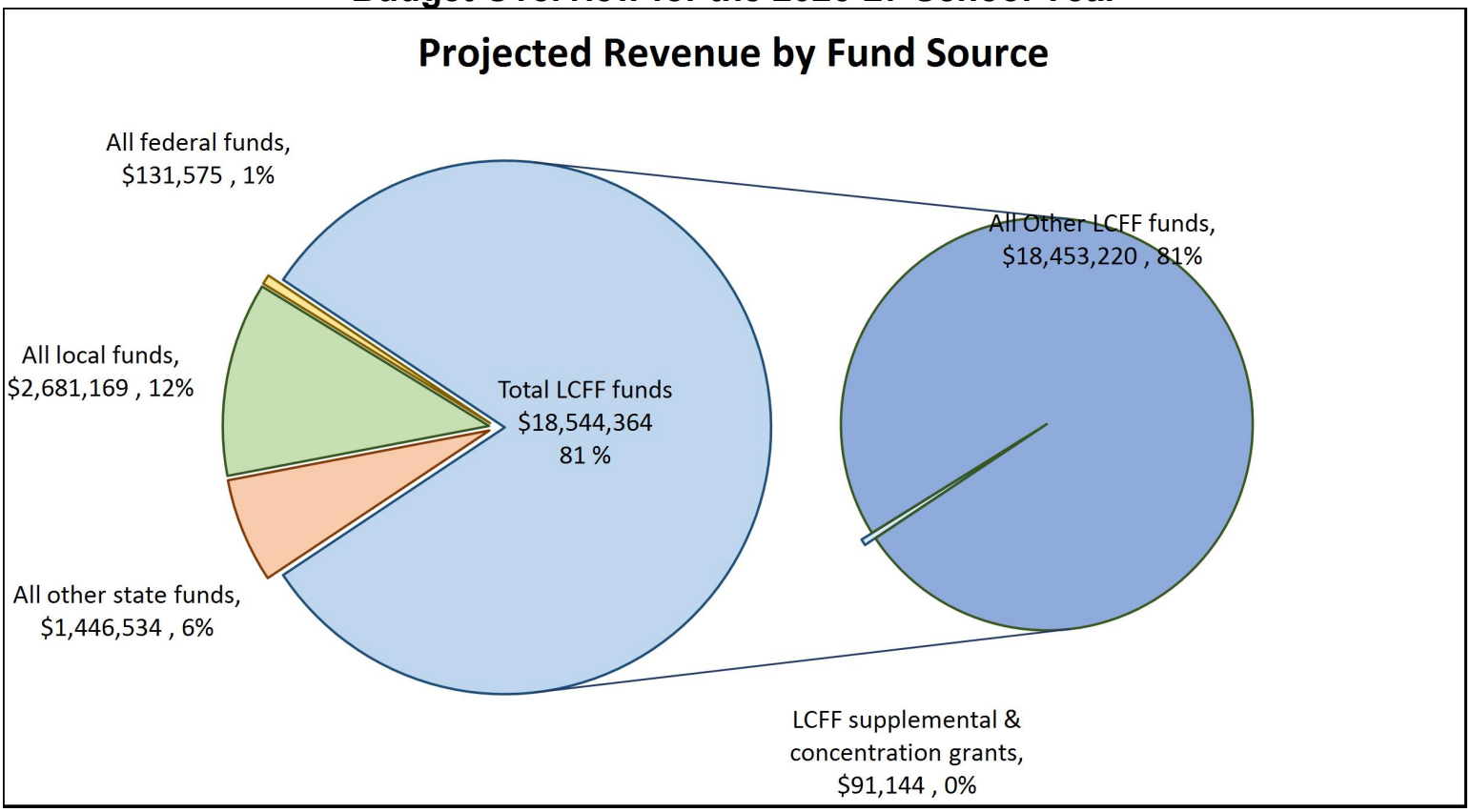
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Portola Valley Elementary School District
CDS Code: 41 68981 6044275
School Year: 2026-27
LEA contact information:
Roberta Zarea
Superintendent

(650) 851-1777

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

Budget Overview for the 2026-27 School Year

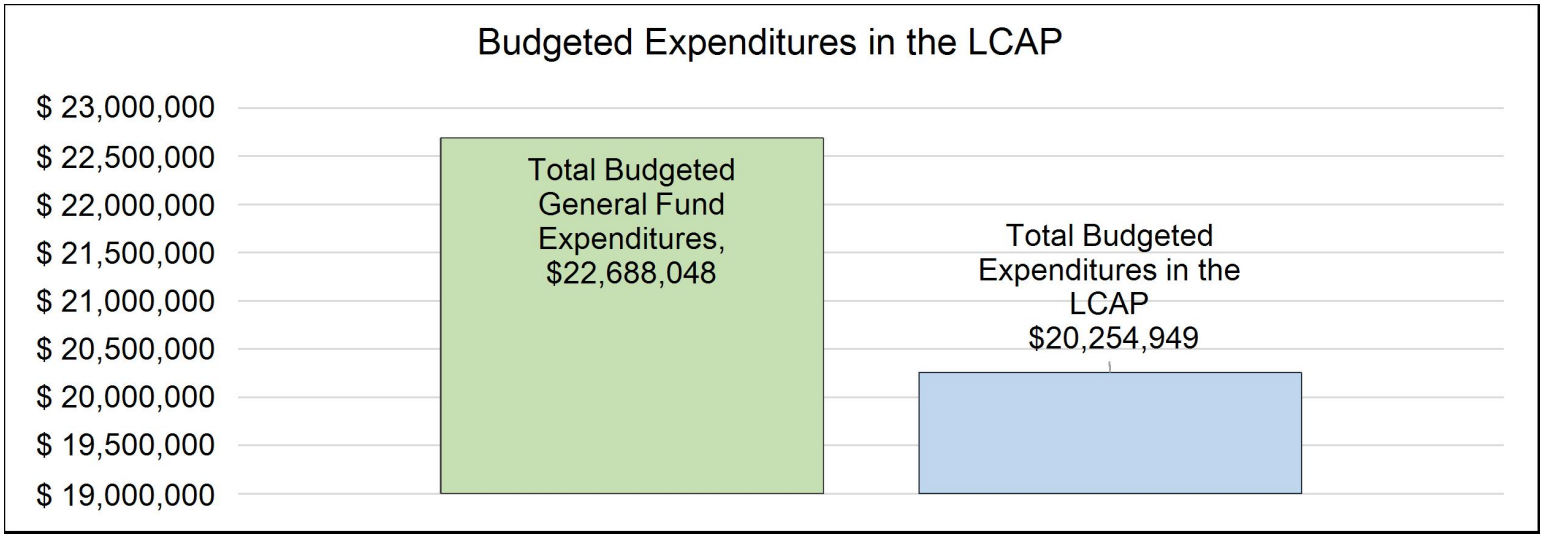


This chart shows the total general purpose revenue Portola Valley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Portola Valley Elementary School District is $22,803,642, of which $18,544,364 is Local Control Funding Formula (LCFF), $1,446,534 is other state funds, $2,681,169 is local funds, and $131,575 is federal funds. Of the $18,544,364 in LCFF Funds, $91,144 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 Portola Valley Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Portola Valley Elementary School District plans to spend $22,688,048 for the 2026-27 school year. Of that amount, $20,254,949 is tied to actions/services in the LCAP and $2,433,099 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

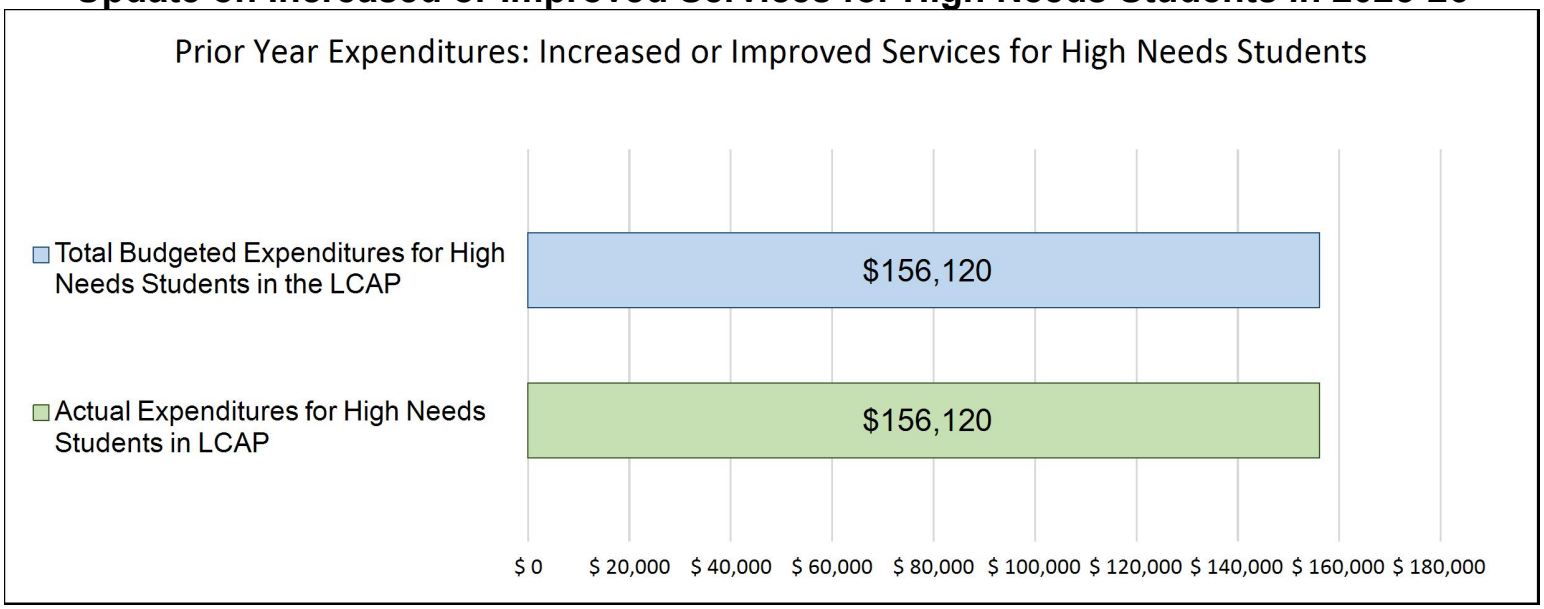
Expenditures not included in the Portola Valley School District's LCAP consist of salaries and benefits for district office and school sites support staff, business services,, human services, as well as supplies, services and capital outlay associated with such support and district operation.

