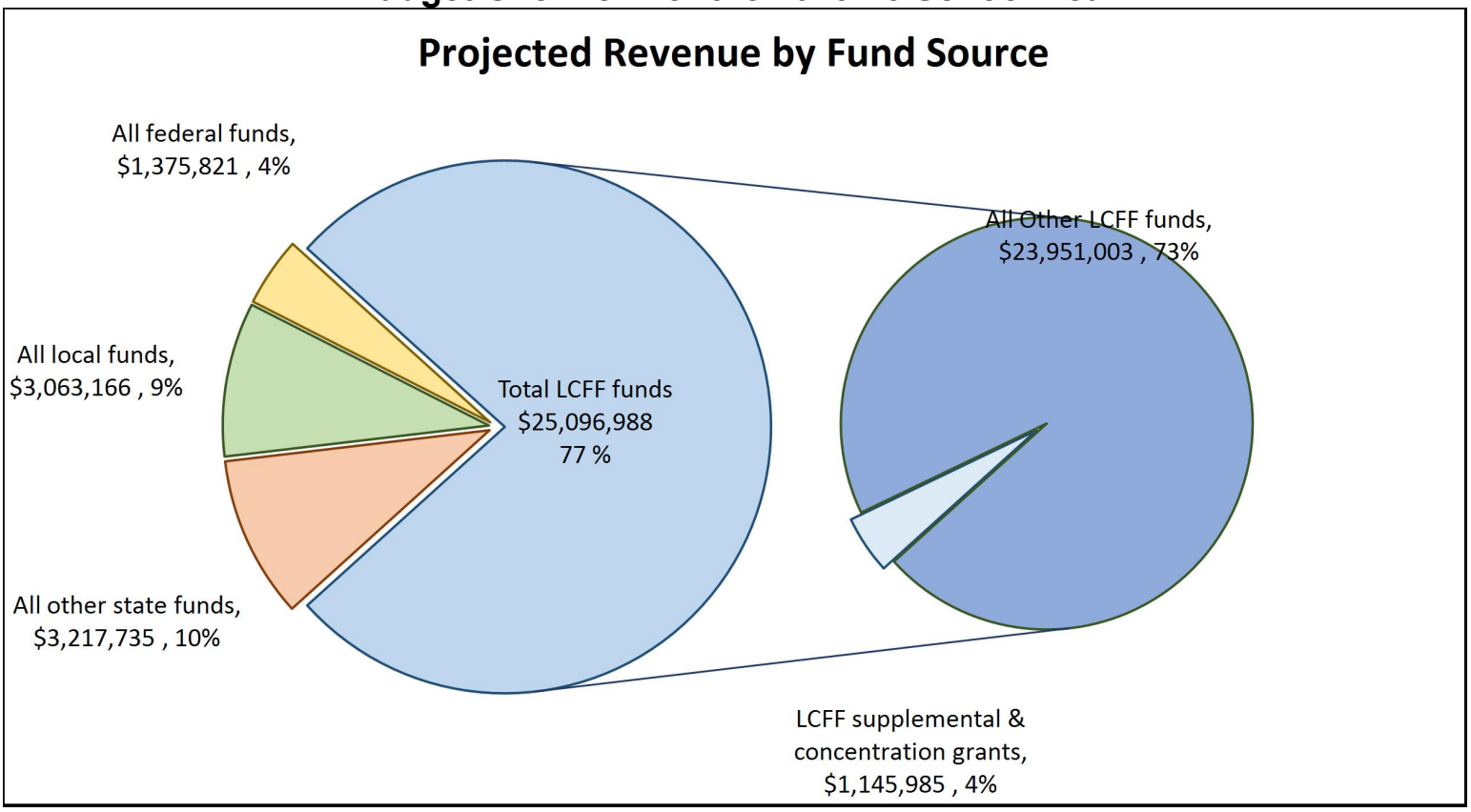
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Lorenzo Valley Unified School District
CDS Code: 44-69807
School Year: 2025-26
LEA contact information:
Christopher Schiermeyer
Superintendent
cschiermeyer@slvusd.org
(831) 336-5194

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 2025-26 School Year

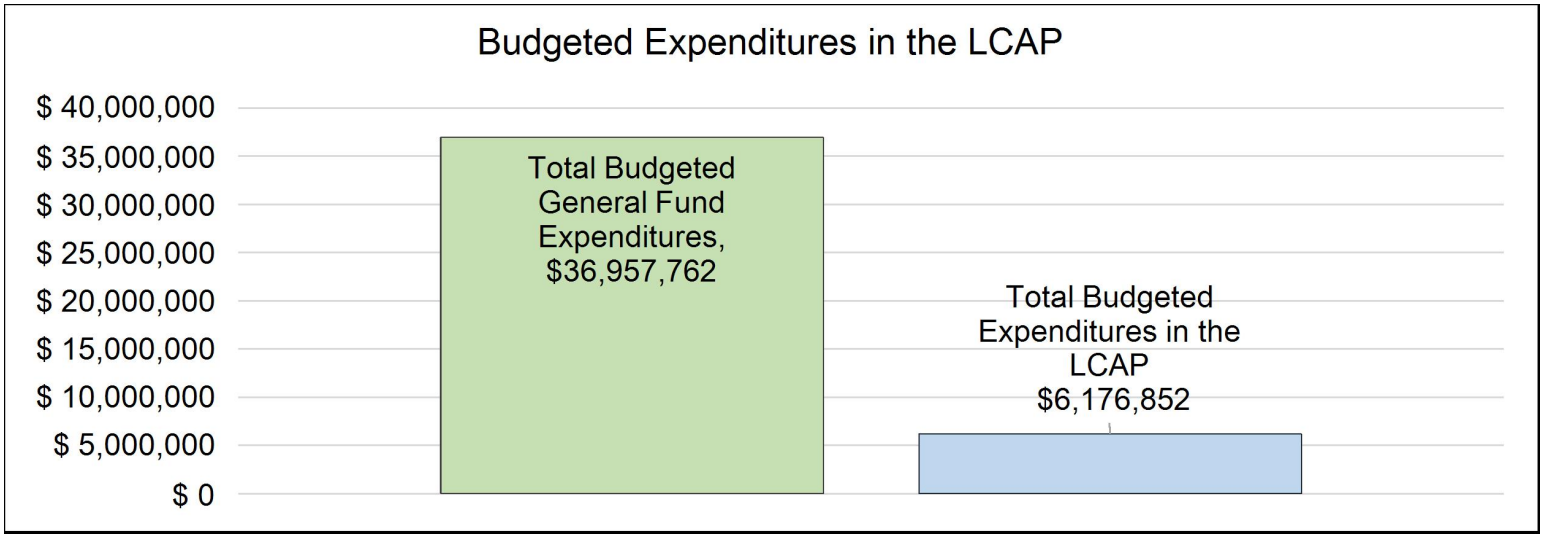


This chart shows the total general purpose revenue San Lorenzo Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Lorenzo Valley Unified School District is $32,753,710, of which $25,096,988 is Local Control Funding Formula (LCFF), $3,217,735 is other state funds, $3,063,166 is local funds, and $1,375,821 is federal funds. Of the $25,096,988 in LCFF Funds, $1,145,985 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 San Lorenzo Valley Unified School District plans to spend for 2025-26. 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: San Lorenzo Valley Unified School District plans to spend $36,957,762 for the 2025-26 school year. Of that amount, $6,176,852 is tied to actions/services in the LCAP and $30,780,910 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

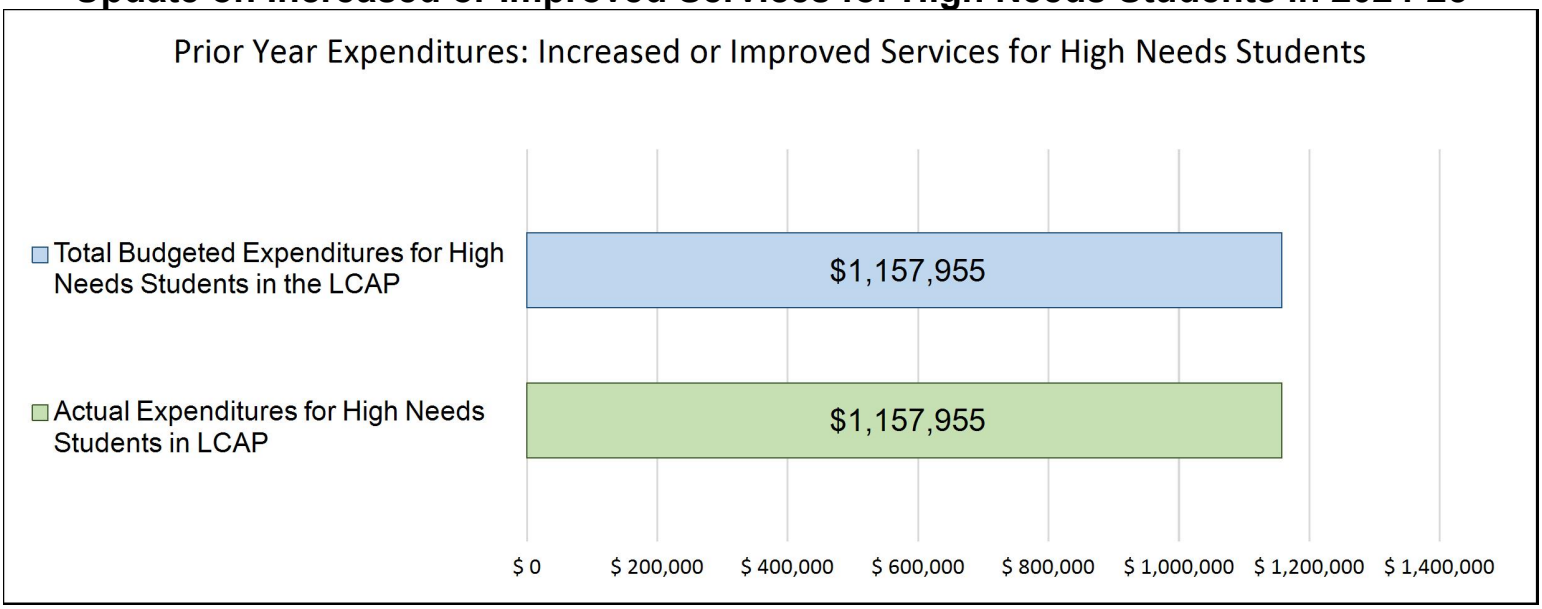
The budgeted expenditures not included in the LCAP will support the following non-contributing areas: administration, maintenance, transportation, Unrestricted Lottery, Special Education, and other restricted resources.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Lorenzo Valley Unified School District is projecting it will receive $1,145,985 based on the enrollment of foster youth, English learner, and low-income students. San Lorenzo Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Lorenzo Valley Unified School District plans to spend $1,145,985 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, San Lorenzo Valley Unified School District's LCAP budgeted $1,157,955 for planned actions to increase or improve services for high needs students. San Lorenzo Valley Unified School District actually spent $1,157,955 for actions to increase or improve services for high needs students in 2024-25.

