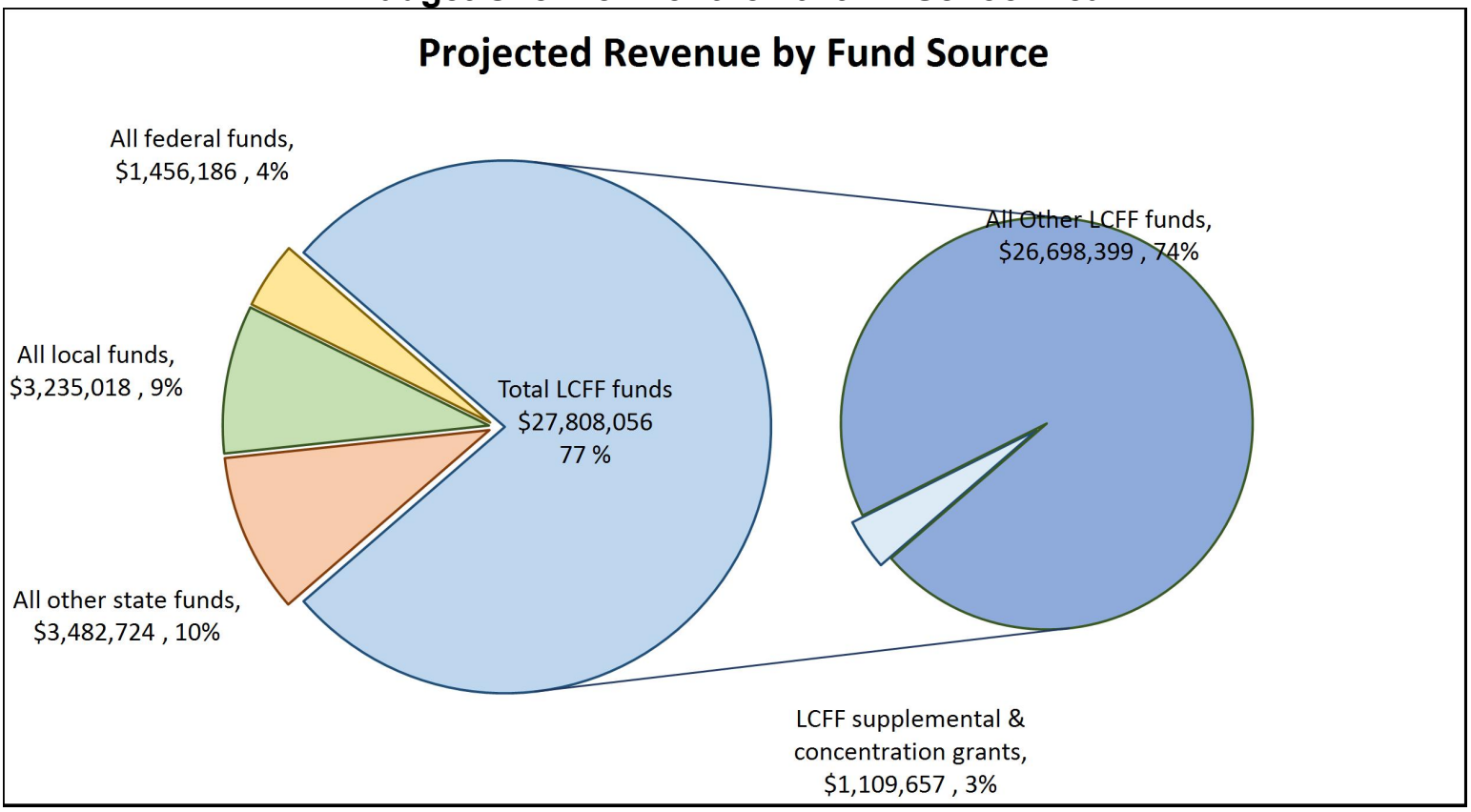
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Lorenzo Valley Unified School District
CDS Code: 44-69807
School Year: 2026-27
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 2026-27 School Year

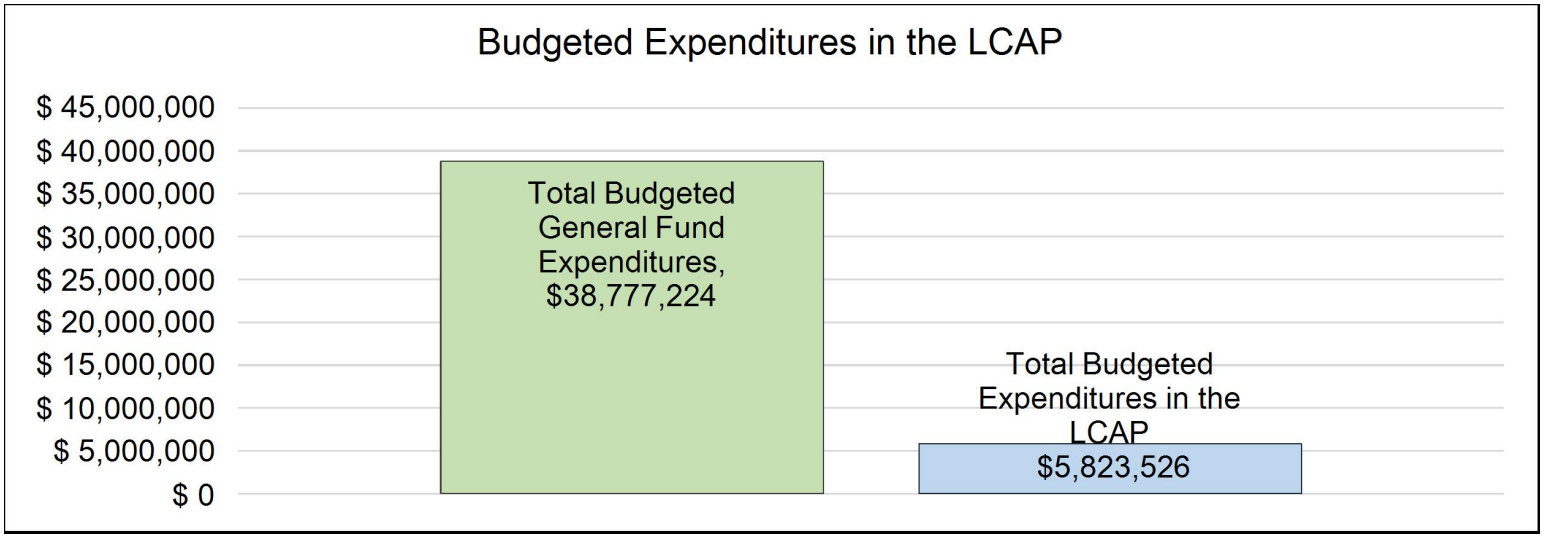


This chart shows the total general purpose revenue San Lorenzo Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Lorenzo Valley Unified School District is $35,981,984, of which $27,808,056 is Local Control Funding Formula (LCFF), $3,482,724 is other state funds, $3,235,018 is local funds, and $1,456,186 is federal funds. Of the $27,808,056 in LCFF Funds, $1,109,657 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Lorenzo Valley Unified School District plans to spend $38,777,224 for the 2026-27 school year. Of that amount, $5,823,526 is tied to actions/services in the LCAP and $32,953,698 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