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

In 2026-27, Portola Valley Elementary School District is projecting it will receive $91,144 based on the enrollment of Foster Youth, English learner, and low-income students. Portola Valley Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Portola Valley Elementary School District plans to spend $164,313 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Portola Valley Elementary 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 Portola Valley Elementary 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 2025-26, Portola Valley Elementary School District's LCAP budgeted $156,120 for planned actions to increase or improve services for high needs students. Portola Valley Elementary School District actually spent $156,120 for actions to increase or improve services for high needs students in 2025-26.

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
Portola Valley Elementary School District	Roberta Zarea Superintendent	rzarea@pvsd.net (650) 851-1777

Plan Summary [2026-27]

General Information

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

The Portola Valley Elementary School District (PVSD), located in southern San Mateo County, serves approximately 500 students across two campuses: Ormondale School (TK-3 grades) and Corte Madera School (4-8 grades). Though the Town of Portola Valley is small, PVSD's reach extends into specific areas of Woodside and La Honda-Pescadero, positioning its schools as central community hubs. Families are drawn to the region's idyllic setting and the District's reputation for educational excellence.

As a community-funded (Basic Aid) district, PVSD's local resources exceed state funding levels, distinguishing it from districts relying on Local Control Funding Formula (LCFF) supplemental aid. This robust local support is amplified by the dedicated efforts of the Parent Teacher Organization (PTO) and the Portola Valley Schools Foundation (PVSF). The PTO provides invaluable funding for school-based initiatives, while the PVSF annually contributes over $1 million to enrich students' educational experience through additional staffing and programs.

Complementing this strong parental and community engagement is PVSD's deep-rooted tradition of high quality instruction. The qualified and dedicated educators, many holding advanced degrees, are committed to fostering student success. PVSD delivers an exemplary educational experience characterized by rigorous academics, active student engagement and a focus on the holistic development of social-emotional wellness.

Student demographics, as noted on the 2025 California School Dashboard, are as follows:

Student Groups:

* English Learners: 4.2%
* Socioeconomically Disadvantaged: 7.1%
* Students with Disabilities: 11.3%
Race/Ethnicity:
* White: 62.8%
* Two or more races: 15.8%
* Asian: 6.3%
* Filipino: 0.2%
* African American: 1.4%
* Hispanic: 12.7%
* Pacific Islander: 0.6%

This Local Accountability Plan (LCAP) represents Portola Valley School District's goals, actions, and services to support District priorities for the 2026-2027 school year and beyond. The District focus remains centered on providing the foundations for all students to learn, lead, and innovate in their future endeavors. The initiatives outlined in this plan are strategically aligned with the ongoing priorities of the PVSD Governing Board, which continues to emphasize the following four key pillars:
Teaching and Learning: Ensuring high-quality, evidence-based instruction and the effective use of district resources and facilities to support student achievement.
Wellness and Safety: Prioritizing the continuous advancement of a unified Multiple Tiered Systems of Support (MTSS) framework and maintaining secure, supportive environments for all students.
Community and Communication: Fostering transparency and engagement by keeping families informed of the district's academic programs and reputation for excellence.
Finance and Resource Allocation: Upholding fiscal responsibility through healthy reserves and the strategic management of resources for contingencies and maintenance.

Reflections: Annual Performance

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

The 2025 California School Dashboard and the California Assessment of Student Performance and Progress (CAASPP) reveal that Portola Valley School District has maintained high performance across all areas.

The California Department of Education assigns school districts performance colors based on both the current rate (Status) and the degree of change from the prior year (Change). Below is a list of the colors and the performance level.

COLOR and PERFORMANCE LEVEL:
BLUE (Very High)
GREEN (High)
YELLOW (Medium)

ORANGE (Low)
RED (Very Low)

ACADEMICS:
English Language Arts (ELA) Performance:

- The CAASPP digital portal indicates that 86% of 3rd - 8th grade PVSD students met or exceeded standards on the 2024-2025 Smarter Balanced Summative Assessment (SBAC).
- On the 2025 Dashboard, students' overall performance was at the BLUE performance level and all student subgroups where data was reported scored at the YELLOW or BLUE level.

Mathematics Performance:

- The CAASPP digital portal indicates that 84% of 3rd - 8th grade PVSD students met or exceeded standards on the 2024-2025 SBAC.
- On the 2025 Dashboard, our overall student performance was at the BLUE level and all student subgroups where data was reported scored at the GREEN or BLUE level.

Students with Disabilities:
2024 - 2025 CAASPP data indicate that 60% of students with Individual Education Plans (IEP) reached or surpassed the standard in ELA, and 57% did so in Mathematics. Comparing this to prior year's performance, ELA proficiency for this group improved by 1%, while Mathematics proficiency indicated a 5% increase.

Students identified as Socioeconomically Disadvantaged (SED):
Per the 2025 CAASPP results, 50% met or exceeded standard on ELA CAASPP and 45% of PVSD's students in the Socioeconomically Disadvantaged group met or exceeded standard on the Math CAASPP. Because the California Department of Education confirmed that a data error had occurred during the May 2024 reporting of results for this group and since no accurate percentage or Performance Color for this subgroup was reported on the Dashboard, a comparison to the prior year's performance is not possible at this time.

Students in the Hispanic Group:
Per the 2025 CAASPP results, 45% of students in the Hispanic Student group in 3rd - 8th grades met or exceeded standard for the ELA assessment and 58% met or exceeded standard on the SBAC Math assessment. Compared to the prior performance in 2024, ELA proficiency for this group showed a 6% decrease in performance for ELA and a 4% improvement in Math.

In addition, on the 2025 Dashboard, the Hispanic Student Group was at the YELLOW level for ELA and GREEN level for Math. It is noted that the Dashboard reports that there has been a decline in points above standard in both subject areas for this student group. (ELA - declined 21.3; Math - declined 22 points). Similar to our Students with Disabilities group, PVSD carefully analyzed these results through the district's MTSS process and allocated resources appropriately.

The District and School Site MTSS teams continue to monitor these variations while considering student group size, the diverse needs of students, and typical year-to-year enrollment changes. Through the LCAP's goals and actions, we remain committed to identifying and supporting every student who may benefit from additional tiers of intervention and support.

CLIMATE:
In addition to academics, the District prides itself on nurturing social-emotional competence in students within a safe and supporting environment. PVSD has prioritized the development and implementation of a robust Multi-Tiered System of Supports (MTSS) over the past several years. In partnership with WestEd, the District has made significant progress in refining its MTSS framework, with notable gains this year in establishing consistent practices and processes across all school sites to ensure equitable and effective support for each and every student. PVSD's strong partnerships with parents and the community are key to its achievements. Input from various Educational Partners (i.e parents, staff, students), gathered through virtual and in-person meetings, discussions, and surveys, demonstrates this collaboration, as highlighted below.

On the local 2026 End of Year Student Survey completed by 2nd - 8th grade students there was consistent positivity reported across safety, instruction, and materials.
-98% of students surveyed say the school provides a good education.
-97% of students surveyed describe school as a safe and caring community.
-94% of students surveyed report being appropriately challenged.

On the local 2026 End of Year Parent/Guardian Survey there were three key strengths:
-Strong sense of School Safety and Belonging
-Effective Home-School Communication
-High Quality of Academic Instruction

-98% of parent respondents agree or strongly agree that PVSD provides a safe and positive learning environment.
-98% of parent respondents are satisfied or very satisfied with the academic achievement of the District overall.
-98% of parent respondents are satisfied or very satisfied with their child’s engagement in school

CHRONIC ABSENTEEISM:
PVSD closely monitors its Chronic Absenteeism rates throughout the school year.

