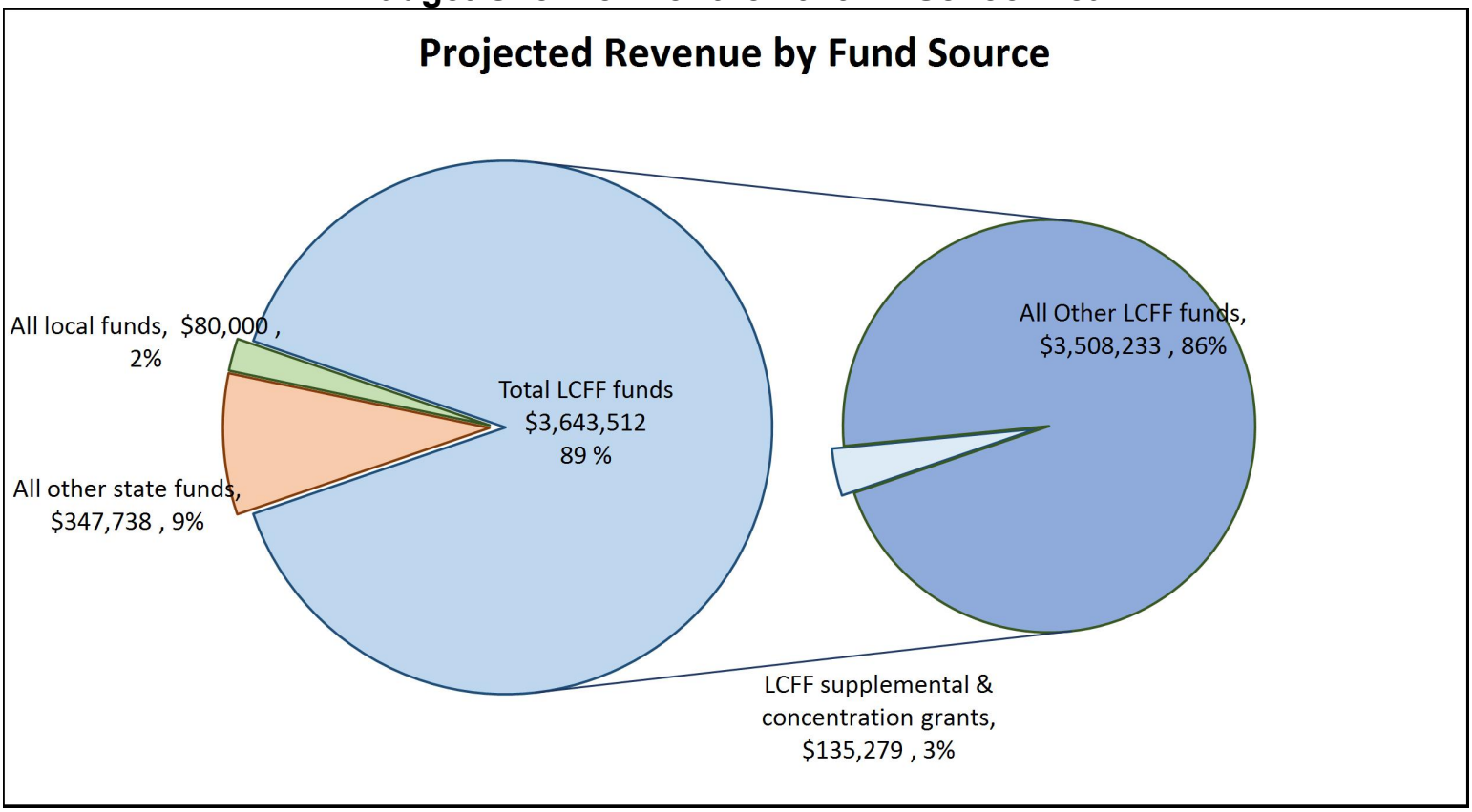
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SLVUSD Charter School
CDS Code: 4430179
School Year: 2026-27
LEA contact information:
Kerry le Roux
Principal
kleroux@slvusd.org
831-335-0932

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

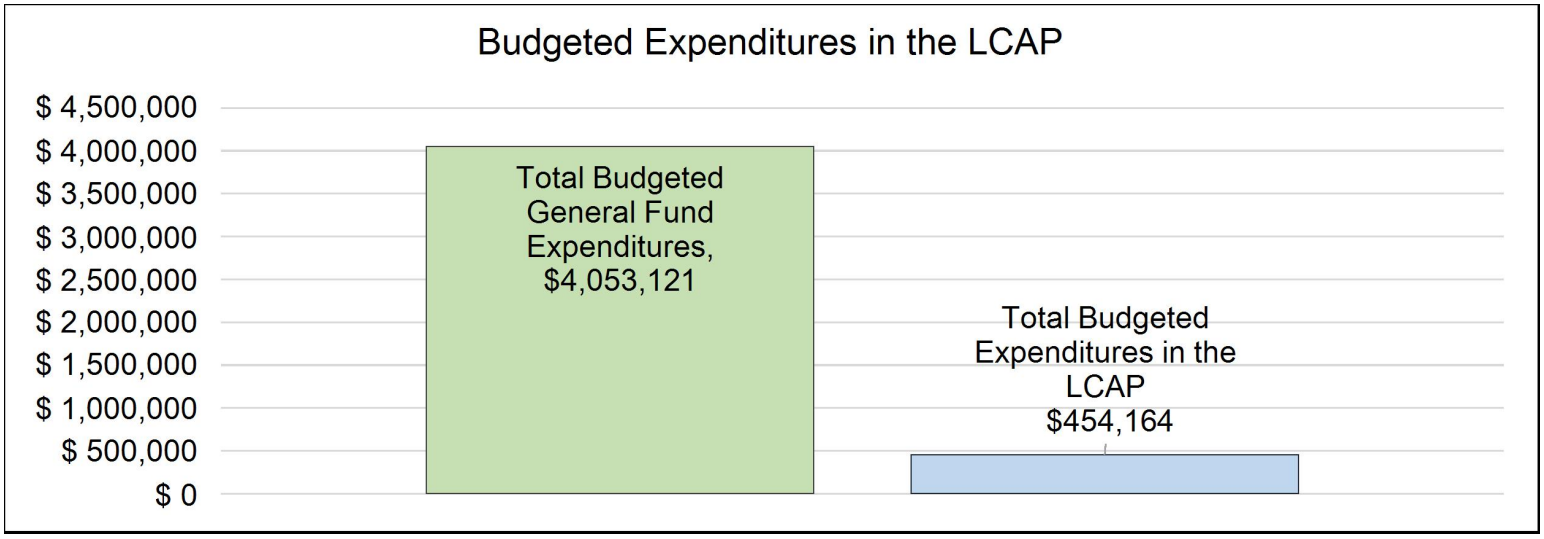


This chart shows the total general purpose revenue SLVUSD Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SLVUSD Charter School is $4,071,250, of which $3,643,512 is Local Control Funding Formula (LCFF), $347,738 is other state funds, $80,000 is local funds, and $ is federal funds. Of the $3,643,512 in LCFF Funds, $135,279 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 SLVUSD Charter School 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: SLVUSD Charter School plans to spend $4,053,121 for the 2026-27 school year. Of that amount, $454,164 is tied to actions/services in the LCAP and $3,598,957 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

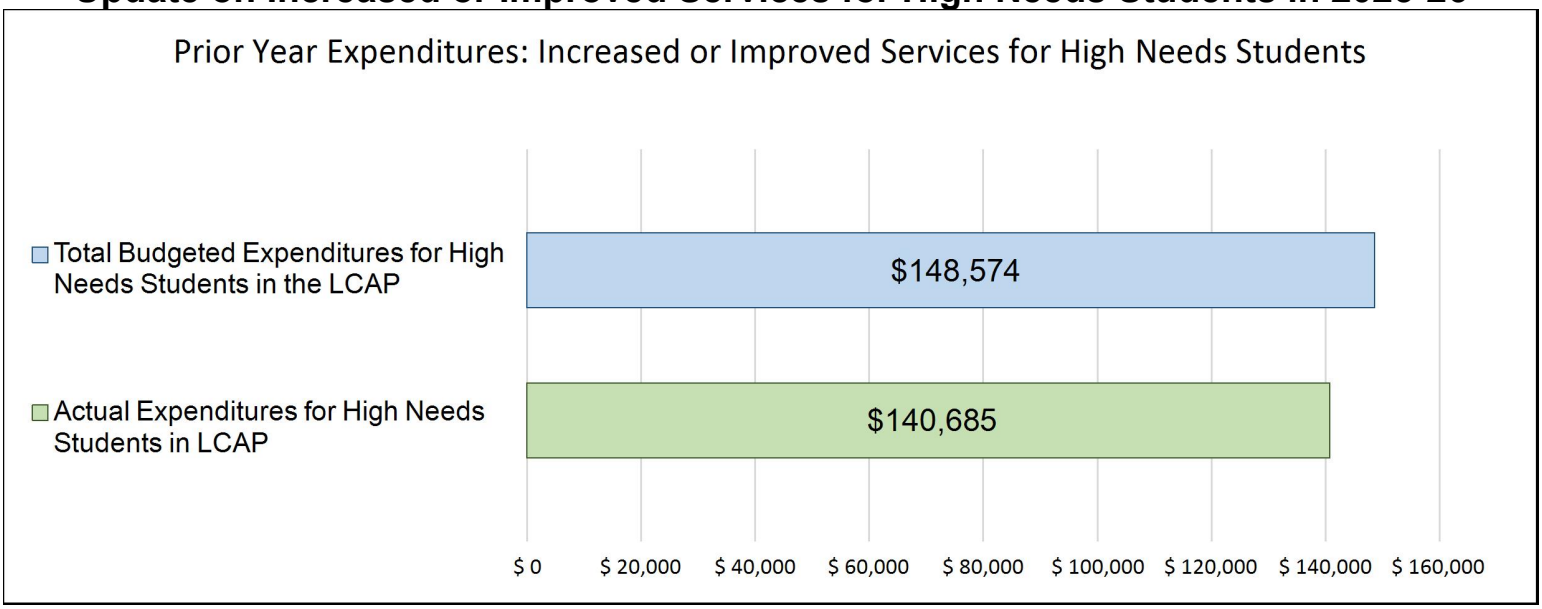
The budgeted expenditures not included in the LCAP will support the following non-contributing areas; administration, maintenance, and other restricted resources.

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

In 2026-27, SLVUSD Charter School is projecting it will receive $135,279 based on the enrollment of foster youth, English learner, and low-income students. SLVUSD Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. SLVUSD Charter School plans to spend $139,769 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 SLVUSD Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what SLVUSD Charter School 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, SLVUSD Charter School's LCAP budgeted $148,574 for planned actions to increase or improve services for high needs students. SLVUSD Charter School actually spent $140,685 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $7,889 had the following impact on SLVUSD Charter School’s ability to increase or improve services for high needs students:

The total actual expenditures are less than the total projected expenditures due to services costing less than projected.