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
San Lorenzo Valley Unified School District	Christopher Schiermeyer Superintendent	cschiermeyer@slvusd.org (831) 336-5194

Plan Summary [2025-26]

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.

San Lorenzo Valley Unified School District (SLVUSD) is located in the Santa Cruz Mountains, a rural district situated in the scenic San Lorenzo Valley redwood forest between Silicon Valley, Santa Cruz, and the Pajaro Valley. Our schools are the hub of our close-knit community and we are proud that all four of our traditional schools are either current or past recipients of California Distinguished Schools. Our middle school was named a "Middle School to Watch" most recently in 2019, as well as a Gold Ribbon School in 2015. Our two elementary schools were both named California Gold Ribbon schools in 2016 and San Lorenzo Valley Elementary was recognized as a National Blue Ribbon School in 2020. Our high school and charter are both WASC accredited. Beyond the recognition and awards, we are proud to serve our students who are diverse learners and who count on us to always hold them front and center in all of the decisions we make.

SLVUSD serves 2,038 students in two elementary schools, one middle school, and one high school. Schools included in this plan are Boulder Creek Elementary, San Lorenzo Valley Elementary, San Lorenzo Valley Middle School, and San Lorenzo Valley High School. Collectively, our population consists of 2.8% English Learners, 26% Socioeconomically disadvantaged, 11.1% students with disabilities, .3% foster youth, and .9% homeless. Our race and ethnicity profile is primarily White (74%) and Hispanic (15.9%).

Our Vision: Students will be academically proficient with skills in critical thinking, creativity, communication, and collaboration. Students will understand the importance of integrity and a strong work ethic while being self-directed and self-motivated. Students will graduate with the knowledge and skills needed for success in college and careers.

Our Mission: Working Together to Ensure All Students Learn and are fully Prepared for College and Career.

Our 2025-2026 LCAP continues to focus on three priorities:
1. Academics
2. Social Emotional Learning
3. Environmental Literacy

Reflections: Annual Performance

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

Background:
The California School Dashboard rates districts and schools based upon performance on the statewide measures. California's accountability system defines these as "State measures include chronic absenteeism, graduation rate, suspension rate, English Learner progress, academic performance (which includes English language arts/literacy and mathematics), and College and Career preparedness. 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. San Lorenzo Valley Unified (SLVUSD) is a small rural district, some of the areas indicated above do not have a color. In these cases, we look at the data to determine if there has been growth. Each area, with a large enough populations size can receive a growth indicator of significantly increased, increased, maintained, decreased or significantly decreased.

2023 Summary
San Lorenzo Valley Unified's annual review for 2023 highlighted key areas of growth which included significant academic gains, reduced chronic absenteeism, and stabilized or reduced suspension rates across multiple student groups. Academically, the district showed the most growth and development in Mathematics. Additional highlights included the increase of High School graduation rates and a "High" indicator for College and Career preparedness. Additionally, the 2023 review noted disparities in certain student groups, particularly among Hispanic, English Learners, Homeless and Economically Disadvantaged youth. In these student groups, students struggled with Chronic absenteeism, English Language Arts performance and Math performance.

This is indicated with a "red" indicator for the following areas:

SLVUSD District:

- Absenteeism Homeless youth

Boulder Creek Elementary (BCE):
- Absenteeism All students, Students with Disabilities
- Absenteeism student groups White and Hispanic

San Lorenzo Valley Elementary (SLE):

- Mathematic Performance Students with Disabilities

San Lorenzo Valley Middle School (SLVMS)

- Absenteeism All students, Students with Disabilities
- Absenteeism student groups White and Hispanic
- Suspension Students with Disabilities
- English Language Arts and Math Performance Students with Disabilities

San Lorenzo Valley High School (SLVHS) :

- Math Performance Economically Disadvantaged youth.

Thus, SLVUSD created a strategic plan to support professional development, intervention, other academic supports, and social emotional supports to aide in the growth and success of their students. This year, SLVUSD conducted its annual review and showed both areas of growth and areas for further improvement.

2024 Progress on identified areas of need:
Progress on the 2023 "red" or very low status on the California School dashboard, is as follows:

- San Lorenzo Valley Elementary, Boulder Creek Elementary and San Lorenzo Valley High School all improved all areas that were in the "red" indicator on the 2023 Dashboard.
- . San Lorenzo Valley Middle school improved in their chronic absenteeism is in all student groups. In addition, students who are economically disadvantaged, did improve their math performance.

However, there continued to be a "red" indicator for our students with disabilities in suspensions and English Language Arts performance.

2024 Summary:
SLVUSD is a small rural school district and serves a unique population of students and families. It is important to note that when certain student populations are looked at year to year, the slightest change in demographic numbers can significantly impact the results and indicators on our dashboard. In addition, some of our students also are represented in multiple student groups. For an example, one student can be identified as Hispanic, Homeless and have economic hardship. This one student's outcomes would affect all three areas on our dashboard. Therefore SLVUSD, must look at additional metrics to determine needs and progress on overall goals. Additionally, this review of progress impacts our district plan to address and support all students.

SLVUSD's 2024 -2025 district plan was to develop a structure for systems of support for students that included a K-8 districtwide assessment, that would allow our schools to plan interventions and supports for students. In addition, the district engaged in professional development that were centered in diversity, equity, belonging and inclusion, to better inform instructional practices and systems of support for all learners. Given the 2023 Dashboard outcomes, along with formative data, the district also had focus areas of improvement listed above.
During our implementation of these goals, our 2024 dashboard data became available and revealed the following main concerns:

- Chronic absenteeism and suspensions are major issues for vulnerable groups (Homeless, Foster Youth, Socioeconomically Disadvantaged).
- Disparities exist in academic performance, especially for Hispanic and Socioeconomically Disadvantaged students
- Graduation rates show improvement for some groups, while we had a decrease in our College and Career preparedness, which indicate some inconsistencies.
- Homeless students face the greatest struggles, with "red" indicators in key areas including Chronic Absenteeism, Suspension Rate, Math and ELA Proficiency.

Key Trends Observed:

- Chronic Absenteeism:

o Some groups had "red" indicators, especially Homeless and Socioeconomically Disadvantaged students, indicating high absenteeism rates. Homeless students districtwide increased by 9.9%. While our Socioeconomically disadvantaged students at San Lorenzo Valley Elementary increased by 15%.

o Hispanic students decreased their chronic absenteeism rate districtwide and at most school sites. However, there was a large discrepancy at San Lorenzo Valley Elementary school with Hispanic students increasing by 10.9%.

o San Lorenzo Valley Elementary had the largest disparity in these areas with a majority of all subgroups with a "red" indicator and with significant increases from the previous year.

o Boulder Creek Elementary had the largest improvement in this area with many of their subgroups moving from a red to a yellow or orange indicating decreasing or significant decreasing of absenteeism rates.

- Suspension Rates:

o Suspension rates districtwide increased multiple subgroups. The greatest increase was with Long-Term English Learners and our Homeless students. This was noticeable with our Homeless students increasing over 10%.

o Students with Disability and Socioeconomically Disadvantaged students at Boulder Creek Elementary and San Lorenzo Valley Middle School have a "red" indicator, meaning higher suspension rates.

o Hispanic and White students fluctuate between Orange and Yellow across different school sites. These subgroups are monitored for any disparities at each school site and district-wide

- Graduation Rate:

o Socioeconomically Disadvantaged students are rated Green, indicating strong graduation performance.

o Hispanic students showed an increase in graduation rates Districtwide and at San Lorenzo Valley High School.

- ELA & Mathematics Performance:

o Overall, many student groups at the district level fall in the yellow or orange range, signaling room for improvement.

o Homeless students show a disparity in their academic performance with significant decreases in both ELA and Math rating them in "red".
This student group increased their distance from standard from more than 50 points.

o White students tend to perform better in ELA (Green or Blue in some cases).

o Socioeconomically Disadvantaged and Students with Disabilities struggle more (Red or Orange ratings).

At Boulder Creek Elementary and San Lorenzo Valley Middle School students with disabilities decreased in their overall performance in this area, placing them in the red.

o English Learners at both Districtwide decreased significantly in both ELA and Math, placing them in the red and orange ratings.

Additionally, SLVUSD concluded its' first year with a K-8 diagnostic for both ELA and Math performance through i-Ready. This performance data revealed the following key trends:

- Both ELA and Math saw strong improvement across all groups.
- English Learners (EL) improved but remain significantly behind other groups.
- Math improvement (+22%) was slightly higher than ELA (+18%).
- EL students are the lowest-performing group and are far below the overall proficiency rates (52% in ELA, 42% in Math).
- Students with Disabilities (SWD) showed the largest gains in both subjects, but despite strong improvement, SWD students still have low overall performance compared to their peers.
- Hispanic students trail significantly behind White and Multiracial students, especially in Math (17% gap).

Analyzing these results, it was apparent the trends that were revealed in the 2024 dashboard are also represented in this year's diagnostic data. Our English Learners, and Hispanic student groups still have continued disparities in academic performance. This data has been used throughout the year to develop interventions and supports for our students and student groups that struggle to meet performance mastery. Thus, overall improvement has been seen in on-going monitoring with the diagnostic periods throughout the current school year.

Given these observations, SLVUSD has been able to develop and adjust our current LCAP plan that focuses on Academics and Social Emotional Learning. SLVUSD is committed to developing additional systems and supports for our identified student groups (Homeless, Hispanic, Students with Disabilities and Socioeconomically disadvantaged). Additionally, staff will be receiving additional professional development in Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) to be able to develop tools and structures to better support our student groups. In addition, SLVUSD will be using our districtwide diagnostic data to inform our instructional and intervention supports. SLVUSD is committed to developing an ecosystem of learning that is supportive to all learners and is inclusive of the whole child.

SLVUSD will be using Learning Recovery Emergency Block Grant (LREGB) funds will be used in Goal 1 and Goal 2 to support these efforts. In Goal 1, SLVUSD will be addressing specific needs of students by personalized supports for identified student subgroups and families, action 5. These additional supports can include by are not limited to the description in action 5: EL Supports, Intervention, Small Group instruction, Deans, Counselors, and Parent family engagement, education and support. In Goal 2, our district is further supporting sites, students and families with wellness staff to address on-going social emotional needs which can be seen in action 2. These efforts in connection to all of our actions in our three goals, are supporting the needs of our students to be successful in our learning environment.

Reflections: Technical Assistance

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

SLVUSD serves a small and diverse student population, even minor demographic shifts can significantly impact performance indicators on the district dashboard. Additionally, some students belong to multiple identified groups, for example, a single student may be classified as

Hispanic, Homeless, and economically disadvantaged. As a result, their outcomes affect multiple data categories. During the 2024-2025 school year, San Lorenzo Valley Unified School District (SLVUSD) was identified for Differentiated Assistance (DA) due to changes in decrease in performance among Homeless Youth in multiple areas.