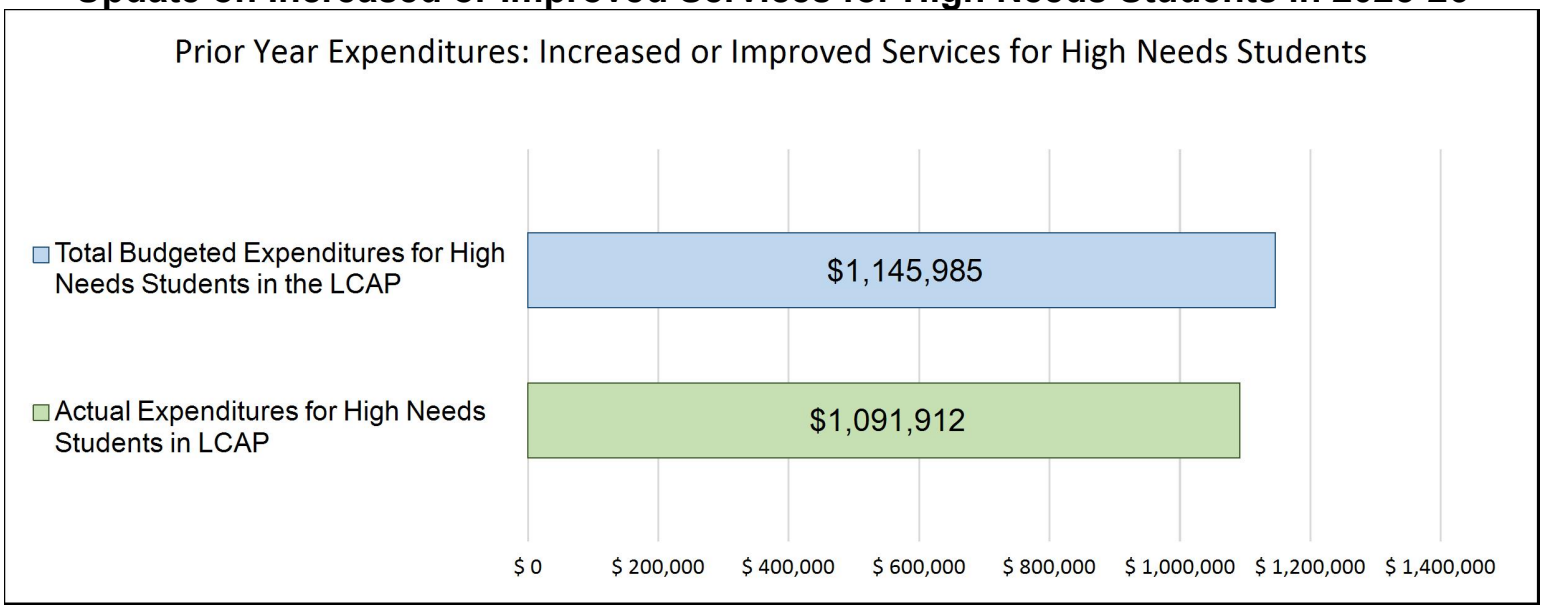
The budgeted expenditures not included in the LCAP will support the following non-contributing areas; administration, maintenance, transportation, unrestricted Lottery, Special Education, and other restricted resources.

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

In 2026-27, San Lorenzo Valley Unified School District is projecting it will receive $1,109,657 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 $1,138,387 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, San Lorenzo Valley Unified School District's LCAP budgeted $1,145,985 for planned actions to increase or improve services for high needs students. San Lorenzo Valley Unified School District actually spent $1,091,912 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $54,073 had the following impact on San Lorenzo Valley Unified School District’s ability to increase or improve services for high needs students:

The actual expenditures were less than the projected expenditures largely due to grant reimbursements and a mid-year contract cancellation.

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 [2026-27]

General Information

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

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 serves1,937 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 2.5% English Learners, 25.8% Socioeconomically disadvantaged, 11.6% students with disabilities, .3% foster youth, and .9% homeless. Our race and ethnicity profile is primarily White (73.8%) and Hispanic (16.8%).

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 2026-2027 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 population 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 Summary
In 2024, SLVUSD showed meaningful progress on several areas previously identified as "red" on the California School Dashboard. San Lorenzo Valley Elementary, Boulder Creek Elementary, and San Lorenzo Valley High School improved all indicators that had been in the lowest performance level in 2023, while San Lorenzo Valley Middle School made gains in Chronic Absenteeism and Math Performance for Economically Disadvantaged students. Despite these improvements, significant challenges remain - particularly for Students with Disabilities in Suspensions and ELA performance.

The 2024 Dashboard revealed persistent concerns that informed the district's planning and ongoing work. Chronic Absenteeism and Suspension rates increased for several vulnerable groups, including Homeless, Foster Youth, and Socioeconomically Disadvantaged students, with Homeless students showing "red" indicators across multiple academic and behavioral areas. Academic disparities for Hispanic, English Learner, and Students with Disabilities groups persisted across ELA and Math, despite improvements in some areas and strong graduation rates for certain groups. These trends are shaping SLVUSD's continued development of systems of support, including professional learning focused on equity, belonging, MTSS, and UDL, and a districtwide effort to strengthen interventions that address academic, behavioral, and social-emotional needs. SLVUSD remains committed to building an inclusive, equitable ecosystem that supports the whole child and improves outcomes for all learners.

2025 Progress
In 2025, San Lorenzo Valley Unified School District demonstrated strong overall performance, demonstrating a continued progress toward districtwide academic and climate goals. At the district level, All Students achieved "Green" in ELA, Mathematics, Science, Suspension Rate, and College/Career Readiness, supported by meaningful gains in both ELA (+5.4 points) and Math (+12.7 points). Graduation Rate remained a district strength at "Blue", while Chronic Absenteeism stayed in "Yellow". These outcomes demonstrate changes in our instructional practices, intervention structures, and school climate initiatives to improve student success.