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
SLVUSD Charter School	Kerry le Roux Principal	kleroux@slvusd.org 831-335-0932

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.

SLVUSD Charter School is a public TK-12 Charter School, a dependent Charter that has been considered the fifth school of the SLV Unified School District since 1993. The San Lorenzo Valley Unified School District (SLVUSD) is located in the Santa Cruz Mountains, situated in the San Lorenzo Valley redwood forest and is close to Silicon Valley. As a dependent Charter, SLVUSD Charter pays oversight fees for District Office services, such as Business, Special Education, Instructional, and Human Resources services from the SLVUSD district. The Charter was approved by the school district for an additional five (5) years on May 5, 2021. It received a 6-year WASC-accreditation in October 2022, and passed its mid-cycle visit in December 2025 with reaffirmed full accreditation.

SLVUSD Charter School has had a steady annual enrollment of between 290 and 315 students, with enrollment increasing beyond these numbers as the year goes on and students seek to transfer. These are students who enroll by choice, primarily from the local District, but also from districts within Santa Cruz County and neighboring counties. Our population in 2025-26 consisted of 0.3% English Learners, 18.3% Socioeconomically disadvantaged, 12.5% students with disabilities, 0% foster youth, and 1.0% homeless youth. Our race and ethnicity profile is primarily White (74.3%), Two or more races (12.9%), and Hispanic (%).

SLVUSD Charter School offers various program options for families who prefer an individualized approach to education, combined with the support of school district resources. Program choices include TK-12 homeschooling, TK-12 hybrid/homeschool options, and a 6th-8th grade five-day-a- week seat-based program. All SLVUSD Charter School programs share resources, common educational materials, School-Wide Outcomes (SWOs), and Learning Goals (LGs). What differs between each program is the application of the educational delivery models. The key educational models employed by SLVUSD Charter School are Classroom Setting, Independent Home Study, and Partnership

HomeStudy / Classroom. Our programs are small in order to support an intimate parent/student/teacher relationship and strong community involvement. Parents seek out our programs for a variety of reasons: for our greater parent involvement, flexible course scheduling, for our integration of homeschool and middle and high school opportunities of consistent on-site classes, after-school VAPA activities, after-school sports, smaller program communities, high academic expectations, purposeful and meaningful activities, field trips, integration of the content, team teaching, and the fact that our programs mix together with the other district schools.

Our Mission: The SLVUSD Charter School's mission is to create and sustain unique alternatives to traditional school models within the public education system in order to support lifelong learners. The programs within the SLVUSD Charter School are built upon strong academics, family involvement, and community interactions. The Charter School programs provide a personalized and collaborative approach to teaching. Core Curriculum is designed to develop educated individuals who thrive and are well prepared for the future within a global community.

Our 2026 LCAP continues to focus on the three SLVUSD priority areas, aligning them to Charter needs:
Academics: All students will be provided a high quality, equitable, and responsive educational program that results in measurable annual progress towards the CA standards and prepares them for college and career options of their choice.
Social Emotional Learning: SLVUSD Charter School will foster a supportive and inclusive learning environment focused on Social Emotional Learning and Culturally Responsive Teaching in order for students to thrive academically, personally, and socially.
Environmental Literacy: SLVUSD Charter School staff and students will be provided with the knowledge, skills, and values necessary to understand, appreciate, and responsibly engage with the natural world, to foster environmental stewardship and sustainability within our community.

In addition, our stakeholders wish to maintain our focus on supporting students in Visual and Performing Arts, along with a focus on awareness of implicit bias, anti-racism / anti-hate, and teaching students strong critical and divergent thinking skills, as well as adding resources to enhance homeschooling instructional choice, and to increase our acquisitions of culturally responsive literature and resources in our library.

Reflections: Annual Performance

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

The California School Dashboard rates districts and schools based upon performance on the statewide measures. California's accountability system defines these measures as chronic absenteeism, graduation rate, suspension rate, English learner progress, and academic performance (which includes English language arts/literacy and mathematics). Future state measures will include performance on the California Science Test.

Each school, district and student group with more than 30 students receives a color on the dashboard for each measure. The colors range from red, orange, yellow, and green to blue with red being the lowest performance and blue being the highest. Colors are determined by combining current performance and whether the performance has improved compared to the previous year. By contrast the College and Career Indicator is based only on one year of performance data and is assigned a status level from Very Low to Very High. Important to note

is that SLVUSD Charter School's subgroup populations in some cases did not meet the 30 student threshold, but scores are still analyzed and incorporated into our improvement plans.

The LCFF Evaluation Rubrics on the California School Dashboard over the previous three years show some areas of strength and some areas of growth for SLVUSD Charter School. Percentages noted below reflect students who scored at or above standard.

Baseline academic data for 2022-2023
2023 CAASPP results reflect an overall 68.2% achievement in ELA, with our significant achievement gaps being seen with our Socioeconomically Disadvantaged population (60%), our Hispanic students (60%), and even more so, our Students With Disabilities (31.6%).

In Math, we scored far lower overall - 48.9% meeting or exceeding standards, but significant achievement gaps were reflected again - with our SED students scoring at 35.5%, our Hispanic students at 30%, and our SWD at 15.8%.

Local assessment measures were not in place in the 2022-23 school year.

We had 100% graduation rate; however only 22% of our graduates showed up as College/Career ready, and only 22.7% graduating A-G (ready for immediate enrollment at 4-year institutions CSU and UC. No students graduated from CTE classes.

Attendance-wise, we were in the red for one subgroup on the dashboard, with a 14% chronic absentee rate for our White student population, having declined by 14%. (These are students who missed more than 10% of the school year due to absence.) Our Hispanic, SED and SWD subgroups had concerning figures too, although they didn't reflect as "red" as they didn't show a steep decline from the previous year: Hispanic: 22%; SED: 19% and SWD: 17.2% chronic absenteeism. Suspensions are not an area of concern.

Summary of academic achievement for 2023-24
Academically our overall CASSPP scores for ELA in the spring of 2024 reflected a decline of approximately 8% in students reaching or exceeding standards, which was consistent across all significant subgroups (except for our "Two or More Races" group which saw a jump to 65.4% from 42% the previous year.).

Math scores reflected that our students scored 32.2 points below standard, a decline of 19 points from 2023, but our 6th grade cohort as well as our Hispanic and Students with Disabilities subgroups saw an improvement in their Math scores and a narrowing of the achievement gap.

In 2023-24 we piloted the NWEA/Map local benchmark assessment across 3rd - 5th and 9th - 11h grade (Winter and Spring) and 6th- 8th grade (Winter). Scores reflected a holding pattern in Reading performance from 74% to 73% of tested students in 9th - 11th grade scoring in the median (40-60th percentile) in Spring 2024 as compared with when they were initially assessed in November 2023. Grades 9 and 10 show high achievement scores and high growth (the quadrant we'd like to see for all students). Grades 6, 7 and 8 did not test in the Spring, but achievement was in the 74th percentile in November. According to NWEA historical data, these scores should have allowed us to predict an overall improvement to 74% of our students scoring proficient or advanced in the Spring CAASPP assessment, which did not happen (see

above). However the scores gave us useful information on individual student progress and overall progress on particular ELA standards, helpful for guiding the last two months of instruction, and for targeting intervention to students needing it.

Science: In the 2024 CAST we declined overall to 51.2% of students in 5th, 8th, and 11th grade scoring at or above standard (from 57%). Our school is performing 2.3 points below standard, a decline of 4.6 points, and our socio-economically disadvantaged subgroup declined a significant 17 points to 15.2 below standard. This subgroup would need to improve by 45% in a year, just to equalize where they were a year ago, and the goal after three years was to improve by over 3%, indicating a need for a focus on this sub group in the area of Science. In addition, with only 36% of 11th graders scoring at or above standard in the 2024 CAST (compared with 45% in 2023) we continue to have a focus area in high school for our Science interventions and supports going forward.

We had an 85% graduation rate in 2024, a decline of 15%, but with an overall 30% of graduates being deemed "College and Career Ready, an increase of over 7% from the previous year. 20.6 students graduated with A-G eligibility, a slight decline, and we had 1 student complete the CTE pathway, and six students take CTE classes, whereas none completed (or took classes) the previous year.

SLVUSD Charter's annual review for the 2023-24 school year highlighted significant improvement in our one "red" area of need: Chronic Absenteeism. In 2024 our data reflected a 7.4% improvement to just 7.5% of SLVUSD Charter School students being absent 10% of more of the school year, as opposed to 14.9% in 2023. No student subgroups showed up in the red, orange or yellow bands. Specific subgroups who showed signifiant improvement were the Hispanic subgroup (reduced chronic absenteeism by 17.5%), Socio-economically disadvantaged students (reduced by 11.6%), and Students With Disabilities (reduced by 8.7%).

Suspension rates continued low overall, as Charter continues to have only a handful of suspensions each year; however, we had two subgroups in the "yellow" on the 2024 Dashboard - SED and SWD.

Positive Academic Developments from 2024-25 data
English Language Arts: In 2025, our overall CASSPP scores for ELA reflected that our students scored 30.8 points above standard, a nice increase of 13.4 points, and no student groups in the red orange or yellow bands. For the second year in a row, sixth grade reflected a higher percentage of students at or above standard than any other grade level (69%) . Our scores for Students with Disabilities increased by 36.9 points, although this subgroup is still performing 64 points below standard. Students identifying as "Two or more races" increased their achievement in ELA by 40.5 points, scoring 18.3 points above standard. This shows a significant leap forward in closing the achievement/progress gap as compared with White students, who scored 23.9 points above standard.

Mathematics: Overall, SLV Charter grew by 13.4 points and 3% in the Spring 2025 CAASPP assessment, with no subgroups in the red or orange bands, and only the Socioeconomically Disadvantaged students showing in the yellow band (albeit with an increase of 5 points and an upward move out of the orange band). Hispanic student scores continued their upward trend, increasing by 35.5 points, a metric to celebrate because they also scored 11.2 points above standard - a significant improvement from being 50 points below in 2024. The Students with Disabilities subgroup saw an increase of 32 points, narrowing the gap below standard to 32 points (from 123 points last year), another significant improvement, and hopefully an ongoing upward trend.

