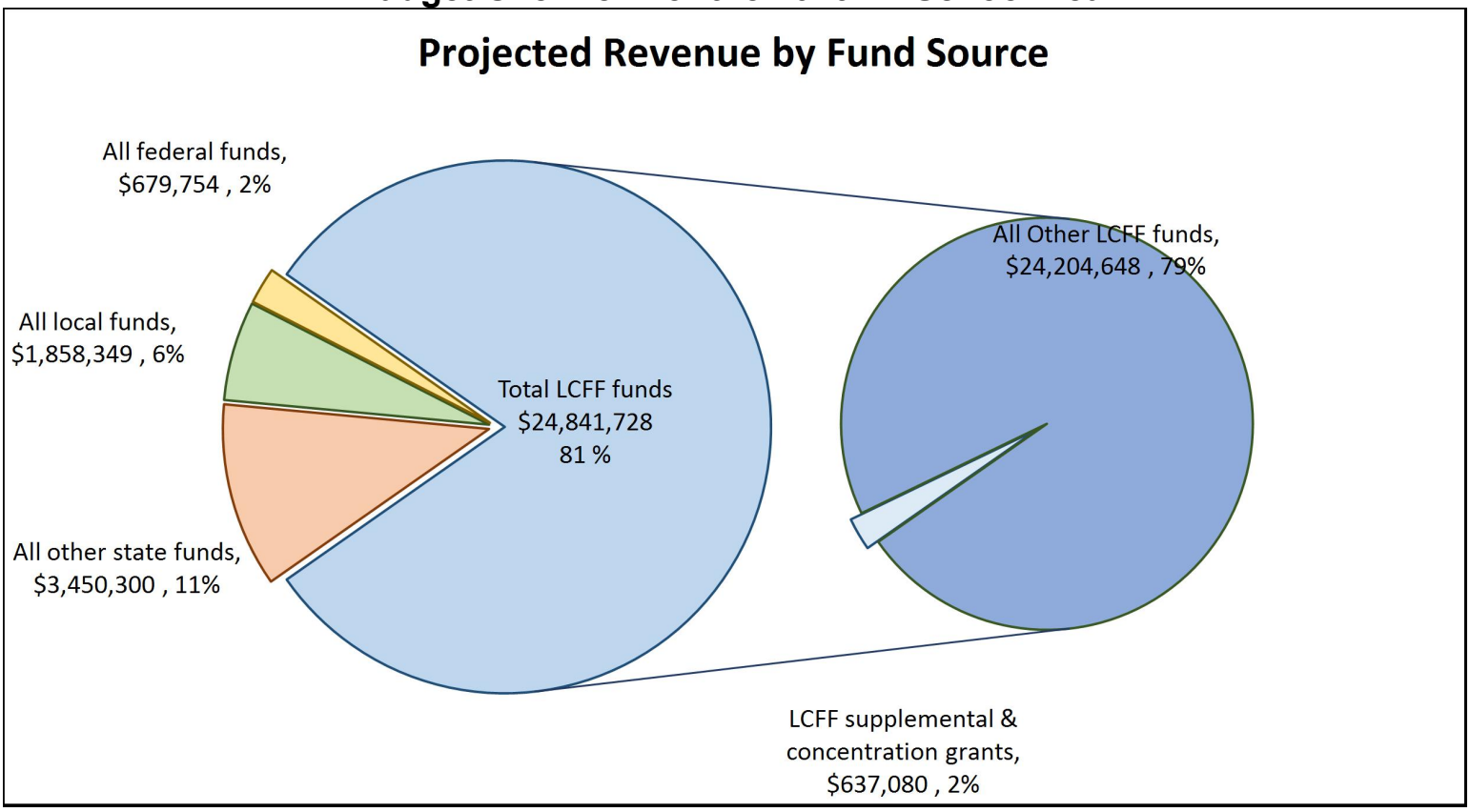
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Scotts Valley Unified School District
CDS Code: 44754320000000
School Year: 2026-27
LEA contact information:
Kathy Petersen
Coordinator of Curriculum, Instruction & Assessment
kpetersen@scottsvalleyusd.org
8314381820

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

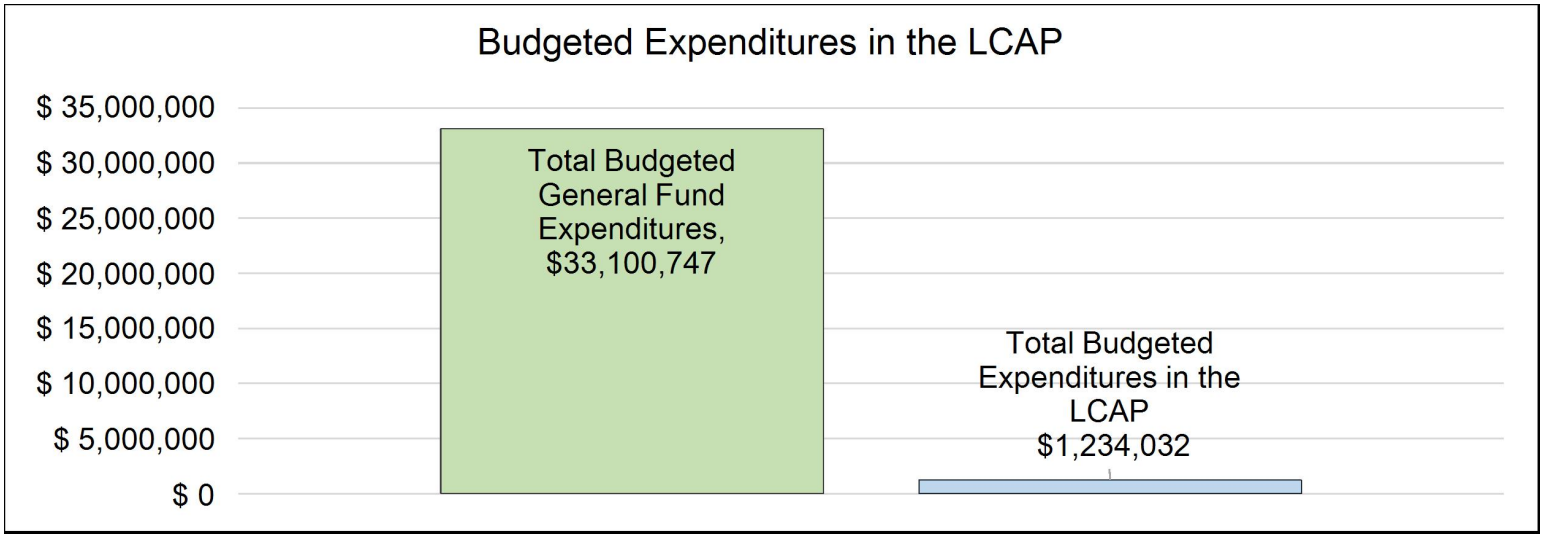


This chart shows the total general purpose revenue Scotts Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Scotts Valley Unified School District is $30,830,131, of which $24,841,728 is Local Control Funding Formula (LCFF), $3,450,300 is other state funds, $1,858,349 is local funds, and $679,754 is federal funds. Of the $24,841,728 in LCFF Funds, $637,080 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 Scotts 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: Scotts Valley Unified School District plans to spend $33,100,747 for the 2026-27 school year. Of that amount, $1,234,032 is tied to actions/services in the LCAP and $31,866,715 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

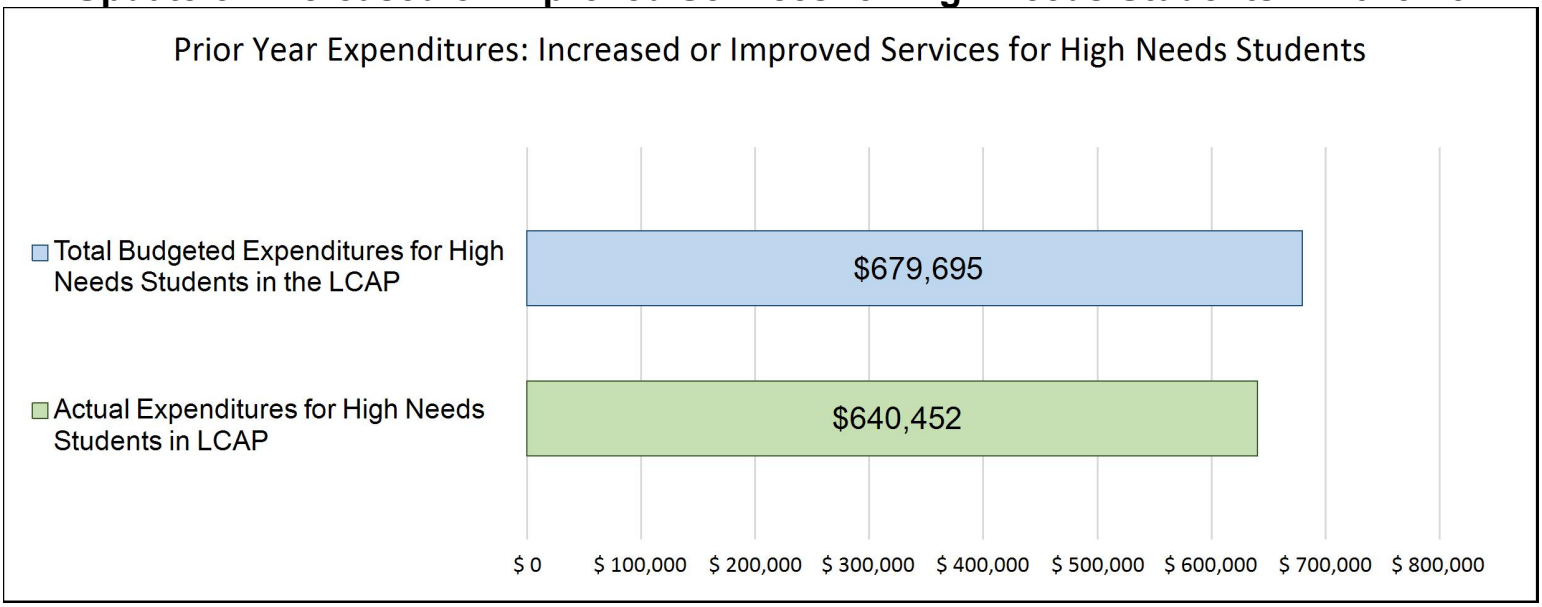
The budgeted expenditures that are not included in the LCAP will be used for the following non-contributing groups, which include administration, maintenance, Unrestricted Lottery, Special Education an other Restricted Resources such as ELOP and Prop 28 Arts.

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

In 2026-27, Scotts Valley Unified School District is projecting it will receive $637,080 based on the enrollment of foster youth, English learner, and low-income students. Scotts Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Scotts Valley Unified School District plans to spend $740,368 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 Scotts 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 Scotts 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, Scotts Valley Unified School District's LCAP budgeted $679,695 for planned actions to increase or improve services for high needs students. Scotts Valley Unified School District actually spent $640,452 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $39,243 had the following impact on Scotts Valley Unified School District's ability to increase or improve services for high needs students:

The projected estimated actuals expenditures in 2025-26 are 99.95% of the the projected budget expenditures. Services to high need students were not impacted with this variance. And while the actual expenditures do not meet or exceed the budgeted expenditures, the actual expenditures exceed the estimated actuals supplemental grant amount. Estimated supplemental grant amount per May 2026 Estimated Actuals budget model at 632,576 with expenditures at 640,452.

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
Scotts Valley Unified School District	Kathy Petersen Coordinator of Curriculum, Instruction & Assessment	kpetersen@scottsvalleyusd.org 8314381820

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.

