diverse and engaging course of study, and a focus on social-emotional well-being have drawn students into active participation and ensured they receive the support they need to thrive.

Moreover, our school climate remains positive and conducive to learning, as evidenced by our very low suspension rate of 0%. This achievement is consistent across key subgroups, including Hispanic, Socioeconomically Disadvantaged, and White students, and is largely attributed to our effective implementation of restorative practices and Positive Behavior Interventions and Supports (PBIS). These strategies have not only helped resolve conflicts and address emotional challenges but also significantly boosted student enthusiasm for school.

All teachers in our district are appropriately assigned, and all students have access to curriculum-aligned instructional materials. Our facilities are safe, clean, and functional, which further supports a positive learning environment. High parent and family engagement, underpinned by strong relationships between staff and families, fosters partnerships for student outcomes and actively seeks input for decision-making. Additionally, we met all local indicators on the 2023 CA Dashboard, further validating our efforts and strategies.

Challenges

Despite these successes, we face ongoing challenges that require continued attention and effort. SVA received the lowest performance level (red indicator) for all students on the 2023 CA Dashboard for English Language Arts and Mathematics. In English Language Arts (ELA), there was a decline of 6.7 points for all students in the 2023 school year prompting us to address this need through targeted interventions. In Mathematics, SVA also received the lowest performance level (red indicator), with a slight increase of 0.3 points for all students. While there has been some progress, these statistics indicate that the pace of improvement needs to accelerate to meet our educational goals. Due to these red indicators, we have increased our Instructional Coaching (action 2.2) to include peer initiative mentoring and our Academic Support (action 2.3) includes a comprehensive approach to ensure interventions are responsive and effective.

Chronic absenteeism, despite its reduction, remains an area where ongoing efforts are required to maintain and further reduce rates. Ensuring that our students are consistently present and engaged in school is crucial for their academic success.

While SVA has made notable progress in several areas, particularly among our most disadvantaged students, the data reveals a nuanced story of both successes and challenges. Continued focus on targeted interventions and strategies, as outlined in our LCAP, will be essential to sustain and build on these gains, ensuring that all students have the opportunity to succeed.

SVA has enjoyed consistent and strong support from the Hopland Band of Pomo Indians (HBPI) through collaborative leadership, information sharing and decision making. The SVA's Board of Directors support of the school site continues to positively impact our capacity for fiscal operations, management, and the collaborative leadership model. SVA increased communication with the HBPI and the Principal conducts home visits to connect with families, and shares updates with the Pomo Education Center about school. The Community Schools Director has strong relationships with the HBPI and this connection has also helped push forward the alignment between the school and families.

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	Community and parent meetings on 4/16, 4/17, 5/21, and 5/22 were conducted to engage educational partners in the review of the 2023-24 Annual LCAP. These meetings provided a platform to discuss successes and challenges, gather input for the development of the 2024-2025 LCAP, and ensure that the voices of our community are heard in shaping the future of SVA. These sessions were instrumental in fostering a collaborative environment where parents, community members, and school staff could work together to enhance the educational experience for all students.
Parent Advisory Committee	The Parent Advisory Committee meeting on May 13, 2024, discussed successes and challenges, gathered input for the 2024-2025 LCAP, and ensured community voices shaped SVA's future. This collaborative session helped parents, community members, and staff work together to enhance the student experience.
Staff and Students	We held meetings with staff and students on May 29, 2024, focused on discussing successes and challenges, gathering input for the 2024-2025 LCAP, and ensuring staff and student voices shaped SVA's future. This collaborative session helped parents, community members, and school staff work together to enhance the educational experience for all students.

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

The adopted LCAP was shaped by valuable feedback from our educational partners, including parents, faculty, students, and community members. At Shanél Valley Academy (SVA), there is widespread admiration for the dedication and quality of our teachers, who consistently deliver excellent education to our students. The school's commitment to creating inclusive and safe spaces where every student feels a sense of belonging has also been deeply appreciated.