We continued our NWEA/Map Math assessment pilot in 3rd - 11th grade in 2024-25, showing an overall 56th percentile growth in scores between Fall and Winter, and this year the scores were better predictors of CAASPP performance, predicting a 44th and 56th achievement percentile overall for "At Standard or Above" school-wide achievement in the 2025 CAASPP for Math. (We ended with 42.7%). We also continued our NWEA/Map Reading assessment pilot in 3rd - 11th grade, showing an overall 41st percentile growth in reading scores between Fall and Winter, and a predictive achievement of between a 59th and 68th percentile achievement overall for "At Standard or Above" school-wide achievement in the 2025 CAASPP for ELA. (We ended with 64.3%). The Map Reading and Math scores gave us useful information on individual student progress and overall progress on particular ELA standards, helpful for guiding instruction and intervention efforts.

Graduation rate: 98.6% of Charter students graduated in 2025, with one student remaining as a "5th year senior," a very pleasing improvement.

Chronic Absenteeism In 2025 we continued our downward trend - a good thing - and celebrated a 6.8% chronic absenteeism rate, a reduction of 0.7% of SLVUSD Charter School students being absent 10% of more of the school year. Specific subgroups who showed signifiant improvement were the Hispanic subgroup (reduced chronic absenteeism by 17.5%), Socio-economically disadvantaged students (reduced by 11.6%), and our Students With Disabilities (reduced by 8.7%).

Suspension Rate: We continue to show a low suspension rate of 0.6%, a reflection of our positive school climate and small class, nurturing environment. Our two "yellow" subgroups from 2024 now show in the green on the dashboard - Socioeconomically Disadvantaged and Students with Disabilities, both of which subgroups slightly maintained/ improved their suspension percentages. A school-wide focus on utilizing alternatives to suspension, and practicing restorative discipline strategies in the 2025-26 school year which will continue into 2026-27, and these are predicted to have the positive effect of keeping our suspension rate low. As a school of choice, SLVUSD Charter School reflects a wide spectrum of diversity in our students' academic ability as well as their social-emotional needs. We integrate Social-Emotional Learning and Life Skills into our curriculum. Our teachers integrate Lifeskills into their curriculum and weekly agenda and we have found that having students reflect on their growth in these skills helps with social emotional wellness as well as both academics and behavior.

Areas for Growth from 2024-25 data

Math: As can be seen from the metrics on High School Math Course analysis, Charter continues to have a downward trend of 9th - 12th grade students in our independent study high school enrolling in Math 1, 2 or higher, with a majority of our students now enrolled either in a Contract Math class (graduation eligible/standards based, but not College Prep) or a two year version of Math 1 (Math 1a or Math 1b), a course we are phasing out due to this timeline instantly limiting how many students remain A-G eligible after 9th grade. Our students obviously struggle with the foundational knowledge required to master integrated Math 1, so our Charter-wide priority of piloting several new state-adopted curricula throughout TK-12 homeschool/Independent Study next year, in partnership with our homeschooling parents, along with an already robust RTI / intervention process in 1st through 8th grade, should see us being able to fill those skill gaps for our future incoming 9th graders over time.

Science: In 2024-25 we piloted the NWEA/Map local Science benchmark assessment and tested our 5th, 8th and 9th graders in the Winter. All three grade levels scored in the mid-to high-60th percentile for achievement. (NWEA scores are nationally normed.) We were hoping for

predictability and a significant improvement over our disappointing 2024 CAST scores; however, we declined further in 2025 with an overall score of 46.4%. However, this was useful data for us to build in collaboration and planning time for our 5th, 8th and 11th grade Science teachers during 2025-26, and we are hopeful that the overall improvement in the NWEA/Map Science scores in Winter 2026 (78% scoring in the "above 60th percentile" band) bodes well for an improvement in our scores for 2026 CAST.

College/Career Indicators (percentage of 2025 graduates placed in the "prepared" level): SLV Charter decreased slightly in this area from 30% to 26.7%. The criteria in place for this indicator include the following categories that have impacted SLV Charter School's data, besides the Smarter Balanced Summative Assessment data mentioned above: Number of students taking Advanced Placement Exams; A-G Completion; Career Technical Education Pathway Completion, College Credit Courses (formerly called Dual Enrollment). As a small Charter High School program with four teachers, we are limited as to the courses we can offer, and our students have to take AP classes at our comprehensive high school, which can be a challenge of scheduling. Our A-G completion rate has been affected by some significant errors in our SIS, which has undergone major overhaul and correction this year, with correctly coded courses and a compliant list of course offerings. The recruitment and hiring of a new Assistant Superintendent of Instruction as well as a new Academic Counselor, both well versed in A-G, as well as in the logistics of dual and concurrent enrollment, has also seen us increase the number of Charter students enrolled in our local community college, and the number of students enrolled in CTE courses. (In 2025 we had 1 student complete the CTE pathway and 7 students complete CTE courses, an increase from 6 the previous year.)

Chronic Absenteeism: One student subgroup - SED - showed up in the red band on the 2025 Dashboard, having increased chronic absenteeism by 14.3% . Absenteeism on the whole has been on the decrease for two years for Charter, a cause for celebration, and so given the disappointing increase for SED students and the corresponding gap in academic achievement, renewed efforts to address barriers to participation and achievement will be made in 2026-27.

Conclusion:
Our continued elementary focus in 2024-2025 on foundational reading, and our middle school focus on math improvement through Response to Intervention, utilizing teacher-led extra curricular small group intervention, had an impact on student achievement in Math. We were also able to target funds on Math training for parents in our homeschool programs. Our district-wide focus on Social Emotional Learning and Equity/Social Justice was reflected in all program teams' weekly collaboration sessions, our RTI-driven data cycles, and the professional development agendas for our 4 teacher release days. We were also able to employ a 3-day a week Mental Health Specialist, and the increased focus on social emotional learning and wellness resulted in an increase in students' sense of belonging and safety.

Note: SLVUSD Charter School's participation rate for CAASPP testing in the Spring of 2025 was 99%, so we once again met and surpassed the 95% participation threshold, and our scores were not impacted by non-participating students receiving the Lowest Obtainable Score (LOSS) penalty, as they were in 2023.

In 2025-26 SLVUSD Charter used Learning Recovery Emergency Block Grant (LREGB) funds in Goal 1 Action 6: High Quality Staff and Support, covering the salaries of two part-time instructional aides. This budget allocation, in addition to all of our actions in our three goals, supported the needs of our students to be successful in our learning environment. In 2026-27, remaining LREGB funds will be spent again in Goal 1 Action 6: High Quality Staff and Support, covering the salary of one of these aides for a total amount of $15,942.00. (Alternative funding sources are being applied to our second IA so that we continue to employ them both.)

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Faculty meeting 04/15/2026; LCAP review/input faculty meeting 03/25/2026
Classified staff ("Other school personnel")	LCAP review/input meeting 05/04/2026
Parents , Parent Advisory Council	LCAP review/input meeting with Superintendent/Cabinet 03/05/2026; Charter LCAP annual parent survey (March 2026); Parent Advisory Council meetings 04/02/2026 and 04/30/2026; Parent Booster President input/consult May 22, 2026
Students	Student Council meeting 04/20/2026 (students representing TK - 8); Coast Redwood High School student rep meeting 04/22/2026; Annual Kelvin SEL survey 4th - 12th grade (March 2026)
SELPA	March 10, 2026

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

Our LCAP Goals and Actions reflect the following feedback received from our educational partners:

Goal 1: Academics -
Teachers would like to have more opportunities to collaborate with the teachers from our comprehensive sites, to do vertical alignment. Goal 1 Action 4 addresses this request. They'd like to see more opportunity for homeschool parents to be trained in the new adoptions/pilots alongside the teachers, perhaps in a trainer-of-trainer model. Goal 1 Action 1 addresses this request with funds being applied to include parents in pilot adoption trainings.
Parents are concerned about the balance between technology and new adoptions. SLVUSD Charter will look at all adoptions to make sure they incorporate a balanced approach. Goal 1 Action 2 begins to address this request with the piloting of several new math curricula with a priority focus on text based support in addition to any digital options. Homeschool parents specifically feel out of the loop with programs like iReady, where they have to rely on the teacher to let them know about their child's progress. This concern is addressed in Goal 1 Action 5

with funds being applied to ensure that results of assessments are mailed out to parents. They note that options for accelerated students appear limited and they would like to see more differentiation within grade levels. The Charter is addressing this input through Goal 1 Action 5, increasing the number of 8th grade students across all programs who can access Math 1 in middle school. They would like to get training from their own teachers as well as other District staff on topics around core academics as well as other topics (see below). Goal 1 Action 1 includes funds being applied for "trainer of trainer" parent evenings. Parents would like to see the kiln project move ahead. This is addressed Goal 1 Action 2 with the expenditure of Proposition 28 funds to get the kiln installed and the Ceramics program off the ground.
Students are interested in participating in more cross-program initiatives like read-alouds from the high schoolers to the elementary students. High school students mentioned how hard it is to get to Cabrillo classes and would like to look into transportation opportunities. Goal 1 Action 2 supports this input with a plan to provide transportation at midday twice a week for students concurrently enrolled to take school provided transportation to their community college classes.

Goal 2: Social Emotional -
Teachers see an uptick in negative behaviors at the middle and high school level and are not sure that there's a balance between support /restorative justice and true accountability. Goal 2 Action 2 addresses this request with the hiring of new campus security staff and the rescheduling of existing staff to provide additional support.
Parents would like to see an increase in parent involvement in the Charter - connecting them with other parents for mentoring and support of homeschooling practices, and encouraging more volunteering, and helping put together more joint program events (like the middle school Fall Costume Dance). Goal 2 Action 4 supports this with the increased budget for childcare provision. They are concerned about the number of days teachers were out of the classroom this year for the County Math initiative, Instructional Rounds, TK teacher collaborative and Math walkthroughs - they note that in a program with only two days a week of in person time, when the teacher is out on several of those days and subs are there instead, behaviors increase and classroom community is affected. Goal 2 Action 5 focuses on educational partnerships and can help support communication to our learning partners to offer varied training days. Parents are concerned about behaviors and would like to see increased adult support, addressed in Goal 2 Action 2. They would also like training on topics around behavior management and positive parenting from district staff who have provided this to other schools in the district. This is addressed in Goal 1 Action 1.
Students would like more time with one another across programs to build community e.g. high school students joining Student Council. This is addressed in Goal 2 Action 3, with the expansion of. Student Council to the high school. Regarding school safety, the middle and high schoolers are concerned about the bathroom situation, with one of two middle school bathrooms not having a cubicle or a locking door, and the high school having only one cubicle to serve 125 students. This is addressed in Goal 2 Action 3.