Nestled at the southern base of the Santa Cruz Mountains along Highway 17, the Scotts Valley Unified School District (SVUSD) proudly serves its community. The district is comprised of four award-winning schools: Brook Knoll Elementary, Vine Hill Elementary, Scotts Valley Middle School (SVMS), and Scotts Valley High School (SVHS), with a high percentage of students matriculating to colleges following graduation from Scotts Valley High School. The district also supports an independent charter school: California Online Public School, Monterey Bay.

Although the .02% Foster Youth, 3.4% English Learners, and 12.1% Socially Economically Disadvantaged counts seem like relatively small numbers of students, there are various languages and situations that contribute to the diversity and a need for support from this highly acclaimed district. The Local Control Accountability Plan (LCAP) includes supplemental dollars, LCFF (Local Control Funding Formula) base, categorical, grants, and other general fund dollars to serve our unduplicated students. Scotts Valley Unified School District remains one of the lowest funded unified school districts in the state of California with a UPP (Unduplicated Pupil Percentage) of 13.8%. The low funding creates unique challenges in meeting the needs of all learners. This Local Control Accountability Plan tells the story of Scotts Valley Unified School District, the goals, actions, and services, and means of measuring progress over three years.

Our Mission: Scotts Valley Unified School District provides every student with educational and social learning opportunities so they can develop their skills and thrive in a modern world.

Vision: Empowering students to be socially responsible, engaged, ethical, and effective citizens in a global society.

Our Commitment to Equity and Inclusion:
"Diversity is a fact.
Equity is a choice.
Inclusion is an action.
Belonging is an outcome."
~ Arthur Chan

SVUSD chooses to bring equity and inclusion into its decisions and practices. We welcome and celebrate the diversity of our community and strive for an inclusive district where everyone has a sense of belonging and feels valued.

Core Values & Guiding Principles:
* Our role is to develop academically capable, culturally attuned, socially responsible, and proactive students.
* We value trust, respect, and teamwork from our highly skilled and dedicated team.
* District decisions, at all levels, should be thoughtful, equitable, and transparent.
* We value commitment and collaboration from our engaged students, families, and the community.
* We celebrate diversity and are committed to creating an inclusive environment for all.
* Student body and school staff diversity enriches the learning experience, promotes cultural awareness and acceptance, and serves as a model for citizenship
in a global society.
* We are accountable to our community for setting clear expectations and optimizing resources to meet our goals.
* Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
* Quality educational opportunities must be differentiated to meet the needs of individual students.
* Our respect for the unique characteristics of each employee and student is demonstrated through our relationships with them.

Our process has established district priorities, actions, and allocations of resources. It is important to all the stakeholders in SVUSD that we support the continuum of abilities and learners, including English Learners, Socio and Economically Disadvantaged Students, Special Education Students, Students experiencing homelessness, and Foster Youth, students who are high achieving such as those involved in advanced and International Baccalaureate (IB) classes, and those who are meeting or nearly meeting standards. Communicating the goals and vision of the district to our community is imperative, and families are actively involved in the education process. We are especially proud of the changes we have made and the focus we have given to climate and culture. We continue to focus on increasing CTE (Career & Technical Education) pathways with a focus on Media Arts and Design as well as increasing dual enrollment opportunities in partnership with our local County Office of Education and Community College. Building local assessments and participating in regular data cycles across the district, as well as communicating our goals, expectations, and resources, have been important focus areas within the previous three-year LCAP and remain an area of focus within our current accountability plan. Our district has committed to Diversity, Equity, Inclusion & Belonging and incorporating all stakeholders' voices in the process of ensuring equitable representation of our community and beyond in our classrooms. SVUSD is fortunate to provide quality professional development to its teachers and staff. The first lens when determining professional development is to analyze the needs of its unduplicated students. (An unduplicated pupil is the count of students who (1) are

English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth.)

All four of our schools are Gold Ribbon Schools, three of them receiving Blue Ribbons and SVMS received the California Distinguished School Award for 2023. Our highlights include an International Baccalaureate (IB) program at the high school, electives at the middle school, and strategic implementation of core standards including a structured literacy program at the elementary schools. SVUSD is also focused on a district-wide math initiative aimed to improve math instruction through the five key components of the 2023 CA Math Framework. Our district's math goal is that students will see themselves as capable math learners, be able to solve problems and persevere, engage in math discussions, and reason quantitatively.

Reflections: Annual Performance

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

The Scotts Valley Unified School District has consistently surpassed both the State of California and similarly sized school districts statewide in academic performance. Analyzing both local and state data reveals significant accomplishments as well as areas for enhancement as the district moves into its third year of implementation for its current three-year strategic plan. In the 2025 California Assessment of Student Performance and Progress (CAASPP) assessment, the district showcased notable achievements across math, English and science, with all indicators in the green zone on the CA Dashboard. 65.2% of students district-wide improved their ELA CAASPP score 66.9% improved their Math CAASPP score from the prior year. Of our 31 EL students, 48.4% are making progress. As a district, there was improvement in both the Graduation Rate and College & Career Indicators, both with indicators in the green zone on the CA Dashboard. Additionally, the EL, SED, and SWD groups who were in the red category for Chronic Absenteeism on the 2023 CA Dashboard are now in the yellow (EL), and orange (SED, SWD) categories.

Both Brook Knoll and Vine Hill exhibited exceptional overall performance in ELA and Math, though data reveals specific areas requiring targeted support. Brook Knoll Elementary Brook Knoll exceeded standards in ELA by 47.3 points (Blue indicator) and Math by 22.8 points (Green indicator). Science performance on the CAST was also strong at 58.3 points (Green indicator).

Student group Successes: Students with Disabilities (SWD): Significant improvement in ELA, increasing by 32 points to move from Yellow to Green. Hispanic Students: Increased by 17.8 points in ELA and 28.9 points in Math. Two or More Races: Increased by 17.4 points in ELA and 7.7 points in Math. English Learners (EL): Increased by 22.8 points in ELA. Additionally, the Hispanic and SWD groups who were in the red category for Chronic Absenteeism on the 2023 CA Dashboard are now in the yellow (Hispanic), and orange (SWD) categories.

Area for Improvement: While many gaps are narrowing, the SWD student group in Math declined by 14.9 points, shifting from Yellow to Orange and widening the achievement gap. Additionally, Chronic Absenteeism is in the red for both students in the socioeconomically disadvantaged and white student groups.

Vine Hill Elementary exceeded standards in ELA by 36.5 points and Math by 28.2 points, earning Green indicators in both. Science was a standout area with 65.8 points on the CAST, earning a Blue indicator.

Student groupSuccesses: English Learners: Maintained status in ELA, remaining 5.2 points above standard. Two or More Races: Showed significant growth in Math, increasing by 25.6 points to reach 59.3 points above standard. Additionally, the EL, SED, and White groups who were in the red category for Chronic Absenteeism on the 2023 CA Dashboard are now in the yellow (EL), orange (SED), and green (White) categories.

Areas for Improvement: English Learners: Declined by 22.2 points in Math. Homeless Students: Currently 49.3 points below standard, indicating a widening gap. SED & SWD student groups: Both groups remain below standards and continue to show point declines, marking them as primary areas of focus for the district. Additionally, the students in the Hispanic student group are in the red category for Chronic Absenteeism.

The elementary schools will focus their efforts to support ELA and Math instruction and learning by continuing with its robust intervention programs, Multi-tiered Systems of Support, and continuing collaboration with the Special Education department to ensure that Students with Disabilities are receiving equal access to their accommodations throughout the school day.

At Scotts Valley Middle School (SVMS), students continued to exhibit proficiency in ELA and Math, however, achievement in specific student groups, namely the Student with Disabilities student group placed in the red category for both ELA and math, demonstrating a significant decline in scores and widening the achievement gap. SVMS exceeded standards in ELA by 35.7 points and Math by 14.7 points, earning Green indicators in both. Science remains a significant strength, with a score of 67.4 points on the CAST, earning a Blue indicator.

Student group Successes: Socioeconomically Disadvantaged (SED): Improved from Orange to Yellow in both ELA and Math, with an additional increase of 8 points in Science. Hispanic Students: Showed growth in Math, moving from Orange to Yellow. Additionally, the SED, SWD, and White groups who were in the red category for Chronic Absenteeism on the 2023 CA Dashboard are now in the orange (SED, SWD), and green (White) categories.

Areas for Improvement: Students with Disabilities (SWD): This student group remains a critical focus, holding a Red status in both ELA and Math due to significant score declines. Additionally, suspension rates for this group have triggered a Red indicator (2+). English Learners (EL): Performance declined by 15.6 points in ELA and 21.7 points in Math, resulting in an Orange status for both. Homeless and Long-Term English Learners (LTEL): These groups continue to perform below standards in ELA and Math, requiring targeted instructional interventions. Additionally, students in the Two or More Races are also in the red category for suspension rates.

The middle school will focus its efforts to support ELA and Math instruction and learning by designating WIN (What I Need) sections for intervention, Multi-tiered Systems of Support, and continuing collaboration with the Special Education department to ensure that Students with Disabilities are receiving equal access to their accommodations throughout the school day.

Scotts Valley High School (SVHS) maintained high academic achievement with Green indicators across all core areas. The school performed 47.1 points above standard in ELA and saw a 3.6-point increase in Math. While Science saw a slight decline of 2.5 points, it remains robust at 62.9 points above standard. Notably, College and Career Indicators (CCI) rose to 60.9%, sparking a shift from Orange to Green on the Dashboard. SVHS also continues to lead the county with its outstanding A-G completion rates. While the graduation rate saw a minor 1.1% decline, it remains high at 94.7%.

Student group Successes: Socioeconomically Disadvantaged (SED): Demonstrated comprehensive growth, scoring 10 points above standard in ELA and seeing significant jumps in Math (+41.7) and Science (+7.4). Hispanic Students: Achieved 9 points above standard in ELA and grew by 11.4 points in Math. Students with Disabilities (SWD): Showed strong upward trends with a 44.5 point increase in Math and an 8.8 point increase in Science.

Areas for Improvement: Hispanic Students: Despite growth, this student groupremains below standard in Math and experienced a 15 point decline in ELA performance. Students with Disabilities (SWD): While growth was documented in all areas, this group remains below standard in both ELA and Math.

SVHS will continue prioritizing Multi-tiered Systems of Support (MTSS) and dedicated Tutorial periods. SVHS will continue collaboration with the Special Education department to ensure all students with disabilities receive consistent access to necessary accommodations. Despite commendable graduation rates, heightened focus is imperative on elevating academic achievements in math and science, local data indicates continued attention is needed to address students' learning needs in these subjects. Career Technical Education (CTE) benchmarks and increased opportunity for dual enrollment have been a major focus for SVUSD. Efforts in this vein have resulted in additional CTE course offerings within the district and a renewed CCAP agreement with the local community college to bring five dual enrollment courses into the course offerings at the high school. SVHS and district leadership will continue to collaborate to expand opportunities for diverse pathways to graduation.

Local Assessment Data
Elementary Level: Local benchmarks indicate a strong foundation in literacy, with 75% of elementary students reading at or above grade level. Notably, 86% of 5th grade students read at or above grade level. DIBELS assessments indicate 77% of elementary demonstrating at or above level in phonics skills.

Specific performance data for upper elementary shows:
Grades 4-5 ELA: 60% of students met or exceeded grade-level standards according to IXL data.
Grades 3-5 Math: 64% of students met or exceeded standards on local IXL assessments.