Our educational program has several confirmed strengths. The dedication and quality of our faculty and the learning experiences they provide are highly valued. The Welcoming Schools Certification stands out as a significant achievement, and the implementation of restorative practices has garnered positive responses. Our Project-Based Learning (PBL) experiences, the Playworks inclusivity approach to structured games, and the Positive Behavioral Interventions and Supports (PBIS) along with Character Strong SEL programs have all been praised. Additionally, our system for Multi-Tiered System of Supports (MTSS) promotes teamwork and offers valuable resources, while strong adult-to-student relationships and student leadership opportunities allow student voices to be an integral part of the school community.

In preparing the 2024-2025 LCAP, several key areas of feedback were particularly influential. There is a recognized need for increased training in STEAM and the makerspace, as well as a desire to incorporate lessons about the local history and culture of our community into the curriculum. We aim to bring in more community vendors from outside our small community to enrich our students’ experiences. Furthermore, we are committed to ensuring that all communications are available in both English and Spanish to better serve our diverse community.

Through this collaborative process, the LCAP reflects our collective efforts to enhance the educational experience for all students at SVA, building on our strengths and addressing areas for growth.

Goals and Actions

Goal

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. Community 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 <i>Source: SARC</i>	100%			100%	NA for 2024
1.2	% of curriculum materials are adequate, up-to-date, and aligned to school goals and state/national standards, including ELD standards <i>Source: Local Data</i>	100%			100%	NA for 2024
1.3	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home <i>Source: SARC</i>	100%			100%	NA for 2024
1.4	% of students that have access to and are enrolled in a broad course of study <i>Source: Local Data</i>	100%			100%	NA for 2024
1.5	Gauge that facilities meet the “good repair” standard <i>Source: SARC</i>	Met			Good Repair	NA for 2024

Goal Analysis for 2024-2025

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

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 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.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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.	\$774,118	No
1.2	Curriculum and Instructional Materials	<p>Provide high-quality standards-aligned curriculum and instructional materials to support delivery of curriculum, differentiation of instruction and personalized, project-based learning.</p> <ul style="list-style-type: none"> ● 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 	\$67,525	No
1.3	Broad Course of Study	<p>Ensure all students have access and are enrolled in a broad course of study</p> <ul style="list-style-type: none"> ● 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. 	\$5,001	No
1.4	Health and Safety	<p>Provide a clean, healthy, and safe school environment</p> <ul style="list-style-type: none"> ● 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 	\$186,674	No

Goal

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 <i>Source: Local data</i>	Reading Annual Typical Growth: 65% Math Annual Typical Growth: 91% Data Year: 2023-24			Reading: 80% Math: 90%	NA for 2024
2.2	EL Reclassification Rate <i>Source: Dataquest Reclassification</i>	Data Unavailable			10%	NA for 2024

2.3	English Learner Progress <i>Source: CA Dashboard English Learner Progress Indicator</i>	27.8% students making progress Data Year: 2022-23			55%	NA for 2024
2.4	ELA CAASPP Distance from Standard for all students and all numerically significant subgroups <i>Source: CA Dashboard</i>	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 American Indian: Less than 11 students Hispanic/Latino: -135.4 pts standard below/increased 13.4 Data Year: 2022-23			45 points below standard	NA for 2024
2.5	Math CAASPP Distance from Standard for all students and all numerically significant subgroups <i>Source: CA Dashboard</i>	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			45 points below standard	NA for 2024
2.6	CA Science (CAST): % of students met/exceeded standard <i>Data Source: Dataquest</i>	Data suppressed less than 11 students			35%	NA for 2024

2.7	Professional Development opportunities <i>Source: SARC</i>	100% Data Year: 2022-23			100%	NA for 2024
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Goal Analysis for 2024-2025