Goal 3: Environmental Literacy -
Teachers would like the opportunity to use "outdoor classroom" spaces more across all disciplines. This is supported by Goal 3 Action 2. They also noted that it seems unclear to the students what is being recycled, even though we do have the three-part trash system in place. This is being addressed in Goal 3 Action 3.
Parents noted that this year seemed to offer fewer outdoor opportunities vs being inside the classroom. As noted above, this input is addressed in Goal 3 Action 2.
Students noticed and commented on how much more trash there seems to be around campus this year and would like to see some student-led initiatives around this. Goal 3 Action 3 will address this concern.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be provided a high quality, equitable, and responsive educational program that results in measurable annual progress towards the CA standards and prepares them for college and career options of their choice.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SLVUSD Charter School is committed to providing students with high quality standards based instruction and assessment across all content areas. The data outlined below demonstrate a need for renewed focus on academics, particularly Mathematics. The achievement discrepancy between Hispanic, Two or more Races, Students with Disabilities, and socioeconomically disadvantaged students as compared with White students is an area of continued focus as we have in some cases double digit discrepancies between these groups in our CAASPP scores in math, ELA, and CAST with white students out-performing the other groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASSP - percentage students scoring at or above standard	2022-23 All Students ELA - 68.2% Math - 48.9% CAST - 57.1% Hispanic Students ELA - 60% Math - 30%	2023-24 All Students ELA - 61.8% Math - 39.3% CAST - 51.2% Hispanic Students ELA - 55.5% Math - 27.7%	2024-25 All Students ELA - 64.3% Math - 42.7% CAST - 46.4% Hispanic Students ELA - 68.42% Math - 36.84%	All Students ELA - 72% (+3.8%) Math - 55% (+6.1%) CAST - 60% (+2.9%) Hispanic Students	All Students ELA - (-3.9%) Math - (-6.2%) CAST - (-10.7%) Hispanic Students ELA - (+8.42%) Math - (+6.84%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAST - N/A (fewer than 11) Two or more Races ELA - 42% Math - 38.6% CAST - N/A (fewer than 11) SED Students ELA - 60% Math - 35.5% CAST - 76.4% SWD ELA - 31.58% Math - 15.79% CAST - NA (fewer than 11)	CAST - N/A (fewer than 11) Two or more Races ELA - 65.3% Math - 30.7% CAST - N/A (fewer than 11) SED Students ELA - 49% Math - 31.5% CAST - 41.1% SWD ELA - 22.22% Math - 11.11% CAST - NA (fewer than 11)	CAST - NA (fewer than 11) Two or more Races ELA - 70.83% Math - 41.67% CAST - 53.8% SED Students ELA - 47.91% Math - 29.16% CAST - 32% SWD ELA - 34.78% Math - 30.43% CAST - 36.36%	ELA - 72% (+12%) Math - 40% (+10%) CAST - 60% (new metric) Two or more Races ELA - 54% (+12%) Math - 48% (+9.4) CAST - 60% (new metric) SED Students ELA - 68% (+8%) Math - 45% (+9.5%) CAST - 80% (+3.6%) SWD ELA - 40% (+8.42%) Math - 30% (+14.21%) CAST - 40% (new metric)	CAST - N/A (fewer than 11) Two or more Races ELA - (+28.83%) Math - (+3.07%) CAST - (+6.2%) SED Students ELA - (-12.09%) Math - (-6.34%) CAST - (-44.4%) SWD ELA - (+3.2%) Math - (+14.64%) CAST - (-3.64)
1.2	Benchmarks Scores, Reading, Math, Science: Achievement percentile, per NWEA School Profile Report (9th - 11th) and iReady School-wide achievement results (2nd - 8th)	2023-24 (Spring) All Students Reading - 66% Math - 41% Science - 95% (9th grade only)	2024-25 (Winter) All Students Reading - 68% Math - 56% Science - (5th, 8th and 9th) - 68%	2025-26 (Winter) All Students Reading - 61.5% Math - 40.5% Science - (5th, 8th and 9th) - 78%	All Students Reading - 70% Math - 48% Science - 80% (5th, 8th & 9th)	All Students Reading - (-4.5%) Math - (-0.5%) Science (5th, 8th & 9th) - (-15%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Elementary Reading Assessment Percent of Students Meeting and Exceeding grade level reading by Winter of 3rd grade (Level O)	Winter 2023-24: 64%	Winter 2024-25: 38%	Winter 2025-26: 87%	60%	(+36%)
1.4	TK-2 Universal Dyslexia Screener	2023-24 Percentage Screened: 0%	2024-25 Percentage screened: 100%	2025-26 100%	Percentage Screened: 100%	No change - at outcome target
1.5	Writing Benchmarks (6th - 12th grade Percent at or above grade level (2.5 or higher on a 4-point rubric)	Fall 2023-24 New metric	Fall 2024-25 All students: 49.8%	Fall 2025-26 All students: 44.6%	All students: 70%	All students: (-5.2%)
1.6	A-G Completion - percentage of graduating seniors	2023 All graduating seniors - 22.7% Subgroup data: numbers too low to disaggregate	2024 All graduating seniors -20.6% Subgroup data: numbers too low to disaggregate	2025 All graduating seniors -19.4% SED: 28.6%	All graduating seniors - 40% SED: 40%	All graduating seniors -(-3.3%)
1.7	CTE Pathway Enrollment (# or %)	2023-24 1 student (2.5% of all 11th and 12th graders)	2024 - 25 6 students (9.8% of all 11th and 12th graders)	2025-26 7 students (10.3% of all 11th and 12th graders)	100% of 11th and 12th graders	(+7.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	CTE Pathway Completion (# or %)	2022-23 0 graduates (0%)	2023-24 0 graduates (0%)	2024-25 1 graduate (3.2%)	100% of graduates	(+3.2%)
1.9	Ethnic Studies Courses offered	2023-24 0 (Planning year)	2024-25 0 (Development year 1)	2025-26 0 (Development year 2)	1	No change
1.10	High Qualify Staff	2022-23 84.89%	2023-24 79.7%	2024-25 100%	100%	+15.11%
1.11	Graduation Rate- 4-year cohort	2023 Dashboard 100%	2024 Dashboard 85%	2025 Dashboard 96.8%	100%	(-3.2%)
1.12	Percent of Students having standards aligned materials	2023-24 100% of students have access to a standards aligned materials	2024-25 100% of students have access to a standards aligned materials	2025-26 100% of students have access to standards aligned materials	100% of students have access to a standards aligned materials	No change - at outcome target
1.13	Math course analysis (high school)	2023-24 71% of 9-12 Math students enrolled in Math 1 or 2 or higher	2024-25 55.6% of Math students enrolled in Math 1 or 2 or higher New baseline metric grade by grade breakdown: 12 - 2/28 - 7% 11 -24/29 - 83% 10 - 23/34 -68% 9 - 15/24 - 63%	2025-26 37.5% Math students enrolled in Math 1 or 2 or higher 12th Grade - 3/29 - 10% (all others are in contract consumer math or completed the required 3 years.) 11th Grade - 21/39 - 54% (All others are in Math 1B or contract math)	80% of 9 - 12 Math students enrolled in Math 1 or 2 or higher 12th: 20/% 11th: 95% 10th: 95% 9th: 95%	All 9-12 (-18.1%) 12th: (+3%) 11th: (-29%) 10th: (-14%) 9th: (-38%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				10th Grade - 15/28 - 54% (All others are in Math 1B or contract math) 9th Grade - 6/24 or 25% - (all others are in Math 1A or contract math)		
1.14	Course Access	2023-24 100% of students have access to a broad course of study	2024-25 100% of students have access to a broad course of study	2025-26 100% of students have access to a broad course of study	100% of students have access to a broad course of study	No change - at outcome target
1.15	Student SEL survey: Students feel comfortable asking a teacher for help	2023-24 Always/Mostly - 85%	2024-25 Always/Mostly - 89.3%	2025-26 High School: 90% Middle School: 85% Elementary School: 95% Total average: 90%	Always/Mostly - 90%	(+5%)

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.

1.1 Developing Tiered Instructional Supports: Substantially implemented - SLVUSD Charter program teams planned to work on various adoptions, courses and pathways based on state guidelines and/or frameworks, including but not limited to 2nd - 5th grade Math, Elementary Reading Intervention, Ethnic Studies course development, and Math training workshops for parents of TK - 9th grade students in homeschool/independent study. SLVUSD Charter School - sometimes in partnership with the District - planned to provide professional learning, training, and instructional materials as needed. SLVUSD Charter School staff planned to maintain an environment where students learn the appropriate and ethical use of instructional technology tools as well as keyboarding and other practical skills. We also planned to expand staff understanding of content filtering tools and monitoring software.We substantially met this action by piloting and adopting EBLI (Evidence Based Literacy Instruction) to add to our tier 2 and 3 literacy interventions. The Ethnic Studies (US History) course was completed by a consortium of Charter and SLV High School teachers, and added to our course catalog starting 2026-27. We adjusted the way we

presented the SVMI Parent trainings in order to attract more participants. In 2024-25 we had an average of 2 x TK-1 parents attend sessions (highest attendance at a single session was 3); 4 x 2nd - 5th grade parents (highest attendance was 5) , and 3 x 6th - 8th grade parents (highest attendance was 8). This year, combining Tk - 5 and 6 - 9 into fewer, longer sessions, we ended with an average of 5 x TK-5 parents (highest attendance was 7), and 3 x 6th - 9th parents. We continued our school-wide initiative of having all students in 2nd through 9th grade use a Touch-Type Read and Spell license to practice keyboarding skills for one hour a week. We conducted professional development in the use of GoGuardian software to provide a safe and monitored classroom digital environment.

1.2 Analysis of Instructional Design and Student Access - Substantially implemented - SLVUSD Charter planned to collaborate with District instructional committees to work on aligned instructional goals. We planned to research and purchase high quality instructional materials in our Special Education (Resource) program, and source and purchase media acquisitions to support the homeschooling curriculum supports in our Library, including the purchase and updating of our chromebooks, and the purchase of 10 iPads for use by our Kindergartners in homeschool when accessing the Library. We planned to enhance the implementation of next Generation Science Standards in our high school through a focus on the development of lab kits for our independent study Science courses, along with the purchase of high quality Science materials and educational technology to supplement all core instruction. We planned to increase the number of students accessing CTE classes in the county. We planned to improve and enhance our independent study curriculum options through the use of standards-aligned Edmentum courseware for courses that aligned to the credentials held by our Charter teachers, as well as by making it possible for students to take A-G courses online through Edmentum Ed Options Academy where we did not have teachers credentialed in the subject (e.g. Physics and Chemistry). We planned to make curriculum upgrades in our homeschool programs through the piloting and adoption of standards based curricula in Social studies, Math, and Science, to increase choice of high quality instructional resource for homeschool families. We also planned to maintain our robust VAPA program and culinary arts program established last year. We substantially met this action by participating in 7 of 8 District instructional committee meetings and aligning our Professional Development day agendas accordingly. We increased our "bank" of instructional materials in our Resource program as well as our Library, and made substantial purchases of additional and replacement chromebooks for use in classrooms and for loan by under-resourced Charter families. Lab kits were created and accessed by students wanting A-G eligibility for independent study science courses. In person Marine Science and Biology courses were enhanced by the investment in aquaria displaying living coral systems and other life forms. Educational technology was purchased to supplement Science and other core instruction (e.g. Mystery Science, Aleks Math, BRISK for leveled reading, Touch-Type, Read and Spell for keyboarding, and project based learning options for Practical Arts (Makers). Edmentum courseware was utilized for multiple independent study course options at the high school, including three students who were able to take A-G Physics and Chemistry online in the absence of a credentialed teacher in the Charter program. Seven students were enrolled in County CTE programs, an increase from 6 students last year.