Middle School Level: Progress at the middle school level showed a downward trend compared to the previous years according to IXL data.
Grades 6-8 ELA: 55%, notable growth in 7th grade increasing 6 points to 62% meeting or exceeding grade-level standards.
Grades 6-8 Math: 31%
Local assessments in Math and ELA are signaling a need for intensified instructional focus in these core areas.

Social-Emotional Learning & Mental Health (CHKS Data)
The 2024-25 California Healthy Kids Survey (CHKS) highlights a strong foundation of safety, particularly at the elementary level (K-5), while identifying specific areas for growth in our secondary (7, 9, 11) schools. CHKS will be administered again in the 2026-27 school year.

-Feelings of Safety: Elementary 91% Secondary 72%
-Caring Adult Relationships: Elementary 83% Secondary 60%
-School Connectedness: Elementary 85% Secondary 67%

While overall safety remains high, the decline in connectedness at the secondary level is a priority. Furthermore, CHKS data reveals significant mental health challenges: 26% of secondary students reported social-emotional distress, and 36% experienced chronic sadness or hopelessness. Both state and local data underscored the necessity to intensify efforts in cultivating self-management, self-awareness, and relationship-building skills among students, echoed by local data highlighting students' acknowledgment of the need for greater support in self-management and awareness.

To address these needs, as well as the "Red" indicators on the CA Dashboard for Chronic Absenteeism and Suspension rates within specific student groups (Hispanic, Two or More Races, SWD, and LTELs), the district is implementing the following:
-Standardized SEL Curriculum: Provides local data and lessons that bolsters students' personal and interpersonal development.
-Restorative Justice Practices: Continued application across all four sites to sustain the reduction in overall suspension rates.
-Counseling Support: Sustained presence of counselors at all sites to facilitate targeted interventions addressing gaps in students' social-emotional growth, will be instrumental in addressing these needs.
-Site-Specific SMART Goals: Each site has developed three SEL-focused goals directly aligned with Goal 2 of this LCAP to address areas of need to improve school climate.

Strategic district-wide efforts have resulted in a significant shift in student attendance. Driven by a comprehensive approach during the 2025-26 school year, the district-wide chronic absenteeism rate declined by 1.1%, dropping to 11.4% on the 2025 Dashboard. The chronic absenteeism rate has declined by 8.1% since 2023.

Site Performance & Strategies:
-Elementary Schools: Both elementary sites remain in the Yellow category. Brook Knoll increased by 2.3%, with SED and White students in the Red category. Vine Hill declined by 2.3%, with Hispanic students in the Red category due to a 2.9% increase.
-Middle School: Chronic Absenteeism at the middle school declined by 2.9%, improving from Yellow to Green indicator on the CA Dashboard. There are no student groups with a Red indicator.
-District-Wite student groups: Chronic absenteeism declined for students in the English Learner (-9.4%) Homeless (-4.6%), SED (-0.6%), Hispanic (-1.7%), White (-1.4%), and Two or More Races (-1.9%) student groups; reflecting improved engagement and school climate.
-Holistic Approach: Success was driven by parent/student education, teacher professional development on engagement strategies, and procedural adjustments by the Student Services department and school counselors.

Despite these broad gains, the 2025 Dashboard highlights specific areas requiring intensified focus. Currently, Chronic Absenteeism remains in the Red for the SED student group at Brook Knoll and the Hispanic student group at Vine Hill. Moving forward, the district will prioritize "unduplicated" student groups, specifically English Learners, Foster Youth, and SED students, to increase family awareness and remove barriers to attendance. These efforts align with our 2024 CHKS data, where 15% of students already report high attendance consistency (two or fewer absences per month).

District-wide, Scotts Valley Unified continues to maintain a safe learning environment with a suspension rate of 2%, remaining well below the state average. While rates at the high school (1%) and elementary schools (below 1%) remain low and stable, the CA Dashboard highlights specific areas for targeted intervention.

Identified Challenges:

-Middle School Performance: SVMS saw a 6.3% increase in suspensions, moving from the Green to Orange category. Specifically, students in the Two or More Races and Students with Disabilities (SWD) student groups experienced increases that placed them in the Red category.
-Long-Term English Learners (LTEL): District-wide data indicates that LTEL students have also moved into the Red category for suspension rates.

In response to these shifts, the district is intensifying its application of Multi-tiered System of Support, Positive Behavioral Interventions and Support, Restorative Justice practices and site-specific SEL SMART goals (Goal 2). These efforts are designed to address the root causes of behavior and ensure equitable outcomes for our SWD, LTEL, and multi-racial student populations.

In reviewing teachers' fully credentialed status, there are currently 86.5% of teachers who are fully credentialed as per the CA DataQuest for 2023-2024, which is the most current count to date. The district has one teacher teaching out of their field annually, and the goal will be to have all teachers fully credentialed in their areas of expertise. The district currently has 100% of students with access to Standards-aligned curriculum and the continued goal is to maintain full access for teachers. The district has maintained its fully functional status.

Academic Achievement: Mathematics Initiative
While district-wide performance remains strong, local data identifies a pressing need to enhance math proficiency, specifically in math fluency, diverse problem-solving methodologies, and conceptual comprehension.

The district has established a unified math goal: Students will see themselves as capable math learners, be able to solve problems and persevere, engage in math discussions, and reason quantitatively. They will value the learning process and embrace productive struggle, understanding that mistakes are essential for growth.

As year two of a three-year county-wide initiative, a consistent team of teachers, administrators, and district leaders from all four sites led the following:
-Action Plan Implementation: Focused on TK-12 efforts to increase student discourse and the use of open, engaging tasks.
-Peer Learning Labs: Teachers participated in "Lesson Study" cycles—co-developing lessons, observing peer delivery, and debriefing as a team to refine instructional practices.
-Secondary Collaboration: High school and middle school teachers partnered with the PEBC Math Coach to observe mentor teachers across the county.
-Expert-Led Professional Development: Our three full-day PD sessions included training from the County Office of Education Math Coordinator, the Monterey Bay Area Math Project, and our PEBC Math Coach.

These professional learning cycles are designed to move beyond theory into daily classroom practice, ensuring that "productive struggle" and mathematical reasoning become a standard experience for every student in SVUSD.

Based on the comprehensive needs assessment involving student achievement data and stakeholder feedback, the District has identified the Learning Recovery Emergency Block Grant (LREBG) funds will be utilized during the 2026–27 and 2027–28 school years specifically allocated to support the elementary intervention program, providing targeted 1:1 and small-group learning supports designed to close persistent achievement gaps in ELA and Mathematics.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee	Virtual meeting to gather input on current data and programs. Stakeholders were asked the following questions: 1. In reviewing LCAP goals and reflecting on the year, what are areas of strength, need, and additional focus to consider as it pertains to-academics, social emotional learning, and mental health of students? 2. What are some priorities you feel should continue moving forward and what are areas we need to increase focus? 3. As you reflect on students and their current learning, what areas should be addressed and possibly create more time/space for? PAC provided LCAP feedback at the March 18, 2026 and April 22, 2026 virtual meetings.
SVUSD Certificated & Classified Staff	Input gathered on current data and programs. Stakeholders were asked the following questions: 1. In reviewing LCAP goals and reflecting on the year, what are areas of strength, need, and additional focus to consider as it pertains to-academics, social emotional learning, and mental health of students? 2. What are some priorities you feel should continue moving forward and what are areas we need to increase focus? 3. As you reflect on students and their current learning, what areas should be addressed and possibly create more time/space for? Staff Meetings Brook Knoll Elementary In Person: January 5, 2026 Vine Hill Elementary In Person January 6, 2026

Educational Partner(s)	Process for Engagement
	Scotts Valley Middle School In Person January 22, 2026 Scotts Valley High School In Person February 2, 2026 Scotts Valley Teachers' Union - February 19, 2026
Site and District Leadership	In person meeting March 26, 2026 Input gathered on current data and programs. Stakeholders were asked the following questions: 1. In reviewing LCAP goals and reflecting on the year, what are areas of strength, need, and additional focus to consider as it pertains to- academics, social emotional learning, and mental health of students? 2. What are some priorities you feel should continue moving forward and what are areas we need to increase focus? 3. As you reflect on students and their current learning, what areas should be addressed and possibly create more time/space for? Site and District Leadership provided specific LCAP feedback at Leadership meetings in April 2026 as well as throughout the school year amidst the implementation of LCAP goals.
Parent Leadership Meetings	Input gathered on current data and programs. Stakeholders were asked the following questions: 1. In reviewing LCAP goals and reflecting on the year, what are areas of strength, need, and additional focus to consider as it pertains to- academics, social emotional learning, and mental health of students? 2. What are some priorities you feel should continue moving forward and what are areas we need to increase focus? 3. As you reflect on students and their current learning, what areas should be addressed and possibly create more time/space for? School Site Council: Brook Knoll Elementary In Person and Zoom February 18, 2026 Vine Hill Elementary In Person January 20, 2026 Scotts Valley Middle School In Person January 8, 2026 Scotts Valley High School In Person January 29, 2026 School PTA/PTO Meetings: Brook Knoll Elementary In Person and Zoom February 18, 2026 Vine Hill Elementary In Person January 20, 2026 Scotts Valley Middle School In Person January 8, 2026

Educational Partner(s)	Process for Engagement
	Scotts Valley High School In Person January 29, 2026
Family Community Input	Input gathered on current data and programs. Stakeholders were asked the following questions: 1. In reviewing LCAP goals and reflecting on the year, what are areas of strength, need, and additional focus to consider as it pertains to-academics, social emotional learning, and mental health of students? 2. What are some priorities you feel should continue moving forward and what are areas we need to increase focus? 3. As you reflect on students and their current learning, what areas should be addressed and possibly create more time/space for? Survey Sent District-Wide April 14, 2026
Student Groups	In person meetings held with students to gather input on their experiences at school. Questions focused on academics, school safety, counseling and mental health were presented in a group format. SVHS -February 25, 2026 Mixed Group of Students; Student Government SVMS -Feburary 18, 2026 Student Council & Mixed Group Elementary - February 25, 2026 5th Grade students at BK & VH
District English Language Advisory Committee	Input gathered on current data and programs. Stakeholders were asked the following questions: 1. In reviewing LCAP goals and reflecting on the year, what are areas of strength, need, and additional focus to consider as it pertains to-academics, social emotional learning, and mental health of students. 2. What are some priorities you feel should continue moving forward and what are areas we need to increase focus? 3. As you reflect on students and their current learning, what areas should be addressed and possibly create more time/space for? In person meeting held on March 4, 2026
Special Education Feedback	In person meetings at the SECA & SELPA Directors' meetings - regular discussions to determine how LCAP goals can support students with disabilities beyond basic resources.

Educational Partner(s)	Process for Engagement
Scotts Valley Education Association	Input gathered on current data and programs. Stakeholders were asked the following questions: 1. In reviewing LCAP goals and reflecting on the year, what are areas of strength, need, and additional focus to consider as it pertains to- academics, social emotional learning, and mental health of students. 2. What are some priorities you feel should continue moving forward and what are areas we need to increase focus? 3. As you reflect on students and their current learning, what areas should be addressed and possibly create more time/space for? In person meeting held on February 19, 2026

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

Throughout the LCAP development process, the Scotts Valley Unified School District prioritized inclusive stakeholder engagement through diverse channels, including in-person forums, virtual sessions, targeted small-group interviews, and comprehensive digital surveys. This multifaceted outreach provided a transparent view of district performance, highlighting both institutional strengths and critical opportunities for systemic growth.
Stakeholders consistently emphasized a sense of community, valuing the "small-school," inclusive atmosphere fostered by dedicated parents, staff, and students. This culture contributes to a supportive school climate where students feel a genuine sense of belonging—directly reinforcing the district's commitment to Goal 2. Furthermore, feedback indicated that schools successfully recognize student achievements across all four sites, maintaining a standard of academic rigor that appropriately challenges the student body.