Across school sites, Boulder Creek Elementary continued to lead in overall academic outcomes, earning "Green" in both ELA and Mathematics, with substantial growth in literacy (+13.4 points). San Lorenzo Valley Elementary demonstrated a mixed performance: ELA remained slightly above standard, while Mathematics declined, resulting in both subjects remaining at "Yellow". In addition, the school also increased their overall percentage of Suspensions, moving them into "Orange". San Lorenzo Valley Middle School demonstrated some of the largest academic gains districtwide (+19 in ELA and +28.1 in Math), yet both subjects remained "Yellow", and Chronic Absenteeism persisted

in the "Red", which has been a consistent area for growth.

At the High School, overall performance remained strong, with "Green" in ELA, College/Career Readiness, and Suspension Rate, and "Blue" in Graduation Rate (97.5%). Although ELA remained well above standard, performance declined from the previous year, and Mathematics remained in "Yellow". These variable trends are a continued area of focus, as SLVUSD develops the systems to provide consistent support and growth for the High School.

However, Dashboard equity data continues to reveal substantial disparities among several student groups. Homeless Youth remain the district's most vulnerable population, with "Red" indicators in Chronic Absenteeism, Suspension, ELA, and Math. Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and English Learners also remain in "Orange or Yellow" performance ranges across multiple indicators and English Learners had a 5% decrease in progress, thus receiving a "Red" indicator. While these groups showed areas of growth - particularly in math - their performance remains significantly below standard.

In response, the district's LCAP will continue to prioritize Multi-Tiered Systems of Support (MTSS), targeted academic intervention, culturally responsive instruction, and expanded family engagement. The 2025 Dashboard results show that SLVUSD's overall trajectory is positive, sustained investment in systems of support and equitable access is essential to ensuring that every student experiences academic, social, and emotional success.

SLVUSD will be using Learning Recovery Emergency Block Grant (LREGB) funds, $679,642.00, 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 support for identified student subgroups and families, action 5 for a total amount of $36,489. 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 for a total amount of $643,153. 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.

San Lorenzo Valley Unified School District (SLVUSD) serves a small, rural, and demographically diverse student population in which even slight changes in student enrollment can substantially impact Dashboard outcomes. Many students are represented in multiple student groups - such as Hispanic, Socioeconomically Disadvantaged, Homeless, Foster Youth, English Learner, or Students with Disabilities - resulting in individual outcomes influencing multiple indicators simultaneously. For the 2024 - 2025 school year, SLVUSD was identified for Differentiated Assistance (DA) due to persistent low performance and declines among Homeless Youth across multiple state indicators, including attendance, academic achievement, and school climate.
New 2025 Dashboard data confirm that Homeless Youth remain the district's most impacted and vulnerable student population. They are still "Red" in Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics, reflecting continual barriers. Chronic absenteeism for Homeless students reached 46.2%, despite a small improvement, and suspensions increased to 14.7%, the highest of any student group. Academically, Homeless Youth performed 93.6 points below standard in ELA and 118.5 points below standard in Math,

placing them far below their peers. Although Homeless Youth represent a small number of students, the consistency of these outcomes drive SLVUSD to continue our efforts for targeted, comprehensive, and integrated supports.

SLVUSD Implementation of support this year:
July-August 2025- Developed and Implemented a Focused Professional Development plan that expanded to all staff around UDL and MTSS. Including contracting with Supporting Innovative Practices (SIP) and Lizzie Hetzler to design both academic and UDL supports for students.
November 04, 2025 SLVUSD reviewed its district team members to ensure it was composed of site and district staff to address the concerns and disparities in Data our Homeless students face
November 13-19 2025 SLVUSD administrative and Leaderships teams reviewed achievement data, school systems and district systems to identify and support our Homeless youth
January 5, 2026 SLVUSD continued to provide cross curricular and sites to collaborate on structures to support students
February -May 2026 SLVUSD continued it's on-going professional development on MTSS and UDL to ensure next steps to support all vulnerable populations; including our 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 3/18/26 SLVHS Families 3/4/26 SLVMS Staff 2/25/26 SLVMS Families 2/23/26 BCE Staff 3/11/26 BCE Families 2/26/26 SLE Staff 2/9/26 SLE Families 2/10/26 SLVUSD Charter Staff 03/25/26 SLVUSD Charter Families 3/5/26	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 3/9/26-3/27/26	Surveys by site
Students 3/2/26-3/20	Surveys by site and grade
SLVTA 2/26/26 SEIU 2/5/26	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.
Student Advisory : Middle School 2/3/26 High School 2/4/26	In person meeting where the current LCAP was reviewed and feedback was given

Educational Partner(s)	Process for Engagement
Parent Advisory 5/19/26	Draft LCAP was shared and discussed. Feedback was gathered.
Administrators: 01/06/26 01/13/26 2/3/26 3/10/26	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. Information and feedback was given to site administrators to share with their staff and community members.
SELPA 3/10/26	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:

* Keep the additional Counselors and Deans on staff as their impact is positively affecting the academic and social emotional outcomes for students
* Continued professional development related to Multi-tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) and how that has impacts Executive Functioning
* 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.
* Support the development of feedback systems to students and families on student progress, grades, work, and intervention cycles
* Develop supports and resources for families when a student exits intervention or additional supports for smoother transitions and progress monitoring
* Additional supports and professional development as it relates to encouraging student voice with active engagement in the learning environment.
* TK-5 adoptions to have resources for families to help at home with their students
* Continue work for all staff to design and align their instruction to include small groups TK-12
* Continued support and development of systems to decrease student behavior and absenteeism

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 Percent Meeting and Exceeding Standard	2022-2023 District ELA All Students 54.03%	2023-2024 District ELA	2024-2025 District ELA	All Students 10% increase Hispanic Students 15% increase	District ELA All Students .67% Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	All Students 54.7% Hispanic 39.67% White 56.03% SED 23.53% SWD 37.26% MATH All Students 45.68% Hispanic 20.55% White 39.09% SED 33.94% SWD 18.96% CAST All Students 50.51% Hispanic 40% White 53.13% SED 33.87% SWD 29.05%	White Students 10% increase SED Students Increase 15% SWD Students Increase 15%	.15% White -1.14% SED -10.44% SWD 16.03% MATH All Students 3.65% Hispanic -5.64% White -6.38% SED 9.11% SWD -5.33% CAST All Students 6.33% Hispanic 6.66% White 5.98% SED -.44% SWD 12.10%
1.2	iReady Math Diagnostic K-8		** First Year with District-wide Data	All Students : 31% Hispanic: 22%	All Students 10% increase	All Students -11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	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%	White: 33% SED: 17% SWD: 23% Grade Level Kinder 34% First 21% Second 38% Third 31% Fourth 31% Fifth 32% Sixth: 41% Seventh: 36% Eighth: 35%	Hispanic Students 15% increase White Students 10% increase SED Students Increase 15% SWD Students Increase 15%	Hispanic Students -4% White Students -10% SED Students NA SWD Students 5% *This data is being compared to Year 1 due to inconsistencies in assessment administration during the baseline pilot year, which affected the validity of the baseline results.