Homeless Youth, which is a small and unique population, in SLVUSD face significant challenges. They had a 9.9% increase in chronic absenteeism, placing them in the "red" category for attendance concerns, which lead to academic setbacks. Suspensions rose by over 10%, further destabilizing their education and reducing access to learning opportunities. In academics, Homeless students received "red" indicators in both ELA and Math, experiencing the largest performance decline among all student groups, with their gap from the standard widening by over 50 points from standard. Thus, Homeless students face significant barriers to education, including instability, absenteeism, disciplinary actions, and declining academic performance.

In response, SLVUSD conducted a root cause analysis and needs assessment to identify factors contributing to these outcomes. The findings emphasized the need for additional systems and supports tailored to this student group. To address these challenges, SLVUSD will implement professional development focused on supporting Homeless Youth, develop a tiered support plan to meet both instructional and social-emotional needs, and expand intervention services to improve access, engagement, and overall student success.
SLVUSD Implementation of support this year:
December 10, 2024 SLVUSD developed a district team composed of site and district staff to address the concerns and disparities in Data our Homeless students face
January 7 2025 SLVUSD administrative team reviewed achievement data, school systems and district systems to identify and support our Homeless youth
February 3rd follow up with County office of Education over our findings and next steps to support our Homeless youth
February 6th and February 10th County office of ED and SLVUSD District leadership shared about DA status to our site teacher leadership teams. Feedback was taken on how to continue to develop next steps to support Homeless youth.
February 26th County office of Education and SLVUSD collaborated on next steps and supports to launch for the 26/27 school year
April 22nd County office of Education worked on professional development ideas and dates to support the SLVUSD action plan to address the disparities with Homeless youth.

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.

No district schools are eligible 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.

NA

Monitoring and Evaluating Effectiveness

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

NA

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
SLVHS Staff 2/26/25 SLVHS Families 3/6/25 SLVMS Staff 3/19/25 SLVMS Families 3/4/25 BCE Staff 3/5/25 BCE Families 3/19/25 SLE Staff 3/10/25 SLE Families 3/11/25 SLVUSD Charter Staff 3/10/25 SLVUSD Charter Families 3/13/25	In person meetings where the current LCAP was reviewed, annual progress was shared. Educational Partner feedback for additional changes and / or adjustments to current LCAP were gathered.
Families	Surveys by site
Students	Surveys by site and grade
SLVTA SEIU	In person meetings where the current LCAP was reviewed, annual progress was shared. Educational Partner feedback for additional changes and / or adjustments to current LCAP were gathered.

Educational Partner(s)	Process for Engagement
Student Advisory : Middle School 3/11/25 High School 3/13/25	In person meeting where the current LCAP was reviewed and feedback was given
Parent Advisory 5/20/25	Draft LCAP was shared and discussed. Feedback was gathered.
Administrators, including principals on, 01/14/2025 02/04/2025 04/15/2025	In person meetings where the current LCAP was reviewed, annual progress was shared. Educational Partner feedback for additional changes and / or adjustments to current LCAP were gathered.
5/7/2025 SELPA	In person meetings where the current LCAP was reviewed, annual progress was shared. Educational Partner feedback for additional changes and / or adjustments to current LCAP were gathered.

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

SLVUSD is dedicated to creating an educational environment that nurtures the whole student -- academically, socially, and emotionally-- while fostering a strong sense of belonging. Our current LCAP outlines who support this, in three broad area goals: Academics, Social Emotional Support and Environmental Literacy. With one year of implementation completed, educational partners were able to give feedback as it relates to the current implemented LCAP and its impact on students. After analyzing and reflecting on the feedback our district will make the following adjustments to our current actions:

* Additional support with neuro-divergent students and their access to the learning environment
* Keep the additional Counselors and Deans on staff as their impact is positively affecting the academic and social emotional outcomes for students
* Additional supports and professional development related to Multi-tiered Systems of Support (MTSS) and Universal Design for Learning (UDL)
* Continue the district effort around Diversity, Equity, Inclusion and Belonging (DEIB) as it relates to student access to instruction and their ability to access a safe a bias free environment
* Continue to work for all staff design and align a cohesive instructional sequence that supports all learners, and that is aligned to grade level standards.
* Additional supports and professional development as it relates to encouraging student voice with active engagement in the learning environment.
* Increase professional development opportunities for families that vary on time and day to meet multiple schedules.
* Increase social emotional support systems for intermediate primary students grades 3 in above to address : Student/Student conflict-problem solving , suicide awareness, and the implications of social media and cell phones.
* Continue enrichment opportunities for students at the Secondary Level including: Field trips, NCBI, and guest speakers
* Continue work with educational partnerships that foster additional opportunities and supports for all students.

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 California State Standards and prepares them for the career and college 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.

The district 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. The majority of our academic data (CAASPP, CAST, A-G completion, elementary benchmarks) shows student proficiency to be near or below 50%.

The discrepancy between Hispanic, white, socioeconomically disadvantaged (SED) students, and students with disabilities (SWD) is an area of continued focus as we have double digit discrepancies between these groups in our CAASPP scores in math, ELA, and CAST with white students performing above subgroups. These patterns continue across our data from elementary benchmark scores to A-G Completion, Graduation Rate, and the College and Career Readiness Indicator.

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: ELA and Math CAST: Science	2022-2023 District ELA	2023-2024 District ELA		All Students 10% increase Hispanic Students 15% increase	District ELA All Students -2.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent Meeting and Exceeding Standard	All Students 54.03% Hispanic 39.52% White 57.17% SED 33.97% SWD 21.23% MATH All Students 42.03% Hispanic 26.19% White 45.47% SED 24.83% SWD 14.29% CAST All Students 44.18% Hispanic 33.34% White 47.15% SED 34.31% SWD 16.95%	All Students 51.69% Hispanic 39.18% White 54.12% SED 37.01% SWD 18.47% MATH All Students 40.79% Hispanic 23.85% White 44.28% SED 30.26% SWD 14.28% CAST All Students 48.96% Hispanic 30.38% White 51.98% SED 41.33% SWD 10.87%		White Students 10% increase SED Students Increase 15% SWD Students Increase 15%	Hispanic -0.34 % White -3.05% SED 3.04% SWD -2.76% MATH All Students -1.29% Hispanic -2.34% White -1.19% SED 5.4% SWD -0.01% CAST All Students 4.78% Hispanic -2.96% White 4.83% SED 7.02% SWD -6.08%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	iReady Math Diagnostic K-8 Percent at or above grade level	2023-24 Second Diagnostic * Pilot year - Not an accurate baseline Boulder Creek Elementary All Hispanic White Kinder New New New 1st 16 0 16 2nd 44 6 26 3rd 49 28 44 4th 43 50 52 5th 43 20 39 San Lorenzo Valley Middle All Hispanic White 6th 27 17 27 7th 37 24 38 8th 33 16 34	** First Year with District-wide Data Percent at above Grade level All Students : 42% Hispanic: 26% White: 43% SED: N/A SWD: 28% Grade Level Kinder 55% First 48% Second 31% Third 45% Fourth 40% Fifth 53% Sixth: 34% Seventh: 34% Eighth: 41%		All Students 10% increase Hispanic Students 15% increase White Students 10% increase SED Students Increase 15% SWD Students Increase 15%	* First year data District-wide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		San Lorenzo Valley Elementary New metric SED Data not available SWD Data not available				
1.3	iReady Reading Diagnostic K-8 Percent at or above grade level	2023-24 Second Diagnostic * Pilot year - Not an accurate baseline Boulder Creek Elementary New Metric SLV Elementary New Metric SLV Middle All Hispanic White 6th 43 25 44 7th 31 35 33 8th 39 35 39 SED Data not available SWD Data not available	** First Year with District-wide Data Percent at above Grade level All Students : 52% Hispanic: 40% White: 52% SED: N/A SWD: 38% Grade Level Kinder 73% First 55% Second 45% Third 63% Fourth 49% Fifth 59% Sixth: 41% Seventh: 38% Eighth: 53%		All Students 10% increase Hispanic Students 15% increase White Students 10% increase SED Students Increase 15% SWD Students Increase 15%	* First year data District-wide
1.4	Writing Benchmarks Percent at or above grade level	District (Elementary Only) All Students 61.9% Hispanic 55%	District (Elementary Only) All Students 57.63%		Increase all groups by 10% SLVE	District (Elementary Only) All Students -4.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 63% SED 48.1% SWD Data not available	Hispanic 42.76% White 60.64% SED 39.24% SWD 32.23%		Hispanic and SED Increase by 12%	Hispanic -12.24 % White -2.36 % SED -8.86 % SWD NA
1.5	Math Benchmarks Percent at or above grade level	District (Elementary Only) All Students 69% Hispanic 53% White 73% SED 60% SWD Data not available	District (Elementary Only) All Students 58.43% Hispanic 46.54% White 61% SED 41% SWD 35.13%		70% or greater	District (Elementary Only) All Students -10.57% Hispanic -6.46% White -12% SED -19% SWD NA
1.6	Science Benchmarks Percent Meeting and Exceeding Standard	New Metric	New Metric		Increase by 10%	N/A
1.7	A-G Completion Percent of graduating seniors completing the A-G requirements	SLV High All Students 68% Hispanic 40% White 67% SED 33% SWD 30.8%	SLV High All Students 60.8% Hispanic 47.4% White 63.7% SED 45.5%		All Students 6% increase Hispanic and SED 12% increase	All Students -7.2% Hispanic 7.4% White -3.3% SED 12.0% SWD -18.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD 12.5%			
1.8	K-2 Universal Screener Percent Screened	2023-24 0%	2024-25 0%		100%	No change - Screener not approved this year
1.9	Career Technical Education (CTE) Percent of students enrolled in a CTE course.	2023-24 47%	2024-2025 34%		Increase to 50%	- 13%
1.10	Career Technical Education Pathways Number of students completing a CTE Pathway	2022-23 36	23-24 21		Increase to 40 students	--15
1.11	Ethnic Studies Courses	2023-24 0	24-25 Integrated Courses 2		1	+ 2
1.12	High Quality Staff	100%	100%		100%	0%
1.13	Graduation Rate Percent of cohort students graduating within 5 years	2023 Dashboard SLV High All Students 91.3% Hispanic 80% White 97.3% SED 90.4% SWD 75%	2024 Dashboard SLV High All Students 94.9% Hispanic 89.5% White 95.2%		2026 Dashboard All groups to 95%	All Students 3.6% Hispanic 9.5% White -2.2% SED .50% SWD 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED 90.9% SWD 75%			
1.14	College and Career Readiness Percent of graduates prepared	2023 Dashboard SLV High All Students 59.3% Hispanic 40% White 64.9% SED 53.8% SWD 6.3%	2024 Dashboard SLV High All Students 53.5% Hispanic 57.9% White 54% SED 37% SWD 12.5%		2026 Dashboard 10% increase for all groups Hispanic and SED Increase by 12%	All Students -7.0% Hispanic 15.8% White -12% SED -20.1% SWD 4.8%
1.15	EL Progress Percent of English Learners making Progress (ELPI) Percent of English Learners Reclassified Fluent English Proficient (RFEP)	2023 Dashboard ELPI 56.8% 2023-24 RFEP 23.53%	2024 Dashboard ELPI 45.9% 2024-25 RFEP 6%		2026 Dashboard ELPI Increase by10% RFEP Maintain	ELPI -10.9% REFEP -17.53
1.16	Advanced Placement (AP) Percent of AP testers scoring 3 or higher	2022-23 SLV High All Students 70% Hispanic 50% White 73% SED 67%	2023-24 SLV High All Students 80% Hispanic 62% White 82% SED 80%		Hispanic Increase to 60% All other groups Increase to 75%	All Students 10% Hispanic 12% White 9% SED 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Standards Aligned Materials Percent of students having standards aligned instructional materials	100%	100%		100%	No Change - Goal met
1.18	Course Access Percent of students who have access to a broad course of study	100%	100%		100%	No Change-Goal met
1.19						