Despite these strengths, feedback from families and educators identified specific areas requiring enhanced academic focus and structural support.

Subject-Specific Support (Math & Writing): Mathematics and writing were identified as primary subjects necessitating additional attention. Data suggests that as students matriculate into secondary education, their self-efficacy and engagement in mathematics decline, even while parent confidence in student potential remains high. To address this, actions within Goals 1 and 3 will prioritize specialized professional development for educators to improve instructional delivery and student confidence.

Maintaining Academic Support: There is a clear community desire for strengthened MTSS (Multi-Tiered System of Supports) across all sites. This includes sustaining and refining elementary interventions, Middle School WIN (What I Need) and ELT (Extended Learning Time) sessions, and High School Tutorial, Math Plus, and Academic Seminar programs.

Communication & Outreach: Stakeholders expressed a need for more consistent, transparent communication regarding student progress and educational programming at the secondary level. In response, Goals 1 and 2 prioritize enhanced parent-teacher outreach, focusing on student behavioral health and academic learning milestones.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students are provided a high-quality education with equitable access to standards-aligned instruction, rigorous programs and a multi-tiered system of support to accelerate learning.	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)

An explanation of why the LEA has developed this goal.

The Scotts Valley Unified School District has consistently surpassed state expectations in Reading, Math & Science with overall percentages well over the state average. While this is exceptional, and should be celebrated, there is always room for growth. In looking at State and Dashboard data, as well as parent feedback surveys, and overall input, the district has determined the need to ensure high-quality education focused on equitable access. Goal 1 was developed with targeting student groups as a central focus. Data demonstrates that overall, math scores have shown moderate improvements at all levels, though generally scores are still low at the high school level. The last three years of state math data shows that overall, as a district, math scores remain unchanged. Overall, the core focus of the LCAP is on unduplicated students: Low-socio economic, English Learners, and Foster Youth. This goal focuses directly on meeting the needs of all students, particularly those in unduplicated groups. Providing differentiation and programs to meet individual and various needs is a consistent request from multiple stakeholder groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	a) ELPAC Data b) Reclassification of students	a) 52.1% are making progress towards proficiency b) 15% of students have been reclassified as English Proficient	a) 58.3% of EL students are making progress towards proficiency	a) 48.4% of EL students are making progress towards proficiency.	a) The percentage of English Learners demonstrating at least one year of progress annually towards English	a) The percentage of students making progress towards proficiency decreased by 3.7% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	C) CAASPP Data ELA for EL students	c) 26% of English Learners are meeting or exceeding standards in ELA	b) 25% of EL students have been reclassified as English Proficient as of 1/31/25 c) 29% of ELs are meeting or exceeding standards in ELA	b) 32% of EL students have been reclassified as English Proficient as of 1/31/26 c) 19% of ELs are meeting or exceeding standards in ELA	fluency will increase by 3% from the baseline annually. b) Maintain or increase the % of students being reclassified as English Proficient at 15% c) Increase English Learner proficiency in ELA CAASPP by 3% points annually for 3 years.	b) This was an exceptional year in that this goal was met by an increase of 7% from 2025 and 17% from baseline. The goal will remain to maintain annual progress at 15% or higher. c) The percentage of English Learners proficiency in ELA CAASPP decreased by 7% from baseline. This goal was not met.
1.2	a) CAASPP Scores in ELA b) Local Data of Student Achievement ELA	a) The percentage of students meeting English Language Arts (ELA) 2022-2023: ELA: ALL: 64.1% SED: 43.07% EL 25.47% SPED 27.69% b) The percentage of students reading at grade level Kinder: 79% 3rd: 75%	a) The percentage of students meeting or exceeding standards in ELA 2023-24: ALL: 69.09% SED: 42.43% EL: 29.41% SPED: 21.19% b) The percentage of students reading at grade level: Kinder: 82% 3rd: 72% 1st:	a) The percentage of students meeting or exceeding standards in ELA 2024-25: ALL: 70% SED: 49.67% EL: 19.05% SPED: 24.14% b) The percentage of students reading at grade level: Kinder: NA 3rd: 75%	a) The percentage of students meeting ELA CAASPP will increase by 3% annually overall. In student groups we will increase EL by 2% annually, SED: 3% annually, and SPED 2% annually b) The percentage of students reading at grade level will	a) The overall ELA CAASPP scores increased and this goal was met. Of the identified student groups, the SED improved, 6.6%, meeting goal. The EL and SPED student groups did not meet the goal, decreasing below baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	c) Local Data Phonics K-2 d) Local Data in Student Grades 6-11th e) The number of students receiving intervention	1st: 77% 4th: 79% 2nd: 75% 5th: 85% c) The percentage of students K-2 at grade level in phonics Kinder: 88% 1st: 77% 2nd: 85% d) Local Data: IXL ELA Data 6th: 53% 7th: 56% 8th: 48% e) The current numbers of elementary students receiving reading intervention in K-5: 180 students	67% 4th: 78% 2nd: 66% 5th: 84% c) The percentage of students K-2 at grade level in phonics: Kinder: 80% 1st: 86% 2nd: 85% d) IXL ELA scores on or above grade level: 6th Grade: 60.4% 7th Grade: 56.4% 8th Grade: 55% e) The current numbers of elementary students receiving reading intervention in K-5: 144 students	1st: 81% 4th: 60% 2nd: 75% 5th: 86% c) The percentage of students K-2 at grade level in phonics: Kinder: 68% 1st: 87% 2nd: 77% d) IXL ELA scores on or above grade level: 6th Grade: 52% 7th Grade: 62% 8th Grade: 51% e) The current numbers of elementary students receiving reading intervention in K-5:134 students	increase by 3% annually c) The percentage of students K-2 at grade level in phonics will increase by 3% annually d) Local ELA data for students in 6-11th grade will increase by 3% points annually e) The number of students needing intervention in reading K-5 will decrease by 2% annually	b) Implemented state adopted Reading Screener in 25.26. Reading comprehension is no longer assessed in Kinder. This goal was met as there was growth in all grades from baseline other than 4th grade. c) This goal was partially met. Kinder and 2nd grade remain below baseline. First grade is 10 points above baseline. However, this is a slightly different measure than used in 22.23. d) This goal was partially met. 7th grade increased by 6 points. 8th grade increased by 3 points. 6th grade is 1 point below baseline. e) This goal has been met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	a) CAASPP Scores in Math b) Elementary Local Benchmark Scores c) Secondary Math Local Benchmark Scores d) Math IXL Scores 3-8th Grade	a) The percentage of student meeting Math 2022-2023: ALL: 58.35% SED: 34.11%% EL 26.47% SPED 25.58% b) K-2 Math Assessment Results: K: 65% 1: 72% 2: 65% c) HS Math Local Benchmark Scores: Math 1: 64% Math 2: 72% Math 3: 81% d) Math IXL Scores Grade 3rd Grade: % 4th Grade: % 5th Grade: % 6th Grade: 56% 7th Grade: 37% 8th Grade: 35%	a) The percentage of students meeting or exceeding standards in Math 2023-24: ALL: 58.82% SED: 30.00% EL: 29.41% SPED: 18.97% b) K-2 Math Assessment Results: Kinder: 91% 1: 95% 2: 79% c) HS Math Local Benchmark Scores: Math 1: 72% Math 2: 88% Math 3: 75% d) Math IXL Scores on or above grade level: 3rd Grade: 78.1% 4th Grade: 55.3% 5th Grade: 46.1% 6th Grade: 47.7% 7th Grade: 54% 8th Grade: 46.4%	a) The percentage of students meeting or exceeding standards in Math 2024-25: ALL: 58.55% SED: 38.67% EL: 25.00% SPED: 18.26% b) K-2 Math Assessment Results: Kinder: 90% 1: 96% 2: 74% c) HS Math Local Benchmark Scores: Math 1: 75% Math 2: 84% Math 3: 76% d) Math IXL Scores on or above grade level: 3rd Grade: 62% 4th Grade: 60% 5th Grade: 43% 6th Grade: 26% 7th Grade: 43% 8th Grade: 23%	a) The percentage of students meeting Math CAASPP will increase by 3% annually overall. In student groups we will increase EL by 2% annually, SED: 3% annually, and SPED 2% annually b) The percentage of students meeting standards will increase by 5% overall c) The percentage of students meeting standards will increase by 5% annually. d) The percentage of IXL scores will increase by 3% annually.	a) The overall Math CAASPP scores maintained at the same percentage from the baseline to Year 1 and Year 2, this goal was met. Of the identified student groups, SED students improved by 8.67%. The SPED students maintained from 23-24. Our EL students decreased by 4.41%, not meeting the goal. b) This goal was met. From baseline, Kinder increased by 25, First Grade increased by 22, and Second Grade increased by 11. c) This goal was partially met. Math 1 increased by 11% and Math 2 by 12% from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						baseline. Math 3 decreased 5%. d) This goal was partially met. 4th increased 4.7% from 24.25. 7th increased 6% from 22.23. 6th and 8th grades both decreased from baseline.
1.4	a) The Common Assessment Calendar b) Data Talks c) PLC notes & SMART Goals	a) The Common Assessment Calendar will be agreed upon annually & dates met. b) Data Talks will occur 2x a year c) PLC's will be held monthly & SMART Goals written for students struggling	a) The Common Assessment Calendar will be agreed upon annually & dates met. b) Data Talks are occurring as planned at elementary sites (one in fall and second in spring); secondary sites meet in departments for data analysis c) PLCs meet monthly & SMART Goals are written for struggling students.	a) The Common Assessment Calendar will be agreed upon annually & dates met. b) Data Talks are occurring as planned at elementary sites (one in fall and second in spring); secondary sites meet in departments for data analysis. The high school added two data talks centered around interim assessments. c) PLCs meet monthly & SMART	a) Deadlines for Common Assessments will be met with 100% fidelity annually. b) Data Talks will be held 2x a year at all four sites, with measurable outcomes provided c) PLC notes & SMART Goals will be provided monthly.	a) This goal was met overall. Due to natural shifts in instruction throughout the school year, any minor changes to the agreed upon dates for Common Assessments occurred in communication with the District's C&I team. b) This goal was met. c) This goal was met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Goals are written for struggling students.		
1.5	a) Professional Development for differentiation & acceleration of learning. b) Percentage of teachers fully credentialed for high quality teaching.	a) 100% of Teachers are offered professional development b) 89% of teachers as per DataQuest were fully credentialed in the 2021-22 year.	a) 100% of teachers are offered professional development b) 84% of teachers as per DataQuest were fully credentialed in the 2022-23 year.	a) 100% of teachers are offered professional development b) 86.5% of teachers as per DataQuest were fully credentialed in the 2023-24 year.	a) Maintain PD offerings for teachers at 100% b) Increase our fully credentialed staff members by 3% annually	a) This goal was met. b) Per DataQuest, 86.5% of teachers in 2023-24 were fully credentialed. This goal was not met.

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.

All actions were implemented as outlined in the 2025-26 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.

Overall, spending for this goal was in line with the budgeted expenditures for each action. The services included in this Goal were a combination of personnel and non-personnel academic supports. Staffing focused on English Learner success and programs to address student needs remained consistent throughout the year. Additional services outlined within the actions were utilized as needed, such as for translation services, and resources were purchased to expand materials available for English language acquisition for elementary students specifically.