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 : 49% Hispanic: 35% White: 52% SED: 31% SWD: 34% Grade Level Kinder 65% First 36% Second 55% Third 53% Fourth 50% Fifth 44% Sixth: 50% Seventh: 35% Eighth: 52%	All Students 10% increase Hispanic Students 15% increase White Students 10% increase SED Students Increase 15% SWD Students Increase 15%	All Students -3% Hispanic Students -5% White Students 0% SED Students NA SWD Students -4% *This data is being compared to Year 1 due to inconsistencies in assessment administration during the baseline pilot year, which affected the validity of the baseline results.
1.4	Writing Benchmarks Percent at or above grade level	District (Elementary Only) All Students 61.9% Hispanic 55% White 63%	District (Elementary Only) All Students 57.63%	District (Elementary Only) All Students 57% Hispanic 47% White 60%	Increase all groups by 10% SLVE Hispanic and SED	District (Elementary Only) All Students -4.9% Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED 48.1% SWD Data not available	Hispanic 42.76% White 60.64% SED 39.24% SWD 32.23%	SED 40% SWD 28%	Increase by 12%	-8% White -3% SED -8.1% SWD 28%
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%	District (Elementary Only) All Students 52% Hispanic 37% White 55% SED 38% SWD 27.5%	70% or greater	District (Elementary Only) All Students -17% Hispanic -16% White -18% SED -22% SWD 27.5%
1.6	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% SWD 12.5%	SLV High All Students 59.9% Hispanic 20% White 65.4% SED 36.2% SWD 5.6%	All Students 6% increase Hispanic and SED 12% increase	All Students -8.1% Hispanic -20% White -1.6% SED 3.2% SWD -25.2%
1.7	K-2 Universal Screener Percent Screened	2023-24 0%	2024-25 0%	2025-2026 100%	100%	100% were screened
1.8	Career Technical Education (CTE)	2023-24 47%	2024-2025 21.5%	24-25 15%	Increase to 50%	-32

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students enrolled in a CTE course.					
1.9	Career Technical Education Pathways Number of students completing a CTE Pathway	2022-23 36	23-24 34	24-25 25	Increase to 40 students	-11
1.10	Ethnic Studies Courses	2023-24 0	24-25 Integrated Courses 2	25-26 Development of 3 courses and 2 additional courses in draft.	1	+ 5
1.11	High Quality Staff	100%	100%	100%	100%	0%
1.12	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% SED 90.9% SWD 75%	2025 Dashboard SLV High All Students 95.8% Hispanic 100% White 94.7% SED 93.6% SWD 83.3%	2026 Dashboard All groups to 95%	All Students 4.5% Hispanic 20% White -2.6% SED 3.2% SWD 8.3%
1.13	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%	2024 Dashboard SLV High All Students 67.5% Hispanic 35% White 72.9%	2026 Dashboard 10% increase for all groups Hispanic and SED Increase by 12%	All Students 8.2% Hispanic -5% White 8% SED -4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED 37% SWD 12.5%	SED 48.9% SWD 7.1%		SWD -.8%
1.14	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%	2025 Dashboard ELPI 40.5% 20205-2026 RFEP 7%	2026 Dashboard ELPI Increase by10% RFEP Maintain	ELPI -16.3 REFEP -16.53
1.15	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%	2024-25 SLV High All Students 80% Hispanic 70% White 81% SED 85%	Hispanic Increase to 60% All other groups Increase to 75%	All Students 10% Hispanic 20% White 8% SED 18%
1.16	Standards Aligned Materials Percent of students having standards aligned instructional materials	100%	100%	100%	100%	No Change - Goal met
1.17	Course Access Percent of students who have access to a broad course of study	100%	100%	100%	100%	No Change-Goal met
1.19						

Goal Analysis [2025-26]

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

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

1.1 Developing and Sustaining Tiered Instructional Supports: Fully Implemented – SLVUSD has worked to make sure its' year-long Professional Development was tailored to the development and support of the MTSS and UDL model. SLVUSD conducted multiple trainings are support sessions throughout the year to focus the development and sustainability of our existing MTSS structures.

1.2 Analysis of Instructional Design and Student Access: Fully Implemented - SLVUSD fully implemented its planned instructional initiatives, including the work of Instructional Committees, adoption of high-quality curriculum, strengthened instructional leadership, expanded college and career readiness efforts, and foundational literacy practices. the initiatives led to improved instructional coherence, stronger teacher capacity, and positive movement in multiple academic and climate indicators across the district.

1.3 Ongoing Progress Monitoring: Fully Implemented- SLVUSD fully implemented its plan to strengthen assessment and progress-monitoring systems by using i-Ready, the Reading Difficulties Screener, data teams, and assessment supports to track student growth and identify learning needs. Throughout the year, staff collaborated regularly to analyze formative and summative data, review A–G and transcript patterns and determine next steps for instruction and intervention. These efforts resulted in more targeted supports for learners and improved alignment of interventions across the district.

1.4 Encouraging Student Voice Through Active Engagement: Fully implemented - SLVUSD fully implemented its plan to expand student voice, access, agency, and engagement by providing site data teams with collaboration time and professional development focused on Kagan structures and Instructional Rounds. Throughout the year, teams worked together to observe classroom practices, analyze engagement patterns, and integrate cooperative learning strategies that increased student participation and ownership of learning.

1.5 Personalized Supports for Identified Student Subgroups: Fully implemented: SLVUSD fully implemented its plan to analyze student performance and use data to drive additional interventions, staff training, and support services for English Learners, Homeless Youth, Socioeconomically Disadvantaged students, and Foster Youth. Throughout the year, EL supports, targeted interventions, small-group instruction, and increased access to Deans, Counselors, and family engagement services were provided

1.6 High-Quality Staff and Support: Fully Implemented: SLVUSD fully implemented its plan to provide all students with high-quality, appropriately credentialed and assigned teachers and staff by maintaining credential compliance, reducing class sizes, and allocating additional support staff across school sites. The district also expanded access to Deans and Counselors to improve academic guidance, behavioral support, and social–emotional services for students.