On the 2023 Dashboard, 12.5% of students in the District were chronically absent. This placed the District at the RED level on the California School Dashboard at the time. This specifically affected Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups who were in the RED. While the Chronic Absenteeism rate at Corte Madera School was noted at the ORANGE level at 7.3% and was important to monitor moving forward, PVSD closely examined and analyzed the Chronic Absenteeism numbers at Ormondale School because they were at 17.4% and at the RED level. This was an 8.5% increase from the previous year. The Two or More Races and White student groups were most impacted and at the RED level.

Subsequently, on the 2024 California School Dashboard, Portola Valley School District made significant progress in reducing Chronic Absenteeism, lowering the overall rate from 12.5% in 2023 to 4.9% in 2024. Targeted interventions, including enhanced communication with families (through individual letters and broader outreach at community events such as Back to School Nights), clear attendance expectations for Transitional Kindergarten, and implementation of positive behavior supports to recognize and celebrate improved student attendance, contributed to substantial gains among student groups. The Hispanic and Socioeconomically Disadvantaged student groups improved from RED to YELLOW, and Students with Disabilities improved from RED to GREEN. Chronic Absenteeism at Ormondale School dropped 12.1%.

The school site was at the RED level for 2023 and then moved to the GREEN level for 2024 with a 5.2% rate. The Two or More Races went from RED to GREEN and White student groups went from RED to BLUE. Chronic Absenteeism at Corte Madera School moved from the ORANGE to the BLUE. (This was a 3.1% decline in chronic absenteeism.) As a result, PVSD's overall placement was at the BLUE performance level, with no student groups in RED, underscoring the District's focused efforts to improve student engagement, promote equity, and support the well being of all learners.

On the 2025 California School Dashboard, PVSD maintained its strong performance with a Chronic Absenteeism rate of 4.5%. While this is an improvement from the 4.9% reported in 2024, the District's color level dropped from BLUE to GREEN. This change is a technical reflection of the California Department of Education's "Five-by-Five" scoring grid, which, as noted above, assigns colors based on both the current rate (Status) and the degree of change from the prior year (Change). Because the district had already achieved such significant gains the year prior, the 0.4% improvement in 2025 was categorized as "Maintained" rather than "Increased Significantly." Essentially, the GREEN status indicates that PVSD has successfully stabilized its attendance at a "Very Low" absenteeism level.

For 2025, Chronic Absenteeism at Ormondale School was 4%, a decline of 1.2% from 2024, and is rated to be at the GREEN level. No student groups reported at Ormondale school are below the GREEN or BLUE level. Corte Madera School had a 4.7% Chronic Absenteeism Rate in 2025 with a 0.5% increase from 2024, placing the school at the YELLOW level. Hispanic and Two or more Races student groups at Corte Madera were at the ORANGE level.

PVSD recognizes the need for deeper analysis of specific student groups. District-wide, performance of the Hispanic student group decreased from YELLOW to ORANGE, and the Socioeconomically Disadvantaged group dropped from YELLOW to RED. The district is prioritizing the examination of these shifts and implementing targeted supports to address them. Despite these areas of need, PVSD celebrates significant successes. In 2025, the Asian, Two or More Races, and Students with Disabilities groups all performed at the GREEN level. Notably, the White student group showed remarkable growth: moving from RED in 2023 to BLUE in 2025. Similarly, the Two or More Races group improved from RED in 2023 to GREEN in 2025. This long-term reduction underscores PVSD's sustained commitment to ensuring every student is in school every day.

SUSPENSION RATES:
On the 2025 California School Dashboard, PVSD achieved a suspension rate of 0.2%, placing the district at the BLUE level. This reflects a high degree of consistency across the district, as nearly all student groups including Students with Disabilities and Socioeconomically Disadvantaged Students improved performance from ORANGE in previous years to BLUE in 2025. The Hispanic student group also showed significant growth, moving from ORANGE to GREEN.
At the school site level, Ormondale School maintained a 0% suspension rate (BLUE), while Corte Madera School remained BLUE at 0.3%.
Note on Small Populations: In a district of approximately 500 students, even a single incident involving one or two students can trigger a noticeable percentage shift and a change in Dashboard color. While the 2024 data showed a slight numerical increase to 0.6%, this represented only two additional students. By 2025, the district successfully stabilized at a near-zero rate, confirming that our proactive behavioral supports are effectively maintaining a positive school climate.

In summary, PVSD remains steadfast in its commitment to elevate student achievement and well-being by strengthening our core curriculum, instructional practices, targeted progress monitoring, and social-emotional supports. We strive to sustain this trajectory of excellence through:
-Attracting, hiring, and retaining highly qualified teachers and support staff and providing ongoing professional development to ensure our

educators have the tools to deliver the high-level, rigorous instruction our community expects.
-Engaging in rigorous, systematic, evidence-based curriculum adoptions, including our current ELA and Science implementation and our active Math curriculum pilot process. We are furthering our commitment to future-ready instructional practices (such as digital literacy) to ensure students are prepared to lead and innovate.
-Fostering learning environments that are not only safe and supportive but also deeply inspiring. This includes providing hands-on, experiential learning in modern and vibrant learning spaces designed to spark curiosity and ensure every student feels a deep sense of belonging.
-Refining our MTSS framework to provide equitable, data-driven interventions through targeted progress monitoring and data-informed support to meet the needs of each and every student.

LEARNING RECOVERY and EMERGENCY BLOCK GRANT (LREBG):
PVSD received $4,718.00 in LREBG funding. These funds are strategically allocated to Goal 1, Action 1.4.1, with progress monitored through the CAASPP Scores: Socioeconomically Disadvantaged (SED) metric.

As required, a needs assessment was conducted to evaluate performance in ELA, Math, and Chronic Absenteeism. Because the California School Dashboard does not always report data for our smallest student groups to protect privacy, the district performed an internal analysis of CAASPP and local diagnostic data. This analysis indicated that results for our Socioeconomically Disadvantaged (SED) student group remain significantly lower than overall student performance in the district. While the Hispanic student group also showed a need for support based on CAASPP results, the district has identified a cross-section of students who are represented within both groups. To ensure a statistically robust and cohesive analysis of progress while respecting the privacy and distinct identity of each group, the district will utilize the SED metric as the primary indicator for this specific funding.

Based on this analysis, LREBG funds will support expanded learning opportunities (Action 1.4.1), specifically through a skill-based summer intervention program. This program utilizes high-impact tutoring—an evidence-based strategy—providing daily instruction in small groups of two to four students. By delivering targeted, needs-based support in ELA and Math, the District aims to accelerate learning and prevent "summer slide" for the most impacted learners, including unduplicated pupils and students with disabilities. This action aligns to allowable use of funds in the area of providing academic tiered interventions and high-impact tutoring for students who are not yet proficient in English Language Arts or Mathematics.

Please note: Per the latest Governor's Budget proposal, PVSD may receive additional LREBG funds. PVSD will identify any additional LREBG funds apportioned to it for the 26-27 school year towards Action 1.4.1.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Community (Note: Superintendent's Advisory Committee or SAC serves as PVSD's LCAP Parent Advisory Committee)	11/19/25, 3/4/26, 5/13/26 - Superintendent's Advisory Committee (SAC) Meetings*- Participants reviewed and gave suggestions on Parent/Guardian and Student surveys which were incorporated into the 26-27 end of year surveys; SAC members reviewed mid-year LCAP data, including data from the CA Dashboard, and later reviewed the final LCAP and presentation for public hearing and gave input on data as well as final LCAP and presentation. Feedback was complementary and supportive, members had no questions, and concluded the presentation and 26-27 LCAP was ready for public hearing. 4/27/26 - 5/6/26 - End of Year Parent/Guardian Survey: 112 completed 10/29/25 - Parent and Family meeting for participants in the Voluntary Transfer Program (VTP) - Parents completed a feedback survey on items related to digital citizenship and student wellness. * Members of the Superintendent's Advisory Committee include parents of students with disabilities, multilingual learners, and students identified as socioeconomically disadvantaged.
Students	3/11/26 - Corte Madera School (CMS) 8th Grade Student Council Leadership Class 3/11/26 - Corte Madera 4th-8th Grade Student Council Class Representatives