Expenditures for this goal were lower than projected in specific areas, most notably Action 1.5. This was due to a successful collaboration with the Santa Cruz County Office of Education, which provided professional learning opportunities for teachers at no cost to the district.

Action 1.4 - Assessments and Data Analysis expenditures for this action were not fully met at the elementary level due to the implementation of a newly state-approved Reading Difficulties Screener, which created greater administrative efficiencies compared to previous

assessments. Despite these cost savings, this action remains a priority. The district is committed to providing teachers with ongoing opportunities to analyze student data and refine instructional strategies. This data-driven approach is essential for supporting all learners, specifically unduplicated students, and driving increased achievement in mathematics and ELA.

To improve services for unduplicated students, the district added credentialed MTSS support teachers at the middle school, high school and both elementary sites. These specialists collaborate with general education teachers to implement targeted interventions in English language arts, mathematics, behavior, and executive functioning. This support empowers students to build self-management skills, develop positive study habits, and communicate effectively with educators. Based on consistent stakeholder feedback from teachers, PTO/As, and family surveys, the district remains committed to expanding this specialist model to all four sites. A primary focus is ensuring these services meet the needs of the district's Multilingual Learners (MLLs) while exploring scalable support for all non-native English-speaking families.

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

This goal focuses on elevating student performance across ELA and Math. 2025 Dashboard data indicates robust district-wide achievement, with the "All Students" group maintaining high standards in both ELA and Mathematics.

Key Growth Area: Most at-risk student groups showed resilience, either maintaining their performance levels or demonstrating measurable growth in both core subjects.
Areas for Improvement:
-English Learners (EL): Data revealed a decline in both ELA (-7.3) and Math (-17.4) scores, signaling a need for intensified language acquisition support and integrated ELD strategies.
-Students with Disabilities (SWD): While some individual growth was noted, this student group remains below standard in ELA and Math, remaining a primary focus for our targeted intervention and inclusive instructional practices.

This year EL teacher support has been maintained at the same level and at the secondary schools where many of our LTELs are, EL teachers are working with EL students in ELA and language acquisition in focused student groups twice a week. At the middle school, WIN classes are continuing; based on 2025 Dashboard data and local math assessment data, students in need of further math support were identified and moved to specific WIN classes to improve student learning. Intervention teachers at the elementary level have been key supports for students struggling with reading and math. Each year, for the last three years, over 100 students have cycled through intervention with key markers showing academic growth and students meeting reading grade level markers by the end of 4th grade. The services focused on supporting English Learners has resulted in notable success in that during the 2025-26 school year, 19 students were reclassified and celebrated during a School Board meeting.

At the high school level, intervention programs such as 10th grade Academic Seminar, Math Plus, and Credit Recovery played a pivotal role in assisting students facing academic challenges. These courses, benefiting over 100 students in the past year alone, facilitated graduation for many. Moreover, targeted Tutorial through our Multi-tiered Systems of Support have supported several students, especially 9th grade students in making the transition to high school.

The Independent Study program for elementary and secondary students has offered vital support for students requiring alternative educational placements. This program has evolved into a collaborative hybrid model, ensuring educational consistency while providing a flexible learning environment.

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

Current-year data show that the English Learner (EL) support model has been effective. To better support struggling MLL students, a full-time EL TOSA and a qualified teacher provide targeted assistance to students who struggle with English acquisition. Over the next year of the LCAP plan, this support will include a part-time EL TOSA and qualified teachers at all four sites, as data indicates we do not need a full-time EL TOSA, however we need qualified teacher support at each site

Action 1.1: Maintain the model of English Learner support at elementary and secondary levels. A part-time EL Teacher on Special Assignment will continue to support EL students through a focus on data collection, push-in support and teacher training. The EL TOSA will provide professional development on a Comprehensive ELD program including designated and integrated ELD, building capacity to support our EL students. This teacher will continue to coordinate with sites to support the learning needs of EL students. The majority of our LTELs are at the secondary level. In order to support these students, we will maintain EL Teacher, EL tutoring, the EL Homework Club program at the middle school, and an EL Teacher and EL Liaison to support our MLL families so that they have more access to understanding and participating in their students' education at the highschool. The EL Liason connects with families at both the middle and high schools.

Action 1.2: Local reading and math data show that interventions have positively impacted student achievement. Although the number of K–5 students receiving intervention has increased since last year, services are provided only until students reach grade level. This growth highlights the need for additional funding to support student learning in this area. Based on the comprehensive needs assessment involving student achievement data and stakeholder feedback, the District has identified the Learning Recovery Emergency Block Grant (LREBG) funds will be utilized during the 2026–27 and 2027–28 school years specifically allocated to support the elementary intervention program, providing targeted 1:1 and small-group learning supports designed to close persistent achievement gaps in ELA and Mathematics. Additionally, stakeholder input indicated a strong desire for increased and continued support of the MTSS program through dedicated specialists at all four schools to ensure consistency within the district in support of our students.

Action 1.3: Data continues to identify Mathematics as a critical priority for student achievement. Funding will support sustained teacher participation in the district’s math initiative. While the initial intensive county-led training phase is adjusting, the district will transition to a high-leverage, sustainable local model. This allows for a strategic reallocation of resources while maintaining a core focus on improving student discourse and conceptual understanding in mathematics.

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	Support for Multi-Lingual Learners Success	Support multi-lingual learners' achievement towards proficiency in English and achievement in all subject areas.	$155,166.28	Yes
1.2	Supplemental Programs to address student needs	Supplemental programs will be provided to accelerate student learning that include access to extra support courses, intervention programs for reading and math, and small group learning with additional adults in the classroom. Through the MTSS process, teachers and staff will target students' growth on specific learning areas, and increase learning through targeted instruction. The District has identified the Learning Recovery Emergency Block Grant (LREBG) funds will be utilized during the 2026–27 and 2027–28 school years specifically allocated to support the elementary intervention program, providing targeted 1:1 and small-group learning supports designed to close persistent achievement gaps in ELA and Mathematics. Homeless and students with disabilties remain below standards in ELA, while English Leaners and SED student groups are just above standards. Im math, students in the SWD, SED, EL and Hispanig groups all saw a decline in math performance.	$646,814.92	Yes
1.3	Focus on Math achievement and Training	The focus for mathematics and training to support students learning of mathematical concepts and increase achievement in math. Increase the focus on student groups that include: students with disabilities, SED students, and English Learners	$10,563.21	Yes
1.4	Assessment & Data Analysis	Through PLC work, the common assessment calendar, and data evaluation, teachers will collaboratively score and evaluate student data to monitor growth. This will allow teachers to identify and target the learning needs of all students, and in particular unduplicated students, to provide increased access and achievement.	$28,017.38	Yes
1.5	Professional Development for Teachers	Professional Development for Teachers to support accelerating students' learning, implementing the MTSS system, and learning how to effectively analyze student data, in order to purposefully identify and target the learning needs of all students, and in particular unduplicated students, to	$8,255.84	Yes

Action #	Title	Description	Total Funds	Contributing
		provide increased access and achievement. Teachers will partipciate in Comprehensive ELD training including designated and integraded ELD teaching practices in order to support the needs of our multilingual learners.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure school and classroom environments provide Social-Emotional Learning (SEL) + and support for the Whole Child.	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.

A focus on the whole child is an important focus for Scotts Valley. Goal 2 focuses on supporting the whole child, with a particular emphasis on counseling and PBIS (Positive Behavior Interventions and Supports). Counseling is mentioned as a top priority by most stakeholders. The district will continue to focus on Diversity, Equity, Inclusion & Belonging (DEIB) to ensure students feel included and valued within their schools. Parent education, student accountability and training will be provided to achieve a higher rate of student attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	a) The number of students who receive school counseling. b) Students' social emotional and mental health. c) Implementation of Rethink Ed Curriculum & Self Assessments	a) 100% of students have access to a school counselor. b) The percentage of the cohort of students in Grades 7, 9, and 11 who report having caring adult relationships: 7th: 62% 9th: 55% 11th: 55%	a) 100% of students have access to a school counselor. b) Based on fall 2024-2025 CHKS, the percentage of the cohort of students in Grades 5, 7, 9, and 11 who - 	a) 100% of students have access to a school counselor. b) CHKS will be administered in the 26.27 school year. c) 100% K-8th grade students participate in Social Emotional	a) 100% of students will have access to a school counselor. b) Increase student connectedness & caring relationships at school, and life satisfaction by 3% annually	a) This goal was met. b) This goal was met at all grade levels to increase student connectedness, met at nearly each grade level for experiencing caring relationships, and significantly met at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	d) Dashboard Suspension & Expulsion Rates	The percentage of the cohort of students in 5th, 7th, 9th, & 11th grade who feel connected at school: 5th - 78% 7th- 62% 9th- 55% Over time Mental Health Chronic Sadness: 7th 25% 9th- 37% 11th -52% Social Emotional Distress: 7th - 13% 9th - 35% 11th - 47% Life Satisfaction: 7th- 68% 9th - 61% 11th - 34% c) 75% of K-8 grade teachers are implementing ReThink Ed. Overall Indicators for SEL competency: 3rd Grade: 53% Average/High Skills 4th Grade: 57% Average/High Skills	Report having caring adult relationships: 5th: 83% 7th: 64% 9th: 52% 11th: 66% Feel connected at school: 5th: 85% 7th: 69% 9th: 59% 11th: 63% Over time Mental Health: Frequent Sadness 5th: 11% Chronic Sadness: 7th: 24% 9th: 22% 11th: 27% Social Emotional Distress: 7th: 23% 9th: 26% 11th: 29% Life Satisfaction: 7th: 72% 9th: 67% 11th: 69% c) 95% of K-8 grade teachers are	Learning through RethinkEd lessons via counselors visiting classrooms monthly. Additionally, 58% of elementary teachers and 100% of middle school teachers use additional SEL lessons in their classrooms. Overall Indicators for SEL competency in the spring student survey: 3rd Grade: 58% Average/High Skills 4th Grade: 62% Average/High Skills 5th Grade: 67% Average/High Skills 6th Grade: 65% Average/High Skills 7th Grade: 56% Average/High Skills	Decrease Mental Health & Social Emotional Distress by 3% annually c) Increase Teacher Implementation K-8th grade by 5% annually Increase Overall Indicators for SEL Competency Average/High student skills by 3% annually d) SVUSD will maintain the suspension rate below 2% annually and maintain the expulsion rate below 1%	increased life satisfaction. There has been a 3% decrease in mental health / chronic sadness at some grade levels, and data shows an increase in social emotional distress. The goal will remain to increase key areas by 3% and decrease other key areas by 3%. c) The goal was partially in that many K-8 teachers are implementing the curriculum, however, not all grade level cohorts are showing improvement in their SEL competency. In grades 6th-8th, there was 10% or more growth from fall to spring assessment in each grade level. Our 5th grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade: 62% average/high skills 12th Grade 47% Average/High Skills d) In the 2022-23 School year the suspension rate was 1.9% and the expulsion rate was 0%	implementing ReThink Ed. Overall Indicators for SEL competency in the spring student survey: 3rd Grade: 55% Average/High Skills 4th Grade: 70% Average/High Skills 5th Grade: 38% Average/High Skills 12th Grade: NA d) In the 2023-24 school year the suspension rate was 1.3% and the expulsion rate was 0%.	8th Grade: 55% Average/High Skills 12th Grade: NA d) In the 2024-25 school year the suspension rate was 2% and the expulsion rate was 0%		cohort maintained their strong score from 24.25. Our 4th grade cohort demonstrated a 7% increase from 24.25. d) This goal was met.
2.2	a) Attendance b) Chronic Absenteeism	a) 2022-2023 School Attendance rate was 92% b) 2023 Dashboard data indicates the district is currently in the Orange with chronic absenteeism at 19.5%	a) 2023-24 School Attendance rate was 94.54%. b) The 2024 Dashboard data indicates the district is currently in the Yellow for chronic	a) 2024-2025 School Attendance rate was 95.3% b) The 2025 Dashboard data indicates the district is currently in the Yellow for chronic absenteeism at	a) SVUSD will increase attendance annually by 2% points, with the goal to reach 96% overall b) SVUSD will decrease Chronic Absenteeism by	a) The attendance rate increased 3.3% from baseline, and while this is a positive step, SVUSD maintains the goal of reaching 96% overall.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Groups in the red: English Learners Socio-Economically Disadvantaged Students with Disabilities	absenteeism at 12.5%. There are no student groups in Red. Student groups in Orange: English Learners Homeless	11.4%, an improvement of 8.1% since 2023. Student groups in Red: None Student groups in Orange: Asian Homeless Socioeconomically Disadvantaged Students with Disabilities	1% annually overall. EL, SED, and SWD students will decrease by 2% annually	b) Overall, this goal was met districtwide, as well as within the EL, SED, and SWD student groups from baseline. There are no student groups in red.
2.3	a) Parent Engagement Surveys b) Parent Attendance at School-Site & District-sponsored Events	a) Parent Engagement Surveys Overall Return Rate: 35% • Students and staff have a positive, caring relationship: 85% • Teachers initiate contact regarding academics: 42% • Teachers initiate contact regarding behavior: 52% • Participation in child's	a) Parent Engagement Surveys Overall Return Rate: 30% • Students and staff have a positive, caring relationship: 82% • Teachers initiate contact regarding academics: 36% • Teachers initiate contact	a) Parent Engagement Surveys Overall Return Rate: 36% • Students and staff have a positive, caring relationship: 85.8% • Teachers initiate contact regarding academics: 74% • Teachers initiate contact	a) SVUSD will increase parent participation in the surveys by 3% annually • SVUSD will increase in each focus area a minimum of 3% or maintain any percentage over 80%. b) SVUSD will hold a minimum of 3	a) This goal was partially met. Our overall return rate was 36%, a 1% growth from baseline. However, 74% of families reported teachers initiate contact regarding academics & behavior, an increase from 36%. 85% of families report participation in their child's education, an increase from 63%. 90.4% of families reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		education: 73% • Safety on Campus: 72% • High standards for academic performance for all students: 68% b) 5 parent education events held in the 2023-24 school year with average participation of 24 parents per event	regarding behavior: 45% • Participation in child's education: 63% • Safety on Campus: 72% • High standards for academic performance for all students: 75% b) Three parent education events were held in the 2024-25 school year. • ADHD 42 parents • Fentanyl High 50+ families • Vigilant Parent = 40 parents	regarding behavior: 74% • Participation in child's education: 85% • Safety on Campus: 90.4% • High standards for academic performance for all students: 75% b)Four parent education events have been held to date: -Setting the Year Up for SUCCESS!, 30+ families attended -Middle School Math Night, 30+ families atttended -Elementary Math Night -High School IB Parent Night	Parent Education events and actively solicit parent participation in education nights with 30 or more families participating in each event.	their students feel safe on campus, an increase from 72%. 75% of families report the teachers have high standards for academic performance for all students, maintaining the percentage from 24.25. The goal remains to increase parent participation by 3% annually and to increase each focus area by 3% annually or maintain any percentage over 80%. b) This goal has been met.