Goal Analysis [2024-25]

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 Curriculum Development : Partially implemented: SLVUSD took action steps in adopting new instructional materials and curriculum in Foundational literacy, Spelling and Grammar. At the Secondary level, our CTE course used additional instructional materials and programs so our students could be more successful in the pathway. In addition, our Secondary teachers took on developing and enhancing how Ethnic Studies will be embedded through multiple courses at the secondary level. The district continues to provide professional learning, training, and instructional materials as needed.
1.2 Foundational Literacy: Fully Implemented: All TK-5 teachers received training in standards-aligned foundational literacy skills. Teachers used assessment data to address and develop changes to instructional scope and sequences to address gaps in student learning.
1.3 COE Math Initiative: Fully Implemented: Math teacher leaders, and district and site administrators participated in the County-Wide Math Initiative to develop a district strategic plan for fully implementing the math framework and enhancing the quality of mathematics teaching and learning. The district developed a focus area for learning and an action plan for further steps to address the needs of our students in the area of mathematics.
1.4 English Learner Support: Fully Implemented: Our EL Coordinators worked throughout the year to develop additional support for our EL Students. Their on-going collaboration at the district and site level have led to additional support materials being purchased and additional site level supports to be implemented.

1.5 RTI: Fully Implemented: Site data teams met throughout the year to analyze summative and formative data on student progress. This analysis led each site to make informed decisions about instruction, interventions (Pull-Out, RTI Sections, Credit Recovery, Summer School), supports, and services to accelerate student achievement as well as to close the gaps that exist between students in our unduplicated groups and others.
1.6 Instructional Leadership: Fully Implemented: Instructional Leadership Committees met throughout the year to collaborate on district and site initiative to support student access and success.
1.7 High Quality Staff: Fully Implemented: SLVUSD provided all students with high quality appropriately credentialed and assigned teachers. One time funding through 2025-26 will provide additional teachers to reduce class sizes in fourth and fifth grade and secondary math.
1.8 Standards based grading: Fully Implemented: The Elementary Instructional Leadership team took action on redesign of the elementary report card to fully align with California State Standards. The middle school took steps to collaborate around rubrics and grading. The high school took steps to look at an annual A-G Transcript Analysis to analyze how students are accessing CCI pathways.
1.9 Instructional Technology: Partially Implemented: District and site staff did maintain an environment where students will learn the appropriate and ethical use of instructional technology tools. The district took steps towards an AI committee and is engaged with making sure all tools used are appropriate.
1.10 Family Training: Partially Implemented: This action was only partially implemented, as our sites have on-going communication with families around the supports they need. Our Elementary sites did engage in several parent opportunities for training around digital tools and parent/student behavior support. Our secondary sites continue to provide support to families around academic pathways and student support towards their future goals.
1.11 Grade Level Transition Meetings: Fully Implemented: District and site staff did collaborate to develop supports for students transitioning from each instructional level. Additional support meetings are in place when students transition between campuses or programs throughout the year.

While notable progress was made, SLVUSD recognizes the need for greater cohesion in its strategies. The district will streamline its initiatives to provide a more equitable, high-quality, and responsive educational program. By refining its approach and better organizing its efforts, SLVUSD aims to enhance academic access, ensure measurable progress toward California State Standards, and prepare students for future college and career opportunities.

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.

SLVUSD successfully implemented all actions outlined in Goal 1, with the original budget generally aligning with actual expenses. However, some actions required additional funding to support pilot programs and professional development, ensuring staff, students, and families received necessary resources. Notable budget adjustments included increased expenditures for Curriculum Development ($28,184 over budget) due to higher-than-anticipated costs in the Foundational Literacy pilot and additional RTI investments ($42,053 over budget) for professional development, substitute coverage, and the first district-wide diagnostic assessment for ELA and Math.

Other areas requiring additional funding included English Learner Support ($7,009 over budget) for supplemental instructional materials, COE Math Initiative ($1,165 over budget) for substitute coverage, and Standards-Based Grading ($1,224 over budget) for additional staff

collaboration and report card development. Instructional Leadership incurred slightly higher costs due to Instructional Rounds, while the High-Quality Staff category came in under budget by $4,246 due to lower-than-expected staffing expenses.

Several actions, including Foundational Literacy, Instructional Technology, and Family Training, remained within budget. Grade Level Transition Meetings required no additional funding. Despite some necessary adjustments, SLVUSD effectively allocated resources to support its initiatives, ensuring progress toward its academic and instructional goals.

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

SLVUSD made significant progress in key instructional areas, including curriculum development, foundational literacy, mathematics, and instructional leadership. The adoption of new instructional materials, targeted professional development, and strategic planning initiatives contributed to measurable improvements. Efforts such as training TK-5 teachers in foundational literacy, participating in the COE Math Initiative, and embedding Ethnic Studies in secondary courses reflect a commitment to enhancing student learning experiences. Additionally, the district prioritized high-quality staffing, response-to-intervention strategies, and equitable access to instructional resources.

However, while individual initiatives were implemented effectively, they remained somewhat narrow in scope and did not fully optimize efforts toward the district's overarching goal of academic access and achievement. Family training efforts, particularly at the secondary level, were only partially successful, highlighting the need for stronger parent engagement. Additionally, while instructional technology efforts ensured responsible use, the district must continue refining its AI and digital learning strategies to stay ahead of emerging trends.

To maximize impact, SLVUSD will streamline and better categorize its initiatives to provide more cohesive support for staff, students, and families. By refining its approach, the district aims to enhance academic access, ensure measurable progress toward California State Standards, and better prepare students for college and career opportunities. This restructuring will allow SLVUSD to build on its successes while addressing gaps, ensuring a high-quality, equitable, and responsive educational experience for all students.

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.

While SLVUSD has made adequate progress this year, our goal is to continue advancing in our proficiency toward ensuring academic access and achievement for all students. The actions outlined above are limited in scope and do not fully optimize our efforts to meet this overarching objective. Therefore, we will streamline our initiatives to more effectively address our commitment to providing every student with a high-quality, equitable, and responsive educational program. This approach will ensure measurable annual progress toward the California State Standards and prepare students for their chosen college and career paths. While the core themes and supports will remain consistent with this year's efforts, they will be restructured to better serve our staff, students, and families.

SLVUSD is dedicated to fostering an educational environment that nurtures the whole student. To enhance the quality, equity, and responsiveness of our instructional program—and ensure measurable progress—we will implement a focused instructional strategy centered on the gradual release of responsibility. This approach empowers students to take on the cognitive load and actively demonstrate their

learning. Our instructional program will be aligned with grade-level standards and designed with appropriate rigor to support all students in achieving mastery.
To achieve these goals, our actions will focus on six key areas:

To achieve these goals, our actions will focus on six key areas:
Developing and Sustaining Tiered Instructional Supports
Analysis of Instructional Design and Student Access
Ongoing Progress Monitoring
Encouraging Student Voice Through Active Engagement
Personalized Supports for Identified Student Subgroups
High-Quality Staff and Support

By prioritizing these areas, SLVUSD will continue to strengthen its instructional framework, ensuring that every student receives the support and opportunities they need to succeed. In addition, SLVUSD updated our metrics to reflect accurate data that had been updated after this initial LCAP and to reflect current summative and formative assessments in our district.

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 is committed to enhancing curriculum and instructional materials across multiple subject areas by reviewing and collaborating to adjust and implement tiered support students. By implementing strategic, data-driven supports, the district 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. UDL , MTSS 2. Consultant Support 3. Professional Development 4. Foundational Literacy 5. Instructional Technology EL Support: SLVUSD will provide professional development and support to foster success for EL students to address their barriers to reclassification	$52,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and academic proficiency. The types of professional development specific to this are listed above.		
1.2	Analysis of Instructional Design and Student Access	SLVUSD 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. Instructional Leadership 4. College and Career Readiness 5. Foundational Literacy	$797,031.00	Yes
1.3	On-going progress Monitoring	SLVUSD will use formative and summative assessment processes, programs and supports to monitor the growth and achievement for all students. SLVUSD teams will collaborate and analyze the growth of students and additional next interventions and supports for learners. 1. I-Ready 2. Reading Difficulty Screener 3. Data Teams 4. Assessment Support 5. A-G/ Transcript Analysis	$16,489.00	No
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. Kagan 2. Instructional Rounds	$22,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Personalized Supports for Identified Student Subgroups and Families	LREBG ACTION: SLVUSD 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 our English Learners, Homeless Youth, Socially Economically Disadvantaged and Foster Youth students. 1. EL Supports 2. Intervention 3. Small Group Instruction 4. Deans & Counselors 5. Parent Family Engagement, Education and Support LREBG Funds of $32,330.09 are being used to support this action Metric used to Monitor: CAASPP Scores, and I-Ready scores to monitor student growth EL Action: SLVUSD will work to develop and sustain specific supports for EL Students. EL students will received intervention and direct services that align to their barriers to reclassification and mastery in all academic areas.	$1,245,697.00	Yes
1.6	High Quality Staff and Support	Provide all students with high quality appropriately credentialed and assigned teachers and staff. 1. Class Size Reduction Staff 2. Additional Support Staff 3. Deans & Counselors	$151,066.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Schools 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 strives to ensure that students and parents are actively engaged in our schools. 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 SEL. Surveys indicate a desire for students and families to be able to have input in district programs that support student academic and social-emotional growth. Our Dashboard data around Chronic Absenteeism showing nearly a quarter of our students being chronically absent reinforces the need for this goal. Additionally, our students experiencing homelessness are red on our Dashboard which leads us to include this specific group in our actions and metrics for this goal. As a district, we understand that all families have 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	Positive Behavior Intervention System Percent of students Tier 3	2023-24 Trimester 2 BCE: 3% SLVE: 2.8% MS: New metric	2024-25 Trimester 2 BCE: 13% SLVE: 10% MS: 13%		Maintain	BCE 10% SLVE 7.2% MS NA
2.2	Playground and Recess	2023-24 Trimester 2	2024-25 Trimester 2		BCE:55 SLVE: 69	BCE- 53 SLVE -69