Educational Partner(s)	Process for Engagement
(Note: Corte Madera 4th-8th Grade Student Council Class Representatives serves as PVSD's LCAP Student Advisory Committee)	CMS students were asked to complete a reflection form that included questions related to LCAP goals, metrics and actions. The group discussed and shared their feedback and provided suggestions for improvements. 4/14/26 - Ormondale School Student Focus Group Met with a group of 3rd grade students. After completing a questionnaire students shared strengths and potential improvements related to their school experience 4/27/26 - 5/4/26 - End of Year Student (2nd-8th Grades) Survey: 345 completed
Superintendent's Cabinet/Leadership Team (Superintendent, Site Principals, Chief Business Official, Director of Educational Services and Wellness, Facilities Director, Technology Coordinator, Coordinator of Curriculum and Instruction, Human Resources Analyst and Executive Assistant to the Superintendent)	1/6/26, 1/13/26, 1/20/26, 2/3/26, 2/10/26, 2/24/26, 3/3/26, 3/31/26 - Plan educational partner meetings; review and edit mid-year LCAP report, discuss progress on current LCAP goals and actions. 4/14/26, 4/21/26, 4/28/26, 5/1/26, 5/12/26 - Review site-based metrics, consider Educational Partner Feedback including End of Year Survey responses and suggest changes or refinement to action items. 6/2/26 - Review the Preliminary LCAP Hearing Board Presentation
PVSD Certificated (Teachers, Counselors, Psychologist, Speech Therapist) and Classified (Other School Personnel) Staff	3/11/26 - Corte Madera School Staff Meeting; Feedback on LCAP goals and actions 4/1/26 - Ormondale School Staff Meeting; Feedback on LCAP goals and actions Teachers and Other Personnel focused their review and feedback on the actions that emerged as key focal points during the 25-26 school year and provided feedback that influenced the 26-27 LCAP. Topics included committee alignment, MTSS supports, School Site Safety Plans, student showcases, and technological literacy.
PVSD Board of Trustees	2/12/26 - Mid-Year LCAP Update to the Board of Trustees followed by a discussion and questions
Labor Partners: Portola Valley Teachers Association (PVTA) California School Employees Association (CSEA)	CSEA: 4/1/26 - LCAP check-in with CSEA President; Following participation in the Ormondale School staff meeting, met with the

Educational Partner(s)	Process for Engagement
	CSEA President for a formal LCAP review; feedback indicated that the classified staff's perspectives were accurately captured in the general staff input, specifically regarding facility safety and operational support, with no further questions or modifications requested. PVTA: 4/21/26 - LCAP feedback and review meeting; Met with the PVTA President and Vice President to synthesize feedback previously provided during site-level staff meetings. The discussion touched on various district aspects of the LCAP, including refining the "Student at a Glance" transition to integrated data platforms and ensuring the updated Comprehensive School Safety Plan includes consistent, semesterly staff informational sessions to maximize preparedness. Note: Members of the PVTA executive committee were present during the staff meetings on 3/11/26 and 4/1/26 as well.
San Mateo County SELPA	2/27/26, 3/27/26 - Administrators Council Meeting at San Mateo County Office of Education; LCAP related topics were addressed and discussed
San Mateo County Office of Education LCAP Support Team	10/29/25, 1/27/26, 2/23/26, 3/10/26 - LCAP Workshops and Office Hours 4/11/26, 5/14/26 - Met to address PVSD LCAP writing questions

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

Portola Valley School District has made specific adjustments to its adopted LCAP in direct response to feedback from our educational partners, reflecting a commitment to ongoing collaboration and continuous improvement.

The LCAP committee (SAC) significantly influenced this year's assessment tools by streamlining parent and student surveys for better readability. Based on specific conversations with Board members and reflections on school climate during SAC meetings, the district integrated two new Belonging Metrics, 2.7 and 2.8, into these surveys. These additions were designed to gauge the qualitative health of the school community by measuring students' positive experiences and the overall warmth of the campus environment. By making survey items more user-friendly and inclusive of these belonging indicators, the district has increased clarity and understanding to foster more meaningful participation across the school community.

Directly reflecting the priorities of the 2023 California Mathematics Framework, student feedback underscored a desire for greater conceptual depth and discourse over rapid content coverage. This critical perspective will serve as a key data point for the Math adoption committee as they utilize Framework-aligned professional development and material pilots to guide a formal curriculum adoption (Action 1.2.4). While the

2025-2026 End of Year Parent/Guardian Survey reflects an exceptionally high satisfaction rate, qualitative feedback regarding increased differentiation has influenced the LCAP by reinforcing our commitment to refining the MTSS framework (Action 1.3.3) and ensuring targeted mental health supports are readily available for students who need them (Action 2.2.5).

Collaborative input from teachers, other personnel and labor partners identified a need for increased information sharing regarding the School Site Safety Plan. In response, the district will now conduct staff informational sessions at least once per semester to ensure ongoing preparedness (Action 2.1.3). Additionally, to improve organizational coherence, the District consolidated committee structures (including ELA, Math, and MTSS) to meet regularly and refine the "instructional roadmap" and curricular flow across all grade levels (Action 1.3.3). To further address teacher needs for efficient data usage, the district is retiring manual "Student at a Glance" documents in favor of use of data platforms that provide teachers with real-time access to Multilingual Learner data for precise instructional decision-making (Action 1.5.2).

Feedback from both students and teachers confirmed the importance of maintaining robust, hands-on activities to ensure high levels of engagement. To better reflect this priority, the District refined the language of its existing engagement actions to clearly emphasize promoting student voice and choice through project-style and interest-based learning (Action 1.3.11). This clarification ensures that the District's commitment to inspiring deeper academic ownership is transparent and easily understood by all.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement / Instruction Portola Valley School District students will experience high-quality, robust, standards-aligned core instruction that ensures equitable outcomes for each and every student. Students will have opportunities to nurture their character, ingenuity, creativity, and critical thinking skills through hands-on learning experiences focusing on technology, innovation, design, visual and performing arts (VAPA), and physical engagement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to continuously strengthen instructional practices, sustain high levels of student achievement, and enhance tiered intervention supports. It also reflects the district's commitment to using data to inform decisions around curriculum and instruction. Aligned with the Board of Trustees' priority of "Teaching and Learning," the goal underscores PVSD's vision for a dynamic educational landscape grounded in evidence-based instructional materials and practices.

At the core of this vision is the belief that high-quality, research-driven materials form the foundation of effective instruction, helping students build deep content knowledge. Yet, PVSD's approach extends beyond content mastery; it champions hands-on, creative learning experiences in well-equipped, engaging environments. Educators are empowered to innovate with new technologies and instructional methods while responding to the diverse needs of all learners.