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.

All actions were implemented as outlined in the 2025-26 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.

Budgeted expenditures for Goal 2 remain closely aligned with actual costs incurred. Services under this goal reflect integrated priorities from the Student Services and Curriculum and Instruction departments, maintaining a focus on cultivating a positive learning environment through community partnerships. The district achieved operational efficiencies in professional development, material procurement, and staffing (EWRs) by leveraging internal expertise and implementing strategic cost-saving measures.

Action 1 represents the majority of this goal's funding, directed toward programs and personnel that provide direct student support for an improved school climate. All four SVUSD schools maintain strong PBIS programs with site-specific staff involvement and student incentives. Each school continues to provide counseling and social-emotional/mental health services that enhance the overall learning environment. Both secondary sites operate the Hope Squad program that supports students' mental health, as observed in student and parent surveys. The Hope Squad and high school wellness center promote positive self-care and mental health strategies among students and staff. School sites hosted family engagement nights, however there was not the need to spend a large sum of money on materials or other monetary needs. Additionally, all four sites implement a district-wide SEL curriculum, including regular lessons and annual spring surveys, which show increased student engagement. Our counselors participated in professional learning opportunities through the County Office of Education, there was not the need to spend much additional money on additional professional development. The Student Services Department and school sites spent time working on in person meetings and phone calls, vs. expenditures on items.

This goal also includes actions aimed at improving student attendance and increasing parent engagement. Funds were used to reinforce positive attendance behaviors and encourage student ownership in fostering a positive school climate, supported by data from the K–8 SEL curriculum, the 2024–25 CHKS survey, and SVUSD's 2025 CA Dashboard.

Parent engagement remains a key area of focus to increase parent learning and education. The district held parent nights that included; Setting the Year up for SUCCESS!, Elementary and Middle School Math Nights, High School IB Family Night. Making adjustments to the current funding allocation for this action will allow schools to continue developing strategies that increase parent participation and knowledge of student learning. While most communication with families is electronic, a practical approach, the district remains committed to enhancing outreach and engagement efforts as parent participation in the annual climate survey increased by 6% from the previous year.

Continued services within Goal 2 are reflected in the addition of funds allocated for counselor PD so that the academic needs of and opportunities available to unduplicated students are continuously met. SVUSD will also ensure that the wellness center is staffed by qualified personnel to meet the social-emotional needs of struggling students. At each site, counselors will collaborate with site administration to host parent information nights that are related to the needs of the parents in their community.

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

The effectiveness of the implemented actions is evidenced by stable student overall SEL competency and positive feedback from the California Healthy Kids Survey (CHKS). The district sustained its counselor staffing to prioritize student mental health. The integration of the Wellness Center into the site-based Multi-Tiered System of Supports (MTSS) at the high school has created a more cohesive safety net for students. The district continues to implement its K-8 SEL curriculum, which includes a mental health component for use by teachers and counselors. Each school maintains a PBIS committee to respond to student needs and applies progressive discipline practices, including restorative approaches. These evidence-based strategies support a positive school culture and consistent behavioral expectations. While the slight decline in survey participation highlights a need to refine outreach, high levels of student utilization of wellness resources demonstrate that the core programming remains highly relevant and effective in fostering a positive school climate.

Stakeholder input highlighted the value of Counseling, Wellness Center, MTSS and PBIS, noting the desire to continue with the programming in place that supports our students mental health and wellbeing.

This year's focus on Diversity, Equity, Inclusion, and Belonging was evident through a new, robust Community Connections Calendar with monthly themes, a districtwide Multicultural Fair, and student assemblies. Building on the success of Hope Squad at the middle and high school levels, the district is expanding SEL supports to ensure consistency for all students in grades 6-12.

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 a thorough review of stakeholder feedback and local outcome data, the district is maintaining its current strategic framework. Budgetary adjustments for the 2026-27 cycle are calibrated to reflect actual expenditure patterns. These adjustments ensure the sustainability and deeper integration of SEL initiatives across all sites.

Action 2.1: Continue funding to support PBIS and Hope Squad programming, ensuring all students, including unduplicated students, receive relevant and meaningful opportunities to engage in their school community. Funding has been adjusted to reflect actual expenditure patterns. Additinal funding has been allocated to renew the K-8 SEL curriculum.
Action 2.2: Continue focusing on chronic absenteeism and truancy by educating targeted students and families about the importance of consistent attendance.
Action 2.3: Use results from the annual Family Climate Survey to identify relevant topics that promote parent engagement and increase awareness of resources that encourage active participation in student learning. Analysis of recent survey data revealed a diminishing interest in traditional Parent Education Nights; consequently, funding has been reallocated to better align with current expenditure patterns and direct stakeholder feedback.

The district will continue its efforts around parent and student education, as well as increasing engagement strategies within the classrooms to leverage student interest and excitement about learning. The focus will be both academic & behavioral, supporting staff to continue outreach to families, as well as maintaining supports within the school through counseling, training, and incentives. CA Dashboard data indicates an increase in attendance of students overall, however in focus demographic groups (EL, SED, SWD) absenteeism was either

maintained or slightly declined. The district will continue focused efforts to align the districtwide SEL curriculum with PBIS and improve attendance to increase students' connectedness and feelings of success overall, especially for our students in various demographic groups.

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	Focus on Climate, Culture & Counseling	Increase and improve academic and social-emotional well-being for students districtwide by expanding targeted counseling resources, fully implementing the Hope Squad peer-support program, and maximizing the impact of the high school Wellness Center. The district will systematically integrate evidence-based Social-Emotional Learning (SEL) curriculum across all school sites to foster an inclusive culture of belonging. To directly address disproportionately higher rates of chronic absenteeism among English Learners (EL), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), and Hispanic student groups, these programs will interventions designed to dismantle barriers to attendance and build strong school-to-home connections.	$138,023.37	Yes
2.2	Focus on Truancy & Absenteeism	Hold regular meetings between the district and site admin with a regular focus on absenteeism, truancy and follow up. Use Student Information System for common letters and reports. Ensure monitoring of chronic absences by grade starting in kindergarten. Attendance messaging to families at Back to School Nights regarding holidays and tip-sheets. The focus is on unduplicated students.	$800.00	Yes
2.3	Parent Engagement	Engage parents in their children's education through providing information nights surrounding student issues and concerns as well as math and science nights with a focus on unduplicated students in order to ensure that these students have access to academic and college / career resources and opportunities.	$3,958.17	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster globally-aware and future ready lifelong learners	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