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number incidents occurring on the playground	BCE: 110 SLE: 139	BCE: 57 SLE: 70			
2.3	Attendance Average daily attendance	P2 2023 District: 91.8% BCE: 93.61% SLVE: 93.95% MS: 93.28% HS: 92.08%	P2 2024 District: 93.14%% BCE: 93.3% SLVE: 94.25% MS: 93.23% HS: 91.8%		2026 P2 96%	District:-1.34% BCE: .31% SLVE: .3% MS: -.05% HS: -.28%
2.4	Chronic Absenteeism Percent of students chronically absent	2023 Dashboard District All Students 22.6% Hispanic 28% White 20.7% SED 33.4% Homeless 45.7% BCE All Students 38.4% Hispanic 42.2% White 37.2% SED 44.3% SWD 43.6% SLVE All Students 3.7% Hispanic 9.8% White 1.4% SED 9.7% SLVMS All Students 31.7% Hispanic 39.1%	2024 Dashboard District All Students 19% Hispanic 25.6% White 17.6% SED 27.7% Homeless 55.6% BCE All Students 19.6% Hispanic 23.9% White 17.7% SED 25.2% SWD 28.2% SLVE All Students 15.8%		2026 Dashboard BCE and MS Reduce all by 10% Homeless by 25% SWD by 25% SLVE Maintain	District All Students -3.6% Hispanic -2.4% White -3.1% SED -5.7% Homeless 9.9% BCE All Students -18.8% Hispanic -18.3% White -19.5% SED -19.1% SWD -15.4% SLVE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 30.1% SED 42.4% SWD 42.9%	Hispanic 20.7% White 15.5% SED 25.3% SLVMS All Students 21.9% Hispanic 33.8% White 19.3% SED 34.1% SWD 38.2%			All Students 12.1% Hispanic 10.9% White 14% SED 15.6% SLVMS All Students -9.8% Hispanic -5.3% White -10.8% SED -8.3% SWD -4.7%
2.5	Dropouts Number of Dropouts	2022-23 Middle School 0 High School 0	2023-24 Middle School 0 High School 2		0	Middle School: 0 High School: 2
2.6	Suspensions and Expulsions Percent of students suspended at least one day	2023 Dashboard District All students 3.9% Hispanic 4.4% White 3.9% SED 6.2%	2024 Dashboard District All students 4.6% Hispanic 5.5% White 4.2% SED 6.6%		2026 Dashboard Maintain 3% or less	District All students 1% Hispanic 1.1% White .3% SED .4%
2.7	Alternative to Suspensions	New Metric	New Metric		Increase by 10% year over year	New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of alternatives to suspensions completed by students					
2.8	Parent Survey:Decision Making Percent of responding parents indicating they agree or strongly agree that they have opportunities to give input into decision-making.	2023-24 BCE 88.9% SLVE 89.8% SLVMS 86.6% SLVHS 76.7%	2024-25 BCE 90.44% SLVE 88.57% SLVMS 87.84% SLVHS 81.85%		2026-27 Maintain 80% or above	BCE 1.54% SLVE -1.23% SLVMS 1.24% SLVHS 4.85%
2.9	Parent Survey: Safety Percent of responding parents indicating they agree or strongly agree that their student feels physically safe at school.	2023-24 BCE 95.2% SLVE 92.2% SLVMS 87.2% SLVHS 93.1%	2024-25 BCE 94.62% SLVE 91.69% SLVMS 91.44% SLVHS 95.77%		2026-27 Maintain at 90% or higher	BCE -.58% SLVE -.51% SLVMS 4.24% SLVHS 2.67%
2.10	Student Survey: Safety Percent of responding students indicating they agree or strongly agree that they feel physically safe at school.	New Metric 2023-24 Survey sample size too small for validity	2024-25 BCE 81% SLVE 77% SLVMS 67% SLVHS 76%		2026-27 90% or higher	Baseline year
2.11	Secondary Enrichment	2023-24 New metric	2024 5 total		2026-27 MS and HS each have at least 3	5 total 3 MS, 2 HS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The number of enrichment activities per year				enrichment assembles, speakers or field trips per grade level.	

Goal Analysis [2024-25]

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 Social Emotional Support Systems: Fully Implemented: Training and support have been provided for continual implementation of TK-8 PBIS, TK-12 Restorative Practices, TK-5 Playworks, and TK-12 SEL lessons, to improve school climate and disciplinary outcomes for all students with a focus on English Learners, Foster Youth, students qualifying for McKinney-Vento status and Low-Income students.
2.2 Wellness Team: Fully Implemented: Sites continue to implement and design additional supports for a wellness support system that creates a positive school environment for all students.
2.3 Tiered Attendance Intervention : Fully Implemented: SLVUSD has implemented Attendance supports and interventions at both the site and district level in hopes to reduce chronic absenteeism
2.4 Cultural Responsive Teaching and the Brain: Fully Implemented: District did provide professional learning on Culturally Responsive Teaching and the Brain throughout each of the four Professional Development Days. In addition, each of the school sites have engaged in four instructional rounds focusing on student access and equity to the learning environment.
2.5 Anti-bias training: Fully Implemented: The district has provided structured anti-racism, anti-hate, and microaggression training to all students, families and staff, including athletic coaches. The anti-bias grant funds were used to increase inclusive practices and reduce bias based incidents.
2.6 Educational Partnerships:Fully Implemented: The District did survey families and students in grades 3-12 to inform, support and adjust the educational programs and assist in determining what new community partnerships may be needed to fill gaps and add resources for supporting the social emotional needs of our San Lorenzo Valley community.
2.7 ELOP:Fully Implemented: The district did continue to provide Extended Learning Opportunities (ELOP) for all unduplicated students before and after school and over the summer adhering to ELOP funding requirements.
2.8 Secondary Enrichment:Fully Implemented: Secondary schools offered enrichment opportunities including but not limited to field trips, speakers and assemblies.
To further enrich the student experience, secondary schools provided expanded enrichment opportunities, including field trips, guest speakers, and assemblies. These activities supplemented the academic curriculum by offering diverse and engaging learning experiences. Through these efforts, SLVUSD remains committed to fostering a holistic educational environment that supports students' academic and social-emotional development.

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.

SLVUSD made strategic financial adjustments to ensure the effective implementation of Social-Emotional Support Systems, with actual expenditures slightly exceeding the original budget to fully support PBIS programs across all sites. The Wellness Team costs were lower than anticipated due to variations in staffing expenses, while Tiered Attendance Intervention also saw reduced costs as staff expenses were lower than projected.

Investments in Culturally Responsive Teaching and the Brain remained consistent with the budget, while Anti-Bias Training and Educational Partnerships expenses came in lower than expected due to reduced training and staffing costs. Similarly, the Extended Learning Opportunities Program (ELOP) required slightly less funding than initially planned, with staffing expenses being lower than projected.

Finally, Secondary Enrichment programs, which include field trips and other student engagement opportunities, were implemented efficiently, with actual costs falling below the original budget due to lower transportation and activity costs. These financial adjustments reflect SLVUSD's commitment to maximizing resources while ensuring the successful execution of key initiatives that enhance student support and learning experiences.

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

SLVUSD has demonstrated effective implementation of Social Emotional Support Systems through structured training and support for PBIS, Restorative Practices, Playworks, and SEL lessons. These initiatives have contributed to improvements in school climate and disciplinary outcomes, particularly benefiting English Learners, Foster Youth, McKinney-Vento students, and Low-Income students. The Wellness Team has also been effective in enhancing student well-being by designing and implementing additional supports to foster a positive school environment.

Efforts toward Tiered Attendance Intervention have been effective in addressing chronic absenteeism, with site and district-level interventions providing structured support. The district’s Culturally Responsive Teaching and the Brain training was successfully integrated into all four Professional Development Days, alongside instructional rounds that promoted student access and equity in learning environments.

Additionally, Anti-Bias Training has played a crucial role in reducing bias-related incidents and fostering inclusive practices, with training provided to students, families, staff, and athletic coaches.

SLVUSD has strengthened Educational Partnerships through surveys that help identify needed community resources to support student well-being. The Extended Learning Opportunities Program (ELOP) has effectively provided before and after-school learning for unduplicated students, ensuring continued academic support. Furthermore, Secondary Enrichment opportunities, such as field trips, guest speakers, and

assemblies, have been successfully implemented, enriching the educational experience and engagement for students. These actions collectively contribute to a holistic support system that fosters academic success and social-emotional growth.

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

SLVUSD has made significant progress this year, but our ultimate goal is to enhance our proficiency in creating a strong ecosystem of care where all students feel a deep sense of belonging and support. While the actions outlined have contributed to this effort, they remain narrow in scope and do not fully maximize our impact. Moving forward, we will streamline and refine our initiatives to ensure a more comprehensive, inclusive, and responsive learning environment. Our focus will be on Social-Emotional Learning (SEL) and Culturally Responsive Teaching, equipping students with the academic, personal, and social skills necessary for long-term success.

SLVUSD is committed to developing and sustaining a robust support system that prioritizes student well-being and equity. We will strengthen our Multi-Tiered Systems of Support (MTSS) and integrate Universal Design for Learning (UDL) to create a structured framework that meets the diverse needs of all students. By embedding targeted interventions and proactive strategies, we aim to ensure that every student has access to the resources, guidance, and care they need to succeed in and beyond the classroom.

Building Strong Social-Emotional Supports : Implementing evidence-based programs that nurture emotional well-being.
Developing and Sustaining a Wellness Team: Ensuring dedicated resources and personnel to support student mental health.
Inclusion and Belonging: Creating a culture where all students feel seen, valued, and supported.
Encouraging Student Engagement and Attendance: Addressing barriers to attendance and promoting active participation.
Educational Partnerships: The District did survey families and students in grades 3-12 to inform, support and adjust the educational programs and assist in determining what new community partnerships may be needed to fill gaps and add resources for supporting the social emotional needs of our San Lorenzo Valley community.

By centering our efforts on these priorities, we will enhance the student experience and foster an environment where every learner can thrive holistically.