By combining a solid foundation in evidence-based teaching with opportunities for exploration, creativity, and innovation, PVSD is committed to preparing students to thrive in a rapidly evolving world, one that demands curiosity, adaptability, and critical thinking.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Scores (California Assessment of Student Performance and Progress) All Students	86% meet or exceed standard in ELA 86% meet or exceed standard in Math	85% meet or exceed standard in ELA 83% meet or exceed standard in Math	86% meet or exceed standard in ELA 84% meet or exceed standard in Math	88% meet or exceed standard in ELA 88% meet or exceed standard in	0% difference in ELA 2% decrease in Math
1.2	CAASPP Scores Socioeconomically Disadvantaged (SED) [Metric for LREBG]	52% meet or exceed standard in ELA 72% meet or exceed standard in Math	73% meet or exceed standard in ELA & Math* *PVSD found a mismatch in SED student data between CAASPP and district records due to a documented state reporting error.	50% meet or exceed standard in ELA 45% meet or exceed standard in Math	54% meet or exceed standard in ELA 60% meet or exceed standard in Math	2% decrease in ELA 27% decrease in Math
1.3	CAASPP Scores Students with Disabilities (SWD)	50% meet or exceed standard in ELA 58% meet or exceed standard in Math	59% meet or exceed standard in ELA 52% meet or exceed standard in Math	60% meet or exceed standard in ELA 57% meet or exceed standard in Math	54% meet or exceed standard in ELA 60% meet or exceed standard in Math	10% increase in ELA 1% decrease in Math
1.4	CAST (California Science Test) Scores 5th and 8th grade Students	76% meet or exceed standard	79% meet or exceed standard	84% meet or exceed standard	79% meet or exceed standard in Science	8% increase
1.5	Reclassification of English Language Learners	2023-2024 100% of students designated as Multilingual Learners	2024-2025 100% of students designated as Multilingual	2025-2026 100% of students designated as	95% of students designated as Multilingual Learners are	Maintained baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		were reclassified by the time they graduated 8th grade	Learners were reclassified by the time they graduated 8th grade.	Multilingual Learners were reclassified by the time they graduated 8th grade.	reclassified by the time they graduate 8th grade	
1.6	Fully Credentialed Teachers	CALSAAS Report 2022-2023 100% of teachers are fully credentialed in the area they are assigned to teach	2024 Dashboard (for 2023-2024 School Year): 97.6% Fully Credentialed Teachers	2025 Dashboard (for 2024-2025 School Year): 98.5% Fully Credentialed Teachers	100% of teachers are fully credentialed in the area they are assigned to teach	1.5% decrease
1.7	Williams Compliance	2023 SARC Report Published January 2024 100% compliance with instructional materials during 2022-2023	2024 SARC Report Published January 2025 100% compliance with instructional materials during 2023-2024	2025 SARC Report Published January 2026 100% compliance with instructional materials during 2024-2025	100% compliance with instructional materials	Maintained baseline
1.8	Old Metric from 2021-2024 LCAP: (Discontinued in 2024-2025) Participation in STEAM Fairs/Showcases New Metric (established in 2024-2025): Participation in STEAM or Science Fairs/ Showcases; [Example: Cardboard Challenge (CMS), Spring Musical (Ormondale)]	2023-2024 School Year Participation in STEAM or Science Fairs: 74% participation in 2023 CMS STEAM Fair & ORM Invention Convention Participation in Showcases: [Example: Cardboard Challenge (CMS), Spring Musical (Ormondale)] New Metric - Baseline Not Available	2024-2025 School Year Participation in STEAM or Science Fairs: 100% of 6/7/8 students participated in CMS STEAM Fair & 100% of ORM 1st Graders participated in Invention Convention	2025-2026 School Year Participation in STEAM or Science Fairs: 100% 6/7/8 students participated in CMS STEAM or Science Fairs. ORM Invention Convention has been discontinued however, 100% of 1st Graders	2026-2027 School Year Old Target for Year 3 Outcome: (Discontinue) 75% participation in CMS STEAM Faire & ORM Invention Convention New Target for Year 3 Outcome: 75% TK-8 participation in	Participation in CMS STEAM or Science Fairs: 26% increase Participation in Showcases 8.5% increase (Average of baseline showcase participation % rate is 91.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Participation in Showcases: (Baseline) 100% of 4/5 students participated in the Cardboard Challenge 66% of TK-3 students participated in the Spring Musical Other Showcases: 100% of 4-6 grade students and 100% of 7-8 grade students enrolled in Art Electives participated in the spring art show 100% of TK-3 students participated in the Folk Dance Festival Folk Dance Festival	participated in Floatin' Parade Participation in Showcases: 100% of 4/5 students participated in the Cardboard Challenge 100% of TK-3 students participated in the Spring Musical Other Showcases: 100% of 4-6 grade students and 100% of 7-8 grade students enrolled in Art Electives and participated in the spring art show 100% of TK-3 students participated in the Folk Dance Festival	STEAM or Science Fairs/ Showcases; [Example: Cardboard Challenge (CMS) Spring Musical (Ormondale)]	
1.9	End of Year Student Survey Question:	2023-24 End of Year Student Survey: 86.6% Agree they have an opportunity to explore their interests at	2024-25 End of Year Student Survey: 82% Agree they have an opportunity to	2025-2026 End of Year Student Survey: 92% of PVSD students agree that they	88% Agree they have an opportunity to explore their interests at school	5.4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"I have an opportunity to explore my interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities."	school during class time, at lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored)	explore their interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored).	have an opportunity to explore their interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities.	during class time, at lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored).	
1.10	End of Year Parent Survey Question: How satisfied are you with the academic achievement of the district overall?	2023-24 End of Year Parent Survey: 95% are satisfied or very satisfied with the academic achievement of the district overall	2024-25 End of Year Parent Survey: 96% are satisfied or very satisfied with the academic achievement of the district overall	2025-2026 End of Year Parent Survey: 98% are satisfied or very satisfied with the academic achievement of the district overall	95% are satisfied or very satisfied with the academic achievement of the district overall	3% increase
1.11	Percentage for English Learner Students who make progress towards English proficiency as measured by the ELPAC (English Language Proficiency Assessments for California)	0 - not available for 22-23 due to low numbers; Per dashboard "Less than 11 students- data not displayed for privacy"	0 - not available for 23-24 due to low numbers; Per dashboard "Less than 11 students-data not displayed for privacy"	0 - not available for 24-25 due to low numbers; Per dashboard "Less than 11 students-data not displayed for privacy"	No target established at this time as data not available on Dashboard due to less than 11 students taking the test; Target will be established as soon as this data becomes available on the Dashboard.	Maintained baseline
1.12	California School Dashboard: Self-Reflection Tool	December 2023 California School Dashboard: Met for all priorities including Priority 2: Implementation of Academic Standards	2024 California School Dashboard: Met for all priorities including Priority 2: Implementation of Academic Standards	2025 California School Dashboard: Met for all priorities including Priority 2: Implementation of State Academic Standards	Continue to meet standards in priority 2.	Maintained baseline

Goal Analysis [2025-26]

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.

PVSD effectively implemented its Year 2 Actions, leveraging a highly qualified staff where 98.5% of teachers are fully credentialed (Action 1.1). While most actions were completed as intended, key adaptations were made in response to ongoing data analysis and district needs.

Successes and Key Implementations:

- Professional Development (Action 1.2): Successes included deep alignment with the California Math Framework (partnering with SMCOE and Stanford University experts) in preparation for curriculum adoption, alongside DIBELS mCLASS (K-2 Reading Screener) training and Consortium On Reaching Excellence (CORE Learning) coaching to support ELA instruction. Ongoing professional development was provided for the implementation of the new 6-8 Science curriculum, as well as a variety of workshops on instructional tools such as Google Workspace and Newsela. Specialist teachers in World Language, Library, Art, Music, and Physical Education engaged in meaningful collaboration with peer educators from neighboring districts to share best practices and instructional strategies.

- Instructional Practices (Action 1.3): The district established targeted committees in Math, ELA, MTSS, Technology to refine instructional depth, contributing to "High" growth in Mathematics and a Blue (Very High) status with students performing 100.2 points above standard in ELA. A newly created AI Task Force is developing guidelines for staff and student use to be proposed to the Technology Committee, ensuring responsible integration of emerging tools.

- Support for Students with Disabilities (Action 1.6): Implementation of tailored IEP services resulted in positive growth, with CAASPP proficiency rising to 60% in ELA and 57% in Math.

Action Not Completed: The district made a substantive shift in Action 1.5.2, moving from manual paper "profiles" for Multilingual Learners to modern online portals for real-time access to data related to this student group.

Challenges: A persistent challenge remains the district’s small subgroup populations, which can cause significant data fluctuations—most notably seen in the Socioeconomically Disadvantaged group, where Math proficiency dropped to 45% this year. To address this, the district continues to refine its MTSS framework (Action 1.4) to balance academic rigor with student wellness.

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.

1.1 There was an increase in staff salaries -- negotiation settlements for classified and unrepresented settled after budget adoption. Increase in student transportation needs, as well as academic field trip opportunities. 1.2 The cost for PD speakers was previously included in the contract and came at no additional cost. 1.3 Funds for Foundation grants increased in the 2025-2026 school year. Additional categorical funds enabled greater STEAM expenditures. 1.4 More students participated in summer and after school programs during the school year.

1.6 Services, such as behavior assessments, speech services, and other individualized student support, have increased due to student needs. Costs to place students in other districts also increased significantly this year.

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

The district's instructional actions have been highly effective in maintaining BLUE (Very High) performance levels in ELA and Math overall, with students performing significantly above state standards (85.5 points above in Math; 100.2 points above in ELA) and achieving "High" growth levels in Mathematics, indicating that current pedagogical strategies are driving consistent academic progress for the majority of our students. CAASPP data for ELA indicates the following: In 2024, significant gains were achieved among Students with Disabilities (SWD) (from 50% to 59%) then in 2025 the percentage stayed nearly the same for Students with Disabilities with a one percent increase of students meeting and exceeding standard at 60%. Math scores also reflected an improvement in performance for this group (52% to 57%). This reflects the successful implementation of targeted literacy supports, evidence-based instructional practices, and curriculum enhancements.

However, actions have been less effective in closing internal achievement gaps, as Socioeconomically Disadvantaged students saw a decline in Math proficiency to 45%, and Students with Disabilities remain in the ORANGE (Low) performance tier for Math, indicating that while core instruction is serving the needs of the majority of our students, targeted interventions require further refinement to close persistent equity gaps. An additional area to monitor is ELA performance of students in the Hispanic Student Group. There was a 6% decrease in students meeting and exceeding standards from 51% in 2024 to 45% in 2025.

Further evidence of the effectiveness of actions include a 100% reclassification rate for Multilingual Learners by 8th grade and high levels of community satisfaction (98% parent approval) with the district's academic achievement. Actions in science instruction were effective, showing an 8% increase from the baseline to 84% of students meeting or exceeding standards. Additionally, the district maintains 100% compliance with instructional materials and has improved teacher credentialing to 98.5%. Broad participation in STEAM fairs and Student Showcases (reaching 100% in many grade levels) and an 82% positive response regarding interest exploration indicate effective enrichment strategies.

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

Based on an analysis of student performance data and educational partners' feedback, PVSD has refined its strategic approach for the coming year to increase operational efficiency and instructional alignment.

- Action 1.2.4: This action was expanded beyond providing professional development to specify that the Math Committee will actively utilize 2023 Mathematics Framework PD to guide material pilots. This change was made to ensure that the district's formal curriculum adoption is directly guided by high-quality, framework-aligned instruction for all student groups.

- Actions 1.3.3 & 1.3.4: The district sunsetted Action 1.3.4 and folded its components into a revised Action 1.3.3. This modification streamlines the process by which district committees (ELA, Math, MTSS) and vertical teams meet regularly to review curriculum and student data, ensuring a more cohesive instructional roadmap and curricular flow across all grade levels.

- Action 1.3.11: The language for student "voice and choice" was streamlined to simplify the description of the instructional approach. The previous wording was found to be obscure and ambiguous.