1.3 Ongoing progress Monitoring - Fully implemented - SLV Charter planned to implement the adopted NWEA/Map assessment system for Math and Reading in 9th - 11th grade, and for Science in 5th, 8th and 9th grade; and to pilot the iReady assessment system for Math and Reading in 2nd - 8th grade in order to implement a Fall and Winter benchmark/progress assessment cycle ending in the Spring with our CAASPP state tests. We also planned to continue implementing an F&P reading level assessment in 1st - 5th grade in the Fall, Winter and Spring. We also planned to implement the Multitudes Reading Difficulties screener to all K-2 Charter students. Finally, we planned to execute a full transition over to A-G compliant transcripts, along with the updates and corrections to the Student information Systems (course descriptions/codes) that needed to accompany this. We fully implemented this action.

1.4 Encouraging Student Voice and agency through active engagement - Partially implemented - Charter teams planned to roll out 4 instructional rounds sessions this year, involving 8 Charter teachers, implementing a student-focused walkthrough protocol that placed target students at the forefront of the observations, and included an ongoing rollout of Hammond's "Culturally Responsive Teaching and the Brain." We partially met this action in that only four participants signed up, two of whom were returning teachers (participation was voluntary), and we ended up doing only two Charter-based rounds, and then participating with 2 elementary and 3 secondary teachers at the district-wide elementary and secondary math-focused walkthroughs at the four comprehensive sites on two consecutive days.

1.5 Personalized Supports for Identified Student Subgroups and Families - Fully implemented - SLVUSD Charter School data teams planned to analyze CAASPP and NWEA/Map benchmark assessment data, and conduct Student Study Team meetings, to identify students in need of Math or Reading intervention (Pull-Out, Before/After-School, Credit Recovery), to accelerate student achievement as well as to close the gaps that exist between students in unduplicated groups and others. We achieved this action by implementing both in person and digital Tier 2 interventions for Math and Reading, and utilizing a structured SST process to identify students in need of supports. We accelerated six students in 8th grade who were able to complete requirements for Math 1 and so are entering High school in Math 2, with a wider range of high level math classes available to them. This year were also able to implement both a Study Hall elective and an after school Homework Help program in our middle school. We fully implemented this action.

1.6 High Quality Staff and Support - Fully implemented - SLV Charter planned to continue its compliant hiring of credentialed staff correctly assigned, as well as the required TK staff to meet the 10:1 adult to student ratio in place starting the 2025-26 school year. We also planned to continue employing the instructional aides who support all our programming, and our Library Media Specialist who supports our TK-8 staff and families. We fully implemented this action by meeting compliance for all credentialed staff - matching credentials to assignments. TK-1 adult to student ratio, and by using one-time funds from the Learning Recovery Emergency Block Grant we were able to continue employing two part-time instructional aides who provide support in all the Charter programs as well as 1:1 and in small groups to targeted students.

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

In Goal 1 Action 2, there was a material difference between budgeted and estimated actual expenditures for the purchase of 10 iPads for use by our TK-1 homeschool students in the Library. The difference in action 1.2 was a reduction in expenditure of $3,500; however the expenditure occurred instead in the area of upgrading and increasing the number of chromebooks available for loan to families. In Goal 1, Action 2, there was a material difference between budgeted and estimated actual expenditures for the contributing action of curriculum upgrades due to the standardizing of piloting and adoption from a district level. The total change of this action was a decrease of $1,000. In addition there was a cost difference in action 1due to spending less than due to the material chosen to support was less than originally determined.

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

The SVMI Parent Math Trainings once again attracted a lower number of participants than we had hoped, even though the new format seemed to work better and we attracted marginally more participants on average. Parent input in the spring revealed that they would prefer trainings to be run/offered by their students' Charter teachers, rather than from an outside "expert," even though they acknowledged the helpful big picture focus provided by our Silicon Valley Math Initiative trainer.

The survey responses from teachers, parents and students at the conclusion of our iReady pilot brought mixed results, but broadly both teachers and parents prefer this assessment platform over NWEA/Map for 2nd through 8th grade. The personalized learning pathways within iReady were not seen to be effective or helpful.

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.

Parent Math trainings: Next year we will offer a series of evening trainings offered by paid Charter teachers, specifically focused on how parents can help their students, using the adopted curriculum or the curricula being piloted for Math. In addition, we are offering evening parent trainings in early literacy, and will continue the parent-run "homeschool mentoring' monthly sessions, which were well received. Per parent input, they would like to have mentoring sessions advertised in advance with a "topic," for example, "How I successfully handle behavior with my 2nd grade homeschooler," or "What makes for a good homeschooling daily schedule?"

We will be adopting iReady as our 2nd - 8th grade assessment system, and will continue utilizing NWEA/Map for 9th - 11th grade; however, the requirement for students to complete the iReady pathway intervention of an hour a week will no longer be stipulated. Given the helpful reports that result from iReady assessment, teachers will be able to assist students and families in finding materials and resources to address learning gaps, including a priority being given to pencil/paper tasks in math.

Curriculum adoptions to add selection choices of high quality curriculum options for homeschool families in TK - 8: The District went through a process this year of aligning and standardizing the systems for piloting and adopting new curricula, in order to ensure Board-approved, state-adopted, standards-aligned curriculum purchases and offerings, and maintaining a high quality education experience for our students whose primary instructors are their parents. This resulted in a slowing down of the plan for Charter to increase its curricular holdings, and a strategic plan for a 5-year roll out of various pilots and adoptions, starting with TK-12 Math in 2026-27. (The planned 2nd - 5th grade Math pilot was abandoned this year after establishing at the mid-point that the curriculum being piloted did not meet district standards-aligned criteria.) The English Language Arts (TK-12), Science (TK-8) and Social Studies (TK-5) curriculum pilots and adoptions will be rolled out over successive years.

In June 2025 SLVUSD Charter, along with all California Charter schools, came to the end of its waiver for hiring staff not credentialed to teach in the discipline assigned. We embarked on a process to bring our teachers into compliance and with a combination of hiring practices and participation from existing staff in applying for added authorizations, we were able to narrow the gap and bring our compliance to 100%. This has impacted our hiring practices and our scheduling for both Nature Academy and Coast Redwood High School.

