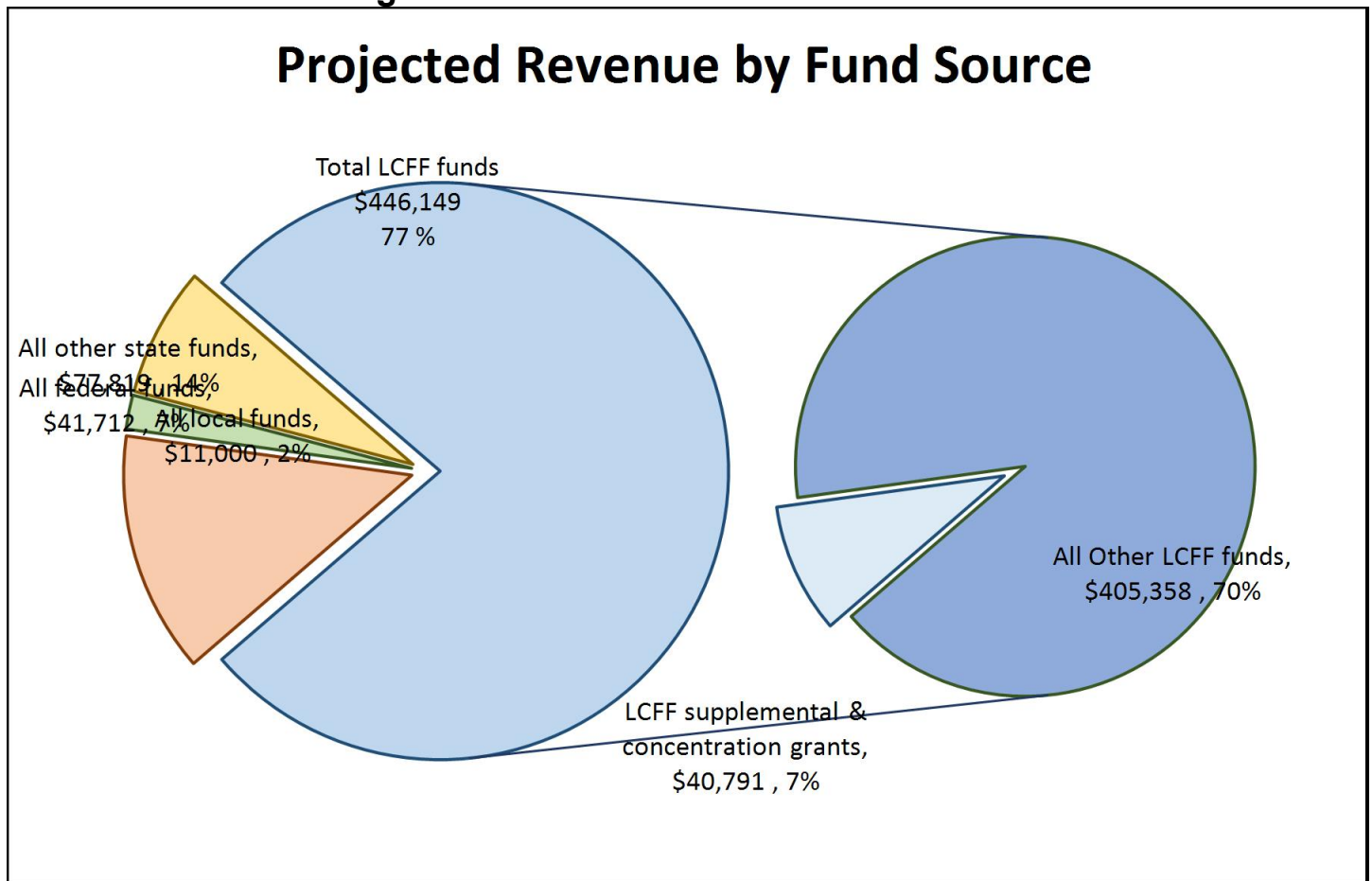


## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Linns Valley-Poso Flat Union School District  
 CDS Code: 15635866009724  
 School Year: 2024-25  
 LEA contact information:  
 Tammy Pritchard  
 Superintendent  
 tapritchard@linnsvalleyschooldistrict.org  
 661-536-8811

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

### Budget Overview for the 2024-25 School Year



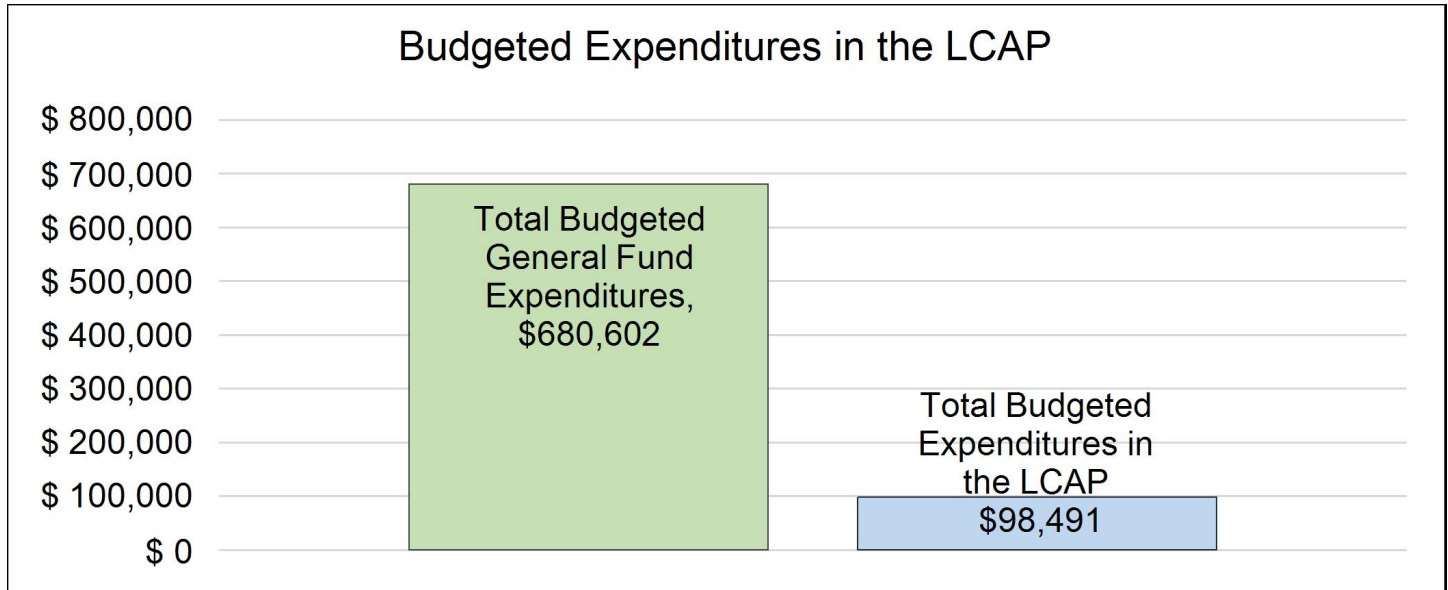
This chart shows the total general purpose revenue Linns Valley-Poso Flat Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Linns Valley-Poso Flat Union School District is \$576,680, of which \$446,149 is Local Control Funding Formula (LCFF), \$77,819 is other state funds, \$11,000 is local funds, and \$41,712 is federal funds. Of the \$446,149 in

LCFF Funds, \$40,791 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 Linns Valley-Poso Flat Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Linns Valley-Poso Flat Union School District plans to spend \$680,602 for the 2024-25 school year. Of that amount, \$98,491 is tied to actions/services in the LCAP and \$582,111 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

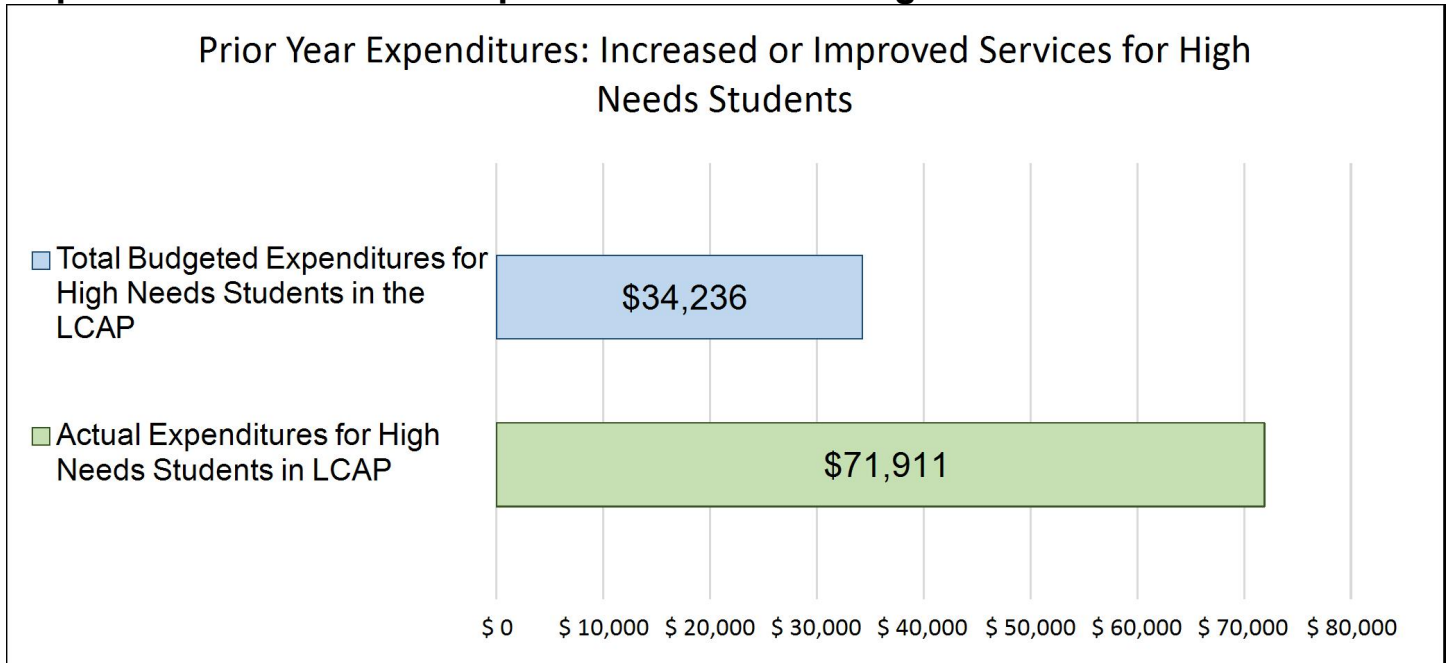
General fund expenditures for the school year not included in the LCAP include certificated and classified salaries and benefits, supplies, utilities, repairs and maintenance, services from outside vendors and equipment replacement if necessary.