- Action 1.5.2: The district retired the requirement for support providers to manually develop "Student at a Glance" documents. This reflection on prior practice determined that these manual documents are no longer necessary because classroom teachers and MTSS teams now have immediate access to real-time Multilingual Learner data through student data platforms

In addition, changes were made to Metric 1.8: (1) It was clarified that no baseline data was available in the 2023-24 year and therefore the data reported for the 2024-25 school year serves as the baseline, (2) It was noted that ORM Invention Convention has been discontinued, (3) Data for participation in STEAM/Science Fairs was separated from data for Showcases for ease of reporting and readability

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Conditions for Learning	1.1.1 All PVSD students will receive high quality instruction by highly qualified and credentialed teachers and support staff. [A teacher that is fully credentialed and meets subject matter requirements] 1.1.2 Every student will have access to standards-aligned district-adopted instructional materials, resources and technology-based tools. 1.1.3 Every PVSD student will be enrolled in a broad course of study.	$12,071,040.00	No
1.2	Professional Development	1.2.1 PVSD teachers will participate in ongoing, relevant professional development (PD)/coaching/collaboration in their content area and district priorities. 1.2.2 The District will prioritize PD in the area of English Language Arts (ELA) (TK-8) and Science (6-8) specific to the adopted instructional materials; Ongoing PD will be provided to support teacher understanding of strategies aligned with the Science of Reading. 1.2.3 The District will provide PD in the area of Science (TK-5) specific to the adopted instructional materials. 1.2.4 The District will provide access to PD in the area of Mathematics specific to the 2023 CA Mathematics Framework. PVSD Math Committee	$366,229.00	No

Action #	Title	Description	Total Funds	Contributing
		will utilize 2023 Mathematics Framework PD and material pilots to guide a formal curriculum adoption that ensures high quality, framework and standards aligned instruction for all student groups		
1.3	Instructional Practices	1.3.1 The District will publish an annual assessment calendar for staff and parents. Staff input will be considered when creating the schedule. 1.3.2 Teachers will administer benchmark assessments as per the district assessment calendar and periodically review data with grade level or department teams to inform instruction and set goals. Individual student performance will be shared with parents through parent meetings. 1.3.3 District committees (formerly known as Curriculum Teams), including ELA, Math, and MTSS teams and grade-level, department, and vertical teams will meet regularly to review curriculum and student data to align and refine the instructional roadmap and curricular flow across grade levels. 1.3.4 Teachers will collaborate as grade level teams, department teams, and vertical teams. Collaboration will include review of curriculum, assessment data, and scope and sequence for each curricular area including placement of project based learning activities. (SUNSETTED). [The district sunsetted Action 1.3.4 and folded its components into a revised Action 1.3.3 above. This modification streamlines the process by which district committees (ELA, Math, MTSS) and vertical teams meet regularly to review curriculum and student data, ensuring a more cohesive instructional roadmap and curricular flow across all grade levels.] 1.3.5 Grade level teams will collaborate to provide a consistent learning experience for all students at the given grade level and to facilitate cohesion within grade levels. 1.3.6 District will review best practices in identifying strategies for tiered supports (Tier I, Tier II, and Tier III) to ensure that student learning needs are met in all areas of the curriculum; District will continue to implement screeners and diagnostic assessments and utilize data tracking to monitor academic functioning and progress.	$1,997,841.00	No

Action #	Title	Description	Total Funds	Contributing
		1.3.7 District will continue to monitor implementation of the TK-5 Science curriculum to ensure alignment with Next Generation Science Standards (NGSS). 1.3.8 District will monitor implementation of the recently adopted TK - 8 ELA curriculum to ensure alignment with the Science of Reading approach to teaching reading. 1.3.9 Authentic teaching and learning techniques will be applied so students can see that the information they learn is practical, applicable, and relevant to their lives. 1.3.10 Activities will be created that foster creativity, perseverance, risk taking and resilience. 1.3.11 Promote student voice and choice through project-style and interest-based learning to inspire deeper academic engagement. 1.3.12 District will provide opportunities and encouragement for students to engage in STEAM learning. 1.3.13 District will cultivate technological literacy by promoting opportunities for students to explore and create with technology, fostering curiosity, creativity, innovation and problem-solving skills, to prepare students to navigate challenges and opportunities (eg., coding, AI, digital citizenship) in the ever-evolving world of science and technology. 1.3.14 District will ensure access to and encourage participation in opportunities for creative expression through enrichment activities and/or electives. 1.3.15 District will continue to partner with the Portola Valley Schools Foundation (PVSF) to fund projects for classroom, grade level, school-wide, and district-wide activities and programs through endowment grants to staff.		

Action #	Title	Description	Total Funds	Contributing
1.4	Student Support DIFFERENTIATED SERVICES FOR TARGETED STUDENTS [LREBG Action Item: 1.4.1]	1.4.1 Identified students who meet district criteria will be afforded the opportunity to participate in expanded learning opportunities. The District will prioritize participation of “unduplicated students” (English language learners, foster youth, students eligible for a free or reduced-price meal) in any expanded learning opportunities. [LREBG Action Item] Learning Recovery and Emergency Block Grant (LREBG): PVSD received $4,718.00 in LREBG funding. These funds are strategically allocated to Goal 1, Action 1.4.1, with progress monitored through the CAASPP Scores: Socioeconomically Disadvantaged (SED) metric. LREBG funds will support expanded learning opportunities (Action 1.4.1), specifically through a skill-based summer intervention program. This program utilizes high-impact tutoring (an evidence-based strategy) providing daily instruction in small groups of 2-4 students. By delivering targeted, needs-based support in ELA and Math, the District aims to accelerate learning and prevent "summer slide" for the most impacted learners, including unduplicated pupils and students with disabilities. This action aligns to allowable use of funds in the area of providing academic tiered interventions and high-impact tutoring for students who are not yet proficient in English Language Arts or Mathematics. 1.4.2 Every student reading below grade level will be identified and will receive strategic intervention at their level, using supplemental materials. While this action is for students district wide, priority for this intervention will be given to "unduplicated pupils". 1.4.3 Every student performing below grade level in Mathematics will be identified and receive strategic intervention at their level, using supplemental materials. While this action is for students districtwide, priority for this intervention will be given to “unduplicated pupils”. 1.4.4 Each and every “unduplicated student” who requires it, will be given access to technology tools and internet access for use at home. 1.4.5 Identifying and supporting Foster and Homeless Youth: Upon notification and identification of a student or students experiencing	$356,211.00	No

Action #	Title	Description	Total Funds	Contributing
		homelessness or placement in foster care, the district will support them with a personalized plan that utilizes internal counseling and external community services.		
1.5	Support for Multilingual Learners	1.5.1 Using state-approved assessments, Multilingual Learners will be identified and will receive integrated and designated English language development as appropriate to support their learning of grade level academic standards. 1.5.2 Multilingual Learner support providers will develop 'Student At a Glance' documents to be shared with classroom teachers in order to identify language and instructional needs to better serve each EL student. [SUNSETTED: The district retired the requirement for support providers to manually develop "Student at a Glance" documents. This reflection on prior practice determined that these manual documents are no longer necessary because classroom teachers and MTSS teams now have immediate access to real-time Multilingual Learner data through student data platforms]. 1.5.3 Following state and district guidelines for reclassification, administrators, teachers, and EL specialists will review state approved assessments and district reclassification criteria to monitor progress and determine eligibility for reclassification.	$184,853.00	Yes
1.6	DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	1.6.1 Special Education teachers will align academic goals and instruction with state common core standards and assign specific services, supports, accommodations and modifications during the Individualized Education Plan (IEP) process so as to facilitate access to general education curriculum and demonstration of content learning. 1.6.2 The District will provide instruction through other local districts and/or local non-public schools for Special Education students with unique needs that cannot be met by District services.	$1,779,091.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Wellness, Communication and Safety The Portola Valley School District will provide a safe, healthy and respectful learning environment to maintain involvement and satisfaction of students, staff, parents and community members.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was reaffirmed as it aligns with the Board of Trustees' priorities around Wellness and Safety and Community and Communication. Prioritizing student well-being, safety, and strong communication with families creates a supportive environment where all students can thrive academically, socially, and emotionally.

PVSD is committed to strengthening its Multi-Tiered System of Support (MTSS) framework. District and Site MTSS teams meet throughout the year for professional learning and data analysis to guide decisions around student interventions and support.