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

Based on end of year reporting, the primary material differences between budgeted expenditures and estimated actual expenditures reflect revisions made during the year to better align funding with staffing, program implementation, and grant utilization. Several actions, particularly Action 1.5, increased significantly, $313,911.00, from the adopted budget, largely due to adjustments in staffing costs, Title I allocations, and the addition or revision of restricted funding sources such as A-G, LREBG, and Title I funds. Estimated actual expenditures in this goal totaled $2,661,008.00, which is an increase of $375,814.00. In

Additional differences across Action 1.3, 1.1 and 1.2 reflect normal midyear adjustments, due to implementation timing with instructional materials, professional development, and program costs. In several cases, estimated actual expenditures are below revised budgets because of encumbered balances, delayed purchases, or positions filled later in the year than originally anticipated. Overall, these differences are the result of strategic budget adjustments to ensure expenditures remained aligned with program needs and available funding sources while maintaining progress toward the district’s goals.

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

The actions implemented to date have been largely effective in advancing SLVUSD's goals by strengthening instructional coherence, improving teacher capacity, and supporting positive movement in ELA, Math, Science, graduation rates, and college / career readiness. The district’s use of formative and summative assessment systems - including i-Ready, the Reading Difficulties Screener, data teams, and transcript analysis - has improved the ability of staff to monitor student growth and provide timely, targeted interventions. Expanded supports for English Learners, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged students - such as small-group instruction, intervention services, enhanced family engagement, and increased access to Deans and Counselors - have increased access to needed services, though these groups continue to experience persistent barriers in attendance and academic achievement. Additionally, efforts to ensure students are taught by credentialed and appropriately assigned teachers, supported by class-size reduction and added staffing, have strengthened learning conditions despite ongoing recruitment challenges. Overall, these actions have contributed to meaningful progress, though equity gaps remain and continued refinement is necessary to fully achieve the district’s 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.

Our goal is to continue advancing in our proficiency toward ensuring academic access and achievement for all students. Our current actions effectively address our commitment to providing every student with a high-quality, equitable, and responsive educational program. This approach will continue to ensure measurable annual progress toward the California State Standards and prepare students for their chosen college and career paths.

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 and academic proficiency. The types of professional development specific to this are listed above.	$245,426.00	Yes
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	$836,978.00	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	$45,582.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Assessment Support 5. A-G/ Transcript Analysis/ CCGI		
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. Consultants 2. Instructional Rounds	$24,517.00	Yes
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 $36,489 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.	$1,412,723.00	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	$161,473.00	No

Action #	Title	Description	Total Funds	Contributing

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%	2025-26 Trimester 2 BCE: 13% SLVE: 11% MS: 1%	Maintain	BCE 10% SLVE 8.2% MS -12%
2.2	Playground and Recess	2023-24 Trimester 2 BCE: 110	2024-25 Trimester 2	2025-26 Trimester 2	BCE:55 SLVE: 69	BCE -30 SLVE 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number incidents occurring on the playground	SLE: 139	BCE: 57 SLE: 70	BCE: 80 SLE: 144		
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%	P2 2025 District 94.4% BCE: 93.95% SLE: 94.99% SLVMS: 94.30% SLVHS: 92.23%	2026 P2 96%	District:2.6% BCE: .34% SLVE: 1.04% MS: 1.02% HS: .15%
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% White 30.1% SED 42.4%	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% Hispanic 20.7%	2025 Dashboard District All Students 17.8% Hispanic 20.8% White 16.6% SED 25.5% Homeless 46.2% BCE All Students 18.8% Hispanic 17% White 18.3% SED 22.3% SWD 28.6% SLVE All Students 13.4% Hispanic 23.5% White 10.6%	2026 Dashboard BCE and MS Reduce all by 10% Homeless by 25% SWD by 25% SLVE Maintain	District All Students -4.8% Hispanic -7.2% White -4.1% SED -7.9% Homeless 0.5% BCE All Students -19.6% Hispanic -25.2% White -18.9% SED -22% SWD -15% SLVE All Students 9.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 42.9%	White 15.5% SED 25.3% SLVMS All Students 21.9% Hispanic 33.8% White 19.3% SED 34.1% SWD 38.2%	SED 20.7% SWD 20.3% SLVMS All Students 22.3% Hispanic 23.4% White 22.1% SED 35.8% SWD 33.3%		Hispanic 13.7% White 9.2% SED 11% SLVMS All Students -9.4% Hispanic -15.7% White -8% SED -6.6% SWD -9.6%
2.5	Dropouts Number of Dropouts	2022-23 Middle School 0 High School 0	2023-24 Middle School 0 High School 2	2024-2025 Middle School 0 High School 3	0	Middle School: 0 High School: 3
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%	2025 Dashboard District All students 3.6% Hispanic 4.1% White 3.6% SED 6.0%	2026 Dashboard Maintain 3% or less	District All students -0.3% Hispanic -0.3% White -0.3% SED -0.2 %
2.7	Parent Survey:Decision Making Percent of responding parents indicating they	2023-24 BCE 88.9% SLVE 89.8% SLVMS 86.6%	2024-25 BCE 90.44% SLVE 88.57% SLVMS 87.84%	2025-26 BCE 90.36% SLVE 89.18% SLVMS 85.5%	2026-27 Maintain 80% or above	BCE 1.46% SLVE -0.62% SLVMS -1.1% SLVHS -2.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	agree or strongly agree that they have opportunities to give input into decision-making.	SLVHS 76.7%	SLVHS 81.85%	SLVHS 78.75%		
2.8	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%	2025-26 BCE 96.41% SLVE 92.01% SLVMS 92.9% SLVHS 97.81%	2026-27 Maintain at 90% or higher	BCE 1.21 % SLVE -0.19% SLVMS 5.7% SLVHS 4.71%
2.9	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%	2025-26 BCE 77% SLVE 78% SLVMS 69% SLVHS 75%	2026-27 90% or higher	BCE -4% SLVE 1% SLVMS 2% SLVHS -1%
2.10	Secondary Enrichment The number of enrichment activities per year	2023-24 New metric	2024 5 total	2025 6	2026-27 MS and HS each have at least 3 enrichment assembles, speakers or field trips per grade level.	7 total 4 MS, 3HS

Goal Analysis [2025-26]

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

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

2.1 Building Strong Social-Emotional Supports : Implementing evidence-based programs that nurture emotional well-being. Fully Implemented: SLVUSD has worked to strengthen its Restorative practices by providing PD to every school site so they have at least 2 staff members who are fully trained in Restorative Practices Trainer of Trainers. Each school site is also taking part in direct coaching related to its

Restorative Practices implementation. Additional PD and support has been provided to staff to support alternative means to discipline and student support teams. Sites are still participating in PBIS and Playworks.
2.2 Developing and Sustaining a Wellness Team: Ensuring dedicated resources and personnel to support student mental health.Fully Implemented. Each school site has developed and maintained its system of support for students. SLVHS opened its wellness center and all sites now have multiple means of serving students mental health and social emotional needs.
2.3 Inclusion and Belonging: Creating a culture where all students feel seen, valued, and supported.Fully Implemented. SLVUSD is committed to providing additional enrichment opportunities for all students. In addition Anti-Bias activities have occurred 4 times this year with Anytown/ Inclusion Counts. In addition there has been at least 2 professional development days directed towards secondary staff on Antisemitism. In addition students had the opportunity to attend performances related to Anne Frank to support inclusive practices and awareness of Antisemitism.
2.4 Encouraging Student Engagement and Attendance: Addressing barriers to attendance and promoting active participation.Full Implementation. SLVUSD continues to offer Intervention, and extended learning opportunities at each site.
2.5 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. Fully Implemented. SLVUSD has had a consistent practice of seeking input and feedback from all educational partners. The district is invested in making meaningful impacts to our educational programs and support based on this feedback and data.