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

In 2024-25, Linns Valley-Poso Flat Union School District is projecting it will receive \$40,791 based on the enrollment of foster youth, English learner, and low-income students. Linns Valley-Poso Flat Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Linns Valley-Poso Flat Union School District plans to spend \$56,791 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Linns Valley-Poso Flat Union School District's LCAP budgeted \$34,236 for planned actions to increase or improve services for high needs students. Linns Valley-Poso Flat Union School District actually spent \$71,911 for actions to increase or improve services for high needs students in 2023-24.

## 2023–24 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name          | Contact Name and Title            | Email and Phone   |
|--|-----------------------------------|---|
| Linns Valley-Poso Flat Union School District | Tammy Pritchard<br>Superintendent | tapritchard@linnsvalleyschooldistrict.org<br>661-536-8811 |

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 1      | Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement. |

## Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|--|---|---|---|---|---|
| 1A- Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. | Based on the CA Dashboard local indicator self-reflection tool, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. | Based on the 2021-22 CA Dashboard local indicator self-reflection tool, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. | Based on the 2022-23 CA Dashboard local indicator self-reflection tool, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. | Based on the 2023-24 CA Dashboard local indicator self-reflection tool, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. | Based on the CA Dashboard local indicator self-reflection tool, we will maintain 100% of Teachers appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. |
| 1B- Standards-aligned instructional materials for every student.   | From California Dashboard Local Indicators will maintain 100% of all pupils having access to standards aligned materials  | From California Dashboard 2021-22 Local Indicators have maintained 100% of all pupils having access to standards aligned materials  | From California Dashboard 2022-23 Local Indicators have maintained 100% of all pupils having access to standards aligned materials  | From California Dashboard 2023-24 Local Indicators have maintained 100% of all pupils having access to standards aligned materials  | From California Dashboard Local Indicators will maintain 100% of all pupils having access to standards aligned materials  |
| 1C- School facilities in “Good Repair” per   | From California Dashboard Local Indicators Linns Valley   | As of March 2022, FIT report indicates a  | As of January 2023, FIT report indicates a  | As of January 2024, FIT report indicates a "Good" rating at 100%  | From California Dashboard Local Indicators Linns Valley   |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--|---|---|--|--|--|
| CDE’s Facility Inspection Tool (FIT).  | has a May 2021 FIT report that indicates a “Good” rating at 100%.   | "Good" rating at 100%.  | "Good" rating at 100%.   |  | will maintain a FIT report that indicates a “Good” rating at 100%  |
| 2A- Implementation of state board adopted academic content and performance standards for all students. | <p>From California Dashboard Local Indicators, Linns Valley has "Standard Met" for implementation of Academic standards based on the self-reflection tool.</p> <p>Professional Development:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Instructional Materials:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Policy and Program Support:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> | <p>From California Dashboard 2021-22 Local Indicators Professional Development:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Instructional Materials:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Policy and Program Support:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Implementation of Standards:<br/>Level 4- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 5- Professional</p> | <p>From California Dashboard 2022-23 Local Indicators Professional Development:<br/>Level 4- Science<br/>Level 5- ELA, ELD, Math and History</p> <p>Instructional Materials:<br/>Level 4- Science<br/>Level 5- ELA, ELD, Math, History</p> <p>Policy and Program Support:<br/>Level 4- Science<br/>Level 5- ELA, ELD, Math and History</p> <p>Implementation of Standards:<br/>Level 5- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 5- Professional Learning needs of</p> | <p>From California Dashboard 2023-24 Local Indicators Professional Development:<br/>Level 5- Science<br/>Level 5- ELA, ELD, Math and History</p> <p>Instructional Materials:<br/>Level 5- Science<br/>Level 5- ELA, ELD, Math, History</p> <p>Policy and Program Support:<br/>Level 5- Science<br/>Level 5- ELA, ELD, Math and History</p> <p>Implementation of Standards:<br/>Level 5- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 5- Professional Learning needs of</p> | <p>From California Dashboard Local Indicators, Linns Valley will maintain "Standard Met" for of Academic standards based on the self-reflection tool.</p> <p>Professional Development:<br/>Level 4- Science and History<br/>Level 5- ELA, ELD, Math</p> <p>Instructional Materials:<br/>Level 4- Science and History<br/>Level 5- ELA, ELD, Math</p> <p>Policy and Program Support:<br/>Level 4- Science and History<br/>Level 5- ELA, ELD, Math</p> |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|--|---|--|---|---|---|
|  | <p>Implementation of Standards:<br/>Level 4- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 4- Professional Learning needs of teachers and staff as a whole<br/>Level 4- Professional Learning of individual teachers<br/>Level 4- Support for teachers on standards they have not yet mastered</p> | <p>Level 4- Professional Learning needs of teachers and staff as a whole<br/>Level 4- Professional Learning of individual teachers<br/>Level 4- Support for teachers on standards they have not yet mastered</p> | <p>teachers and staff as a whole<br/>Level 5- Professional Learning of individual teachers<br/>Level 5- Support for teachers on standards they have not yet mastered</p>                                | <p>teachers and staff as a whole<br/>Level 5- Professional Learning of individual teachers<br/>Level 5- Support for teachers on standards they have not yet mastered</p>                                | <p>Implementation of Standards:<br/>Level 5- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 5- Professional Learning needs of teachers and staff as a whole<br/>Level 5- Professional Learning of individual teachers<br/>Level 5- Support for teachers on standards they have not yet mastered</p> |
| 2B- How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency. | From California Dashboard Local Indicators, 100% of Linns Valley EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.   | From California Dashboard 2021-22 Local Indicators, 100% of Linns Valley EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.          | From California Dashboard 2022-23 Local Indicators, 100% of Linns Valley EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations. | From California Dashboard 2023-24 Local Indicators, 100% of Linns Valley EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations. | From California Dashboard Local Indicators, 100% of Linns Valley EL students will continue to have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.  |
| 3a: Efforts to seek parent input in making decisions for district  | Based on Ca Dashboard self-reflection tool, parent  | Based on the Ca Dashboard 2021-22 self-reflection tool,  | Based on the Ca Dashboard 2022-23 self-reflection tool,   | Based on the Ca Dashboard 2023-24 self-reflection tool,   | Based on Ca Dashboard self-reflection tool, parent  |



| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|---|---|---|---|---|
| and school sites.   | survey results, attendance of parent participation in meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making decisions at the school and 0 in person meetings for parent input.                                 | parent survey results, attendance of parent participation in meetings, Linns Valley has 22% of all surveys received back from parents regarding input in making decisions at the school and 0 in person meetings for parent input. 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates. | parent survey results, attendance of parent participation in meetings, Linns Valley has 62% of all surveys received back from parents regarding input in making decisions at the school and 94% in person meetings for parent input. 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates. | parent survey results, attendance of parent participation in meetings, Linns Valley has 30% of all surveys received back from parents regarding input in making decisions at the school and 90% in person meetings for parent input. 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates. | survey results and attendance of parent participation in meetings, Linns Valley will achieve 75% of all surveys received back from parents regarding input in making decisions at the school and 50% in person meetings for parent input.       |
| 3b: How the district promotes participation of parents for unduplicated pupils. | Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in | Based on the Ca Dashboard 2021-22 self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 22% of all surveys received back from parents regarding input in making decisions at the school and 0 in-   | Based on the Ca Dashboard 2022-23 self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 55% of all surveys received back from parents regarding input in making decisions at the school and 92% of  | Based on the Ca Dashboard 2023-24 self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making decisions at the school and 50% of  | Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley will achieve increased implementation for parent and family engagement. Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--|--|--|--|--|--|
|  | <p>meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, emails, school webpage (promoting parent participation) was at the initial implementation stage.</p> | <p>person meetings for parent input due to Covid-19. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, emails, school webpage (promoting parent participation) was at the initial implementation stage. 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates.</p> | <p>parents for unduplicated students attended in person meetings for parent input. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, emails, school webpage (promoting parent participation) was at Level 4 (full-implementation) 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates.</p> | <p>parents for unduplicated students attended in person meetings for parent input. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, emails, school webpage (promoting parent participation) was at Level 4 (full-implementation) 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates.</p> | <p>participation in meetings, Linns Valley will increase receiving feedback of all surveys to 75% from parents regarding input in making decisions and an increase of attendance to 50% for in-person meetings or ZOOM meetings (if deemed necessary due to Covid-19) for parent input. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with emails through ParentSquare, school webpage (promoting parent participation) will increase to full implementation.</p> |
| <p>3c: How district promotes participation of parents for pupils with exceptional needs.</p> | <p>Linns Valley does not have students with exceptional needs; however, based on Ca Dashboard self-reflection tool, parent</p>   | <p>Based on Ca Dashboard 2021-22 self-reflection tool, parent survey results, Linns Valley is in</p>   | <p>Based on the Ca Dashboard 2022-23 self-reflection tool, parent survey results, Linns Valley was at Level 2 (Beginning</p>   | <p>Based on the Ca Dashboard 2023-24 self-reflection tool, parent survey results, Linns Valley was at Level 5 (Full</p>  | <p>Linns Valley does not have students with exceptional needs; however, based on Ca Dashboard self-reflection tool, parent</p>   |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--|--|--|---|--|--|
|  | <p>survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 50% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19. Zoom Stakeholder meetings met with 0% parent attendance.</p> | <p>the initial implementation for parent and family engagement. While receiving 100% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19. Zoom Stakeholder meetings met with 0% parent attendance.</p> | <p>Development) for parent and family engagement. While receiving 25% of all surveys back from parents regarding input in making decisions the school and 100% of parents for pupils with exceptional needs attended in-person meetings to provide input.</p> | <p>Implementation) for parent and family engagement. While receiving 95% of all surveys back from parents regarding input in making decisions the school and 100% of parents for pupils with exceptional needs attended in-person meetings to provide input.</p> | <p>survey results, Linns Valley will increase implementation to full implementation for parent and family engagement. Linns Valley will increase receiving 75% of all surveys back from parents regarding input in making decisions. The school will hold in person meetings for parent input if CDE approves the return of in-person meetings due to Covid-19. Zoom Stakeholder meetings or in-person meetings will increase to 50% of parent attendance.</p> |
| <p>4A- Statewide assessments administered.</p> | <p>Based on local assessments and benchmarks, the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting</p>  | <p>There is no dashboard data available because of the low number of students in attendance at Linns Valley and a low number of students who take the CASSPP Assessment.</p>   | <p>There is no dashboard data available because of the low number of students in attendance at Linns Valley and a low number of students who take the CASSPP Assessment.</p>  | <p>There is no dashboard data available because of the low number of students in attendance at Linns Valley and a low number of students who take the CASSPP Assessment.</p>   | <p>Based on local assessments and benchmarks, the district will address and increase the percentage of students meeting or nearly meeting grade level standards. Increase to 53% for</p>   |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--|---|--|--|--|--|
|  | <p>or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards in Math.</p> <p>There is no dashboard data available because we had less than 11 students take the CAASPP Assessment.</p> | <p>Based on 2021-22 local assessments and benchmarks, the district has identified 54% of low-income students meeting or nearly meeting grade level standards as compared to 61% of all students meeting or nearly meeting grade level standards in Language arts.</p> <p>The district also identified 54% of low-income students are meeting or nearly meeting grade level standards as compared to 61% of all students are meeting or nearly meeting grade level standards in Math.</p> | <p>Based on 2022-23 local assessments and benchmarks, the district has identified 75% of low-income students meeting or nearly meeting grade level standards as compared to 80% of all students meeting or nearly meeting grade level standards in Language arts.</p> <p>The district also identified 75% of low-income students meeting or nearly meeting grade level standards as compared to 73% of all students meeting or nearly meeting grade level standards in Math.</p> | <p>Based on 2023-24 local assessments and benchmarks, the district has identified 82% of low-income students meeting or nearly meeting grade level standards as compared to 75% of all students meeting or nearly meeting grade level standards in Language arts.</p> <p>The district also identified 73% of low-income students meeting or nearly meeting grade level standards as compared to 75% of all students meeting or nearly meeting grade level standards in Math.</p> | <p>low-income students and 68% for all students meeting or nearly meeting grade level standards in Language arts. Increase to 53% for low-income students and 56% for all students meeting or nearly meeting grade level standards in Math.</p> <p>There is no dashboard data available because of the low number of students in attendance at Linns Valley and a low number of students who take the CASSPP Assessment.</p> |
| 4B- % of pupils that have successfully completed A-G requirements. | N/A   | N/A  | N/A  | N/A  | N/A  |
| 4C- % of pupils that have successfully                             | N/A   | N/A  | N/A  | N/A  | N/A  |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|---|---|---|---|--|
| completed CTE pathways.  |   |   |   |   |  |
| 4D- % of pupils who have successfully completed both B & C.  | N/A   | N/A   | N/A   | N/A   | N/A  |
| 4E- % of ELs who make progress toward English proficiency.   | N/A   | N/A   | N/A   | N/A   | N/A  |
| 4F- EL reclassification rate.  | N/A   | N/A   | N/A   | N/A   | N/A  |
| 4G- % of pupils who pass AP exams with a score of 3 or higher.   | NA: Linns Valley School does not offer AP exams.                                  | NA: Linns Valley School does not offer AP exams.  | NA: Linns Valley School does not offer AP exams.  | NA: Linns Valley School does not offer AP exams.  | NA: Linns Valley School does not offer AP exams.   |
| 4H- % of pupils who demonstrate preparedness for college by the EAP or any assessment of college preparedness. | N/A   | N/A   | N/A   | N/A   | N/A  |
| 5a: School attendance rates  | Using local SIS data, the Linns Valley School district attendance rate is 86.93%. | Using local 2021-22 SIS data, the Linns Valley School district attendance rate is 78.96%. | Using local 2022-23 SIS data, the Linns Valley School district attendance rate is 86.27 | Using local 2023-24 SIS data, the Linns Valley School district attendance rate is 90% as of June 7, 2024. | Using local SIS data, the Linns Valley School district attendance rate will increase to 90%. |
| 5B- Chronic absenteeism (CA) rates.  | Using local SIS data Linns Valley School District' chronic absenteeism rate is at | Using local SIS data Linns Valley School District' chronic absenteeism rate is at         | 2022 Ca Dashboard Data shows:<br>All students-80%                                       | 2023 Ca Dashboard Data shows:<br>All students-60%   | Using local SIS data and the CA Dashboard, Linns Valley School District will decrease the    |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|---|---|--|--|--|
|   | 29% for the 2020-2021 School Year.<br><br>2019 CA Dashboard Data reflects 10% of students are Chronically Absent.                           | 32% for the 2021-2022 School Year.<br><br>Low-Income Student data-62%   | Socioeconomic Disadvantaged-87.5%<br><br>2022-23 Local Data reflects 58% of all students are chronically absent and 62% of Low-Income students are chronically absent. | Socioeconomic Disadvantaged-66.7%<br><br>2023-24 Local Data reflects 45% of all students are chronically absent and 73% of Low-Income students are chronically absent. | chronic absenteeism rate to 22%  |
| 5C- Middle school dropout rates.  | Using local SIS data, Linns Valley School District dropout rate is 0%   | Using local 2021-22 SIS data, Linns Valley School District dropout rate is 0%   | Using local 2022-23 SIS data, Linns Valley School District dropout rate is 0%  | Using local 2023-24 SIS data, Linns Valley School District dropout rate is 0%  | Using local SIS data, Linns Valley School District will maintain a 0% dropout rate   |
| 5D- High school dropout rates.  | NA: Linns Valley School District does not have high school students   | NA: Linns Valley School District does not have high school students   | NA: Linns Valley School District does not have high school students  | NA: Linns Valley School District does not have high school students  | NA: Linns Valley School District does not have high school students  |
| 5E- High school graduation rates.   | NA: Linns Valley School District does not have high school students   | NA: Linns Valley School District does not have high school students   | NA: Linns Valley School District does not have high school students  | NA: Linns Valley School District does not have high school students  | NA: Linns Valley School District does not have high school students  |
| 7A- Addresses the extent to which pupils have access to and are enrolled in a broad course of study including courses | Based on the Ca Dashboard local indicator self-reflection tool, 100% of students have access to and are enrolled in a broad course of study | Based on the Ca Dashboard 2021-22 local indicator self-reflection tool, 100% of students have access to and are enrolled in | Based on the Ca Dashboard 2022-23 local indicator self-reflection tool, 100% of students have access to and are  | Based on the Ca Dashboard 2023-24 local indicator self-reflection tool, 100% of students have access to and are  | Based on the Ca Dashboard local indicator self-reflection tool, Linns Valley will maintain 100% of students have access to and are enrolled in |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|--|---|---|---|--|
| described for grades TK-8.   |  | are enrolled in a broad course of study   | enrolled in a broad course of study   | enrolled in a broad course of study   | a broad course of study  |
| 7B- Programs and services developed and provided to low income, English learner and foster youth pupils. | Based on the Ca Dashboard local indicator self-reflection tool, Linns Valley will maintain 100% of low-income students enrolled have access to programs and services | Based on the Ca Dashboard 2021-22 local indicator self-reflection tool, Linns Valley maintained 100% of low-income students enrolled have access to programs and services   | Based on the Ca Dashboard 2022-23 local indicator self-reflection tool, Linns Valley maintained 100% of low-income students enrolled have access to programs and services   | Based on the Ca Dashboard 2023 local indicator self-reflection tool, Linns Valley maintained 100% of low-income students enrolled have access to programs and services  | Based on the Ca Dashboard local indicator self-reflection tool, Linns Valley will maintain 100% of low-income students enrolled having access to programs and services |
| 7C- Programs and services developed and provided to students with disabilities.                          | NA: The 2018-19 California Dashboard and enrollment for 2019-20 and 2020-2021 show there are no students with exceptional needs enrolled at Linns Valley School.     | Baseline has changed as Linns Valley now has students with disabilities. Based on local data review of special education programs and services, 100% of all students have programs and services as detailed in student IEPs. These services include but not limited to:<br>2021-22<br>Observational data<br>Weekly consultant<br>Academic<br>Accommodations<br>Frequent Check-ins | Baseline has changed as Linns Valley now has students with disabilities. Based on local data review of special education programs and services, 100% of all students have programs and services as detailed in student IEPs. These services include but not limited to:<br>2022-23<br>Observational data<br>Weekly consultant<br>Academic<br>Accommodations<br>Frequent Check-ins | Based on local data review of special education programs and services, 100% of all students have programs and services as detailed in student IEPs. These services include but not limited to:<br>2023-24<br>Observational data<br>Weekly consultant<br>Academic<br>Accommodations<br>Frequent Check-ins<br>Master-Schedule | Maintain Baseline that was changed in Year 1 Outcome.  |

| Metric                   | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|--------------------------|--|--|--|--|---|
|                          |  | Master-Schedule  | Master-Schedule  |  |   |
| 8- Other Pupil Outcomes. | <p>The 2020-2021 MobyMax results : the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards.</p> | <p>The 2021-2022 MobyMax results: the district identified 54% of low-income students meeting or nearly meeting grade level standards as compared to 61% of all students meeting or nearly meeting grade level standards in Language arts.</p> <p>The district also identified 54% of low-income students are meeting or nearly meeting grade level standards as compared to 61% of all students meeting or nearly meeting grade level standards in math.</p> | <p>The 2022-2023 MobyMax results: the district identified 75% of low-income students meeting or nearly meeting grade level standards as compared to 80% of all students meeting or nearly meeting grade level standards in Language arts.</p> <p>The district also identified 75% of low-income students meeting or nearly meeting grade-level standards as compared to 73% of all students meeting or nearly meeting grade-level standards in math.</p> | <p>The 2023-24 MobyMax results:</p> <p>ELA: The district identified 82% of low-income students meeting or nearly meeting grade level standards as compared to 75% of all students meeting or nearly meeting grade-level standards in Language Arts.</p> <p>Math: The district also identified 73% of low-income students meeting or nearly meeting grade level standards as compared to 75% of all students meeting or nearly meeting grade-level standards in math.</p> | <p>The 2020-2021 MobyMax results show: Based on local assessments and benchmarks, the district will address and increase the percentage of students meeting or nearly meeting grade level standards while closing the gaps between low income and all student results. Increase to 53% for low-income students and 68% for all students meeting or nearly meeting grade level standards in Language arts. Increase to 53% for low-income students and 56% for all students meeting or nearly meeting grade level standards in Math.</p> |



| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|-----------------------------|
|        |          |                |                |                |                             |

## 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.

Through a review and analysis of our implementation with the actions in Goal 1, we have found the following insights between our planned actions and actual implementation.