A safe, clean, and well-maintained physical environment also supports learning. In the 2026 End-of-Year survey 97% of 2nd-8th grade students reported feeling their school is a safe and caring community. Facilities Inspection Tool (FIT) score for Ormondale School was 97% and Corte Madera School was 98% reflecting strong maintenance. PVSD will continue working with its educational partners to plan for ongoing facilities improvements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Old Metric from 2021-2024 LCAP: (Discontinued for 2024-	56 district-wide referrals as of May 1, 2024 (per site based reports)	44 district-wide referrals as of May 1, 2025 (per site based reports)	46 district-wide referrals as of May 1, 2026 (per site based reports)	60 district-wide office referrals that result in disciplinary action	10 less referrals from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2027 LCAP) “Number of Behavioral Referrals” New Metric (for 2024-2027 LCAP): Number of Office Referrals that result in Disciplinary action (need to contact parent, loss of privileges, suspensions etc.)					
2.2	Percentage of student suspensions (California School Dashboard) Note: Dashboard reports data from previous school year	2022-23 School Year (Based on Dec 2023 Dashboard) All: 0.2% Students in Socioeconomically Disadvantaged group: 0%	2023-2024 School Year (Based on Nov 2024 Dashboard) All: 0.6% Students in Socioeconomically Disadvantaged group: 2.6%	2024-2025 School Year (Based on Nov 2025 Dashboard) All: 0.2% Students in Socioeconomically Disadvantaged group: 0%	2025-2026 School Year All: < 2% Students in Socioeconomically Disadvantaged group: < 2%	All: Maintained baseline Socioeconomically Disadvantaged group: Maintained baseline
2.3	School site (local) annual surveys (End of Year Survey) Question: Do you feel well informed about school and/or district news and events?	0 - New metric	2024-2025 End of Year Survey- May 13, 2025 92.7% of respondents feel well informed and that communication is timely. (3.6% noted that there is too much communication.)	2025-2026 End of Year Survey- May 6, 2026 91% of respondents feel well informed about school and/or district news and events.	80% of parents feel well informed	New metric in baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Attendance rates via local measures	2023-2024 Daily Attendance rate as of May 1, 2024 94.3%	2024-2025 Daily Attendance rate as of May 1, 2025 96%	2025-2026 Daily Attendance rate as of May 1, 2026 96%	Target: 95% daily attendance rate as of May 1, 2027	1.7% increase
2.5	Enrollment rates via local measurements	2024 End of Year CalPads Data: 0% of middle school students dropout rate 0% expulsion rate 2023 Dashboard: 12.5% Chronic Absenteeism Rate	2025 End of Year School Site data (CALPADS End of Year Data will be available in 8/25) 0% of middle school students dropout rate 0% expulsion rate 2024 CA Dashboard: 4.9% Chronic Absenteeism Rate	2025 End of Year School Site data (CALPADS End of Year Data will be available in 8/26) 0% of middle school students dropout rate 0% expulsion rate 2025 CA Dashboard: 4.5% Chronic Absenteeism Rate	2027 End of Year CalPads Data: 0% of middle school students dropout rate 0% expulsion rate 2026 Dashboard: 11% Chronic Absenteeism Rate	Maintained baseline for dropout rate and expulsion rate Chronic Absenteeism: 8% decrease in rate
2.6	Percentage of the school site maintained and in good repair Facilities Inspection Tool (FIT Report)	2023-2024 FIT Report Ormondale - 91% CMS - 92%	2024-2025 FIT Report Ormondale - 98% CMS - 98%	December 2025 FIT Report: Ormondale - 97% Corte Madera School - 98%	2026-2027 FIT Report Ormondale - 98% CMS - 98%	Ormondale - 6% increase CMS - 6% increase
2.7	New Metric: (May 2026) End of Year Parent/Guardian Survey Question: How would you rate the sense of community at your child's school?	2025-2026 End of Year Parent/Guardian Survey Per parent input 95.5% of PVSD students experience a sense of community that is warm and welcoming.	Not Applicable: New Metric as of May 2026	Not Applicable: New Metric as of May 2026	2026-2027 End of Year Parent/Guardian Survey 95.5% of PVSD students experience a sense of community that is	Not Applicable at this time: New Metric as of May 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					warm and welcoming.	
2.8	New Metric: (May 2026) End of Year Parent/Guardian Survey Question: Does your child look at school as a positive experience most of the time?	2025-2026 End of Year Parent/Guardian Survey Per parent Input 92% of PVSD students look at school as a positive experience most of the time.	Not Applicable: New Metric as of May 2026	Not Applicable: New Metric as of May 2026	2026-2027 End of Year Parent/Guardian Survey 92% of PVSD students look at school as a positive experience most of the time.	Not Applicable at this time: New Metric as of May 2026

Goal Analysis [2025-26]

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.

Portola Valley School District (PVSD) successfully implemented its planned actions for Goal 2, focusing on creating safe, inclusive, and well-maintained learning environments. A major success in Action 2.1 (Conditions for Learning) includes the achievement of high facility ratings, with Corte Madera School at 98% and Ormondale at 97% on the Facility Inspection Tool (FIT) following significant modernization and safety upgrades. Furthermore, Action 2.2 (Wellness) proved highly effective, as the district achieved an 8% reduction in chronic absenteeism from its 12.5% baseline, reaching a low of 4.5% in the 2025 Dashboard.

Key Successes and Implementations:

- The district expanded staff capacity by certifying 51 staff members in First Aid/CPR/AED and piloted a new digital visitor management system in Spring 2026 for full rollout in the next school year.
- New survey metrics reflect a deeply connected community, with 95.5% of parents rating the school environment as "warm and welcoming" and 98.2% reporting satisfaction with their child's engagement.
- 92% of students view school as a positive experience most of the time, bolstered by targeted wellness strategies like 1:1 check-ins for all 6th graders.
- 91.5% of parents agree that PVSD provides ample opportunities for involvement.
- Suspension rates for Socioeconomically Disadvantaged students dropped to 0% in 2024-2025 Dashboard, down from the previous 2.6%.

Implementation proceeded as intended, with the district continuing to use its MTSS framework to monitor the needs of its small student

population, where even minor data shifts are closely analyzed. To build on its high satisfaction rates, the district will use qualitative insights from the small number of respondents—who expressed a desire for even more consistent social-emotional support—to further refine its wellness programs and ensure every student feels fully supported and welcomed.

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.

2.1 Necessary facilities repairs and upgrades at both school sites occurred over the adopted budget amount.

2.5 Salary negotiations for classified and unrepresented staff were not complete at budget adoption. Salary increases for student support services are included in the annual update for action 2.5.

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

PVSD’s implementation demonstrates a thoughtful balance between adherence to planned initiatives and adaptability to emerging needs. The effectiveness of the Multi-Tiered System of Supports (MTSS) (Action 2.2.3) is clearly evidenced by significant positive outcomes in student engagement and school climate. While previous data indicated a need for further examination of suspension rates among specific student groups, our targeted interventions under Action 2.2.2 (PBIS strategies) and Action 2.4.1 (Support Specialists) were highly effective: Socioeconomically Disadvantaged students and Students with Disabilities moved from ORANGE (Low) level to the BLUE (Very High) level. Additionally, our tiered attendance outreach, specifically the SARB (Student Attendance Review Board) process (Action 2.3.7), successfully reduced Chronic Absenteeism to a "Very Low" status of 4.5% district-wide.

These systematic improvements are mirrored by exceptional levels of community trust. The effectiveness of Action 2.3 (Communication) initiatives—including ParentSquare (Action 2.3.1) and regular Superintendent updates (Action 2.3.5) - is validated by the exceptional outcomes of our new Belonging Metrics i.e., parent input indicating 95.5% of parents experience their student’s school community as "warm and welcoming" and the 98.2% of families who report high satisfaction with their child’s engagement. Furthermore, the physical environment remains a point of strength; Action 2.1.1 (Facility Maintenance) and Action 2.1.2 (FIT Report Mitigation) were effective in maintaining superior facility standards with 97-98% FIT ratings. While a small subset of qualitative feedback suggests room for more consistent social-emotional support at the middle school level, the overall data confirms that PVSD’s current actions have successfully established a safe and supportive environment.

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

Based on the district's analysis of student data and educational partner feedback, PVSD has refined some actions and metrics for the 2025–2026 school year to improve operational efficiency and deeper student engagement.

(Action 2.1.3): The district updated this action to include mandatory staff informational sessions at least once per semester. This change ensures that the annual updates to the Comprehensive School Safety Plan translate into ongoing staff preparedness and awareness throughout the school year.

(Action 2.2.5): The language was adjusted to clarify that mental health supports, including check-ins and counseling, are specifically directed toward "students who need it," ensuring resources are effectively prioritized within the MTSS framework.

New Belonging Metrics (End of Year Parent/Guardian Survey): Following a reflection on the importance of school climate, two new metrics were added to the annual End of Year Parent/Guardian Survey to specifically measure Belonging. These metrics track the "sense of community" (rated 95.5% warm/welcoming) and whether students view school as a "positive experience" (92% affirmative).