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.

Based on end of year reporting for Goal 2 actions, the material differences between budgeted expenditures and estimated actual expenditures are primarily due to midyear adjustments in staffing allocations, grant expenditures, and the timing of program implementation. For example, Action 2.4 estimated actual expenditures resulted in an overage of $85,183.00 driven largely by grant supported services. While action 2.5 was underspent by $11,066.00 due to a contract being terminated mid-year due to the contractor loosing funding. Estimated actual expenditures in this goal was $2,599,059.00 which is an overage of $78,435.00.

Additional variances reflect program timing and staffing changes or program changes throughout the year. For example, professional development, family engagement, and support services that were implemented later in the year or reserved for continued work throughout the end of the school year. Overall, these differences reflect strategic midyear budget revisions and the phased implementation of student wellness, attendance, and support programs while maintaining alignment to the district's goals for educational and social - emotional support.

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

The actions implemented to date have been largely effective in making progress toward this goal. SLVUSD has fully implemented key supports, including Restorative Practices training at all sites, PBIS and Playworks, expanded wellness and counseling services, and increased opportunities for student belonging and engagement through enrichment and inclusive schoolwide activities. These efforts have strengthened school climate, increased access to social - emotional and mental health supports, and deepened family and educational partner engagement through regular surveys and feedback cycles. While these actions have built stronger systems of support, chronic

absenteeism and the continued needs of students experiencing homelessness indicate that additional targeted strategies and sustained intervention are still needed to fully achieve the goal.

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

Based on reflections from prior practice, SLVUSD will continue the current goal and core actions while refining and expanding supports to better meet the academic, social-emotional, and attendance needs of all students. For the coming year, the district will strengthen targeted actions related to chronic absenteeism, student wellness, and supports for students experiencing homelessness, while continuing full implementation of Restorative Practices, PBIS, Playworks, wellness services, and family engagement structures. These refinements are intended to deepen the effectiveness of existing systems and ensure sustained support for students in all aspects of their educational and social - emotional development.

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	$41,251.00	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	$964,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 $643,153 are being used to support this action. Metric used to Monitor: Suspensions, PBIS Tier 3, playground incidents, alternative to suspensions		
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 3. Enrichment opportunities	$31,827.00	No
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	$1,005,410.00	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. Consultants	$27,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Supports and Training		

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: 60% SLVE: 60% MS: 70% HS: 90%	BCE: 50% SLVE: 50% MS: 60% HS: 70%	BCE: 10 SLVE 10 MS 20 HS: 32 Data compared to year one due to being fully implemented year two.
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: 7 SLE: 7 MS: 5	BCE: 5 SLVE: 5 MS: 5	BCE 0 SLE 0 MS 4

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: 10	HS 3 Data compared to year one due to being fully implemented year two.
3.3	Youth for Environmental Action Club HS Number of students participating	2023-24 20	24-25 21	25-26 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	1 per grade level	1 per grade level
3.5	Science Camp Percent of fifth grade students attending camp	BCE: 96% SLE: 97%	BCE 98% SLE 97%	BCE 98% SLE 98%	Increase to 100%	BCE 2% SLE 1%
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 Electric: 1,514,295 kWh	2025-2026 Water: 10,388 Units Gas: 103,033 therms Electric: 954,129 kWh	10% reduction in units used	water 1,593 gas -40,698 electric -301,652
3.7	Composting	2023-24	24-25	25-26 Cans per day	Food Services: 2 per day	Food Services 2.5 HS 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of cans per day composted	Food Services: 1 per day HS: New metric	Food Services 1 per day HS: 1 Per day	Food Services 3.5 HS 2	HS: 1 per day	Data compared to year one due to being fully implemented year two.
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%	25-26 100%	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	2025 30%	23% Electric	14%
3.10	FIT Reports Percent of sites rated "good" or higher	2023-24 100%	2024 100%	2025 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	Elementary : 50% MS: 50 % HS: 50 %	50% of all classrooms participate	Elementary 0 % MS- 50% HS- 50% Data compared to year one due to being fully implemented year two.
3.12	Student Survey: Outdoor Learning Percent of students indicating they have used outdoor learning spaces in their classes	New Metric	BCE/SLE 100% New Metric MS/HS	BCE-74% SLE-53% MS- 49% HS- 49%	75%	NA Formal metrics conducted this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	BCE-56% SLE-56% MS-0% HS-47%	75%	NA Formal metrics conducted this year.
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	BCE-69% SLE-68% MS-80% HS-49%	100%	NA Formal metrics conducted this year.
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	New Metric	10 students	Currently developing criteria

Goal Analysis [2025-26]

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

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

3.1Design 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.Fully Implemented.SLVUSD fully implemented its Design and Support Environmental Literacy action by integrating environmental education across grade levels and subject areas to build student knowledge, responsibility, and stewardship of the environment. Curriculum materials, professional development, and instructional supports were provided to staff to ensure consistent implementation of environmental principles and concepts throughout classroom instruction. In addition, the district expanded opportunities for student leadership and real - world application through civic engagement experiences, including support for the Seal of Civic Engagement and environmental literacy initiatives across school sites.

3.2 Environmental Engagement and Enrichment: Expanding hands-on learning experiences, including field studies, student-led projects, and extracurricular programs that promote sustainability and environmental awareness. Fully Implemented. SLVUSD fully implemented its Environmental Engagement and Enrichment action by expanding hands-on learning opportunities that connect students to environmental literacy and real-world experiences. Students participated in a variety of ways across sites learning, and engaging in lessons that focused on sustainability and environmental awareness. Each Elementary had students participate at Science Camp. These experiences supported academic learning and student engagement. These opportunities strengthened student voice, curiosity, and stewardship while providing meaningful enrichment experiences both inside and outside of the classroom.