The implementation of following actions were deemed successful as they were each fully implemented as planned:

Action 1.1 - Extra Curricular Activities was fully implemented. No less than 7 events throughout the school year were planned, held, and well attended. 100% of students participated in small school activities, athletic competitions, and social events.

Action 1.2 - Well-Rounded Education was fully implemented. During the 2023-24 school year, art supplies were purchased and art lessons were provided to all students (TK-8th within the classroom). 100% of students participated in these well-rounded educational activities. LVSD intended to provide a well-rounded education to improve grade-level mastery of standards for students who may be behind in academic achievement and was able to provide these educational activities.

Action 1.3 - Supplementary Materials was fully implemented. During the 2023-24 school year, intervention and supplemental materials were purchased, including online educational program subscription. Materials were well utilized by staff and received by students. 100% of students participated in small group instruction to target learning loss. LVSD intended to provide supplemental materials to improve grade-level mastery of standards for students who may be behind in academic achievement; this was accomplished.

Action 1.4 - Academic Support was fully implemented. During the 2023-24 school year, LVSD maintained one paraprofessional who assisted in response-to-intervention activities and other academic instructional support. 100% of students participated in classes with a paraprofessional to support academic achievement. LVSD intended to provide support services and academic intervention for low-income students, by using a paraprofessional to support academic achievement in grade-level standards for ELA and Math; this was accomplished.

Action 1.5 - High Quality Teacher was fully implemented. During the 2023-24 school year, additional high quality (HQ) teacher helped provide smaller class sizes and targeted, grade-specific lessons. 100% of students participated in a class and educational lessons taught by an HQ teacher. LVSD intended to provide and maintain a highly qualified teacher, to provide opportunities for students to learn to read through small class sizes and similar abilities; this was implemented as planned.

Action 1.6 - Positive Playground Activities was fully implemented. During the 2023-24 school year, playground facilities and equipment were purchased and installed. All students participated in the increased services and activities during recess periods. LVSD intended to provide additional activities for students during recess periods; this was implemented as planned.

Action 1.7 - Professional Development was fully implemented. LVSD intended to have multiple AVID coaching sessions throughout the year to all instructional staff. These professional development activities were implemented as planned.

No substantive challenges in the implementation of actions described in Goal 1 were experienced during the 2023-24 school year.

#### 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.

Linns Valley conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 1 was \$97,621. The estimated actual expenditures for 2023-24 LCAP Goal 1 was \$94,469. This is a difference of \$3,152.

Most actions had no material difference in budgeted expenditures versus estimated actual expenditures. The actual expenditures for Action 1.2 (Well-Rounded Education) and Action 1.3 (Supplementary Materials) were less than anticipated due to existing materials. Also, there was a slight difference in Action 1.4 as actual expenditures were slightly higher due to increased personnel costs.

#### 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 planned actions in Goal 1, including the implementation of our actions designed to increase student attendance (Actions 1.1 and 1.6) and actions implemented to increase grade-level academic success (Actions 1.2, 1.3, 1.4, 1.5, and 1.7), has been instrumental in setting a foundation for accelerating student learning and promoting a safe and positive environment during the three-year LCAP cycle.

Actions 1.1 and 1.6 focused on increasing student attendance and were deemed effective. LVSD did reach the 3-year desired outcome for student attendance rate (90%). Additionally, our school facilities and the playground continue to receive a rating of "GOOD" on the FIT report at 100%.

Actions 1.2, 1.3, 1.4, 1.5, and 1.7 focused on increasing grade-level academic success. Due to the low number of students in attendance, LVSD does not receive dashboard data from the CAASPP administration. Thus, local assessments and benchmarks are utilized to measure the effectiveness of academic success. Based on these measures, the desired outcomes for ELA and Math over the three-year LCAP cycle were met. On the ELA/reading assessments, the desired outcome was for 53% of low-income students and 68% of all students to meet or nearly meet grade-level standards. Local assessments show that 82% of low-income students and 75% of all students meet or nearly meet grade-level standards. On the Math assessments, the desired outcome was for 53% of low-income students and 56% of all students to meet or nearly meet grade-level standards. Local assessments show that 73% of low-income students and 75% of all students meet or nearly meet grade-level standards. These specific actions are deemed effective in making progress toward the goal during the three-year cycle.

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 we strive for continuous improvement in our educational goals, we have made the decision to refine our approach to better align with our objectives and enhance clarity for all educational partners. Specifically, we are updating the description of our goal to ensure it is more accessible and easily understandable, while maintaining consistency in our metrics and desired outcomes. Additional changes are as follows:

- Action 1.1 will be moved to Goal 2, and become Action 2.4 to better align with priorities and resources.
- Actions 1.2, 1.3, 1.4 and 1.7. No proposed changes.
- Action 1.5. Based on changes to available budgets, an update to Action 1.5 will result in a funding amount to \$25,000 (Title I and ESSER).
- Action 1.6 is no longer needed and will be removed.

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

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 2      | Linns Valley School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process. |

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|--|---|---|---|---|
| 3A- Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. | Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making decisions at the school and 0 in person meetings for parent input. | Based on Ca Dashboard 2021-22 self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 22% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19.<br><br>Also from the Ca Dashboard Local Indicator 2021-22 Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting | Based on the Ca Dashboard 2022-23 self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 62% of all surveys received back from parents regarding input in making decisions at the school and 94% in person meetings for parent input. 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates. | Based on Ca Dashboard 2023-24 self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 30% of all surveys received back from parents regarding input in making decisions at the school and 90% in person meetings for parent input. 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates. | Based on Ca Dashboard self-reflection tool, parent survey results, a3-attendance of parent participation in meetings, Linns Valley has 75% of all surveys received back from parents regarding input in making decisions at the school and 3 in person meetings for parent input. |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|--|---|---|--|--|---|
|  |   | parent participation) was at the initial implementation stage.  |  |  |   |
| 3B- How the school district will promote parental participation in programs for low income, English learner and foster youth pupils. | <p>Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 50% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19.</p> <p>Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.</p> | <p>Based on Ca Dashboard 2021-22 self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 22% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19.</p> <p>Also from the Ca Dashboard Local Indicator 2021-22 Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.</p> | <p>Based on the Ca Dashboard 2022-23 self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 55% of all surveys received back from parents regarding input in making decisions at the school and 92% of parents for unduplicated students attended in-person meetings with parent input. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, emails, and school webpage (promoting parent participation) were at Level 4 (full-implementation) 100% of all parents at Linns Valley receive</p> | <p>Based on the Ca Dashboard 2023-24 self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making decisions at the school and 50% of parents for unduplicated students attended in-person meetings with parent input. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, emails, and school webpage (promoting parent participation) were at Level 4 (full-implementation) 100% of all parents at Linns Valley receive</p> | <p>Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley will maintain 100% of all surveys received back from parents regarding input in making decisions at the school and have at least 3 in person meetings per year for parent input.</p> <p>From the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) will increase to a self-reflection rating of a full implementation and sustainability stage.</p> |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|---|---|---|--|---|
|   |   |   | 2-way communication for all school events, transportation, grades, behavior, and school updates.  | 2-way communication for all school events, transportation, grades, behavior, and school updates.   |   |
| 3C- How the school district will promote parental participation in programs for students with disabilities. | <p>Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 50% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19.</p> <p>Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.</p> | <p>Based on Ca Dashboard 2021-22 self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 22% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19.</p> <p>Also from the Ca Dashboard Local Indicator 2021-22 Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.</p> | <p>Based on Ca Dashboard 2022-23 self-reflection tool, and parent survey results, Linns Valley is at Level 2 (Beginning Development) for parent and family engagement. While receiving 50% of all surveys back from parents regarding input in making decisions at the school and 100% of parents for pupils with exceptional needs attended in-person meetings to provide input.</p> | <p>Based on Ca Dashboard 2023-24 self-reflection tool, and parent survey results, Linns Valley is at Level 2 (Beginning Development) for parent and family engagement. While receiving 50% of all surveys back from parents regarding input in making decisions at the school and 50% of parents for pupils with exceptional needs attended in-person meetings to provide input.</p> | <p>Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley will maintain 100% of all surveys received back from parents regarding input in making decisions at the school and have at least 3 in person meetings per year for parent input.</p> <p>From the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) will increase to a self-reflection rating of a full implementation</p> |

| Metric                    | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|---------------------------|--|---|---|---|--|
|                           |  |   |   |   | and sustainability stage.  |
| 6A- Suspension rates.     | According to the 2018-19 California Dashboard, Linns Valley School District has a 0 suspension rate.         | Using Local 2021-22 data, Linns Valley School District has 0 suspensions for the 2021-22 school year (As of May 26, 2022) | Using Local 2022-23 data, Linns Valley School District has 0 suspensions for the 2022-23 school year (As of May 26, 2023) | Using Local 2023-24 data, Linns Valley School District has 4 suspensions for the school year                              | Using the CA Dashboard, Linns Valley will maintain a 0 suspension rate.  |
| 6B- Expulsion rates.      | According to the California Dashboard, Linns Valley School District has a 0% expulsion rate.                 | Using Local 2021-22 data, Linns Valley School District has 0 expulsions for the 2021-22 school year (As of May 26, 2022)  | Using Local 2022-23 data, Linns Valley School District has 0 expulsions for the 2022-23 school year (As of May 26, 2023)  | Using Local 2023-24 data, Linns Valley School District has 0 expulsions for the 2023-24 school year (As of May 31, 2024)) | Using the California Dashboard, Linns Valley School District will maintain a 0% expulsion rate.  |
| 6C- Other local measures. | Using local survey data, 100% of students strongly agree or agree with feeling safe and connected to school. | Using local 2021-22 survey data, 100% of students strongly agree or agree with feeling safe and connected to school.      | Using local 2022-23 survey data, 100% of students strongly agree or agree with feeling safe and connected to school.      | Using local 2023 survey data, 95% of students strongly agree or agree with feeling safe and connected to school.          | Using local survey data, Linns Valley will maintain baseline (100%) of students who strongly agree or agree with feeling safe and connected to school. |

## 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.

Through a review and analysis of our implementation with the actions in Goal 2, we have found the following insights between our planned actions and actual implementation.