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	Implementing evidence-based programs, supports and training that nurture emotional well-being. Additional support programs will allow access to the educational environment and foster belonging to the school community. This training will provide additional resources and support plans for students who need tier 2 and tier 3 interventions. 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 3. Professional Development 4. PBIS 5. Playworks	$48,851.00	Yes
2.2	Wellness Team	LREBG Action: Ensuring dedicated resources and personnel to support student mental health. Sites will design and sustain a wellness support system that creates a positive school environment for all students. These teams will design interventions, behavior/ social emotional support plans for students to be successful. These direct and in-direct supports will increase student success and access to the school environment. The design team may include: 1. Behavior support personal 2. Deans & Administrators 3. Counselors 4. Program Specialists 5. Teachers LREBG Funds of $321,406.26 are being used to support this action. Metric used to Monitor: Suspensions, PBIS Tier 3, playground incidents, alternative to suspensions	$1,342,826.00	Yes
2.3	Inclusion and Belonging	SLVUSD is committed to creating a culture where all students feel seen, valued, and supported. 1. Anti-Bias Supports and training 2. Inclusive practices, supports and materials	$63,339.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Enrichment opportunities		
2.4	Encouraging student engagement and attendance	The district will collaborate, design, implement programs and supports that address barriers to attendance and encourage student participation and engagement in school. 1. Intervention 2. Support Staff 3. Expanded learning opportunities or programs 4. Field Trips , Speakers or Assemblies 5. After school programs	$993,240.00	Yes
2.5	Educational Partnerships	The District will seek input and feedback from families to support and adjust the educational programs, supports and experiences for all students. The district will assist in determining what new community partnerships may be needed to fill gaps and add resources for supporting the social emotional needs of our SLV community. 1. Survey 2. Cradle to Career 3. Consultants 4. Supports and Training	$72,368.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide staff and students 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.

The San Lorenzo Valley Unified School District is located in an area of unparalleled natural beauty and resources. The increasing impacts of human caused climate change have directly affected our community with forest fires and unprecedented winter storms causing school closures. 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 Percent of departments or grade levels at "Medium" on the Environmental Literacy Continuum	BCE: New Metric SLVE: New Metric MS: 50% HS: 58%	BCE: 50% SLVE: 50% MS: 60% HS: 90%		BCE: 50% SLVE: 50% MS: 60% HS: 70%	BCE: - 50% SLVE-50% MS- 10% HS: 12%
3.2	Environmental Principles and Concepts	BCE: New Metric SLVE: New Metric MS: 1	BCE: 7 (TK-5) SLVE: 7 (Tk-5) MS: 1		BCE: 5 SLVE: 5 MS: 5	BCE NA SLE NA MS 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of grade level and courses with at least one thematic unit tied to the Environmental Principles and Concepts	HS: 5	HS: 7		HS: 10	HS 2
3.3	Youth for Environmental Action Club HS Number of students participating	2023-24 20	24-25 21		Maintain	1
3.4	Elementary Community Based Project Partners Number of elementary grade levels with at least one project with a community-based partner focused on environmental learning	BCE: New Metric SLE: New Metric	BCE: New Metric SLE: New Metric		1 per grade level	New Metric
3.5	Science Camp Percent of fifth grade students attending camp	BCE: 96% SLE: 97%	BCE 98% SLE 97%		Increase to 100%	BCE 2% SLE 0%
3.6	Utilities Units used	2023-24 Water:8,795 units Gas: 143,731 Therms Electric: 1,255,781 kwh	2024-2025 Water: 11,182 Units Gas: 111,231 therms		10% reduction in units used	water + 2,387 increase gas -32,5000 electric + 258,514

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Electric: 1,514,295 kWh			
3.7	Composting Number of cans per day composted	2023-24 Food Services: 1 per day HS: New metric	24-25 Food Services 1 per day HS: 1 Per day		Food Services: 2 per day HS: 1 per day	Food Services - 0 HS - 1
3.8	Sustainable Schools Percent of Schools with additional Sustainable School Actions in the School Plan for Student Achievement (SPSA).	2023-24 0%	24-25 100%		100% of schools have at least 2 sustainable actions	100%
3.9	Sustainable Fleet Percent of the fleet that is electric	2023-24 9% electric	2024 21% electric		23% Electric	12%
3.10	FIT Reports Percent of sites rated "good" or higher	2023-24 100%	2024 100%		100%	0%
3.11	Green Classrooms Percent of teachers participating in the Green Classroom Challenge	Elementary: 1 teacher MS: 0 HS: 0	Elementary: 50% MS: 0 HS: 0		50% of all classrooms participate	Elementary 50% MS 0 HS 0
3.12	Student Survey: Outdoor Learning	New Metric	BCE 100% New Metric MS/HS		75%	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students indicating they have used outdoor learning spaces in their classes					
3.13	Student Survey: Environmental Literacy Lessons Percent of students indicating they have had Environmental Literacy Lessons	HS: 35.5% Elementary: New Metric MS: New Metric	Elementary: New Metric MS: New Metric		75%	NA
3.14	Student Survey: Climate Change Percent of students grades 1-12 indicating they had Climate Change Lessons including the concepts of "Emphasis, mitigate, adapt".	New Metric	New Metric		100%	NA
3.15	California State Seal of Civic Engagement: Environmental Literacy Number of students earning the Seal	2023-24 Graduating Seniors New Metric	24-25 New Metric		10 students	NA

Goal Analysis [2024-25]

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 Environmental Principles and Concepts: Partially Implemented: The district provided professional development to support the implementation of the Environmental Principles and Concepts across all grade levels and content areas by working with leadership teams and school sites to develop a plan for implementation. Further work needs to occur to facilitate a full roll out of Environmental literacy in all schools.
3.2 Climate Change: Partially Implemented: Science coursework does include the cause and effects of climate change and methods to mitigate and adapt to climate change as required by AB 285. All school sites have developed plans to make sure climate change lessons are occurring during the school year.
3.3 5th grade science camp: Implemented: All 5th grade students had the opportunity to attend science camp.
3.4 Seal of Civic Engagement: Partially Implemented: SLVUSD started the process of developing a protocol for students to receive the Seal of Civic Engagement in Environmental Literacy. This action was limitedly implemented this year, due to other initiatives and academic priorities that were taking place.
3.5 Sustainable Schools:Fully Implemented: ALL SLVUSD schools participate in the Green Classroom Challenge. SLVHS works with students to continue to promote and engage students in environmental actions to build further systems that focus on educational sciences, conservation and environmental stewardship.SLVUSD schools continue to collaborate on ways to develop additional outdoor learning activities and spaces for students at all levels.
3.6 Campus Food Systems:Fully Implemented: SLVUSD has expanded the usage of school grown produce from SLVHS Aquaponics and local school gardens. SLVHS and our nutrition services continue to collaborate to further expand the collaboration between the two programs. SLVUSD continues to support the maintenance of school gardens at all school sites, and increases local farm products for scratch cooking.
3.7 Maintain and Improve Facilities: Fully implemented: SLVUSD regularly inspects school sites to maintain a "Good" or better rating for each school site.
3.8 Utilities : Fully Implemented: SLVUSD continues the process to implement Pelican Energy Management System to monitor energy usage as part of district wide HVAC upgrade and solar installation. SLVUSD regularly explores ways to reduce water usage. SLVUSD regularly monitors waste management, increase composting and reduce landfill waste.
3.9 electric vehicles:Partially Implemented: SLVUSD has increased its electric monitor vehicle fleet.

SLVUSD is also making progress toward sustainable transportation, with an expanding fleet of electric vehicles. These efforts reflect the district’s commitment to reducing its carbon footprint while maintaining efficient operations. Collectively, these actions support SLVUSD's broader mission to create an eco-conscious learning environment that equips students with the knowledge and skills to be responsible environmental stewards.

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.

SLVUSD's budget for environmental initiatives remained largely stable, with no changes in costs for several key areas. Funding for Environmental Principles and Concepts, Climate Change education, 5th Grade Science Camp, and the Seal of Civic Engagement all matched their original budgets, ensuring that planned programs and instructional activities proceeded as expected. However, future costs for instructional materials related to Environmental Principles and Concepts may need to be adjusted as implementation expands.

Some initiatives required additional funding due to increased program demands. The Sustainable Schools initiative exceeded its budget, with higher-than-expected costs for professional development and program support. Similarly, the Campus Food Systems program experienced a slight increase in expenses, mainly due to the cost of materials and supplies. Despite these adjustments, both initiatives continued to support sustainability and student engagement in environmental education.

Infrastructure and operational costs remained mostly consistent with budget projections, with no changes in facility maintenance and utility costs. However, the purchase of electric vehicles, particularly an electric bus, resulted in a higher-than-anticipated expense, reflecting the district's ongoing investment in sustainable transportation. Overall, while some areas required slight financial adjustments, SLVUSD has effectively managed its budget to support environmental and sustainability initiatives without major financial discrepancies.

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

SLVUSD's actions toward integrating environmental sustainability and literacy have been moderately effective, with notable progress in some areas but room for improvement in others. The district has successfully provided professional development on Environmental Principles and Concepts, supporting implementation across grade levels. However, a full rollout of environmental literacy has yet to be achieved, indicating the need for continued development. Similarly, climate change education is now embedded in science coursework per AB 285, with school sites ensuring these lessons occur consistently, demonstrating effective progress in this area.

Hands-on, experiential learning opportunities have been effectively implemented, particularly with 5th-grade science camp, where all students were able to participate. However, the Seal of Civic Engagement in Environmental Literacy faced delays due to other academic priorities, limiting its impact this year. Despite this, sustainability initiatives remain strong, with schools actively engaging in conservation efforts, outdoor learning experiences, and the Green Classroom Challenge, ensuring students continue to develop environmental awareness.

Infrastructure and resource management efforts have yielded measurable improvements, with expanded campus food systems, the incorporation of school-grown produce, and an increased focus on scratch cooking using local farm products. The district has also maintained strong facility upkeep, ensuring schools meet a "Good" or better rating while making advancements in energy efficiency, waste reduction, and water conservation. Additionally, the expansion of electric vehicles demonstrates a commitment to sustainable transportation solutions.

Overall, SLVUSD's initiatives have been largely effective in fostering environmental awareness, sustainability practices, and infrastructure improvements. However, certain initiatives, such as fully implementing environmental literacy across all schools and finalizing the Seal of

Civic Engagement, require further development to maximize impact. Moving forward, a more strategic and streamlined approach will be necessary to ensure long-term success in meeting sustainability and environmental education goals.

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.

SLVUSD is dedicated to building environmentally responsible and sustainable school systems by engaging, educating, and fostering a culture of environmental stewardship within our schools and the broader community. To strengthen our impact, we will refine and streamline our initiatives to ensure meaningful progress toward our ultimate goal.

Our efforts will focus on three key areas:
Design and Support Environmental Literacy: Integrating environmental education across all grade levels and subjects to equip students with the knowledge and skills to become responsible stewards of the environment.

Environmental Engagement and Enrichment: Expanding hands-on learning experiences, including field studies, student-led projects, and extracurricular programs that promote sustainability and environmental awareness.

Sustainable Schools and Environmentally Conscious Systems: Implementing sustainable practices in facilities, resource management, and daily operations to create environmentally responsible school communities.