3.3 Sustainable Schools and Environmentally Conscious Systems: Implementing sustainable practices in facilities, resource management, and daily operations to create environmentally responsible school communities.SLVUSD fully implemented its Sustainable School Systems and Environmentally Conscious & Prudent Systems action by maintaining environmentally responsible practices across facilities, resource management, and daily operations. This included the development of site action plans, continued implementation of food systems and waste management practices, investments in sustainable school facilities and electric vehicles, and the use of cost-efficient operating systems and utilities. These efforts strengthened the district's commitment to sustainability while promoting fiscally responsible stewardship of resources and creating environmentally conscious school communities.

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.

Based on our end of year report for Goal 3 actions, the material differences between budgeted expenditures and estimated actual expenditures are primarily related to timing of implementation, transportation and facilities costs. The most significant variance appears in Action 3.3, where the budget decreased due to expanded solar projects and maintenance-related expenditures. Smaller variances in Actions 3.1 and 3.2 reflect the phased implementation of environmental literacy activities, professional development, and enrichment opportunities. Estimated actual expenditures totaled $1,195,027.00, which was a decrease of $176,007.00.
Overall, these differences are the result of strategic midyear budget revisions, timing of operational expenditures, and carryover balances that will support continued implementation of environmental literacy, enrichment, and sustainable systems work in the coming year.

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

The actions implemented to date have been highly effective in advancing SLVUSD's environmental literacy and sustainability goals. Districtwide integration of environmental literacy into curriculum, professional development, and civic engagement opportunities has strengthened students' knowledge, skills, and sense of environmental stewardship across grade levels. Hands-on learning experiences, including field studies, student-led projects, extracurricular sustainability programs, and Science Camp, have increased student engagement and provided meaningful real-world connections to classroom learning. In addition, the implementation of sustainable operational practices, such as site action plans, waste management systems, food systems, facility improvements, and the use of electric vehicles, has reinforced environmentally responsible school operations. These efforts have also supported fiscally prudent resource management and modeled sustainability as a core district value. Overall, the actions to date have effectively moved the district toward its goal of creating environmentally literate students and sustainable school communities.

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

Based on reflections on prior practice, no substantive changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. The district's current actions related to environmental literacy, student engagement, and sustainable systems have been effectively implemented and are making meaningful progress toward the goal. As a result, SLVUSD will continue the existing plan and maintain the current metrics and target outcomes to sustain momentum and deepen implementation across sites. The district will continue to monitor progress through ongoing review of program participation, student learning experiences, and operational sustainability practices. This continuity reflects confidence in the effectiveness of the current strategy and a commitment to further strengthening 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	$7,945.00	No
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	$5,168.00	Yes
3.3	Sustainable School Systems and Environmentally	SLVUSD will implement and maintain sustainable practices in facilities, resource management, and daily operations to create environmentally responsible school communities by:	$1,013,072.00	No

Action #	Title	Description	Total Funds	Contributing
	Conscious & Prudent Systems	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		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,109,657.00	$

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
5.049%	0.130%	$28,130.18	5.179%

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	These actions address the needs of unduplicated pupils—including English Learners, Socioeconomically Disadvantaged students, and Foster/Homeless Youth—by developing 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	These actions address the needs of unduplicated pupils by providing tiered, data-driven instructional supports through MTSS and UDL that ensure access to grade-level curriculum and targeted intervention when needed. Professional development, consultant support, foundational literacy, and instructional technology strengthen Tier 1 instruction while enabling more responsive Tier 2 and Tier 3 supports aligned to student need. Specific supports for English Learners focus on removing barriers to reclassification and improving academic proficiency through targeted instructional strategies and staff training. These actions are provided on an school-wide basis to ensure consistent, equitable access across all schools and to increase academic outcomes, engagement, and long-term success for unduplicated student groups.	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 actions address the needs of unduplicated pupils by intentionally increasing student voice, access, and engagement—key factors for improving outcomes for English Learners, Socioeconomically Disadvantaged students, and Foster/Homeless Youth who may otherwise experience disconnection from school. Through the use of consultants and Instructional Rounds, staff build capacity to design inclusive, student-centered learning environments that promote participation, belonging, and academic engagement. Providing this work ensures consistent opportunities for student voice and agency across all sites and classrooms. As a result, these actions will improve student engagement, strengthen relationships to school, and support increased academic success for unduplicated student groups.	I-Ready, CAASPP, 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
1.5	**Action:** Personalized Supports for Identified Student Subgroups and Families **Need:** Performance gaps between subgroups and overall low performance on CAASPP and CAST. **Scope:** LEA-wide	It will develop tiered systems and supports for students based on identified needs and barriers to academic performance. Through MTSS and UDL, students gain increased access to grade-level, standards-based instruction, along with targeted interventions and scaffolds needed to fully engage in learning. Providing these supports ensures consistency and equitable access across all schools. As a result, these actions will improve academic outcomes by increasing access, reducing gaps, and supporting success for unduplicated student groups.	CAASPP, CAST, benchmarks, iReady, EL Progress
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. Through coordinated services and targeted interventions, students are better able to access and engage in the educational environment. Providing these supports ensures equitable access and consistency across all schools. As a result, these actions will improve student outcomes by increasing engagement, reducing barriers, and supporting success for unduplicated student groups.	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	These actions address the needs of unduplicated pupils by providing coordinated mental health, behavioral, and social-emotional supports that are critical for English Learners, Socioeconomically Disadvantaged students, and Foster/Homeless Youth who often face increased barriers to engagement and success. Through Wellness Teams, schools implement targeted interventions, behavior plans, and alternatives to suspension that reduce exclusionary discipline and increase access to learning. Providing this support ensures	Suspensions, PBIS Tier 3, playground incidents, alternative to suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		all students have equitable access to consistent, high-quality wellness systems and services across all sites. As a result, these actions will improve student outcomes by decreasing suspensions, increasing engagement, and supporting positive school climates for unduplicated student groups.	
2.4	**Action:** Encouraging student engagement and attendance **Need:** Students need to increase engagement and participation in school **Scope:** LEA-wide	These actions address the needs of unduplicated pupils by increasing student engagement through supportive, inclusive learning environments that promote connection and belonging. Improved engagement leads to higher attendance and greater access to consistent instructional time. As a result, these actions will improve outcomes by increasing attendance, strengthening engagement, and expanding access to the educational setting for unduplicated student groups.	Attendance, Chronic Absenteeism, Secondary Enrichment
2.5	**Action:** Educational Partnerships **Need:** Survey Data indicates additional needs and supports **Scope:** LEA-wide	These actions address the needs of unduplicated pupils by actively engaging families by providing input that informs and strengthens supports for their students. Through surveys, consultant support, and targeted training, the district identifies barriers and gaps in services and builds partnerships that expand access to social-emotional and academic resources. Providing this work on an LEA-wide basis ensures consistent outreach, inclusion, and responsiveness to family voice across all schools. As a result, these actions will improve student outcomes by increasing family engagement, strengthening support systems, and ensuring programs are responsive to the needs of unduplicated student groups.	Survey Data
3.2	**Action:** Environmental Engagement and Enrichment	These actions address the needs of unduplicated pupils by providing equitable access to enriching, hands-on learning experiences that may otherwise	Science camp participation, student survey metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Lack of 100% participation **Scope:** LEA-wide	be limited for English Learners, Socioeconomically Disadvantaged students, and Foster/Homeless Youth. Field studies, student-led projects, extracurricular programs, and Science Camp increase engagement, build background knowledge, and connect learning to real-world applications, which supports both academic achievement and student belonging. Providing these opportunities on an LEA-wide basis ensures that all students, regardless of background, can participate in meaningful enrichment experiences. As a result, these actions will improve outcomes by increasing student engagement, expanding access to learning opportunities, and supporting the development of critical thinking and environmental literacy skills for unduplicated student groups.	