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	Developing and Sustaining Tiered Instructional Supports	SLVUSD Charter is committed to enhancing curriculum and instructional materials across multiple subject areas by reviewing and collaborating to adjust and implement tiered support for students. By implementing strategic, data-driven supports, the Charter aims to create an inclusive and responsive learning environment that meets the diverse needs of all students which include but are not limited to: 1. Universal Design for Learning (UDL) and MTSS 2. Consultant Support 3. Professional Development (Staff and Homeschool Parents) 4. Foundational Literacy 5. Math Achievement EL Support: Although our EL subgroup numbers are too low to report, SLVUSD Charter will provide professional development and support to foster success for English Learners to address any barriers to reclassification and academic proficiency. The types of professional development specific to this are listed above.	$60,224.00	No
1.2	Analysis of Instructional Design and Student Access	SLV Charter will strengthen instructional practices through a structured approach to curriculum and professional development, with Instructional Committees collaborating to align teaching strategies with state standards and student needs. The district will also advance curriculum development by adopting and integrating high-quality instructional materials that support diverse learners. This includes but is not limited to: 1. Instructional Committees 2. Curriculum Development and adoptions 3. College and Career Readiness 4. Foundational Literacy 5. Math Achievement 6. Instructional Technology	$73,424.00	Yes
1.3	Ongoing progress Monitoring	SLV Charter will use formative and summative assessment processes, programs and supports to monitor the growth and achievement for all students. Teams will collaborate and analyze the growth of students and additional next interventions and supports for learners 1. I-Ready and NWEA/Map	$17,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Reading difficulty Screener 3. Data Teams 4. Assessment support 5. A-G/ Transcript Analysis		
1.4	Encouraging Student Voice and agency through active engagement	Site data teams will engage in collaboration and professional development in enhancing and implementing additional student voice, access, agency and active engagement opportunities in and outside the classroom setting. 1. Instructional Rounds	$490.00	Yes
1.5	Personalized Supports for Identified Student Subgroups and Families	SLV Charter teams will analyze data and student performance to make informed decisions about implementing additional interventions, training, and services to identified students and families in order identify and address barriers for under performing subgroups, including but not limited to English Learners, Homeless Youth, Socially Economically Disadvantaged and Foster Youth students. 1. EL Supports 2. Intervention 3. Small Group Instruction 4. Parent Family engagement, education and support EL Action: Although our EL subgroup numbers are too low to report, SLVUSD Charter will work to develop and sustain specific supports for English Learners. EL students will receive intervention and direct services that align to their barriers to reclassification and mastery in all academic areas.	$72,313.00	Yes
1.6	High Quality Staff and Support	LRBG Action: SLV Charter will provide all students with high quality appropriately credentialed and assigned teachers and staff. 1. Class Size Reduction Staff (TK) 2. Additional Support staff	$79,207.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds of $15,942 are being used to support this action - Metric used to monitor: CAASPP scores, I-Ready and NWEA/Map scores to monitor academic growth in Math and Reading		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SLVUSD Charter School will foster a supportive and inclusive learning environment focused on Social Emotional Learning and Culturally Responsive Teaching in order for students to thrive academically, personally, and socially.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SLVUSD Charter School strives to ensure that students and parents are actively engaged in our school. Part of this goal includes social and emotional curriculum and support for students and families through counseling services, parent educational nights, and professional development of staff around Social Emotional Learning. Surveys indicate a desire for students and families to be able to have input into programs that support student academic and social-emotional growth. Our Dashboard data around Chronic Absenteeism showing 14% of our students being chronically absent reinforces the need for this goal. As a school, we understand that all students and families have likely dealt with some level of trauma and will need varying levels of support and connection to the school as an anchor.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Referrals for counseling (MH or TCP) 1st semester 2023 vs enrolled in counseling	Number referred: 22 Number enrolled: 10	Number referred: 24 Number enrolled: 13	Number referred: 12 Number enrolled: 12	As many students referred as enrolled	At outcome target
2.2	Minor behavior incidents Aug - April	108 incidents 2023-24	104 incidents 2024-25	147 incidents in 2025-26	Decrease number of incidents by 30% by 2027-28	+36.11% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Incidents involving racism Aug - April	4 incidents 2023-24	5 incidents 2024-25	1 incident in 2025-26	Decrease number of incidents by 50% by 2027-28	Outcome target surpassed
2.4	Attendance per ADA	97.3% ADA for 1st 8 months of 2023-24	97.7% for 1st 8 months of 2024-25	97.8% for 1st 8 months of 2025-26	98% ADA for 1st 8 months of 2026-27	+0.5%
2.5	Chronic Absenteeism	2022-23 All Students - 14.9% White Students (in Red on Dashboard) - 14.7% Hispanic 22% SED 19% Students with Disabilities 17.2%	2023-24 All Students - 7.5% White students - 7.5% Hispanic - 4.8% SED - 7.4% Students with Disabilities - 8.6%	2024-25 All students: 6.8% White: 5.1% (Green) Hispanic: 5.3% SED: 21.7% (red) SWD: 10.3%	Reduce overall by 10% Reduce Hispanic, SED, SWD by 20%	All Students: -8.15 White students: -9.6% Hispanic: -16.7% SED: +2.7% Students with Disabilities: -6.9%
2.6	Alternatives to Suspension	2023-24 2 suspensions New Metric	2024-25 2 suspensions 2 alternatives to suspension (Tupe online training; restorative practices)	2025-26 1 suspension 5 alternatives to suspension (Restorative practices)	Increase by 10% year over year	+150%
2.7	Student SEL survey Sense of Belonging/School connectedness	2023-24 Middle school: 89% High School: 42%	2024-25 Middle school: 75% High school: 73.5% (avg between CHKS and Kelvin Pulse)	2025-26 Elementary (new metric): 84% Middle: 73% High: 80% (Kelvin Pulse only)	Middle school: 90% or higher High School: 50% or higher	Middle school: -16% High school: +38%
2.8	Student SEL survey	2023-24 Middle school: 18% High school: 17%	2024-25 Middle School: 38%	2025-26 Middle: 19% High: 22%	Middle school: 14%	Middle School: +1% High School: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Students who have experienced Bias/Stereotype threat	(Kelvin survey)	High School: 24% (Kelvin survey)	(Kelvin survey)	High school: 13%	
2.9	District Parent Survey - Decision Making Input	2023-24 Percent of responding parents indicating they agree or strongly agree that they have opportunities to give input into decision-making: 77.5%	2024-25 Percent of responding parents indicating that they frequently or sometimes have opportunities to give input into decision-making: 76.1%	2025-26 Percent of responding parents indicating that they frequently or sometimes have opportunities to give input into decision-making: 80.66%	Percent of responding parents indicating that they frequently or sometimes have opportunities to give input into decision-making: 80%	+3.6%
2.10	District Parent Survey - Participation	2023-24 68% parents participated	2024-25 85% parents participated	2025-26 84.89% participated	70% or higher parents participating	+16.89% - Exceeded outcome target
2.11	District Parent Survey - Student Safety	Percent of responding parents indicating they agree or strongly agree that their student feels emotionally safe at school: 92.25%	Percent of responding parents indicating they agree or strongly agree that their student feels emotionally safe at school: 91.2%	Percent of responding parents indicating they agree or strongly agree that their student feels emotionally safe at school: 97.69%	Percent of responding parents indicating they agree or strongly agree that their student feels emotionally safe at school: 95%	+ 5.44% - Exceeded outcome target
2.12	Student SEL survey: % students who report that there is a teacher or	2023-24 New metric	2024-25 Middle school: 83%	2025-26 Middle: 87% High: 90%	85% of students report that there is a teacher or other	Middle: +4% High: +23.5% Exceeded outcome target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	other adult at school that cares about them		High school: 66.5% (CA Healthy Kids Survey)	Kelvin Pulse only	adult at school that cares about them	

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.

2.1 Building strong social-emotional supports: Partially implemented - Training and supports were planned for continual implementation of SLVUSD Charter School's Lifeskills-based Positive Discipline program, including school-wide assemblies, training for certificated and classified staff in deescalation strategies, peer conflict resolution, and TK-12 SEL lessons delivered by staff and Mental Health counselor, to improve school climate and disciplinary outcomes for all students, with a focus on any enrolled English Learners, Foster Youth, students qualifying for McKinney-Vento status and Low-Income students. This action was substantially met, with the exception of school-wide assemblies. Classified staff attended Balance training on positive behavior support, and our Campus Supervisor received Therapeutic Crisis Intervention training. Our Mental Health Specialist collaborated with teachers to plan a series of push in workshops and pull out small groups.

2.2 Wellness Team: Fully implemented - SLVUSD Charter School planned to design a wellness support system, including crisis response and alternatives to suspension, that created a positive school environment for all students. The Wellness team could include administrators, academic counselors, mental health counselors, classified support staff, the program specialist, and teachers. We met this action in that we were able to hire a part-time Mental Health Specialist in 2024-25, who has supported the social emotional wellbeing of our students through the establishment of a Wellness Center, along with the development of several small groups focused on specific pro-social skills training (e.g. positive peer relationships, how to manage conflict). Alternatives to suspension were utilized in the form of reflection lessons and restorative practices. We were also able to add hours to our Campus Supervisor's position for a Friday RTI behavior support for a 7th grade writing class needing three students to be given a separate setting to utilize their Speech to Text accommodation, but who needed additional supervision.

2.3 Inclusion and belonging: Substantially implemented. We planned a school-wide roll out of our new Charter Quail mascot/logo identity, including identity updates and "swag" (T-shirts, hats, etc.) based on the successful community-wide initiative the previous year to identify our mascot and design our new logo. We also planned to introduce incentives for improving school spirit and belonging, wrapped up in this new identity roll out. We planned to purchase resources for our Mental Health Counselor to use when running her small group interventions and push in workshops in classrooms. We planned a large investment using one time funds for the establishment of a TK play area in close proximity to the classroom. And we planned to continue adding to our Library acquisitions in the area of Social Emotional Learning and cultural identity, with a focus on monthly heritage recognitions (e.g. Black History Month). The action was substantially met with the overhauling of our letterheads, website and other public documentation to the new quail logo, and the purchase of stickers, keychains, and T-

shirts. Our muralist who painted the adopted Quaili logo last year, took on two additional mural projects, including students in the painting of a new "ball wall" on the middle school basketball court, and a new backstop wall behind the Coast Redwood High basketball hoop. Student council introduced the Student of the month initiative, rewarding students who were chosen by peers for demonstrating school spirit and the Charter values of social responsibility and integrity. They also initiated a school-wide monthly "Quail Egg Hunt" with prizes, which created great excitement on campus. We purchased materials for small group support in the areas of school avoidance/school anxiety and social communication. And we established a TK play area complete with picnic benches, a mud kitchen, and outdoor easel, and a garden organizer, along with a shade structure for hot days. Our Library Media Specialist purchased new books on the theme of Social Emotional wellness and also added to our cultural heritage month collection, creating a monthly display of new books.

2.4 Encouraging Student Engagement and Attendance: Fully implemented. SLVUSD Charter planned to increase the number of after school opportunities for students in the form of clubs. We planned to offer assemblies for multi-age students to attend. And we planned to provide childcare for more parent connection opportunties - to encourage participatoin in program monthly meetings, and homeschool parent mentoring meetings. We fully implemented this action by adding a Board Games club, an ROV club which resulted in two middle school teams competing at county level, and a Debate Club initiatied by our Student Council president and supported by a parent volunteer. Teacher advisors received stipends for after school dance and drama/musical theater. We held successful assemblies for all students in 7th through 12th grade on how to recognize and combat sexual harassment and the meaning of informed consent. We participated in the District-wide Anytown initiative as well, sending Charter student representatives and a teacher rep to both the middle and high school workshops on identifying and training student leaders to help build a more tolerant and inclusive campus culture. And our instructional assistants' monthly schedule was built to include the provision of childcare for our elementary homeschool parent meetings (Heartwood and Quail Hollow Homeschool) as well as for the newly established Monthly Homeschool Parent Mentoring Support group.

2.5 Educational Partnerships: Fully implemented. SLVUSD Charter planned to expand our community educational partnerships to maximize student engagement and connection with the larger Santa Cruz community and surrounds. We fully implemented this action by partnering with organizations like Your Future Is Our Business, Monarch Services, Homeless Garden Project, Monterey Bay Aquarium, and our Corwin representatives supporting our roll out of restorative justice. In addition, one of our teachers chose as her Alternative evaluation project the task of building a go-to resource for teachers wanting to plan excursions and field trips, where she connected with 14 different local organizations offering off campus enrichment and educational excursion experiences.

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.

A material difference can be seen between budgeted and actual expenditures in Goal 1 Action 1 in that expected costs for professional development and materials ended up being less than predicted. Similarly, in Action 2 we determined not to move head with the purchase of a quail mascot costume, given the cost of custom creation. There was also a significant budget difference Goal 2 Action 4 where the original budget cost was $14,000, and this was not spent. While our Charter did offer additional after school clubs and assemblies for students, as well as monthly support meetings for parents with childcare, these offerings were free of cost (offered during a staff members' work day, or provided by a parent volunteer). The same situation applied to Action 5 ($500 budgeted but not spent.)

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

We initiated Puberty Talks in our elementary program for the first time, offering an optional course in person to our 5th grade homeschoolers, which in part contributed to the progress we are making in increasing students' sense of emotional safety. We adjusted the focus of our 3-day a week Mental Health Therapist from elementary to high school, following an alarming number of 9th graders reporting suicidal ideation and a decline in the number of students reporting a sense of belonging at school. She provided push in workshops, worked individually with students, and rolled out a suicide prevention program with the other MHS in the district to all of secondary, and we saw a significant increase in our high schoolers' sense of belonging this year. Since we didn't administer the CA Healthy Kids Survey the specific question about thoughts of suicide was not asked this year, but we expect with continued focus on our older students' social emotional wellness we will also see a decline in that datapoint next year. In addition, we applied funds to our newly adopted mascot and Charter Quails identity, with additional mural projects, incentives/rewards purchases, and quail "swag," and consequently saw high percentages of elementary and high school students feeling connected to school. Our middle schoolers only declined by 2%, so overall we feel this focus was effective.

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.