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	Design and Support Environmental Literacy – Integrating environmental education across all grade levels and subjects to equip students with the knowledge and skills to become responsible stewards of the environment. 1. Curriculum materials and supports 2. Curriculum development 3. Training, professional development and support 4. Environmental Principles/ concepts 5. Seal of Civic Engagement	$13,194.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Environmental Engagement and Enrichment	Expanding hands-on learning experiences by including opportunities for: 1. field studies 2. student-led projects 3. extracurricular programs that promote sustainability and environmental awareness 4. Science Camp	$5,167.00	Yes
3.3	Sustainable School Systems and Environmentally Conscious & Prudent Systems	SLVUSD will implement and maintain sustainable practices in facilities, resource management, and daily operations to create environmentally responsible school communities by: 1. development of site action plans 2. Food systems 3. Sustainable school facilities 4. Electric Vehicles 5. Waste management 6. Economically friendly operating systems and utilities	$1,352,673.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,145,985.00	$

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
5.344%	0.000%	$0.00	5.344%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Developing and Sustaining Tiered Instructional Supports **Need:** Low CAASPP performance **Scope:** LEA-wide	This action will develop tiered systems and supports for students based on identified needs and barriers to academic performance. This will increase student access to standards based materials and supports needed to access instruction.	CAASPP, I-Ready, 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
1.2	**Action:** Analysis of Instructional Design and Student Access **Need:** Performance gaps between subgroups and overall low performance on CAASPP and CAST. **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.	CAASPP, CAST, benchmarks, iReady
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 supportive and differentiated strategies and supports provide students a way to actively engage in class and provide mastery of skills in a variety of ways. In addition, increased strategies that allow students to access and actively participate in the instruction which will increase student achievement in their access.	I-Ready, CAASPP, EL Progress
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:**	It will develop tiered systems and supports for students based on identified needs and barriers to academic performance. This will increase student access to standards based materials and supports needed to access instruction.	CAASPP, CAST, benchmarks, iReady, 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
	LEA-wide		
2.1	**Action:** Building Strong Social-Emotional Supports **Need:** Suspensions, PBIS Tier 3, playground incidents show some disproportionality. **Scope:** LEA-wide	It will provide in-direct and direct supports to students to support the whole child and their access to the educational environment.	Suspensions, PBIS Tier 3, playground incidents, alternative to suspensions
2.2	**Action:** Wellness Team **Need:** Suspensions, PBIS Tier 3, playground incidents show some disproportionality. **Scope:** LEA-wide	It will provide in-direct and direct supports to students to support the whole child and their access to the educational environment. Increased supports to students and their environments improve student ability to perform in and outside the academic setting.	Suspensions, PBIS Tier 3, playground incidents, alternative to suspensions
2.4	**Action:** Encouraging student engagement and attendance **Need:** Students need to increase engagement and participation in school **Scope:** LEA-wide	Students will be more engaged in school increasing attendance and access to the educational settings.	Attendance, Chronic Absenteeism, Secondary Enrichment

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
2.5	**Action:** Educational Partnerships **Need:** Survey data indicates additional needs **Scope:** LEA-wide	Additional services and partnerships will benefit both unduplicated and duplicated students by providing them with an array of supports needed to be successful.	Survey data
3.2	**Action:** Environmental Engagement and Enrichment **Need:** Lack of 100% participation **Scope:** LEA-wide	Support for unduplicated students to attend enrichment opportunities is essential for all students to feel as if they belong and can access the instructional opportunities of their peers. In addition, enrichment opportunities, is hands-on learning experience all students can use to develop and apply their knowledge outside the classroom.	science camp participation, student survey metrics

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		

2025-26 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	$21,442,381.00	$1,145,985.00	5.344%	0.000%	5.344%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,145,985.00	$2,106,793.00	$2,701,617.00	$222,457.00	$6,176,852.00	$4,085,148.00	$2,091,704.00

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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$6,196.00	$46,436.00	$12,114.00	$2,000.00	$38,518.00		$52,632.00	
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	2025-2026	$597,503.00	$199,528.00	$8,000.00	$752,178.00	$36,853.00		$797,031.00	
1	1.3	On-going progress Monitoring	All	No			All Schools	2025-2026	$6,539.00	$9,950.00		$4,000.00	$12,489.00		$16,489.00	
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	2025-26	$4,849.00	$17,430.00	$22,279.00				$22,279.00	
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	2025-2026	$1,162,306.00	$83,391.00	$372,385.00	$82,623.00	$578,232.00	$212,457.00	$1,245,697.00	
1	1.6	High Quality Staff and Support	All	No			All Schools	2025-2026	$151,066.00	$0.00		$151,066.00			$151,066.00	
2	2.1	Building Strong Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$8,351.00	$40,500.00	$1,200.00	$10,300.00	$27,351.00	$10,000.00	$48,851.00	
2	2.2	Wellness Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$1,202,826.00	$140,000.00	$358,433.00	$569,193.00	$415,200.00		$1,342,826.00	
2	2.3	Inclusion and Belonging	All	No			All Schools	2025-2026	$41,839.00	$21,500.00		$63,339.00			$63,339.00	

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
2	2.4	Encouraging student engagement and attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$882,317.00	$110,923.00	$315,774.00	$425,830.00	$251,636.00		$993,240.00	
2	2.5	Educational Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$11,788.00	$60,580.00	$55,000.00		$17,368.00		$72,368.00	
3	3.1	Design and Support Environmental Literacy	All	No			All Schools	2025-2026	$2,694.00	$10,500.00			$13,194.00		$13,194.00	
3	3.2	Environmental Engagement and Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$3,367.00	$1,800.00	$800.00		$4,367.00		$5,167.00	
3	3.3	Sustainable School Systems and Environmentally Conscious & Prudent Systems	All	No			All Schools	2025-2026	$3,507.00	$1,349,166.00		$46,264.00	$1,306,409.00		$1,352,673.00	

2025-26 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
$21,442,381.00	$1,145,985.00	5.344%	0.000%	5.344%	$1,145,985.00	0.000%	5.344 %	**Total:**	$1,145,985.00
								LEA-wide Total:	$1,145,985.00
								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	1.1	Developing and Sustaining Tiered Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,114.00	
1	1.2	Analysis of Instructional Design and Student Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
1	1.4	Encouraging Student Voice and agency through active engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,279.00	
1	1.5	Personalized Supports for Identified Student Subgroups and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$372,385.00	
2	2.1	Building Strong Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200.00	
2	2.2	Wellness Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$358,433.00	

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 (%)
2	2.4	Encouraging student engagement and attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$315,774.00	
2	2.5	Educational Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
3	3.2	Environmental Engagement and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,952,135.00	$5,859,993.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum Development	No	$692,309.00	$720,493.00
1	**1.2**	Foundational Literacy	Yes	$55,337.00	$55,337.00
1	**1.3**	Santa Cruz County Math Initiative	No	$23,233.00	$24,398.00
1	**1.4**	English Learner Supports	Yes	$82,966.00	$89,975.00
1	**1.5**	Response to Intervention	Yes	$525,175.00	$567,228.00
1	**1.6**	Instructional Leadership	Yes	$18,722.00	$18,727.00
1	**1.7**	High Quality Staff	No	$327,442.00	$323,196.00
1	**1.8**	Standards Based Grading	No	$18,746.00	$19,970.00
1	**1.9**	Instructional Technology	No	$8,236.00	$8,236.00
1	**1.10**	Family Training	No	$1,000.00	$1,000.00
1	**1.11**	Grade Level Transition Meetings			

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	2.1	Social Emotional Support Systems	Yes	$250,582.00	$252,454.00
2	2.2	Wellness Team	Yes	$1,217,431.00	$1,205,261.00
2	2.3	Tiered Attendance Intervention	Yes	$596,654.00	$406,714.00
2	2.4	Culturally Responsive Teaching and the Brain	No	$3,087.00	$3,783.00
2	2.5	Anti-Bias Training	No	$67,671.00	$53,389.00
2	2.6	Educational Partnerships	Yes	$57,727.00	$53,611.00
2	2.7	After School Programs	No	$414,037.00	$469,257.00
2	2.8	Secondary Enrichment	Yes	$294,000.00	$284,900.00
3	3.1	Environmental Principles and Concepts	No	$5,000.00	$5,000.00
3	3.2	Climate Change	No	$10,000.00	$10,000.00
3	3.3	5th Grade Science Camp	Yes	$4,108.00	$2,514.00
3	3.4	Seal of Civic Engagement	No	$1,568.00	$0.00
3	3.5	Sustainable Schools	No	$5,146.00	$6,724.00
3	3.6	Campus Food Systems	No	$91,746.00	$79,425.00

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)
3	**3.7**	Maintain and Improve Facilities	No	$2,000.00	$1,200.00
3	**3.8**	Utilities	No	$1,117,442.00	$1,133,492.00
3	**3.9**	Electric Vehicles	No	$60,770.00	$63,709.00

2024-25 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)
$1,151,804.00	$1,157,955.00	$1,157,955.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Foundational Literacy	Yes	$50,337.00	$50,337.00		
1	1.4	English Learner Supports	Yes	$75,693.00	$80,799.00		
1	1.5	Response to Intervention	Yes	$335,941.00	$295,234.00		
1	1.6	Instructional Leadership	Yes	$15,722.00	$15,727.00		
2	2.1	Social Emotional Support Systems	Yes	$49,532.00	$39,850.00		
2	2.2	Wellness Team	Yes	$197,140.00	$279,405.00		
2	2.3	Tiered Attendance Intervention	Yes	$372,790.00	$335,803.00		
2	2.6	Educational Partnerships	Yes	$45,000.00	$45,000.00		
2	2.8	Secondary Enrichment	Yes	$15,000.00	$15,000.00		
3	3.3	5th Grade Science Camp	Yes	$800.00	$800.00		

2024-25 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)
$21,708,519.00	$1,151,804.00	0.00%	5.306%	$1,157,955.00	0.000%	5.334%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	San Lorenzo Valley Unified School District
CDS Code:	44-69807
LEA Contact Information:	Name: Christopher Schiermeyer Position: Superintendent Email: cschiermeyer@slvusd.org Phone: (831) 336-5194
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$25,096,988
LCFF Supplemental & Concentration Grants	$1,145,985
All Other State Funds	$3,217,735
All Local Funds	$3,063,166
All federal funds	$1,375,821
Total Projected Revenue	$32,753,710

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$36,957,762
Total Budgeted Expenditures in the LCAP	$6,176,852
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,145,985
Expenditures not in the LCAP	$30,780,910

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,157,955
Actual Expenditures for High Needs Students in LCAP	$1,157,955

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$0
2024-25 Difference in Budgeted and Actual Expenditures	$0