The implementation of the following actions were deemed successful as they were each fully implemented as planned:

Action 2.1 - Stakeholder input was fully implemented. During the 2023-24 school year, engaged educational partners no less than three times with the intent to provide meetings, surveys, and questionnaires to obtain educational partner feedback to ensure the voice of our unduplicated parents. This action was implemented as planned.

Action 2.2 - Bobcat Newsletter was fully implemented. LVSD intended and provided school informational notices through the Bobcat Newsletter to parents and families to expand and provide open communication with educational partners and foster a safe and welcoming educational environment. This action was implemented as planned.

Action 2.3 - Stakeholder Activities were fully implemented. LVSD held all educational partner activities and social events planned throughout the year. There was a graduation ceremony for Kindergarten but no graduation ceremony for 8th grade as there were no 8th grade students. This action was implemented as planned.

Action 2.4 - Web-based Program: ParentSquare was fully implemented. LVSD purchased and utilized a web-based program to increase communication with parents, teachers, and administrators. This action was implemented as planned.

No substantive challenges in the implementation of actions described in Goal 2 were experienced during the 2023-24 school year.

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.

Linns Valley conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 2 was \$1,950. The estimated actual expenditures for 2023-24 LCAP Goal 2 was \$1,777. The actual estimated expenses were \$173 less than budgeted.

There was minor differences in budgeted expenditures versus estimated actual expenditures, specifically in Action 2.1 (Stakeholder Input). The difference in Action 2.1 was for the survey service, Kwik Survey (Shout) which this difference was due to final pricing for this service.

Adjustments to the budgeting for actions will be considered for the 2024-25 LCAP.



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 planned actions in Goal 2, including the implementation of our actions designed for stakeholder input (Action 2.1), stakeholder activities (Action 2.3), and communication systems (Actions 2.2 and 2.4), has been instrumental in setting a foundation for a safe and welcoming environment by expanding collaborative relationships with open communication and educational partner participation during the three-year LCAP cycle.

Actions 2.1, 2.2, 2.3, and 2.4 (expand collaborative relationships, open communication, and increased educational partner participation) were somewhat effective. An analysis of effectiveness for these actions over the three-year LCAP cycle was determined through metrics included within LCFF Priority 3 (parent participation) and Priority 6 (school climate). Based on our current progress with suspension rates and parent participation, LVSD did not make our intended three-year desired outcomes. However, LVSD did meet our desired outcome for Expulsion rates by maintaining a 0% over the three-year period.

Priority 3: Educational partner survey participation decreased from 50% to 30% for all students (50% for families of unduplicated students). These results fell short of LVSD's desired outcome of 75% of all surveys received. Despite this shortfall in responses, LVSD had 90% of all parents and 50% (one of two) of unduplicated families attend in-person meetings for parent input. Additionally, 100% of all parents including those of unduplicated pupils and students with disabilities receive two-way communications for all school events, transportation updates, grades, behavior, and other school updates. Based on this information and feedback from educational partners, LVSD believes these actions have been (and continue to be) effective and necessary for making progress towards the goal.

Priority 6: In terms of school connectedness, 95% of students agree or strongly agree with feeling safe and connected at school. This nearly meets the desired outcome to have 100% agreement for this metric. In terms of expulsion rates, LVSD has met its desired outcome of maintaining a 0% expulsion rate over the three-year period. In terms of suspension rates, LVSD has maintained a 0% suspension rate for 2 of the 3 years for the current LCAP cycle. Despite, there were 4 student suspensions during the 2023-24 school year. The desired outcome for the three-year LCAP cycle was not met on this metric.

Educational partner feedback reported that by providing the Bobcat newsletter and ParentSquare, there was increased communication between students, parents, staff, and the community. By providing the educational partner activities, we hoped for an increase in attendance and an increase in meeting, survey, and questionnaire participation. There was an expansion in collaborative partnerships with students, parents, staff, and the community fostering an overall safe and welcoming educational environment.

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 we strive for continuous improvement in our educational goals, we have made the decision to refine our approach to better align with our objectives and enhance clarity for all educational partners. Specifically, we are updating the description of our goal to ensure it is more accessible and easily understandable, while maintaining consistency in our metrics and desired outcomes. Additional changes are as follows:

- Actions 2.1 and 2.3. No proposed changes.

- Action 2.4 to be consolidated into Action 2.2. An updated description for Action 2.2 will detail the Family-School communication of ParentSquare and the Bobcat Newsletter.

For the 2024-25 LCAP, the updated Goal 2 will also include 2023-24 LCAP Actions 1.1 and 1.6 to better align with priorities and resources; these actions will be 2.4 and 2.5, respectively.

**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](mailto:lcff@cde.ca.gov).

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name          | Contact Name and Title            | Email and Phone   |
|--|-----------------------------------|---|
| Linns Valley-Poso Flat Union School District | Tammy Pritchard<br>Superintendent | tapritchard@linnsvalleyschooldistrict.org<br>661-536-8811 |

## Plan Summary [2024-25]

### General Information

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

Linns Valley School spans a vast area of 350 square miles in northeast Kern County and is nestled in the rural community of Glennville, California, roughly 45 minutes northeast of Bakersfield. Serving Transitional Kindergarten through Eighth Grade, our district is enriched by federal funding from Title I, Title II, and Title IV, although our Title I resources have significantly decreased recently. Currently, our school has an enrollment of 19 students with an average daily attendance of 17.4.

At Linns Valley, we pride ourselves on fostering cultural awareness every day through our diverse selection of literature. We are dedicated to building a cohesive school community where parents, students, and staff collaborate to ensure a secure and vibrant learning atmosphere for all students. Our efforts focus on upholding high academic standards, reinforcing the value of self-worth, maintaining a safe and orderly environment, and cultivating an atmosphere that motivates and supports students to excel and achieve their highest potential.

Support for our educational activities comes from supplemental and Concentration funding, primarily directed to the 68% of our students who come from low-income families. The Glennville community, home to about 195 residents, supports our educational initiatives. In our classrooms, technology integration is a key component, with students engaging in online educational platforms like MobyMax, Epic, Accelerated Reader, Studies Weekly-History, HRW for Language Arts and Math, and Generation Genius, which supplements our science curriculum aligned with the Next Generation Science Standards (NGSS).

## Reflections: Annual Performance

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

Linns Valley School, due to its size, does not receive student data representation on the California Dashboard. Our school does not report on the Dashboard because we have fewer than 30 students in each group. However, our internal assessments (e.g., MobyMax) show promising progress in academic achievements across various student groups.

This year, we've observed significant advancements in grade-level standards. For instance, 82% of our low-income students are now meeting or almost meeting the standards in Language Arts, and 75% of all students achievement rate of our entire student body. 75% of all students are meeting or almost meeting the standards in math and 73% of our low-income students are meeting or almost meeting the standards in math.

From the 2022-23 to the 2023-24 school year, all students went down slightly in Language Arts, with achievement scores from 80% to 75%. We did, however, see a year-over-year increase in Math scores as they rose for all students from 73% to 75%. Among our low-income students, there has been a notable increase in reading/ELA as they scored at 82% reaching near or at standard levels in 2024, up from 75% in 2023. For Math, our low-income students were down slightly at 73% reaching near or at standard levels in 2024, down from 75% in 2023.

We are proud of our success in maintaining a 0% suspension rate for three of the four years, a testament to the effective collaboration between parents and staff who foster positive student behavior. However, it was a challenge maintaining this same rate during the 2023-24 school year as four students (21%) were suspended.

Moving forward, we plan to enhance our educational strategies through targeted classroom discussions, ongoing feedback during lessons, and effective goal setting, utilizing effective instructional strategies (e.g., universal readiness skills, AVID, 95% Program etc.). Our focus this year will include boosting student engagement from Transitional Kindergarten through 8th grade.

Upon reviewing the educational needs and circumstances of our students, especially those from low-income backgrounds, we recognize that academic gaps exist. Specifically, our low-income students (73%) are below all students (75%) in meeting or nearly meeting standards in Mathematics. Likewise in Math, our low-income students were down slightly at 73% this year from 75% last year. Closing these gaps remains a priority, as we continue to utilize local assessment tools like MobyMax for detailed academic tracking and support.

## Reflections: Technical Assistance

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

The Linns Valley-Poso Flat Union School District is not eligible for Technical Assistance.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Not applicable to LVSD.

## ***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 to LVSD.

## ***Monitoring and Evaluating Effectiveness***

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

Not applicable to LVSD.

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)              | Process for Engagement  |
|-------------------------------------|---|
| PARENT AND COMMUNITY                | We have 11 sets of parents/guardians as well as multiple community members who are invited to provide input to the school and programs. This was done through ongoing feedback from parent/community meetings and surveys.                        |
| STUDENTS                            | Students were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done through ongoing feedback throughout the year.                                      |
| TEACHERS                            | Teachers were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done through ongoing feedback throughout the year.                                      |
| OTHER SCHOOL PERSONNEL              | Personnel were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done through ongoing feedback throughout the year.                                     |
| ADMINISTRATION, INCLUDING PRINCIPAL | Linns Valley has one site administrator. Feedback about the LCAP was done with the Kern County Superintendent of Schools through training with Management analysts. Feedback from the CO-OP and superintendent meetings is shared and considered. |
| LOCAL BARGAINING UNITS              | LVSD does not have any Local Bargaining Units   |
| SELPA ADMINISTRATION                | SELPA Administrator was consulted in the development of this LCAP (Feb. 2024). Also, SELPA admin was consulted through a review and input on the Goals, Metrics, and Actions proposed to meet and   |



| Educational Partner(s) | Process for Engagement  |
|------------------------|---|
|                        | monitor the needs of all students, including our Students with Disabilities (June 2024).  |
| SCHOOL BOARD           | <p>Informational Reports to the School Board on LCAP goals, action steps, outcomes, and budget were presented: 2024-2025 Local Control Accountability Plan for Linns Vallley School District: On June 26, 2024, A draft of the LCAP was taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing.</p> <p>On June 27, 2024, the district presented the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees.</p> |

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

The goals of the 2024-2027 LCAP are a direct reflection of educational partner input. Based on the 2023-24 educational feedback, the aspects of the LCAP that were influenced were the following:

**PARENT AND COMMUNITY** Overall feedback from parents/community is positive. Linns Valley continues to focus on expanding collaborative partnerships with parents as outlined in Goal 2. Parents and the community wanted increased communication and parent-involved activities. We feel that this is addressed in all actions of Goal 2 (Actions 1-5) 2024-2027 Local Control and Accountability Plan for Linns Valley-Poso Flat Union School District

**DISTRICT ADMINISTRATION/TEACHERS/STAFF/BOARD MEMBERS** Overall feedback from Administration, Teachers, Staff, and Board Members is positive. Linns Valley continues to focus on providing a safe and positive environment by strengthening grade-level standards-based instruction and purposeful enrichment support as outlined in Goal 1. Administration, Teachers, Staff, and Board Members wanted more professional development as a tool to encourage school attendance. We feel that these concerns are addressed in Goal 1 (Actions 1-5).