College and career readiness is the ultimate outcome for students. Whether a student is in kindergarten or high school, our aim is to ensure that each student receives a quality and well-rounded education. Goal 3 focuses on broad courses of study, including CTE courses, environmental literacy, electives, and the arts. Students at the high school level will be provided a broad course of study with access to International Baccalaureate courses, as well as Dual Enrollment courses through Cabrillo College, designed to extend and challenge learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	a) Instructional Materials: SARC & Williams Report	a) 100% of students, including unduplicated students, have sufficient access to the standards-aligned instructional materials	a) 100% of students, including unduplicated students, have sufficient access to the standards-aligned instructional materials.	a) 100% of students, including unduplicated students, have sufficient access to the standards-aligned instructional materials.	a) 100% of students, including unduplicated students, will annually have sufficient access to the standards-aligned instructional materials	a) This goal has been met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	a) Graduation Rates b) Overall College, Career Indicator Preparedness c) A-G Plus Rate d) CTE completers e) IB exam Completion f) Drop Out Rate	The following is end of year data from the 2022-23 school year: a) Graduation Rate: 97% b) Overall College, Career Indicator Preparedness: 68% c) A-G Plus rate: 63.1% d) CTE completers 9 students: 5% e) IB Exam Completion Rate: 38% f) Drop-Out Rate: 3%	The following is end of year data from the 2023-24 school year: a) Graduation Rate: 94.4% b) College Career Indicator Preparedness: 52.3% c) A-G Plus rate: 73.1% d) CTE completers: 0 students e) IB Exam Completion Rate: 54% f) Drop-Out Rate 1%	The following data is end of year data from the 2024-25 school year: a) Graduation Rate: 94.7% b) College Career Indicator Preparedness: 59.7% c) A-G Plus rate: 74.8% d) CTE completers: 9 students. 5.8% e) IB Exam Completion Rate: 82% f) Drop-Out Rate: 1.3%	a) SVUSD will maintain a Graduation Rate of 97% b) SVUSD will increase students' CCI preparedness rate by 1% annually c) SVUSD will increase students' A-G Plus rate by 1% annually d) SVUSD will increase CTE completer rates by 2% annually with a goal of 15 students in 3 years. e) SVUSD will increase IB exam completion rates by 1% annually for 3 years. f) SVUSD will work to decrease their drop out rate to below 2% annually	a) While this goal has not been met at 2.3% below baseline, the district maintains a high graduation rate and will keep working toward this goal. b) This goal was not met at 8.3% below baseline, though progress toward meeting the goal was made during this school year. c) This goal has been met at 11.7% above baseline. d) This goal was partially met at .8% above baseline, and we will maintain this goal for the following year. e) This goal has been met at 44% above baseline. f) This goal has been met by 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						reduction in drop-outs.
3.3	a) Instructional Materials: SARC & Williams Report	a) 100% of students have sufficient access to the standards-aligned instructional materials	a) 100% of students have sufficient access to the standards-aligned instructional materials.	a) 100% of students have sufficient access to the standards-aligned instructional materials.	a) 100% of students will annually have sufficient access to the standards-aligned instructional materials	a) This goal has been met, maintaining 100% of students having access to standards-aligned instructional materials.
3.4	a) Professional Learning provided with strands that are geared toward UDL, EL strategies, reading instruction and others b) Attendance of teachers at Professional Learning	a) 100% of teachers are provided professional development b) 90% of teachers attend Professional Development during the school year.	a) 100% of teachers are provided professional development. b) 91% of teachers attend Professional Development during the school year.	a) 100% of teachers are provided professional development. b) 95% of teachers attend Professional Development during the school year.	a) SVUSD will maintain access to PD for 100% of teachers b) Increase teacher attendance at PD by 3% annually.	a) This goal has been met. b) Teacher participation in PD remains high and efforts will continue to increase this level of engagement.
3.5	a) Technology Audit b) Technology Plan Updates	a) 100% Students K-12 have access to a chromebook and appropriate technology based on technology audit b) Technology plan is updated annually, with input from stakeholders	a) 100% Students K-12 have access to a chromebook and appropriate technology b) Technology plan will be updated annually, with input from stakeholders	a) 100% Students K-12 have access to a chromebook and appropriate technology b) Technology plan will be updated annually, with input from stakeholders	a) Maintain 100% access to students K-12 having access to a chromebook b) Technology plan updated annually	a) This goal has been met. b) This goal has been met.

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.

The majority of actions in Goal 3 were implemented as outlined in the 25-26 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.

While the district successfully implemented the majority of its planned initiatives, certain components of Action 3.2 saw incomplete implementation or budget variances. Due to external scheduling constraints, the 7th-grade field trip to SJSU was canceled; however, the district pivoted to provide a teacher-led college fair on campus to maintain student exposure to post-secondary pathways. Additionally, expenditures for IB exam scholarships and staff certification were lower than projected, as student needs were covered by alternative funding sources and existing staff levels met current programmatic requirements.

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

Review of data metrics shows progress this year in expanding course access and advancing College and Career Readiness, yet we are still below 2023 CA Dashboard results.

Improved or increased services in Goal 3 are reflected in how the district is addressing the decline in the College/Career Indicator from the 2023 CA Dashboard. The high school demonstrated growth from the 2024 CA Dashboard in both the College/Career Indicator (+7.4%), A-G Plus rate (+1.7%), and CTE Completers (+5.8%). There was also growth in the IB Exam Completion rate at 82%. The high school continues to expand its CTE course opportunities for students. However, local metrics indicate the district partially met its goal for increasing the number of CTE completers and is making progress in increasing its College Career Indicator on the CA Dashboard.

The district has taken steps to improve course access in this area. In response to student surveys and partnerships with the County Office of Education, the district will continue with its four CTE courses for 2026-27. Additionally, the district entered into a CCAP agreement with the local community college to offer five dual enrollment courses next school year, an increase from 2025-26. The district continues to partner with local K-12 districts to secure spaces in CTE courses that the district does not provide. The district remains committed to expanding college and career opportunities and encouraging greater student participation in the available CTE course options within the district itself. Due to such small student groups for our unduplicated and targeted student groups, no performance color is available to indicate which of our student groups needs the most focus. Yet with an overall CCI of 59.7% and an overall increase of 7.4% from 2024, SVUSD improved to the green category for CCI. The steps outlined above reflect an improved focus on increasing CTE course access; high school counselors target students in key student groups to ensure they are receiving necessary academic support in order to successfully access and complete CTE and dual enrollment courses.

At each secondary site, college & career events, such as industry speakers, on site career fairs, on site college visits and participation in county events (annual Trades Day), will be organized to provide information and opportunities for targeted unduplicated student groups who

may not be aware of available programs, career / education opportunities, or how to access them. All four sites continued to refine course offerings and vertically align standards and academic expectations to support smooth student transitions by grade level and between sites. An example of this progress in building electives is one teacher shared between the two secondary sites. This teacher teaches CTE-related electives at the middle school and high school, which continues to build course interest, and improves access, at both sites. This year, a continued emphasis was placed on the districtwide mathematics program to ensure all students, and unduplicated students in particular, receive access to high-quality first instruction and targeted interventions. Professional development focused on deepening teachers' implementation of the new math framework by participating in a lesson study protocol, peer learning lab opportunties, and professional learning provided by Monterey Bay Area Math Project.

SVUSD also remains committed to maintaining a high-quality International Baccalaureate (IB) program. Due to some natural staff attrition, additional support was needed. This year, staff across the school completed IB certification training to enhance the program and support higher-level learning.

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.

After reviewing data, stakeholder input, and local metrics, there are areas that will receive additional emphasis and an increase in support.

Action 3.1: The district will allocate site-based funding to enhance core instructional programs, with a primary focus on scaling high-quality, evidence-based math and literacy resources across all grade levels. This funding enables sites to acquire materials that directly support the district-wide Math Initiative, specifically fostering student discourse, conceptual reasoning, and open and engaging tasks.

Action 3.2: The district will eliminate financial barriers to ensure all students, particularly unduplicated students, have access to high-impact enrichment and college-readiness opportunities. Fund the 7th-grade college experience program to introduce students to post-secondary pathways early. Provide scholarships for 5th-grade science camp to ensure every student can participate, regardless of financial background. Support unduplicated students in pursuing CTE and/or IB coursework and examinations by covering associated fees and providing the resources necessary for pathway participation.

Action 3.4: The district will prioritize and incentivize teacher participation in high-impact professional development through established partnerships with the County Office of Education, the Monterey Bay Area Math Project, and PEBC. To foster collaborative growth, teachers will engage in Peer Learning Labs and Instructional Rounds. Furthermore, in response to stakeholder feedback, a new writing committee will develop professional learning focused on cross-curricular writing, grounded in the Science of Writing/Learning and integrated ELD supports. Funding for International Baccalaureate (IB) certification has been realigned with actual expenditure trends, allowing for the reallocation of resources toward the new cross-curricular writing initiative.

Action 3.5: Continue to provide access to technology for unduplicated students. District leadership will continue to collaborate with the Technology department to ensure annual inventory of chromebooks is conducted, as well as to review the District Technology Plan on an annual basis.

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	Course Alignment	Focus on Course Alignment, ensuring students are provided access to rich, course work and extended learning opportunities, and in particular focusing on CTE course access for unduplicated students. Alignment & access will also focus on books providing Diversity, Equity, Inclusion and Belonging, ensuring students see representations of themselves within the curriculum.	$17,200.00	Yes
3.2	Increased access to College & Career Readiness courses.	The district will actively expand college and career readiness pathways through targeted outreach and equity-focused counseling, ensuring low-income students, English Learners, and foster youth receive prioritized access to high-impact enrichment and academic experiences. This includes providing targeted scholarships for the 5th-grade Science Camp to guarantee full participation, fully funding the 7th-grade early college experience program to build post-secondary familiarity, and expanding access to CTE courses and International Baccalaureate (IB) pathways by covering associated examination and materials fees. Counselors will provide to support these student groups in successfully navigating, enrolling in, and completing these advanced courses.	$62,750.36	Yes
3.3	Textbook Adoption	Textbook Adoptions to ensure all students have access to current curriculum and CCSS aligned books and materials.	$140,000.00	No
3.4	Professional Development	Provide professional development to those who are working with unduplicated students in the areas of CTE, IB, and extension opportunities.	$22,482.54	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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
$637,080	$0

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
2.648%	0.044%	$10,252.72	2.692%

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
1.3	**Action:** Focus on Math achievement and Training **Need:** Students, particularly EL, SED & SWD, are struggling to make significant improvements in mathematics based on student group data from CAASPP. They need targeted support to increase achievement.	District-wide there will be training for teachers in how to implement mathematical strategies in order to support students' number sense and math understanding. Teachers will participate in both Professional Learning Communities and Professional Development to evaluate data, analyze essential standards, and implement supports for students. In partnership with the County Office of Education, the district's math team (consisting of district	CAASPP Scores for 3rd-8th & 11th Grade Students Local math benchmark assessments K-5 Grades from chapter assessments and IXL 6-8th grade Grades from chapter assessments 9-11th grade

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
	Scope: LEA-wide	personnel and teacher representatives) will continue to participate in a Math initiative program to increase math knowledge and supports that will target unduplicated students and promote a workshop model to increase student learning in mathematics.	
1.4	**Action:** Assessment & Data Analysis **Need:** EL, SED, and SWD students need additional targeted support and evaluation of progress towards mastery in academic achievement. Dashboard data shows that students in student groups need additional supports through evaluating benchmark assessments and evaluating data. **Scope:** LEA-wide	Support data talks and PLC work surrounding standardized and summative assessments in English, Science, Math, and Humanities. Teachers and administrators will meet collaboratively through the Curriculum Council to provide input and feedback on the assessment calendar. The curriculum council will analyze data from benchmark assessments and ensure compliance on meeting expected deadlines. Funding will also be spent on extra work agreements for teachers to develop and analyze benchmarks and for substitutes to grade work.	Attendance at meetings, PLC notes, and Student Data
1.5	**Action:** Professional Development for Teachers **Need:** Students, particularly EL, SED & SWD, are struggling to achieve in mathematics & ELA based on student group data from CAASPP. They need targeted support to increase achievement. **Scope:** LEA-wide	Professional Development for teachers to support students' accelerated learning and implementation of the multitiered system of support. Professional learning will provide support through MTSS & targeted student support, writing across the curriculum, comprehensive ELD, and math.	Professional Development Attendance, Reflection Logs and surveys.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Focus on Climate, Culture & Counseling **Need:** Support Emotional well-being and access to education for SED, EL, and Foster Youth. Data has shown that students in these student groups have additional needs as it pertains to emotional support & well being. Local data and CHKS survey data, students need increased support in this area. **Scope:** LEA-wide	Support counseling / behavioral areas and materials with resources, staff and student supports or presentations. Space will be provided for student wellness and curriculum will be implemented with fidelity at all levels to support SEL development. Counselors will be provided at every site to support all students as needed, with a particular emphasis on SED, EL, and Foster Youth students. Supplies to support students and counseling will be available. PBIS and restorative practices will be implemented at all four sites in order to create a safe and welcoming space for students. Middle School and High School will participate in the Hope Squad, a student-led prevention program to support peer mental health. The wellness center at the High School provides a safe space for students and families who need additional mental health support.	Number of students being seen by a counselor, Number of referrals, Number of suspensions, Dashboard results of suspensions, CHKS survey, Local data
2.2	**Action:** Focus on Truancy & Absenteeism **Need:** Truancy & Absenteeism dashboard data for EL, SWD, and SED show a large discrepancy in students' attendance. Research & data show that attendance has a direct impact on academics and students' emotional well being. **Scope:**	Site admin will hold meetings and send letters to parents, increasing attention as to the reason why students need to be at school. Schools will provide education on the effects of truancy on students' academic and social emotional health. The district will participate in the School Attendance Review Board (SARB) at the county level, ensuring families are provided what they need to make it to school daily.	Dashboard Attendance, Numbers of Truancy Letters