Given the increase in high schoolers' feeling connected to their school, and wanting the same for our middle schoolers, next year will be embarking on a Student Council initiative to expand membership to include more middle and high schoolers. We will also be increasing the number of push-in workshops our Mental Health Specialist will be providing - on a monthly basis going forward - addressing topical issues that affect our young people, like cyber bullying and social media, healthy conflict resolution, and working together with neurodiverse racially diverse and gender diverse peers. Our homeschool parents will be participating in mentoring opportunities with veteran homeschool families and more opportunities for school-wide community events will be provided. The parent survey reflected a community interest in seeing our ceramics program get off the ground, and so next year we will be providing teacher stipends to offer after school ceramics using our newly installed kiln paid for by Prop 20 funds. We also plan to add a 12 hour campus supervisor/security position at Coast Redwood High School, to address an uptick in behaviors happening over brunch and lunch, half of which hours will be provided by existing behavior support staff, and half of which will be through the hiring of new personnel. We plan to add funding for busing to field trips and excursions, allowing for more school-sponsored field trips, since we wouldn't need to rely so heavily on cleared drivers and parent volunteers.

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	Building Strong Social-Emotional Supports	SLV Charter is committed to implementing evidence-based programs, supports and training that nurture emotional well-being. Training and supports will be provided for continual implementation of social emotional supports and programs including but not limited to: 1. Restorative Practices 2. Consultant Support	$6,100.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Professional Development 4. Recess/lunchtime activities		
2.2	Wellness Team	SLV Charter will provide dedicated resources and personnel to support student mental health. We will maintain and sustain a wellness support system that creates a positive school environment for all students. The team will design interventions and behavior/social emotional support plans for students to be successful. These direct and indirect supports will increase student access to the school environment. The Wellness team may include: 1. Behavior support personal 2. Mental Health Specialist 3. Administrator 4. Teachers	$100,191.00	Yes
2.3	Inclusion and Belonging	SLV Charter is committed to creating a culture where all students feel seen, valued, and supported, with a focus on initiatives that support a positive school climate 1. Anti-Bias Supports and training 2. Inclusive practices, supports and materials 3. Enrichment opportunities 4. Materials and supports for social emotional well-being	$5,100.00	No
2.4	Encouraging student engagement and attendance	SLV Charter will partner with SLVUSD to collaborate, design and implement programs and supports that address barriers to attendance and encourage student participation and engagement in school. 1. Intervention 2. Support Staff 3. Field trips, Speakers or Assemblies 4. After school programs 5. Homeschool Parent support	$4,066.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Educational Partnerships	SLV Charter will seek input and feedback from families to support and adjust the educational programs, supports and experiences for all students. We will explore new community partnerships to fill gaps and add resources for supporting the social emotional needs of our Charter community. 1. Survey 2. Consultants 3. Supports and training	$500.00	Yes
2.6				
2.7				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SLVUSD Charter School staff and students will be provided with the knowledge, skills, and values necessary to understand, appreciate, and responsibly engage with the natural world, to foster environmental stewardship and sustainability within our community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SLVUSD Charter School is located in an area of unparalleled natural beauty and resources. The increasing impacts of human-caused climate change have directly affected our district community with forest fires and unprecedented winter storms.These experiences coupled with the Blueprint for Environmental Literacy: Educating every California student in, about and for the Environment, published by the California Department of Education, led us to the development of this goal. Additionally, the Environmental Principles and Concepts are legislated per California Public Resources Code Section 71301 and Education Code Section 51227.3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Environmental Literacy Integration Continuum (Supplement, Focus, Integrate, Transform)	Levels in 2023-24: Elementary (TK-5): Focus Middle (6-8): Integrate High (9-12): Transform	Levels in 2024-25 Elementary (TK-5): Focus Middle (6-8): Integrate High (9-12): Transform	Levels in 2025-26 Elementary (TK-5): Integrate Middle (6-8): Transform High (9- 12): Transform	Elementary (TK-5): Integrate Middle (6-8): Transform High (9-12): Transform	At target
3.2	Environmental Principles and Concepts:	2023-24 New metric	2024-25 Elementary: 3 Middle: 5 High: 2	2024-25 Elementary: 3 Middle: 6 High: 10	All grade spans: 10	Elementary: (no change) Middle: (+1) High: (+8)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of courses with at least one thematic unit tied to the Environmental Principles and Concepts					
3.3	Community based partnerships: SLVUSD Charter School programs with at least one project with a community-based partner focused on environmental learning	2023-24 2	2024-25 3	2025-26 4	6	+2
3.4	Experiential learning: % student participation in field trips/excursions	2023-24 Elementary: 74% Middle: 83% High: 20%	2024-25 Elementary: 80% Middle: 82.5% High: 33%	2025-26 Elementary: 76% Middle: 87% High: 66%	Elementary: 80% Middle: 85% High: 50%	Elementary: +2% Middle: +4% High: +46%
3.5	Student Survey: Environmental Literacy Lessons Percent of students indicating they have had Environmental Literacy Lessons	2023-24 New Metric	2024-25 New Metric	2025-26 Elementary: 60% Middle: 72% High: 73%	All grade level spans: 75%	New metric
3.6	Sustainable School Actions: Gardening: Percentage of students given opportunity to learn about sustainable practices such as composting, organic	2023-24 100%	2024-25 100%	2025-26 100%	100% (Maintain)	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	farming, and water conservation.					
3.7	FIT Report	2023-24 Rated “Good” 100%	2024-25 Rated "Good" 97.35%	2025-26 Rated "Good" 94.6%	Rated “Good” 100% (maintain)	-5.4%
3.8	Green Classrooms Number of teachers participating in the Green Classroom Challenge	2023-24 1 teacher	2024-25 3 teachers	2025-26 0 teachers	2 or more teachers	-1
3.9	Student Survey: Outdoor Learning Percent of students indicating they have used outdoor learning spaces in their classes	2023-24 New Metric	2024-25 New Metric	2025-26 Elementary: 63% Middle: 59% High: 48%	75%	New Metric
3.10	CHKS:Student Survey - Quality of school facilities	2022-23 Agree/strongly agree Middle: 61% High: 93%	2024-25 Agree/strongly agree: Middle: 64% High: 92%	2025-26 CHKS not administered	Agree/strongly agree: Middle: 75% High: 93% or higher	N/A CHKS not administered
3.11	Parent Survey - Quality of school facilities	2023-24 New Metric	2024-25 New Metric	2025-26 Agree/strongly agree 92.8%	Agree/strongly agree 60%	New Metric
3.12	Student Survey: Climate Change	2023-24 New Metric	2024-25 New Metric	2025-26 Elementary: 51% Middle: 63%	100%	New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students grades 1-12 indicating they had Climate Change Lessons including the concepts of "Emphasis, mitigate, adapt"			High: 56%		
3.13	Number of graduating seniors earning the Seal of California State Seal of Civic Engagement	2023-24 New Metric	2024-25 New Metric	2025-26 0 students	4	New Metric

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.

3.1 Design and Support Environmental Literacy: Substantially implemented. SLVUSD Charter School planned to invest in equipment and supplies to fully support our unique A-G approved Environmental Horticulture & Design course, and our Interdisciplinary Marine Science course, including the purchase of aquaria supplies and livestock, food garden materials for the high school, and curriculum resources. This action was implemented. The only remaining action was to roll out the award of the Seal of Civic Engagement, a plan we did not implement.

3.2 Environmental Engagement and Enrichment: Substantially implemented. SLVUSD Charter School planned to support the student-led Triangle Project - the creation of a drought-tolerant, shaded landscape on an empty section of our field. We also planned to support the Learning Garden for TK-5 and the Tea Gardena and Bee/Butterfly Garden for 6th - 8th grade, with the requisite materials and supplies as well as the retention/ salary of our Master Gardener. Finally we planned to make scholarship funds available to students needing support for participating in field trips so that no student was excluded from these learning opportunities. We substantially met this goal in that the Triangle Project is well under way - the groundwork laid and the landscaping/earthmoving complete. The project will be completed early in the Fall of 2026-27 with the purchase of final planting materials, benches and a shade tree.

3.3 Sustainable School Systems and Environmentally Conscious & Prudent Systems: Partially implemented. SLVUSD planned to maintain a clean campus with a high rate of compliance with depositing trash in trash bins, recycling materials in recycling containers, and food waste into the compost bins. We are about 50% there, with ongoing issues with brunch and lunch trash, and so this goal was only partially met.

We were able to set up a system for lost property so that parents and students can now see lost jackets and clothing hanging up instead of bundled up in a bin.

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.

No material difference occurred between budgeted expenditures and actual expenditures.

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

Seal of Civic Engagement - our district process for establishing criteria for this award are still being discussed and finalized by stakeholders, so no students at Charter will receive this seal in 2025-26. We did not start the year wtih assemblies on the importance of mindful and sustainable practices regarding trash / recycling / food waste, which appears to have made a positive impact in previous years.

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 teacher and parent input, and a surprisingly low percentage of students reporting outdoor learning, we plan to allocate funds to the purchasing of outdoor classroom equipment and furniture, as well as allocating funds to transportation for additional excursions to environmentally-based outdoor learning opportunities. We plan to roll out school-wide assemblies presented by our Nutrition Department staff, to train and then monitor our students' mindful management of their brunch and lunch trays, food waste and food wrappers. Our Student Council is also focused on maintaining their "Trash Patrol" initiative which helps on a monthly basis to create a "clean slate" for our campus and is a visible example for other students of responsible trash management. Next year, we will also be focusing on increasing our connections with community partners for environment learning - specifically for our elementary programs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Design and Support Environmental Literacy	SLVUSD Charter will integrate environmental education across all grade levels and subjects to equip students with the knowledge and skills to become responsible stewards of the environment. a. Curriculum materials and supports b.Curriculum development c. Training, professional development and support d. Environmental Principles/ concepts e. Seal of Civic Engagement	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Environmental Engagement and Enrichment	SLVUSD Charter will expand hands-on learning experiences by including opportunities for: a. field studies b. student-led projects c. extracurricular programs that promote sustainability and environmental awareness d. Science Camp	$32,911.00	Yes
3.3	Sustainable School Systems and Environmentally Conscious & Prudent Systems	SLVUSD Charter will implement and maintain sustainable practices in facilities, resource management, and daily operations to create an environmentally responsible school community by: a. development of site action plans b. Food systems c. Sustainable campus practices d. Waste management	$1,500.00	No
3.4				
3.5				
3.6				

Action #	Title	Description	Total Funds	Contributing
3.7				
3.8				

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
$$135,279.00	$

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
3.856%	0.127%	$4,490.00	3.983%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Analysis of Instructional Design and Student Access **Need:** Performance gaps between subgroups and overall low performance on CAASPP and CAST. **Scope:**	These actions address the needs of unduplicated pupils by providing tiered, data-driven instructional supports through MTSS and UDL that ensure access to grade-level curriculum and targeted intervention when needed. Professional development, consultant support, foundational literacy, and instructional technology strengthen Tier 1 instruction while enabling more responsive Tier 2 and Tier 3 supports aligned to student need. Specific supports for English Learners focus on removing barriers to reclassification and improving	CAASPP, CAST , Benchmark