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$21,978,725.00	$1,109,657.00	5.049%	0.130%	5.179%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,138,387.00	$2,197,245.00	$2,116,222.00	$371,672.00	$5,823,526.00	$4,020,597.00	$1,802,929.00

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	2026-2027	$2,896.00	$242,530.00	$2,352.00	$211,300.00	$31,774.00		$245,426.00	
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	2026-2027	$603,910.00	$233,068.00	$8,000.00	$781,718.00	$37,260.00	$10,000.00	$836,978.00	
1	1.3	On-going progress Monitoring	All	No			All Schools	2026-2027	$39,632.00	$5,950.00			$17,732.00	$27,850.00	$45,582.00	
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	2026-2027	$5,189.00	$19,328.00	$24,517.00				$24,517.00	
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	2026-2027	$1,275,227.00	$137,496.00	$401,413.00	$87,091.00	$655,134.00	$269,085.00	$1,412,723.00	
1	1.6	High Quality Staff and Support	All	No			All Schools	2025-2026	$128,975.00	$32,498.00			$101,736.00	$59,737.00	$161,473.00	
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	2026-2027	$6,551.00	$34,700.00	$1,200.00	$9,500.00	$25,551.00	$5,000.00	$41,251.00	
2	2.2	Wellness Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$964,209.00	$0.00	$321,056.00	$643,153.00			$964,209.00	
2	2.3	Inclusion and Belonging	All	No			All Schools	2026-2027	$22,936.00	$8,891.00		$31,827.00			$31,827.00	
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	2026-2027	$953,076.00	$52,334.00	$372,049.00	$415,473.00	$217,888.00		$1,005,410.00	

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	**2.5**	Educational Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$11,933.00	$16,012.00	$7,000.00	$11,933.00	$9,012.00		$27,945.00	
3	**3.1**	Design and Support Environmental Literacy	All	No			All Schools	2026-2027	$2,695.00	$5,250.00		$5,250.00	$2,695.00		$7,945.00	
3	**3.2**	Environmental Engagement and Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$3,368.00	$1,800.00	$800.00		$4,368.00		$5,168.00	
3	**3.3**	Sustainable School Systems and Environmentally Conscious & Prudent Systems	All	No			All Schools	2026-2027	$0.00	$1,013,072.00			$1,013,072.00		$1,013,072.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$21,978,725.00	$1,109,657.00	5.049%	0.130%	5.179%	$1,138,387.00	0.000%	5.179 %	**Total:**	$1,138,387.00
								LEA-wide Total:	$1,138,387.00
								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	$2,352.00	
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	$24,517.00	
1	1.5	Personalized Supports for Identified Student Subgroups and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$401,413.00	
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	$321,056.00	

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	$372,049.00	
2	2.5	Educational Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
3	3.2	Environmental Engagement and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,176,852.00	$6,455,094.00

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**	Developing and Sustaining Tiered Instructional Supports	Yes	$52,632.00	$43,828.00
1	**1.2**	Analysis of Instructional Design and Student Access	Yes	$797,031.00	$874,705.00
1	**1.3**	On-going progress Monitoring	No	$16,489.00	$42,922.00
1	**1.4**	Encouraging Student Voice and agency through active engagement	Yes	$22,279.00	$19,948.00
1	**1.5**	Personalized Supports for Identified Student Subgroups and Families	Yes	$1,245,697.00	$1,559,608.00
1	**1.6**	High Quality Staff and Support	No	$151,066.00	$119,997.00
2	**2.1**	Building Strong Social-Emotional Supports	Yes	$48,851.00	$26,489.00
2	**2.2**	Wellness Team	Yes	$1,342,826.00	$1,359,861.00
2	**2.3**	Inclusion and Belonging	No	$63,339.00	$72,984.00
2	**2.4**	Encouraging student engagement and attendance	Yes	$993,240.00	$1,078,423.00
2	**2.5**	Educational Partnerships	Yes	$72,368.00	$61,302.00

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	**3.1**	Design and Support Environmental Literacy	No	$13,194.00	$10,500.00
3	**3.2**	Environmental Engagement and Enrichment	Yes	$5,167.00	$5,074.00
3	**3.3**	Sustainable School Systems and Environmentally Conscious & Prudent Systems	No	$1,352,673.00	$1,179,453.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,118,964.00	$1,145,985.00	$1,091,912.00	$54,073.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Developing and Sustaining Tiered Instructional Supports	Yes	$12,114.00	$13,699.00		
1	1.2	Analysis of Instructional Design and Student Access	Yes	$8,000.00	$7,729.00		
1	1.4	Encouraging Student Voice and agency through active engagement	Yes	$22,279.00	$19,948.00		
1	1.5	Personalized Supports for Identified Student Subgroups and Families	Yes	$372,385.00	$376,560.00		
2	2.1	Building Strong Social-Emotional Supports	Yes	$1,200.00	$1,200.00		
2	2.2	Wellness Team	Yes	$358,433.00	$280,335.00		
2	2.4	Encouraging student engagement and attendance	Yes	$315,774.00	$350,790.00		
2	2.5	Educational Partnerships	Yes	$55,000.00	$41,251.00		
3	3.2	Environmental Engagement and Enrichment	Yes	$800.00	$400.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$21,563,652.00	$1,118,964.00	0.005%	5.194%	$1,091,912.00	0.000%	5.064%	$28,130.18	0.130%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024