**STUDENTS** Overall feedback from students is positive and they feel welcomed at school. Linns Valley continues to focus on providing a positive climate and healthy culture which is outlined in Goal 1. Students wanted more engaging activities during school. We feel that this is addressed in Goal 2 (Action 4 and 5).

**LOCAL BARGAINING UNITS** Linns Valley does not have any local bargaining units.

**SELPA ADMINISTRATION** Linns Valley is committed to providing communication to our parents including parents of students with disabilities. Feedback from SELPA admin was overwhelmingly positive as the goals, actions, and measurements proposed were aligned with best practices and focused on improving outcomes for students with disabilities and their families. Improving academics are addressed

through all actions associated with Goal 1. All families of students with disabilities have access to communications from LVSD (Action 2.2) and we expect to increase input and participation of our families through Actions 2.1 and 2.3.

SCHOOL BOARD The goals for 2024-2027 - Goal 1: Linns Valley School is committed to advancing comprehensive educational excellence by ensuring all students have access to well-prepared and fully credentialed teachers, standards-aligned instructional materials, and well-maintained school facilities. We aim to effectively implement state board-adopted academic content and performance standards across all grades, enhancing academic and language proficiency. Goal 2: Linns Valley School is dedicated to enhancing family and community engagement and ensuring a supportive educational climate that promotes student involvement and success.

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | Linns Valley School is committed to advancing comprehensive educational excellence by ensuring all students have access to well-prepared and fully credentialed teachers, standards-aligned instructional materials, and well-maintained school facilities. We aim to effectively implement state board adopted academic content and performance standards across all grades, enhancing academic and language proficiency. | Broad Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Linns Valley School has formulated Goal 1 to bolster academic excellence and create a nurturing, safe educational environment that meets the diverse needs of all students. Recognizing the foundational importance of robust, standards-based instruction, this goal underscores our commitment to improving both the quality and the scope of the educational experiences we offer. By focusing on the comprehensive implementation of state standards, we aim to equip our students with the necessary skills and knowledge to succeed in a rapidly evolving world.

This goal is driven by the recognition that high academic expectations, coupled with a supportive learning environment, significantly impact student achievement and school performance. We are committed to ensuring that every student has access to fully credentialed teachers, appropriate and sufficient instructional materials, and well-maintained school facilities. Moreover, Goal 1 addresses the critical need for targeted intervention and purposeful enrichment activities that are supported by accurate and actionable student data.

In developing this goal, Linns Valley School seeks to affirm its dedication to fostering an inclusive and dynamic learning community where each student is encouraged to explore their full potential. Our intent is to create a setting where educational activities are not only about meeting standards but also about inspiring students to reach beyond them, ensuring that all students, regardless of their background or circumstances, have the opportunity to pursue academic and personal excellence.

From the 2022-23 to the 2023-24 school year, all students went down slightly in Language Arts, with achievement scores from 80% to 75%. We did, however, see a year-over-year increase in Math scores as they rose for all students from 73% to 75%. Among our low-income students, there has been a notable increase in reading/ELA as they scored at 82% reaching near or at standard levels in 2024, up from 75% in 2023. For Math, our low-income students were down slightly at 73% reaching near or at standard levels in 2024, down from 75% in 2023.

# Measuring and Reporting Results

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 1.1      | Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.<br><br>Source: CA Dashboard (TAMO) Data<br>LCFF Priority: 1A | Based on the CA Dashboard local indicators, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. |                |                | Based on the CA Dashboard local indicator data, we will maintain 100% of Teachers appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching |                                  |
| 1.2      | Percentage of pupils having access to standards-aligned materials<br><br>Source: Local Indicator Self-Reflection Tool<br>LCFF Priority: 1B                                    | 100% of pupils have access to standards-aligned materials   |                |                | LVSD will maintain 100% of all pupils will have access to standards-aligned materials  |                                  |
| 1.3      | Percentage of school facilities listed in "Good Repair"<br><br>Source: CDE's Facility Inspection Tool (FIT)<br>LCFF Priority: 1C  | 100% of the LVSD facilities received a "Good" rating on the FIT report.   |                |                | Maintain 100% of the LVSD facilities receiving a "Good" rating on the FIT report.  |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 1.4      | <p>Level of implementation of Academic Standards (ELA, Mathematics, NGSS, History/Social Science, etc.)</p> <p>Source: Local Indicator Self-Reflection Tool<br/>LCFF Priority: 2A</p> | <p>From CA Dashboard 2023 Local Indicators</p> <p>Professional Development:<br/>Level 5- Science<br/>Level 5- ELA, ELD, Math and History</p> <p>Instructional Materials:<br/>Level 5- Science<br/>Level 5- ELA, ELD, Math, History</p> <p>Policy and Program Support:<br/>Level 5- Science<br/>Level 5- ELA, ELD, Math and History</p> <p>Implementation of Standards:<br/>Level 5- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 5- Professional Learning needs of teachers and staff as a whole<br/>Level 5- Professional Learning of individual teachers<br/>Level 5- Support for teachers on standards</p> |                |                | <p>From CA Dashboard 2026 Local Indicators</p> <p>Professional Development:<br/>Level 5- Science<br/>Level 5- ELA, ELD, Math and History</p> <p>Instructional Materials:<br/>Level 5- Science<br/>Level 5- ELA, ELD, Math, History</p> <p>Policy and Program Support:<br/>Level 5- Science<br/>Level 5- ELA, ELD, Math and History</p> <p>Implementation of Standards:<br/>Level 5- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 5- Professional Learning needs of teachers and staff as a whole<br/>Level 5- Professional</p> |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
|          |  | they have not yet mastered   |                |                | Learning of individual teachers Level 5- Support for teachers on standards they have not yet mastered   |                                  |
| 1.5      | Level of implementation of ELD aligned to ELA Academic Standards<br><br>Source: Local Indicators, Self-Reflect Tool<br>LCFF Priority: 2B     | From CA Dashboard 2023 Local Indicators, 100% of Linns Valley EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.   |                |                | On the CA Dashboard 2026 Local Indicators, LVSD will maintain 100% of EL students having access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.                |                                  |
| 1.6      | Percent of students meeting or nearly meeting grade level standards on ELA and Math<br><br>Source: Local Benchmark Data<br>LCFF Priority: 4A | 2023-24 School Year<br><br>Students meeting or nearly meeting grade-level standards in ELA:<br>All Students: 75%<br>Low-Income Students: 82%<br><br>Students meeting or nearly meeting grade-level standards in Math:<br>All Students: 75%<br>Low-Income Students: 73% |                |                | 2026-27 School Year<br><br>Students meeting or nearly meeting grade-level standards in ELA:<br>All Students: 85%<br>Low-Income Students: 85%<br><br>Students meeting or nearly meeting grade-level standards in Math: |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          |  | Note: No state assessment data is available due to low number of students taking the CAASPP, CAST, or CAA.                        |                |                | All Students: 80%<br>Low-Income Students: 80%<br><br>Note: No state assessment data is available due to low number of students taking the CAASPP and CAST. |                                  |
| 1.7      | Percentage of students having access to and enrolled in broad course of study.<br><br>Source: Local Indicator Self-Reflection Tool<br>LCFF Priority: 7A    | During the 2023-24 school year, 100% of students had access to and are enrolled in a broad course of study                        |                |                | By the 2026-27 school year, 100% of students will continue to have access to and are enrolled in a broad course of study                                   |                                  |
| 1.8      | Percentage of unduplicated students enrolled able to access programs and services<br><br>Source: Local Indicator Self-Reflection Tool<br>LCFF Priority: 7B | 2023 CA Dashboard Local Indicator: 100% of unduplicated (e.g., low-income) students enrolled have access to programs and services |                |                | 2026 CA Dashboard Local Indicator: 100% of unduplicated (e.g., low-income) students enrolled have access to programs and services                          |                                  |
| 1.9      | Percentage of students with disabilities enrolled able to access programs and services   | Based on 2023-24 local data review: 100% of students with disabilities have programs and services                                 |                |                | Based on 2026-27 local data review: 100% of students with disabilities have programs   |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          | Source: Local Data Review<br>LCFF Priority: 7C   | as detailed in student IEPs as evidenced by:<br>Observational data<br>Weekly consultant<br>Academic scores<br>Accommodations<br>Frequent Check-ins<br>Master-Schedule  |                |                | and services as detailed in student IEPs as evidenced by:<br>Observational data<br>Weekly consultant<br>Academic scores<br>Accommodations<br>Frequent Check-ins<br>Master-Schedule   |                                  |
| 1.10     | Percentage of pupils meeting or nearly meeting grade level standards on local school-wide assessments<br><br>Source: Local Assessment Data (e.g., MobyMax)<br>LCFF Priority: 8 | 2023-24 MobyMax<br><br>Students meeting or nearly meeting grade-level standards in ELA:<br>All Students: 75%<br>Low-Income Students: 82%<br><br>Students meeting or nearly meeting grade-level standards in Math:<br>All Students: 75%<br>Low-Income Students: 73% |                |                | 2026-27 School Year<br><br>Students meeting or nearly meeting grade-level standards in ELA:<br>All Students: 85%<br>Low-Income Students: 85%<br><br>Students meeting or nearly meeting grade-level standards in Math:<br>All Students: 80%<br>Low-Income Students: 80% |                                  |



# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title  | Description  | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1.1      | Professional Development   | Professional Development Training would also be used for on site coaching for Universal Pre-Kindergarten foundations, math, english language arts, and classroom engagement.<br>Cost include: training support and materials and supplies.   | \$7,791.00  | Yes          |
| 1.2      | Well-Rounded Education-Electives around Fine Arts, Foreign Language, and Career Tech | To provide a well-rounded education, including fine arts, foreign language, science, and career tech. An online program will be used for students in 6th-8th grade. All students will have the availability to take the courses provided per California Ed Code.<br>Title IV Dollars will be used for this action. | \$6,000.00  | No           |

| Action # | Title                     | Description   | Total Funds | Contributing |
|----------|---------------------------|---|-------------|--------------|
| 1.3      | Supplementary Materials   | <p>Due to the diverse needs of our low-income students, we will purchase supplementary materials for struggling students. The supplemental materials will help meet grade-level mastery of standards for students who may be behind in academic achievement. Teachers will utilize supplemental material before, during, and after school, and within their classroom for small group instruction to focus on any gaps in learning targets.</p> <p>Materials will include technology software, hardware, and materials and supplies.</p> <p>Title IV Dollars and LCFF funds will be used for this action.</p>   | \$8,000.00  | Yes          |
| 1.4      | Academic Support          | <p>Paraprofessional to help provide support services, skill development, and academic intervention. This is a multi-funded position.</p> <p>LCFF Funding. Provide support services and academic intervention for low-income students by using a paraprofessional to support academic achievement in grade-level standards for ELA and Math. The paraprofessional will assist with Response to Intervention before, during, and after school as needed.</p> <p>Title II Funding. Support services by using a paraprofessional to help all students develop the skills essential for learning and academic success by providing small group instruction and 1 on 1 support.</p> | \$22,800.00 | Yes          |
| 1.5      | High Quality (HQ) Teacher | <p>In order to accommodate multiple grade levels in a rural community, we will retain our fully credentialed teacher who will provide opportunities for students to learn to read through small class sizes and similar abilities.</p> <p>LCFF and Title I will be used for this action.</p>  | \$50,000.00 | Yes          |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | Linns Valley School is dedicated to enhancing family and community engagement and ensuring a supportive educational climate that promotes student involvement and success. | Broad Goal   |

State Priorities addressed by this goal.

|  |
|--|
| <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> |
|--|

An explanation of why the LEA has developed this goal.

Linns Valley School has developed Goal 2 to deepen family and community involvement and enhance our educational environment, recognizing the pivotal role that engaged families play in the academic and social-emotional development of our students. This goal responds to the need for parental involvement in decision-making processes and program participation, particularly for our low-income families, and, as applicable, our English learners, foster youth, and students with disabilities.

Our district is committed to fostering an inclusive atmosphere where parents are not just visitors but active participants in the education of their children. By focusing on parent involvement, we aim to strengthen the support networks that fuel student success and well-being. Goal 2 also targets improvements in student engagement and school climate—key indicators of a healthy and productive learning environment. By focusing on reducing absenteeism and dropout rates while improving graduation rates, we strive to ensure that every student not only attends school but is also genuinely engaged in their learning experience.

Additionally, the goal aims to create a safer and more connected school community. Through targeted strategies to lower suspension and expulsion rates and through regular surveys of students, parents, and teachers, we plan to enhance everyone’s sense of safety and belonging at school. This comprehensive approach supports our vision of an educational setting where students thrive academically and socially, making Linns Valley a model of successful rural education.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------------------|----------------|----------------|---------------------------|----------------------------------|
| 2.1      | Percentage of parents reporting input in making decisions at the school | 2023-24 School Year: |                |                | 2026-27 School Year:      |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
|          | <p>and percentage of attendance for in-person meetings.</p> <p>Source: Parent Survey Results, Self-Reflection Tool, Attendance Meeting Log<br/>LCFF Priority: 3A</p>  | <p>30% of all surveys received back from parents regarding input in making decisions at the school</p> <p>90% in person meetings for parent input were attended by parents</p> <p>100% of all parents at receive 2-way communication for all school events, transportation, grades, behavior, and school updates.</p> |                |                | <p>60% of all surveys received back from parents regarding input in making decisions at the school</p> <p>100% in person meetings for parent input</p> <p>100% of all parents receive 2-way communication for all school events, transportation, grades, behavior, and school</p> |                                  |
| 2.2      | <p>Percentage of parents of unduplicated pupils reporting input in making decisions at the school and percentage of attendance for in-person meetings.</p> <p>Source: Parent Survey Results, Self-Reflection Tool, Attendance Meeting Log<br/>LCFF Priority: 3B</p> | <p>2023-24 School Year:</p> <p>50% of all surveys received back from parents of unduplicated pupils regarding input in making decisions at the school</p> <p>50% of parents for unduplicated students attended in-person meetings with parent input</p> <p>100% of all parents at receive 2-way</p>                   |                |                | <p>2026-27 School Year:</p> <p>60% of all surveys back from parents of unduplicated pupils regarding input in making decisions at the school</p> <p>75% in person meetings for parent input were attended by parents of</p>   |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
|          |  | communication for all school events, transportation, grades, behavior, and school   |                |                | unduplicated pupils<br><br>100% of all parents at receive 2-way communication for all school events, transportation, grades, behavior, and school  |                                  |
| 2.3      | <p>Percentage of parents of students with disabilities reporting input in making decisions at the school and percentage of attendance for in-person meetings.</p> <p>Source: Parent Survey Results, Self-Reflection Tool, Attendance Meeting Log<br/>LCFF Priority: 3C</p> | <p>2023-24 School Year</p> <p>50% of all surveys were received from parents or students with disabilities regarding input in making decisions at the school</p> <p>100% of parents of pupils with exceptional needs attended in-person meetings to provide input.</p> |                |                | <p>2026-27 School Year</p> <p>60% of all surveys to be received from parents or students with disabilities regarding input in making decisions at the school</p> <p>100% of parents of pupils with exceptional needs attended in-person meetings to provide input.</p> |                                  |
| 2.4      | <p>School attendance rates (percentage)</p> <p>Source: Local SIS data, CA School Dashboard<br/>LCFF Priority: 5A</p>   | <p>2023-24 Attendance Rates</p> <p>All Students - 90%</p>   |                |                | <p>2026-27 Attendance Rates</p> <p>All Students - 92%</p>  |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 2.5      | Chronic absenteeism rates (percentage)<br><br>Source: Local SIS data, CA School Dashboard<br>LCFF Priority: 5B    | 2023-24 Chronic Absenteeism Rates<br><br>All Students - 30%<br>Low Income - 45%       |                |                | 2026-27 Chronic Absenteeism Rates<br><br>All Students - 15%<br>Low Income - 22%       |                                  |
| 2.6      | Middle School dropout rates (percentage)<br><br>Source: Local SIS data, CA School Dashboard<br>LCFF Priority: 5C  | 2023-24 Middle School Dropout Rates<br><br>All Students - 0%<br>Low Income - 0%       |                |                | 2026-27 Middle School Dropout Rates<br><br>All Students - 0%<br>Low Income - 0%       |                                  |
| 2.7      | Suspension rates (percentage)<br><br>Source: Local SIS data, CA School Dashboard<br>LCFF Priority: 6A             | 2023-24 Suspension Rates<br><br>All Students - 21.1%<br>Low Income - 18.2%            |                |                | 2026-27 Suspension Rates<br><br>All Students - 5%<br>Low Income - 5%                  |                                  |
| 2.8      | Expulsion rates (percentage)<br><br>Source: Local SIS data, CA School Dashboard<br>LCFF Priority: 6B              | 2023-24 Expulsion Rates<br><br>All Students - 0%<br>Low Income - 0%                   |                |                | 2026-27 Expulsion Rates<br><br>All Students - 0%<br>Low Income - 0%                   |                                  |
| 2.9      | Percentage of students feeling safe and connected at school<br><br>Source: Local Survey Data<br>LCFF Priority: 6C | 2023-24 School Connected Survey Results<br><br>All Students - 95%<br>Low Income - 91% |                |                | 2026-27 School Connected Survey Results<br><br>All Students - 95%<br>Low Income - 95% |                                  |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                       | Description   | Total Funds | Contributing |
|----------|-----------------------------|---|-------------|--------------|
| 2.1      | Educational Partner Input   | In order to ensure the voice of our unduplicated parents, we will continue to get educational partner feedback throughout the school year by having educational partner meetings, surveys, and questionnaires.                      | \$200.00    | No           |
| 2.2      | Family-School Communication | To address our need for parent communication we will maintain the Bobcat Newsletter and ParentSquare. This will allow teachers and administration to communicate with parents and provide informational notices on a regular basis. | \$900.00    | No           |

| Action #   | Title                          | Description  | Total Funds | Contributing |
|------------|--------------------------------|--|-------------|--------------|
| <b>2.3</b> | Educational Partner Activities | <p>To increase parent and community involvement, LVSD provides:</p> <ul style="list-style-type: none"> <li>• A meet and greet social hour between school staff, teachers, administration, board members, and parents.</li> <li>• Back-to-School Night</li> <li>• Parent/Community BBQ</li> <li>• Grandparent Picnic</li> <li>• Awards Ceremony</li> <li>• Kindergarten Graduation</li> <li>• 8th Grade Graduation</li> <li>• Winter Program</li> <li>• Movie Night</li> <li>• Water Day</li> </ul> | \$800.00    | No           |
| <b>2.4</b> | Extra-Curricular Activities    | Due to Fiscal demands on our school, organized sports activities are limited. In order to create social awareness and school connectedness, students will continue to participate in Small School Consortia activities such as athletic competitions, academic competitions, and social events.  | \$2,000.00  | No           |
| <b>2.5</b> |                                |  |             |              |