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

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 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.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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	<p>All teachers will receive high-quality Professional Development based on needs identified by teachers, administrators, and student academic, attendance, and behavior data. Topics include:</p> <ul style="list-style-type: none"> ● 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 (PLC) ● PLC framework ● Robust whole child learning portfolios ● Hopland Research Extension Center (HREC) <p>Each teacher will co-create a professional learning plan that addresses growth in areas specific to supporting parent engagement, student engagement, and student achievement.</p>	\$66,000	No

2.2	Instructional Coaching	<p>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 implementation of strategies learned during professional development sessions.</p> <p>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.</p>	\$135,814	Yes
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2.3	Academic Support (Title I and LCFF)	<p>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:</p> <ul style="list-style-type: none"> • 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 student support specialists (SSS). • 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 well being of the student <p>This comprehensive approach aims to ensure that interventions are effective and responsive, thereby supporting the academic success of all students.</p>	\$57,593	Yes
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2.4	Assessments	<p>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.</p> <ul style="list-style-type: none"> ● i-Ready for Reading and Math ● Data services 	\$19,737	Yes
2.5	Special Education	<p>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</p> <ul style="list-style-type: none"> ● 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) 	\$186,531	No
2.6	English Language Development	<ul style="list-style-type: none"> ● Principal and ELD Teacher in collaboration with ELAC members will conduct periodic assessment of ELD services to ensure they are meeting the needs of our English Learners. ● ELD Teacher will collaborate with SSS's to provide designated ELD support to all English Learners ● ELD Curriculum used for integrated supports during core instruction <ul style="list-style-type: none"> 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. 	\$51,802	Yes

Goal

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 HBPI Community and the ELAC, as well as 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 all 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 continuing to assess needs in the school community, building trusting relationships, establishing systems of support, 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 <i>Data Source: CA Dashboard</i>	Blue Indicator for Suspensions with 0% Data Year: 2022-23			<1%	NA for 2024

3.2	Expulsion Rate for all students and all numerically significant subgroups <i>Data Source: CA Dashboard</i>	0% Expulsion to date			0%	NA for 2024
3.3	Average Attendance Rate <i>Data Source: CALPADS P-2</i>	Shanel Valley 93.98% Data Source: P-2 Report Data Year: 2023-2024			95%	NA for 2024
3.4	Chronic Absence Rate for all students and all numerically significant subgroups <i>Data Source: CA Dashboard</i>	All Students: 30.4% chronically absent/decline 22.7% points SED: 37.5%/22.7% declined Hispanic: 29.2%/26.4% declined White: 27.6%/10.3% declined Data Year: 2022-23			<10%	NA for 2024
3.5	Family Survey Response Rate <i>Data Source: Local Survey</i>	52 Families Data Year: 2023-24 Data Source: CalSCHLS			60%	NA for 2024
3.6	Family Survey: % indicating satisfaction with school safety <i>Data Source: Local Survey</i>	34% Strongly Agree 54% Agree 4% Disagree 8% Don't know Data Year: 2023-24			90%	NA for 2024
3.7	Family Survey: % indicating feeling connected with the school community <i>Data Source: Local Survey</i>	50% Strongly Agree 48% Agree 0% Disagree 2% Strongly Disagree Data Year: 2023-24			90%	NA for 2024

3.8	Student Survey: % indicating satisfaction with school safety <i>Data Source: Local Survey</i>	3rd Grade: 71% 4th Grade: 45% 5th grade: 65% Data Year: 2023-24			85%	NA for 2024
3.9	Student Survey: % indicating feeling connected with the school community <i>Data Source: Local Survey</i>	3rd Grade: 56% 4th Grade: 60% 5th grade: 59% Data Year: 2023-24			85%	NA for 2024
3.10	Teacher Survey: % indicating satisfaction with school safety <i>Data Source: Local Survey</i>	Is a safe place for staff 50% Strongly Agree 46% Agree 4% Disagree Data Year: 2023-24			85%	NA for 2024
3.11	Teacher Survey: % indicating feeling connected with the school community <i>Data Source: Local Survey</i>	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 Data Source: CalSCHLS			85%	NA for 2024
3.12	# of community engagement events <i>Data Source: Local</i>	12 Data Year: 2023-2024			12	NA for 2024