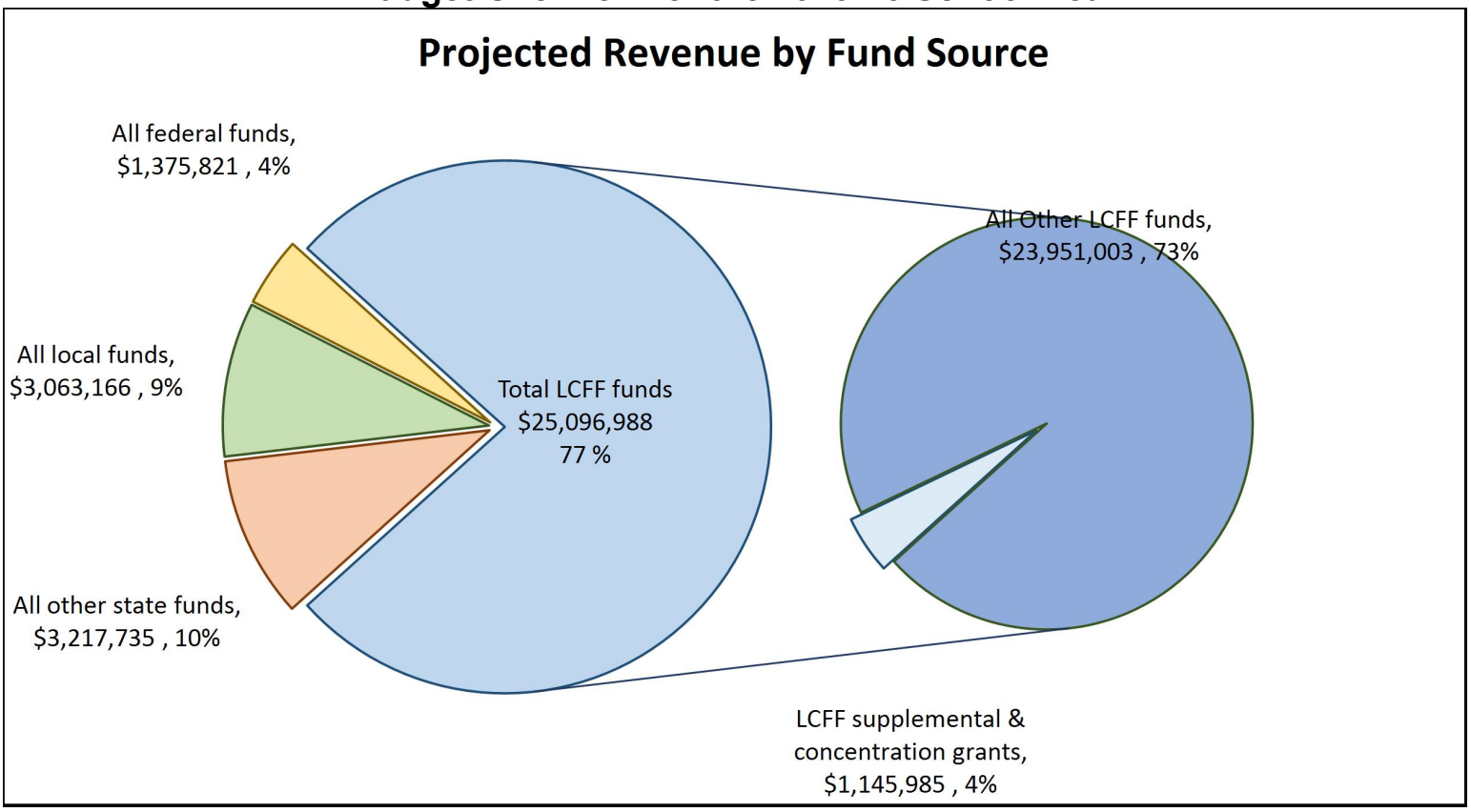
Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The budgeted expenditures not included in the LCAP will support the following non-contributing areas: administration, maintenance, transportation, Unrestricted Lottery, Special Education, and other restricted resources.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Lorenzo Valley Unified School District
CDS Code: 44-69807
School Year: 2025-26
LEA contact information:
Christopher Schiermeyer
Superintendent
cschiermeyer@slvusd.org
(831) 336-5194

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 2025-26 School Year

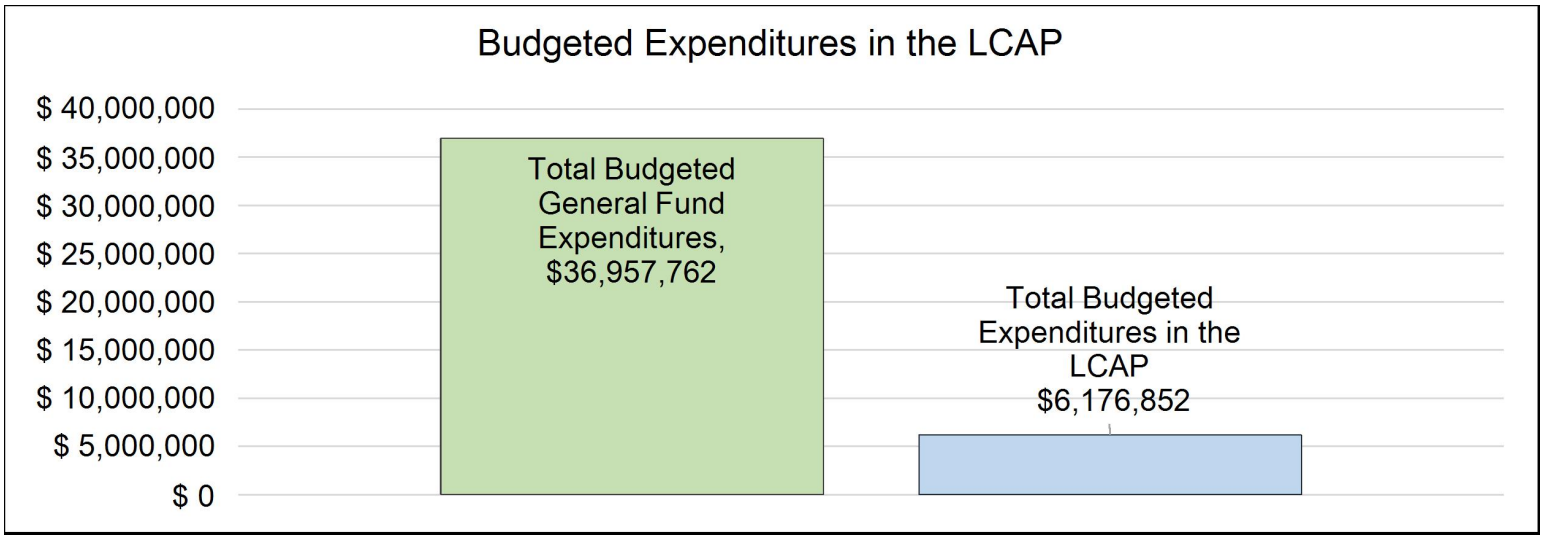


This chart shows the total general purpose revenue San Lorenzo Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Lorenzo Valley Unified School District is $32,753,710, of which $25,096,988 is Local Control Funding Formula (LCFF), $3,217,735 is other state funds, $3,063,166 is local funds, and $1,375,821 is federal funds. Of the $25,096,988 in LCFF Funds, $1,145,985 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 San Lorenzo Valley Unified School District plans to spend for 2025-26. 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: San Lorenzo Valley Unified School District plans to spend $36,957,762 for the 2025-26 school year. Of that amount, $6,176,852 is tied to actions/services in the LCAP and $30,780,910 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

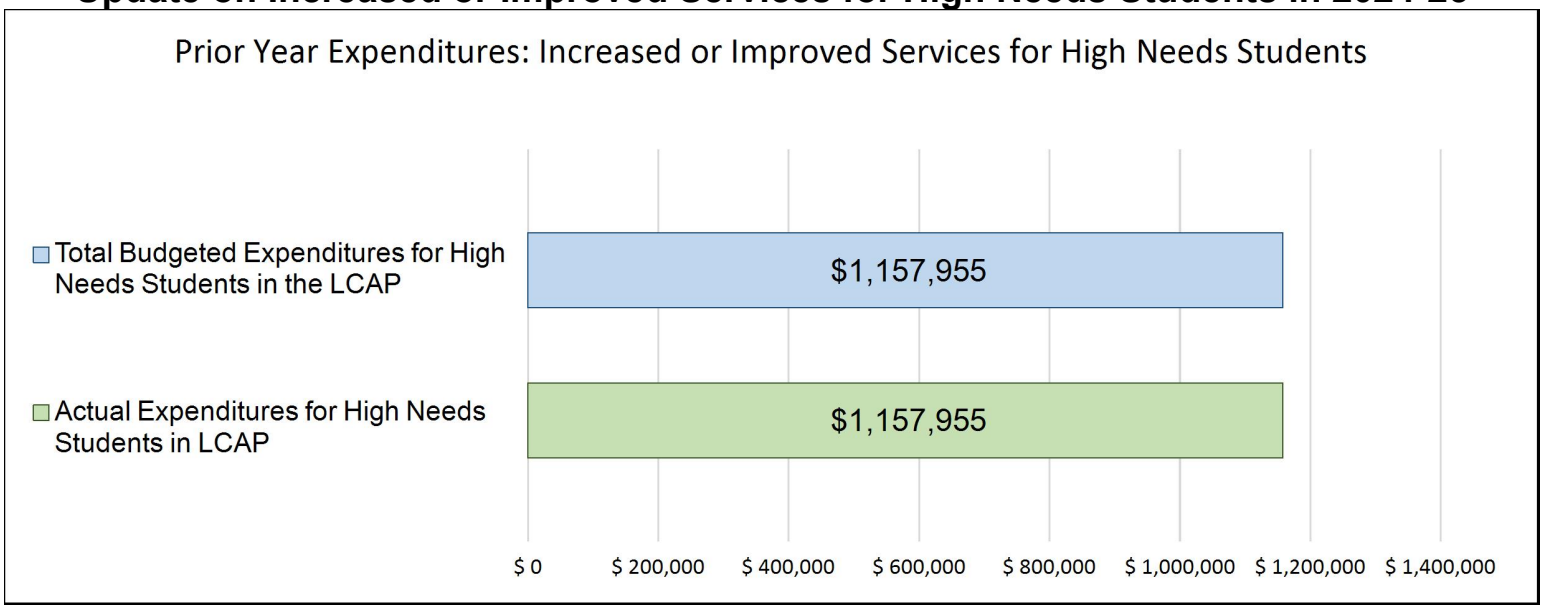
The budgeted expenditures not included in the LCAP will support the following non-contributing areas: administration, maintenance, transportation, Unrestricted Lottery, Special Education, and other restricted resources.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Lorenzo Valley Unified School District is projecting it will receive $1,145,985 based on the enrollment of foster youth, English learner, and low-income students. San Lorenzo Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Lorenzo Valley Unified School District plans to spend $1,145,985 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, San Lorenzo Valley Unified School District's LCAP budgeted $1,157,955 for planned actions to increase or improve services for high needs students. San Lorenzo Valley Unified School District actually spent $1,157,955 for actions to increase or improve services for high needs students in 2024-25.