These modifications were driven by a desire to move from manual, compliance-based tasks toward more dynamic, data-driven, and safety-conscious practices. By adding specific "Belonging" metrics, the district is now better equipped to monitor the qualitative health of the school environment alongside traditional quantitative markers like attendance and suspension rates.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Conditions for Learning/Safety	2.1.1 School facilities will be maintained, updated and kept in good repair. 2.1.2 The District will follow the FIT (Facilities Inspection Tool) Report Mitigation Plan to update learning environments. 2.1.3 School sites and the district will annually update the Comprehensive School Safety Plan following SMCOE and State guidelines, and will conduct a staff informational session at least once per semester to ensure ongoing awareness and preparedness. 2.1.4 The District will encourage flexible and innovative use of indoor and outdoor spaces to achieve teaching and learning goals.	$1,666,013.00	No
2.2	Social Emotional Learning/Wellness	2.2.1 Students will receive direct instruction to facilitate Social Emotional Learning (SEL) aligned with the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework and the District's "Profile of a Graduate", to ensure the safety and wellbeing of every student. 2.2.2 Continue to implement Positive Behavior Intervention System (PBIS) strategies at both school sites.	$518,887.00	No

Action #	Title	Description	Total Funds	Contributing
		2.2.3 The District will provide multi- tiered systems of support (MTSS) that promote and sustain strong academics and positive social/emotional development for each and every student. 2.2.4 The District will implement a universal screener to monitor social-emotional functioning and utilize data tracking to monitor progress. 2.2.5 The District will provide mental health support at each school, including informal and formal check-ins with each school counselor and individual/group counseling with counselors and/or school psychologist, for students who need it. 2.2.6 The District will provide information to parents about community resources for student health and wellness. 2.2.7 Students will be provided developmentally appropriate opportunities to develop leadership skills through participation in a variety of committees and through participation in student activities and showcases. 2.2.8 The District will encourage students to participate in opportunities for student exhibitions, student showcases, performance, etc. 2.2.9 The District will continue to offer opportunities for physical engagement through after school sports. 2.2.10 Students will have opportunities to contribute toward a shared purpose within the classroom, school, and larger community through service projects. 2.2.11 Students will learn to respect and appreciate diverse cultures and points of view through classroom and SEL instruction.		
2.3	Communication	2.3.1 All teachers will regularly communicate with parents about instructional information and assignments utilizing the District-approved	$35,175.00	No

Action #	Title	Description	Total Funds	Contributing
		communication platform and the appropriate learning management system(s) for their grade level band. 2.3.2 K-3 teachers will collaborate with parents on the development of student learning goals at goal setting conferences held at the beginning of the school year. 2.3.3 Teachers at all grade levels will provide opportunities for parents to meet with them via parent/teacher conferences 1-2 times per year. 2.3.4 School site administrators will communicate with parents at least monthly. 2.3.5 The superintendent will communicate with the staff and community at least monthly. 2.3.6 The District will survey educational partners annually. 2.3.7 The District will work with the San Mateo County Office of Education to implement a SARB (School Attendance Review Board) process to support increased school attendance. Particular attention and support through the MTSS process will be provided to PVSD students with chronic absenteeism needs within the Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups. All students at Ormondale School particularly the Multiple Races/ Two or More and White student groups who have had attendance concerns will be supported. This action addresses the lowest performance levels on the 2023 California Dashboard indicator related to chronic absenteeism.		
2.4	Student Support DIFFERENTIATED SERVICES FOR TARGETED STUDENTS	2.4.1 The District will provide support specialists to build relationships with and provide academic and behavioral support to vulnerable learners and provide academic and behavioral support. 2.4.2 The District will host meetings with Voluntary Transfer Program families in order to foster relationships and seek input and feedback about students' experiences in the PVSD.	$174,756.00	No

Action #	Title	Description	Total Funds	Contributing
		2.4.3 The District will provide relevant accommodations for students to be able to partake in all activities successfully.		
2.5	Student Support DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	2.5.1 Provide services in the Least Restrictive Environment (LRE) to the maximum extent possible and as appropriate for individual student needs based on IEP goals and services. 2.5.2 Assign specific designated supports and accommodations during the Individualized Education Plan (IEP) process to decrease anxiety and increase engagement in school work and participation in testing, including support from engagement and mental health specialists. 2.5.3 Continue to facilitate maximum parent/guardian involvement in the IEP process.	$1,104,853.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$91,144	$0.00

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
1.643%	0.000%	$0.00	1.643%

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Support for Multilingual Learners **Need:** To increase English Language Proficiency and academic achievement in ELA. 88% of PVSD students met or exceeded standards on the 2025 ELA CAASPP. While data for this group is suppressed on the ETS website due to having less than eleven EL students (seven 3rd-8th grade students designated as EL participated in the 2025 CAASPP testing), an internal review of the performance of these students on the 2025 ELA CAASPP showed that only one of them met standard. Three students scored a 2 (Approaching Standard) while the other three scored a 1 (Below Standard). **Scope:** Limited to Unduplicated Student Group(s)	ELD support and reading instruction is designed to provide all English Learners (ELs) with consistent, standards-aligned opportunities to practice speaking, listening, reading, and writing in English (key components necessary for language acquisition and academic success). PVSD achieved a 43% reclassification rate in the 2025–2026 school year. Internal data and collaboration with the Stanford Sequoia Collaborative indicate that EL students benefit significantly from early reclassification. To support this goal, PVSD will continue to have a dedicated Literacy/ELD Specialist deliver supplemental instruction beyond the core ELA program. The Literacy/ELD Specialist serves in a dual role. When providing English Language Development (ELD) services, the specialist works exclusively with students identified as English Learners. This specialist plays a critical role in monitoring Multilingual Student progress, delivering targeted instruction, specifically and explicitly for students identified as English Learners. The Specialist administers ELPAC assessments systematically and efficiently to ensure timely and appropriate reclassification. By providing these supports, PVSD ensures equitable access to high-quality language development instruction for all EL students, regardless of their school site or grade level.	(1) Progress towards English proficiency as measured by the ELPAC, if available, (Metric 1.11); if data is unavailable PVSD will do an internal review of data for this subgroup. 2) CAASPP data (Metric 1.1) 3) Reclassification data (Metric 1.5)

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,547,661	91,144	1.643%	0.000%	1.643%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$16,660,674.00	$327,265.00	$3,127,738.00	$139,272.00	$20,254,949.00	$16,774,096.00	$3,480,853.00

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	Conditions for Learning	All	No			All Schools		$11,058,381.00	$1,012,659.00	$10,576,211.00	$88,069.00	$1,404,819.00	$1,941.00	$12,071,040.00	
1	1.2	Professional Development	All	No			All Schools		$51,928.00	$314,301.00	$333,229.00	$26,960.00	$1,350.00	$4,690.00	$366,229.00	
1	1.3	Instructional Practices	All	No			All Schools		$1,882,841.00	$115,000.00	$758,382.00	$50,969.00	$1,188,490.00	$0.00	$1,997,841.00	
1	1.4	Student Support DIFFERENTIATED SERVICES FOR TARGETED STUDENTS [LREBG Action Item: 1.4.1]	Unduplicated Students	No			All Schools		$252,397.00	$103,814.00	$232,707.00	$102,964.00	$20,540.00	$0.00	$356,211.00	
1	1.5	Support for Multilingual Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$184,853.00	$0.00	$164,313.00	$0.00	$20,540.00	$0.00	$184,853.00	
1	1.6	DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	Students with Disabilities	No			All Schools		$905,488.00	$873,603.00	$1,710,207.00	$58,303.00	$0.00	$10,581.00	$1,779,091.00	
2	2.1	Conditions for Learning/Safety	All	No			All Schools		$889,313.00	$776,700.00	$1,666,013.00	$0.00	$0.00	$0.00	$1,666,013.00	
2	2.2	Social Emotional Learning/Wellness	All	No			All Schools		$444,042.00	$74,845.00	$30,588.00	$0.00	$488,299.00	$0.00	$518,887.00	
2	2.3	Communication	All	No			All Schools		$0.00	$35,175.00	$35,175.00	$0.00	$0.00	$0.00	$35,175.00	
2	2.4	Student Support DIFFERENTIATED SERVICES FOR TARGETED STUDENTS	All	No			All Schools		$0.00	$174,756.00	$171,056.00	$0.00	$3,700.00	$0.00	$174,756.00	
2	2.5	Student Support DIFFERENTIATED SERVICES FOR	Students with Disabilities	No			All Schools		$1,104,853.00	$0.00	$982,793.00	$0.00	$0.00	$122,060.00	$1,104,853.00	

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
		STUDENTS WITH DISABILITIES														

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,547,661	91,144	1.643%	0.000%	1.643%	$164,313.00	0.000%	2.962 %	**Total:**	$164,313.00
								LEA-wide Total:	$0.00
								Limited Total:	$164,313.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Support for Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$164,313.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,440,451.00	$18,777,146.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Conditions for Learning	No	$10,992,821.00	$11,168,057.00
1	**1.2**	Professional Development	No	$425,918.00	$406,755.00
1	**1.3**	Instructional Practices	No	$1,402,830.00	$1,755,969.00
1	**1.4**	Increased Services	No	$245,186.00	$344,906.00
1	**1.5**	Support for Multilingual Learners	Yes	$195,150.00	$193,876.00
1	**1.6**	DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	No	$1,509,145.00	$1,706,407.00
2	**2.1**	Conditions for Learning/Safety	No	$1,227,246.00	$1,552,878.00
2	**2.2**	Social Emotional Learning/Wellness	No	$443,888.00	$478,076.00
2	**2.3**	Communication	No	$32,000.00	$26,025.00
2	**2.4**	Student Support DIFFERENTIATED SERVICES FOR TARGETED STUDENTS	No	$32,200.00	$94,156.00
2	**2.5**	Student Support	No	$934,067.00	$1,050,041.00

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)
		DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES			

2025-26 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)
$83,417	$156,120.00	$156,120.00	$0.00	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	1.5	Support for Multilingual Learners	Yes	$156,120.00	$156,120		

2025-26 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)
$4,926,365	$83,417	0	1.693%	$156,120.00	0.000%	3.169%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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