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

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$40,791.00   | \$3,413.00   |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 15.674%   | 0.000%                      | \$0.00                  | 15.674%   |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
| 1.1               | <p><b>Action:</b><br/>Professional Development</p> <p><b>Need:</b><br/>Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 18% of low-income students not meeting or nearly meeting grade-level standards in English Language Arts . Also, 27% of low-income students are not meeting or nearly meeting grade-level standards in</p> | Professional development will provide training for staff focused on the early development of language, writing, early literacy skills, social skills, parent/ family engagement, and more as a comprehensive strategy to address foundational skills needed to be a successful learner. This action will be an improvement in service for low-income students as it will provide strategies that promote academic achievement and students will want to attend school more regularly. The teachers | Local Assessment Data (see Metric 1.6)<br>Appropriately Assigned Teachers (see Metric 1.1) |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   | <p>Math. Although LVSD has closed the performance gap in ELA, a slight discrepancy between our low-income and all students exists in Math performance. Feedback from our educational partners indicate a need for early learning opportunities and strategies to build foundational skills.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>and administration will meet as a group throughout the year to review strategies and implementation.</p> <p>This action is being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the identified academic achievement in ELA and Math of low-income students, we expect that all low-income students will make good progress towards the three-year desired outcomes.</p>   |   |
| <p><b>1.3</b></p> | <p><b>Action:</b><br/>Supplementary Materials</p> <p><b>Need:</b><br/>Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 18% of low-income students not meeting or nearly meeting grade-level standards in English Language Arts . Also, 27% of low-income students are not meeting or nearly meeting grade-level standards in Math. Although LVSD has closed the performance gap in ELA, a slight discrepancy between our low-income and all students exists in Math performance. Our low-income students have also shown to be chronically absent more than all students. Feedback from our educational partners indicate a continued need for supplemental materials for struggling and at-risk pupils.</p> <p><b>Scope:</b></p> | <p>This action will be an improvement in service for low-income students as it will provide an additional targeted intervention with grade-level standards for students who struggle with what is provided with the core curriculum. By offering this to students who struggle, they will be able to meet grade-level standards and improve in academic performance, feel successful at school, and may attend more frequently.</p> <p>This action is being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the identified academic achievement in ELA and Math of low-income students, we expect that all low-income students will make good progress towards the three-year desired outcomes.</p> | <p>Local Assessment Data (see Metric 1.6)<br/>Access programs and services (see Metric 1.8)</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   | LEA-wide   |   |   |
| 1.4               | <p><b>Action:</b><br/>Academic Support</p> <p><b>Need:</b><br/>Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 18% of low-income students not meeting or nearly meeting grade-level standards in English Language Arts . Also, 27% of low-income students are not meeting or nearly meeting grade-level standards in Math. Although LVSD has closed the performance gap in ELA, a slight discrepancy between our low-income and all students exists in Math performance. Our low-income students have also shown to be chronically absent more than all students. Feedback from our educational partners indicate a continued need for additional academic support and intervention services for struggling and at-risk pupils.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>The action of retaining our paraprofessional will prioritize our students with the greatest academic need first by providing additional academic engagement and instructional time to our low-income students. Through increased engagement, connectedness, and feelings of success, our low-income students may attend school more regularly.</p> <p>This action is being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the identified academic achievement in ELA and Math of low-income students, we expect that all low-income students will make good progress towards the three-year desired outcomes.</p> | Local Benchmark Data (see Metric 1.10)  |
| 1.5               | <p><b>Action:</b><br/>High Quality (HQ) Teacher</p> <p><b>Need:</b><br/>Our unduplicated (low-income) students benefit from smaller class sizes, increased academic engagement, and more targeted</p>  | The retention of a second fully credentialed teacher for academic and engagement opportunities will prioritize our students with the greatest academic need first by providing a more targeted classroom experience, increased academic engagement and effective use of instructional time to our low-income students. With   | State Assessment Data (see Metric 1.6)<br>Chronic Absenteeism Data (see Metric 2.5) |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>instruction. Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 18% of low-income students not meeting or nearly meeting grade-level standards in English Language Arts . Also, 27% of low-income students are not meeting or nearly meeting grade-level standards in Math. Although LVSD has closed the performance gap in ELA, a slight discrepancy between our low-income and all students exists in Math performance. Our low-income students have also shown to be chronically absent more than all students. Feedback from our educational partners indicate a continued desire to retain a second fully credentialed teacher for academic and engagement opportunities in an effort to excel growth for our most struggling and at-risk pupils.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>this additional teacher engagement time, connectedness, and feelings of success, our low-income students are likely to attend school more regularly.</p> <p>This action is being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the identified academic achievement in ELA and Math of low-income students, we expect that all low-income students will make good progress towards the three-year desired outcomes.</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 |
|-------------------|--------------------|---|------------------------------------|
|-------------------|--------------------|---|------------------------------------|

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.

LVSD does not have any actions that are limited to a particular student group. All contributing actions are provided on an LEA-wide basis. See Actions 1.1, 1.3, 1.4, and 1.5.

**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.

Linns Valley does not receive sufficient enough concentration grant add-on funding to increase the number of staff providing direct services to students. Thus, LVSD will utilize the additional concentration grant add-on funds to retain staff who provide direct services to students. This is accomplished by retaining our paraprofessional described in Action 1.4 (Academic Support). The action of an additional aide will prioritize our students with the greatest academic need first by providing additional academic engagement and instructional time to our low-income students. This action is being provided at the school site generating the additional concentration funds. We expect and will set goals that our unduplicated students, as well as any other student, working below grade level in ELA and math will benefit from the additional support. However, because of the identified academic achievement in ELA and Math of low-income students, we expect that all low-income students will make good progress towards the associated academic outcomes.

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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  | 1:9.5   |
| Staff-to-student ratio of certificated staff providing direct services to students          | N/A  | 1:9.5   |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals    | 260,251.00   | 40,791.00  | 15.674%   | 0.000%   | 15.674%   |

| Totals | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$60,691.00 | \$0.00            | \$0.00      | \$37,800.00   | \$98,491.00 | \$72,800.00     | \$25,691.00         |

| Goal # | Action # | Action Title   | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|--|---|----------|--|-------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| 1      | 1.1      | Professional Development   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$0.00          | \$7,791.00          | \$7,791.00  |                   |             |               | \$7,791.00  |   |
| 1      | 1.2      | Well-Rounded Education-Electives around Fine Arts, Foreign Language, and Career Tech | All  | No  |          |  | All Schools |           | \$0.00          | \$6,000.00          |             |                   |             | \$6,000.00    | \$6,000.00  |   |
| 1      | 1.3      | Supplementary Materials  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$0.00          | \$8,000.00          | \$4,000.00  |                   |             | \$4,000.00    | \$8,000.00  |   |
| 1      | 1.4      | Academic Support   | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$22,800.00     | \$0.00              | \$20,000.00 |                   |             | \$2,800.00    | \$22,800.00 |   |
| 1      | 1.5      | High Quality (HQ) Teacher  | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$50,000.00     | \$0.00              | \$25,000.00 |                   |             | \$25,000.00   | \$50,000.00 |   |
| 2      | 2.1      | Educational Partner Input  | All  | No  |          |  | All Schools |           | \$0.00          | \$200.00            | \$200.00    |                   |             |               | \$200.00    |   |
| 2      | 2.2      | Family-School Communication  | All  | No  |          |  | All Schools |           | \$0.00          | \$900.00            | \$900.00    |                   |             |               | \$900.00    |   |
| 2      | 2.3      | Educational Partner Activities   | All  | No  |          |  | All Schools |           | \$0.00          | \$800.00            | \$800.00    |                   |             |               | \$800.00    |   |
| 2      | 2.4      | Extra-Curricular Activities  | All  | No  |          |  | All Schools |           | \$0.00          | \$2,000.00          | \$2,000.00  |                   |             |               | \$2,000.00  |   |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 260,251.00                   | 40,791.00  | 15.674%   | 0.000%   | 15.674%   | \$56,791.00   | 0.000%   | 21.822 %   | <b>Total:</b>            | \$56,791.00      |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$56,791.00      |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$0.00           |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$0.00           |

| Goal | Action # | Action Title              | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---------------------------|---|----------|--|-------------|--|---|
| 1    | 1.1      | Professional Development  | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$7,791.00   |   |
| 1    | 1.3      | Supplementary Materials   | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$4,000.00   |   |
| 1    | 1.4      | Academic Support          | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$20,000.00  |   |
| 1    | 1.5      | High Quality (HQ) Teacher | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$25,000.00  |   |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$99,571.00  | \$90,057.47                                |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1                  | 1.1                  | Extra-Curricular Activities   | No   | \$2,000.00                                     | \$2,241.71  |
| 1                  | 1.2                  | Well-Rounded Education-Electives around Fine Arts, Foreign Language and Career Tech | No   | \$3,000.00                                     | \$1,585.00  |
| 1                  | 1.3                  | Supplementary Materials   | Yes  | \$10,500.00                                    | \$11,460.00                                       |
| 1                  | 1.4                  | Academic Support  | Yes  | \$18,621.00                                    | \$22,619.00                                       |
| 1                  | 1.5                  | HQ Teacher  | Yes  | \$50,000.00                                    | \$41,175.00                                       |
| 1                  | 1.6                  | Positive Playground Activities  | No   | \$5,000.00                                     | \$4,199.97  |
| 1                  | 1.7                  | Professional Development  | Yes  | \$8,500.00                                     | \$5,000.00  |
| 2                  | 2.1                  | Stakeholder input   | No   | \$300.00                                       | \$155.88  |
| 2                  | 2.2                  | Bobcat Newsletter   | No   | \$100.00                                       | \$75.00   |
| 2                  | 2.3                  | Stakeholder Activities  | No   | \$800.00                                       | \$795.91  |
| 2                  | 2.4                  | ParentSquare: Web Based Program for Communication                                   | No   | \$750.00                                       | \$750.00  |



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

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$37,751.00  | \$84,236.00   | \$71,911.00   | \$12,325.00  | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------|---|--|---|---|---|
| 1                  | 1.3                  | Supplementary Materials    | Yes   | \$8,500.00   | \$8,500.00  |   |   |
| 1                  | 1.4                  | Academic Support           | Yes   | \$17,236.00  | \$17,236.00   |   |   |
| 1                  | 1.5                  | HQ Teacher                 | Yes   | \$50,000.00  | \$41,175.00   |   |   |
| 1                  | 1.7                  | Professional Development   | Yes   | \$8,500.00   | \$5,000.00  |   |   |

# 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) |
|---|---|--|---|--|---|--|--|---|
| \$264,277.00  | \$37,751.00   | 0  | 14.285%   | \$71,911.00  | 0.000%  | 27.210%  | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto: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 <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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