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	School sites will develop incentive programs for students to support attendance.	
2.3	**Action:** Parent Engagement **Need:** Local surveys, Dashboard data, and CHKS data supports the need to engage families of EL, SED, and Foster Youth to support academic and social emotional achievement. **Scope:** LEA-wide	Engage parents and actively communicate with stakeholders, particularly those in specific groups including low-income pupils, English Learners, Special Education students, and Foster Youth. Increase and advertise opportunities for parent education, and continue to provide various opportunities to receive and provide feedback and communicate with the community. SPSAs (School Plans for Student Achievement) align with the LCAP for continuity and increased understanding. Solicit feedback related to concerns or needs as well as ideas for improving school culture and student learning from the various site and district parent committees as well as from the annual Family Climate survey.	Number of parent events, attendance at events and parent surveys.
3.1	**Action:** Course Alignment **Need:** Dashboard and CHKS survey data shows that students have a stronger connection to learning if books were targeted to be culturally relevant. Hands on learning supports extended learning of concepts. **Scope:** LEA-wide	Continue to refine Middle School & High School courses and consider increasing electives. Continue to look at grade data and course-alike curriculum and assessments. Continue to embed diverse materials into core curriculum, increasing access to books that demonstrate the district's dedication to DEIB in all schools. Ensure that English curriculum at all sites is current, contemporary and relevant for all students, including identified student groups (EL, SED, SWD).	Williams Report, SARC

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
		Implement programs to support course access with a focus on ways to increase and support multiple pathways, VAPA and NGSS, with continued support for environmental literacy. Continue current supports of supplementary and consumable materials, particularly software that will allow unduplicated students access to MTSS supports.	
3.2	**Action:** Increased access to College & Career Readiness courses. **Need:** Dashboard data highlights inequities for students in student groups EL, Foster Youth, Low Income, and SWD in the area of Career and College Readiness. Increased access to support college & career readiness will provide additional supports. **Scope:** LEA-wide	Support Digital Media Arts CTE Pathway and Dual Enrollment opportinities. College and Career Support, dual enrollment counseling to support career and college going culture. High school college and career counselor, site admin and district leadership collaborate to provide 6-12th grade students exposure to career ideas and opportunities. Track and increase CTE pathway completers. Provide funding to support the 7th grade college experience and scholarships for students who need additional supports for attending 5th grade science camp. Provide IB support to unduplicated students who seek out IB exams and participation in the IB pathway.	Graduation rate, CTE Completers, IB exams, A-G Completion
4.1	**Action:** **Need:**		Hiring and training of staff

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
	Scope:		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Support for Multi-Lingual Learners Success **Need:** Students learning English as a second language need additional time and resources to both master academic English and reach standards at their grade level. Adding additional personnel to support students with learning English as a second language will provide targeted support for growth. **Scope:** Limited to Unduplicated Student Group(s)	A credentialed teacher will be provided at each school to supplement programming for students, focused on speaking & listening skills and mastery of English vocabulary. Additional support for tutoring outside of school will be provided to enhance students' academic achievement. At the middle and high school level, a dedicated class period will be provided for students who need additional support in academics and translation to increase achievement overall. Both translation services & DELAC meetings will be provided to increase parent participation and reduce barriers for family access. Administrative support will also be provided for assessment, training, and regular meetings to evaluate student progress towards proficiency. An EL Liaison will be provided for the middle and high school to support MLL and LTEL students and families to increase parent engagement and awareness of their students' education and available supports.	Achievement on the ELPAC and CAASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Supplemental Programs to address student needs **Need:** Dashboard data shows that EL, Foster Youth, and Low Income students need intervention and support for academic achievement. These student groups need increased academic focus for both math and ELA. **Scope:** Limited to Unduplicated Student Group(s)	Implement and increase accelerated learning opportunities through Tutorial/WIN, enrichment, and intervention programs at all sites. District-wide implementation of MTSS (Multi-Tiered Systems of Support) will provide support in both academics and behavior/SEL for students and teachers. The structure will target students needing additional support, increasing academic interventions and streamlining processes to ensure student needs are met. An independent study program will be provided for students to offer alternative education opportunities for families who need different supports. At the elementary sites, students will be supported through both paraprofessionals; providing small group instruction with a certificated teacher both in and out of the classroom. A credentialed teacher will provide strategic intervention for English language arts and math in targeted groups, increasing supports in phonics, reading, writing, and math. Scotts Valley Middle School: Provide WIN (What I Need) classes throughout the year at every grade level with emphasis on 6th grade Executive Functioning Skills courses to increase attention to student learning. Scotts Valley High School: For students struggling with math, provide a math plus course to be taken with enrollment in Math 1 for freshmen who need additional supports with meeting standards in	CAASPP Scores English & Math for 3rd-8th & 11th Grade Students Local reading and phonics benchmark assessments K-5 Grades from common assessments and IXL 6-8th grade Grades from common assessments & writing 9-11th grade

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		mathematics. For sophomores, 10th grade Academic Seminar will support executive functioning skills and provide a launch point for students to be A-G ready. Furthermore, students are provided with two tutorial periods to assist with their academic coursework.	
3.4	**Action:** Professional Development **Need:** Students need high quality instruction and engagement in content from their teachers with access to electives and CTE courses for college graduation based on College and Career Indicators. **Scope:** Limited to Unduplicated Student Group(s)	Provide professional development (workshops, coaching, planning time) to support the use of academic standards, instructional technology, the arts, English language arts, mathematics, environmental literacy, and curricular support for teachers with students with special needs. Provide differentiated and teacher-led PD. The focus will principally be directed to unduplicated students through PD that is centered on UDL, comprehenseive ELD, writing across the curriculum, structured literacy,and mathematics.	Attendance at PD and documentation of offerings.

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	24,057,016	637,080	2.648%	0.044%	2.692%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$740,368.53	$185,790.64	$171,295.02	$136,577.88	$1,234,032.07	$984,944.23	$249,087.84

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	Support for Multi-Lingual Learners Success	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$147,928.27	$7,238.01	$147,928.27			$7,238.01	$155,166.28	
1	1.2	Supplemental Programs to address student needs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$646,814.92	$0.00	$356,144.25	$32,029.64	$171,295.02	$87,346.01	$646,814.92	
1	1.3	Focus on Math achievement and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$696.08	$9,867.13	$10,563.21				$10,563.21	
1	1.4	Assessment & Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$28,017.38	$0.00	$28,017.38				$28,017.38	
1	1.5	Professional Development for Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$8,255.84	$0.00	$8,255.84				$8,255.84	
2	2.1	Focus on Climate, Culture & Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$98,320.37	$39,703.00	$117,260.37	$10,761.00		$10,002.00	$138,023.37	
2	2.2	Focus on Truancy & Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$800.00	$800.00				$800.00	
2	2.3	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth			$3,158.17	$800.00	$3,958.17				$3,958.17	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.1	Course Alignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$17,200.00	$17,200.00				$17,200.00	
3	3.2	Increased access to College & Career Readiness courses.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$44,792.36	$17,958.00	$43,280.20	$3,000.00		$16,470.16	$62,750.36	
3	3.3	Textbook Adoption	All	No			All Schools		$0.00	$140,000.00		$140,000.00			$140,000.00	
3	3.4	Professional Development	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$6,960.84	$15,521.70	$6,960.84			$15,521.70	$22,482.54	

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
24,057,016	637,080	2.648%	0.044%	2.692%	$740,368.53	0.000%	3.078 %	**Total:**	$740,368.53
								LEA-wide Total:	$229,335.17
								Limited Total:	$511,033.36
								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**	Support for Multi-Lingual Learners Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$147,928.27	
1	**1.2**	Supplemental Programs to address student needs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$356,144.25	
1	**1.3**	Focus on Math achievement and Training	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,563.21	
1	**1.4**	Assessment & Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income		$28,017.38	
1	**1.5**	Professional Development for Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income		$8,255.84	
2	**2.1**	Focus on Climate, Culture & Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income		$117,260.37	
2	**2.2**	Focus on Truancy & Absenteeism	Yes	LEA-wide	English Learners Foster Youth		$800.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.3**	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,958.17	
3	**3.1**	Course Alignment	Yes	LEA-wide	English Learners Foster Youth Low Income		$17,200.00	
3	**3.2**	Increased access to College & Career Readiness courses.	Yes	LEA-wide	English Learners Foster Youth Low Income		$43,280.20	
3	**3.4**	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$6,960.84	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$958,662.00	$1,010,429.79

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**	Support for Multi-Lingual Learners Success	Yes	$138,028.00	140,834.71
1	**1.2**	Supplemental Programs to address student needs	Yes	$375,171.00	405,370.00
1	**1.3**	Focus on Math achievement and Training	Yes	$19,598.00	23,515.70
1	**1.4**	Assessment & Data Analysis	Yes	$35,282.00	45,725.61
1	**1.5**	Professional Development for Teachers	Yes	$8,016.00	8,014.91
2	**2.1**	Focus on Climate, Culture & Counseling	Yes	$112,661.00	112,271.00
2	**2.2**	Focus on Truancy & Absenteeism	Yes	$800.00	800.00
2	**2.3**	Parent Engagement	Yes	$6,616.00	7,323.70
3	**3.1**	Course Alignment	Yes	$17,200.00	17,200.00
3	**3.2**	Increased access to College & Career Readiness courses.	Yes	$72,591.00	76,483.91
3	**3.3**	Textbook Adoption	No	$140,000.00	140,000.00

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	**3.4**	Professional Development	Yes	$32,699.00	32,890.25
3	**3.5**	Technology	No	0	0

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)
631,654.00	$679,695.00	$640,452.11	$39,242.89	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	Support for Multi-Lingual Learners Success	Yes	$129,370.00	124,219.51		
1	1.2	Supplemental Programs to address student needs	Yes	$293,832.00	308,916.53		
1	1.3	Focus on Math achievement and Training	Yes	$19,598.00	14,296.58		
1	1.4	Assessment & Data Analysis	Yes	$35,282.00	14,860.56		
1	1.5	Professional Development for Teachers	Yes	$8,016.00	4,030.40		
2	2.1	Focus on Climate, Culture & Counseling	Yes	$112,661.00	110,666.44		
2	2.2	Focus on Truancy & Absenteeism	Yes	$800.00	752.81		
2	2.3	Parent Engagement	Yes	$6,616.00	2,474.85		
3	3.1	Course Alignment	Yes	$17,200.00	17,216.60		
3	3.2	Increased access to College & Career Readiness courses.	Yes	$48,189.00	39,740.42		
3	3.4	Professional Development	Yes	$8,131.00	3,277.41		

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)
23,519,544	631,654.00	0.081%	2.767%	$640,452.11	0.000%	2.723%	$10,252.72	0.044%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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