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic proficiency through targeted instructional strategies and staff training. These actions are provided on an school-wide basis to ensure consistent, equitable access across all schools and to increase academic outcomes, engagement, and long-term success for unduplicated student groups.	
1.3	**Action:** Ongoing progress Monitoring **Need:** Student subgroups show lower performance in multiple academic areas. **Scope:** LEA-wide	High impact teaching strategies and quality first instruction allows access for students in their academic setting. Instructional teams that work to look at data to enhance these tier 1 - tier 3 instructional models enhance the opportunities for all diverse needs of students to be met, particularly our under-performing subgroups (socioeconomically disadvantaged and Students with Disabilities). School-wide assessment systems provide real-time data that allows staff to quickly identify unduplicated pupils (English Learners, Low-Income students, and Foster Youth) who are struggling to meet grade-level standards. This allows for immediate, targeted interventions in ELA and Math to accelerate learning and close the achievement gap.	CAASPP, CAST and Benchmark data (NWEA/Map, F&P, iReady, A-G Transcript analysis, EL Progress)
1.4	**Action:** Encouraging Student Voice and agency through active engagement **Need:** Low engagement which is contributing to decreased academic outcomes and mastery **Scope:** LEA-wide	These actions address the needs of unduplicated pupils by intentionally increasing student voice, access, and engagement—key factors for improving outcomes for English Learners, Socioeconomically Disadvantaged students, and Foster/Homeless Youth who may otherwise experience disconnection from school. Through the use of consultants and Instructional Rounds, staff build capacity to design inclusive, student centered learning environments that promote participation, belonging, and academic engagement. Instructional rounds will specifically focus on identifying and replicating high-	CAASPP, I-Ready, NWEA/Map, EL Progress

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
		engagement, culturally responsive teaching practices across classrooms. By observing peer strategies that successfully hook and sustain the attention of Low-Income students and Foster Youth, teachers will implement targeted engagement techniques that reduce chronic absenteeism and increase active classroom participation.Providing this work also ensures consistent opportunities for student voice and agency across all sites and classrooms. As a result, these actions will improve student engagement, strengthen relationships to school, and support increased academic success for unduplicated student groups.	
1.5	**Action:** Personalized Supports for Identified Student Subgroups and Families **Need:** Performance gaps between subgroups and overall low performance on CAASPP and CAST. **Scope:** LEA-wide	It will develop tiered systems and supports for students based on identified needs and barriers to academic performance. Through MTSS and UDL, students gain increased access to gradelevel, standards-based instruction, along with targeted interventions and scaffolds needed to fully engage in learning. Providing these supports ensures consistency and equitable access across all schools. As a result, these actions will improve academic outcomes by increasing access, reducing gaps, and supporting success for unduplicated student groups.	CAASPP, CAST, NWEA/Map, iReady, EL Progress
2.2	**Action:** Wellness Team **Need:** Suspensions, Positive Behavior supports, Tier 3 Mental Health services, behavior incidents show some disproportionality. **Scope:**	These actions address the needs of unduplicated pupils by providing coordinated mental health, behavioral, and social-emotional supports that are critical for English Learners, Socioeconomically Disadvantaged students, and Foster/Homeless Youth who often face increased barriers to engagement and success. Through our Wellness Team, we will implement targeted interventions, behavior plans, and alternatives to suspension that	Suspensions, Positive Behavior supports, Tier 3 Mental Health services, playground incidents, alternative to suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	reduce exclusionary discipline and increase access to learning. Providing this support ensures all students have equitable access to consistent, high-quality wellness systems and services across all sites. Recognizing that Homeless and Foster Youth experience disproportionate trauma and school mobility, the Wellness Team will implement specialized, trauma-informed coping strategies and support systems like check-in/check-out. This targeted emotional scaffolding will directly increases students' sense of school connectedness, stabilizes their enrollment, and reduces absenteeism. As a result, these actions will improve student outcomes by reducing behavior incidents, increasing engagement, and supporting positive school climates for unduplicated student groups.	
2.5	**Action:** Educational Partnerships **Need:** Survey Data indicates additional needs and supports **Scope:** LEA-wide	These actions address the needs of unduplicated pupils by actively engaging families by providing input that informs and strengthens supports for their students. Through surveys, consultant support, and targeted training, the district identifies barriers and gaps in services and builds partnerships that expand access to social-emotional and academic resources. Providing this work on an LEA-wide basis ensures consistent outreach, inclusion, and responsiveness to family voice across all schools. As a result, these actions will improve student outcomes by increasing family engagement, strengthening support systems, and ensuring programs are responsive to the needs of unduplicated student groups.	Survey data
3.2	**Action:** Environmental Engagement and Enrichment **Need:**	These actions address the needs of unduplicated pupils by providing equitable access to enriching, hands-on learning experiences that may otherwise be limited for English Learners, Socioeconomically	science camp participation, student survey metrics

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
	Lack of 100% participation and engagement in enrichment opportunities **Scope:** LEA-wide	Disadvantaged students, and Foster/Homeless Youth. Field studies, studentled projects, extracurricular programs, and Science Camp increase engagement, build background knowledge, and connect learning to real-world applications, which supports both academic achievement and student belonging. Providing these opportunities on an LEA-wide basis ensures that all students, regardless of background, can participate in meaningful enrichment experiences. This action directly closes the opportunity gap by providing unduplicated students with exposure to museums, STEM centers, outdoor learning experiences, and career sites that they might not otherwise access due to socioeconomic constraints. This targeted exposure broadens their academic horizons, fosters college-going mindsets, and improves long-term educational outcomes. As a result, these actions will improve outcomes by increasing student engagement, expanding access to learning opportunities, and supporting the development of critical thinking and environmental literacy skills for unduplicated student groups.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	$3,508,233.00	$135,279.00	3.856%	0.127%	3.983%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$139,769.00	$162,304.00	$152,091.00	$0.00	$454,164.00	$274,040.00	$180,124.00

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	Developing and Sustaining Tiered Instructional Supports	All	No			All Schools		$8,492.00	$51,732.00		$37,607.00	$22,617.00		$60,224.00	
1	1.2	Analysis of Instructional Design and Student Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$980.00	$72,444.00	$1,000.00	$14,228.00	$58,196.00		$73,424.00	
1	1.3	Ongoing progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,082.00	$15,056.00	$16,158.00		$980.00		$17,138.00	
1	1.4	Encouraging Student Voice and agency through active engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$490.00	$0.00	$490.00				$490.00	
1	1.5	Personalized Supports for Identified Student Subgroups and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$65,121.00	$7,192.00	$72,313.00				$72,313.00	
1	1.6	High Quality Staff and Support	All	No			All Schools		$79,207.00	$0.00		$43,675.00	$35,532.00		$79,207.00	
2	2.1	Building Strong Social-Emotional Supports	All	No			All Schools		$0.00	$6,100.00			$6,100.00		$6,100.00	
2	2.2	Wellness Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,191.00	$0.00	$33,397.00	$66,794.00			$100,191.00	
2	2.3	Inclusion and Belonging	All	No			All Schools		$0.00	$5,100.00			$5,100.00		$5,100.00	
2	2.4	Encouraging student engagement and attendance	All	No			All Schools		$1,566.00	$2,500.00			$4,066.00		$4,066.00	
2	2.5	Educational Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$500.00	$500.00				$500.00	

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
						Low Income										
2	**2.7**															
3	**3.1**	Design and Support Environmental Literacy	All	No			All Schools		$0.00	$1,000.00			$1,000.00		$1,000.00	
3	**3.2**	Environmental Engagement and Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$15,911.00	$17,000.00	$15,911.00		$17,000.00		$32,911.00	
3	**3.3**	Sustainable School Systems and Environmentally Conscious & Prudent Systems	All	No			All Schools		$0.00	$1,500.00			$1,500.00		$1,500.00	

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
$3,508,233.00	$135,279.00	3.856%	0.127%	3.983%	$139,769.00	0.000%	3.984 %	**Total:**	$139,769.00
								LEA-wide Total:	$139,769.00
								Limited Total:	$0.00
								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	1.2	Analysis of Instructional Design and Student Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	1.3	Ongoing progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,158.00	
1	1.4	Encouraging Student Voice and agency through active engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$490.00	
1	1.5	Personalized Supports for Identified Student Subgroups and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,313.00	
2	2.2	Wellness Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,397.00	
2	2.5	Educational Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
3	3.2	Environmental Engagement and Enrichment	Yes	LEA-wide	English Learners Foster Youth		$15,911.00	

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 (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$527,565.00	$443,657.15

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**	Developing and Sustaining Tiered Instructional Supports	Yes	$73,302.00	$68,799.00
1	**1.2**	Analysis of Instructional Design and Student Access	No	$68,117.00	$45,795.00
1	**1.3**	Ongoing progress Monitoring	Yes	$16,417.00	$13,375.15
1	**1.4**	Encouraging Student Voice and agency through active engagement	Yes	$2,743.00	$543.00
1	**1.5**	Personalized Supports for Identified Student Subgroups and Families	Yes	$75,977.00	$81,795.00
1	**1.6**	High Quality Staff and Support	No	$81,555.00	$75,384.00
2	**2.1**	Building Strong Social-Emotional Supports	No	$13,086.00	$4,138.00
2	**2.2**	Wellness Team	Yes	$95,715.00	$94,915.00
2	**2.3**	Inclusion and Belonging	No	$40,600.00	$27,468.00
2	**2.4**	Encouraging student engagement and attendance	No	$14,133.00	$169.00
2	**2.5**	Educational Partnerships	No	$500.00	$0.00

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)
2	**2.7**				
3	**3.1**	Design and Support Environmental Literacy	No	$15,000.00	$5917.00
3	**3.2**	Environmental Engagement and Enrichment	Yes	$27,920.00	$25,078.00
3	**3.3**		No	$2,500.00	$281.00

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)
$145,175.00	$148,574.00	$140,685.00	$7,889.00	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	1.1	Developing and Sustaining Tiered Instructional Supports	Yes	$6,112.00	$3,302.00		
1	1.3	Ongoing progress Monitoring	Yes	$16,417.00	$13,375.00		
1	1.4	Encouraging Student Voice and agency through active engagement	Yes	$2,743.00	$543.00		
1	1.5	Personalized Supports for Identified Student Subgroups and Families	Yes	$75,977.00	$75,916.00		
2	2.2	Wellness Team	Yes	$31,905.00	$31,638.00		
3	3.2	Environmental Engagement and Enrichment	Yes	$15,420.00	$15,911.00		

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)
$3,530,763.00	$145,175.00	0.00	4.112%	$140,685.00	0.000%	3.985%	$4,490.00	0.127%

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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