Goal Analysis for 2024-2025

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

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 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.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Activities	<p>SVA will ensure a positive and supportive school culture by providing fun, enriching student activities throughout the school year for all students.</p> <ul style="list-style-type: none"> • 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 HREC • 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 	\$5,000	No

3.2	Social and Emotional Well-being	<p>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.</p> <ul style="list-style-type: none"> ● Social Groups- Utilized as a Tier 2 when data shows a need of more interventions from SST team ● Youth leadership Program promotes connection, participation in creating a positive school culture, 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:to promote emotional safety and connectedness ● 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 counselor tp support students' social emotional well-being. ● Restorative practices to support relationship building and cultural awareness 	\$123,659	Yes
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3.3	Family/Community Engagement	<p>The school will provide regular communication with families about student attendance, progress, and school events. The school's principal and the 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. The school will be conducting two needs assessments per year to understand the hopes and needs of our families and community.</p> <p>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:</p> <ul style="list-style-type: none"> ● 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 with ● 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. 	\$141,887	No
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$387,187	\$41,220

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%	0%	\$0	28%

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
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<p>Goal 2 Action 2</p>	<p>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 our Socioeconomically Disadvantaged and English Learner students are being met.</p> <p>With a majority of our student body consisting 73% Socioeconomically Disadvantaged and 15.3% English Learners we also include the following demographics:</p> <ul style="list-style-type: none"> ● 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 ● 11% Special education services 	<p>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 and English learners to address their personalized learning plans, but are provided on a schoolwide basis because all students will benefit.</p>	<p>2.7 Professional Development Opportunities</p>
<p>Goal 2 Action 3</p>	<p>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.</p> <p>The 2023 CA Dashboard reports the following student performance data:</p> <ul style="list-style-type: none"> ● ELA are 99.8 points below standard ● Math are 103.5 points below standard 	<p>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.</p> <p>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.</p>	<p>2.4: ELA CAASPP Distance from Standard</p> <p>2.5: Math CAASPP Distance from Standard</p>

<p>Goal 2 Action 4</p>	<p>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.</p> <p>The 2023 CA Dashboard reports the following student performance data:</p> <ul style="list-style-type: none"> • ELA are 99.8 points below standard • Math are 103.5 points below standard 	<p>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</p>	<p>2.1: i-Ready data on the average annual typical growth</p>
<p>Goal 3 Action 2</p>	<p>SVA students, families and community need additional opportunities that increase their ability to support their students' learning and social-emotional well being.</p> <p>With a majority of our student body consisting 73% Socioeconomically Disadvantaged and 15.3% English Learners we also include the following demographics:</p> <ul style="list-style-type: none"> • 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 • 11% Special education services 	<p>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 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.</p>	<p>3.3 Average Daily Attendance 3.4 Chronic Absenteeism</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 Action 6	<p>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</p> <p>The 2023 CA Dashboard reports the following student performance data for our English Learner Performance:</p> <ul style="list-style-type: none"> 27.8% English Learners increased a level or maintained at the highest level on the ELPAC 	<p>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 SSS's 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.</p>	<p>2.2: EL Reclassification Rate</p> <p>2.3: English Learner Progress</p>

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 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

2023-24 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)
\$ 326,095	\$ 390,379	\$ 561,937	\$ (171,558)	0.00%	0.00%	0.00% - 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	\$ 52,967	\$ 135,814.00	0.00%	0.00%
2	3	Academic Support	Yes	\$ 141,951	\$ 231,312.00	0.00%	0.00%
2	4	Assessments	Yes	\$ 20,000	\$ 19,350.00	0.00%	0.00%
2	6	English Language Development	Yes	\$ 51,802	\$ 51,802.00	0.00%	0.00%
3	2	Social Emotional Well Being	Yes	\$ 123,659	\$ 123,659.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,250,820	\$ 326,095	0.00%	26.07%	\$ 561,937	0.00%	44.93%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- 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

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

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023