

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Lorenzo Valley Unified School District

CDS Code: 44-69807

School Year: 2024-25

LEA contact information:

Christopher Schiermeyer

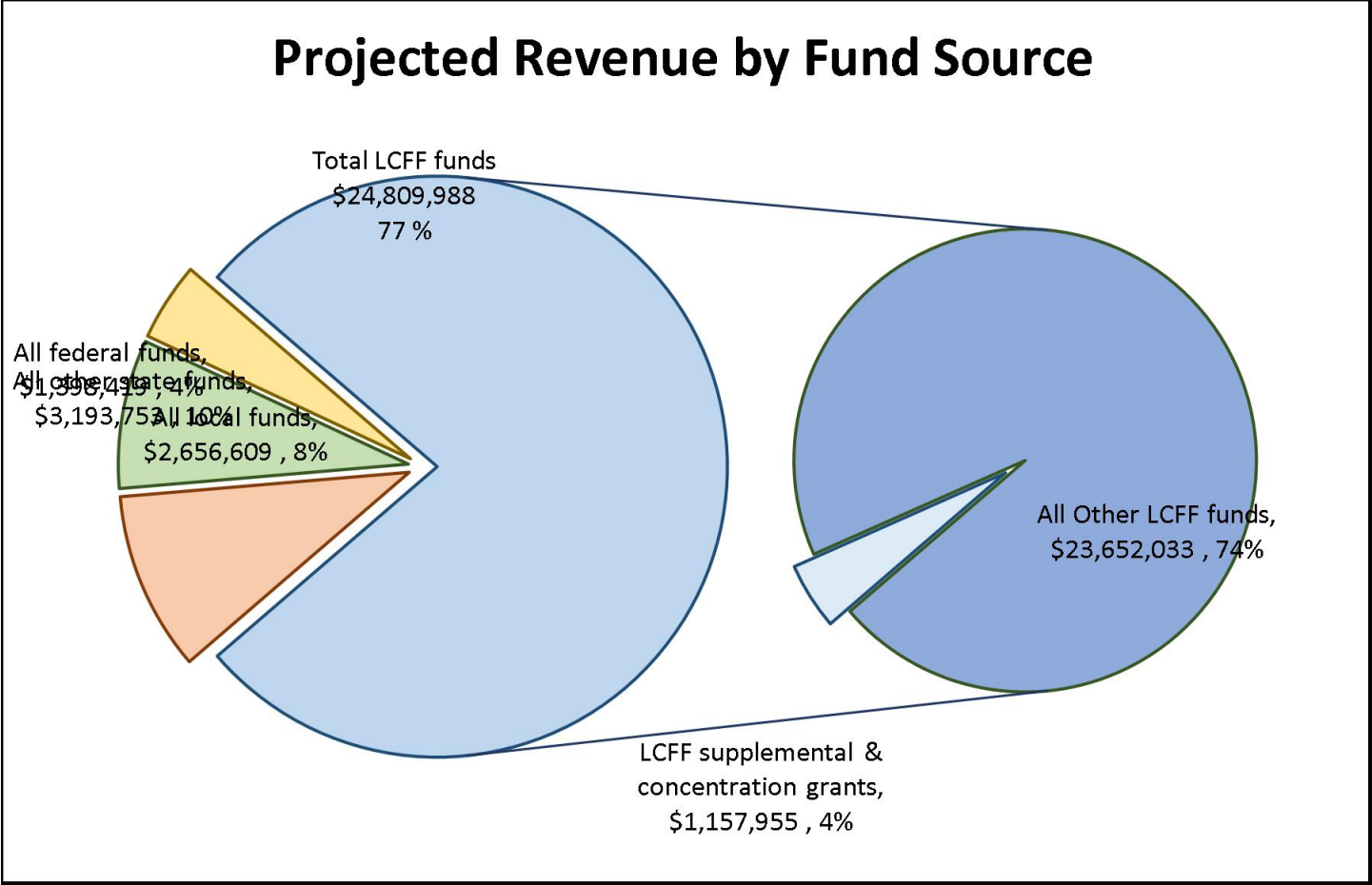
Superintendent

cschiermeyer@slvusd.org

(831) 336-5194

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

Budget Overview for the 2024-25 School Year

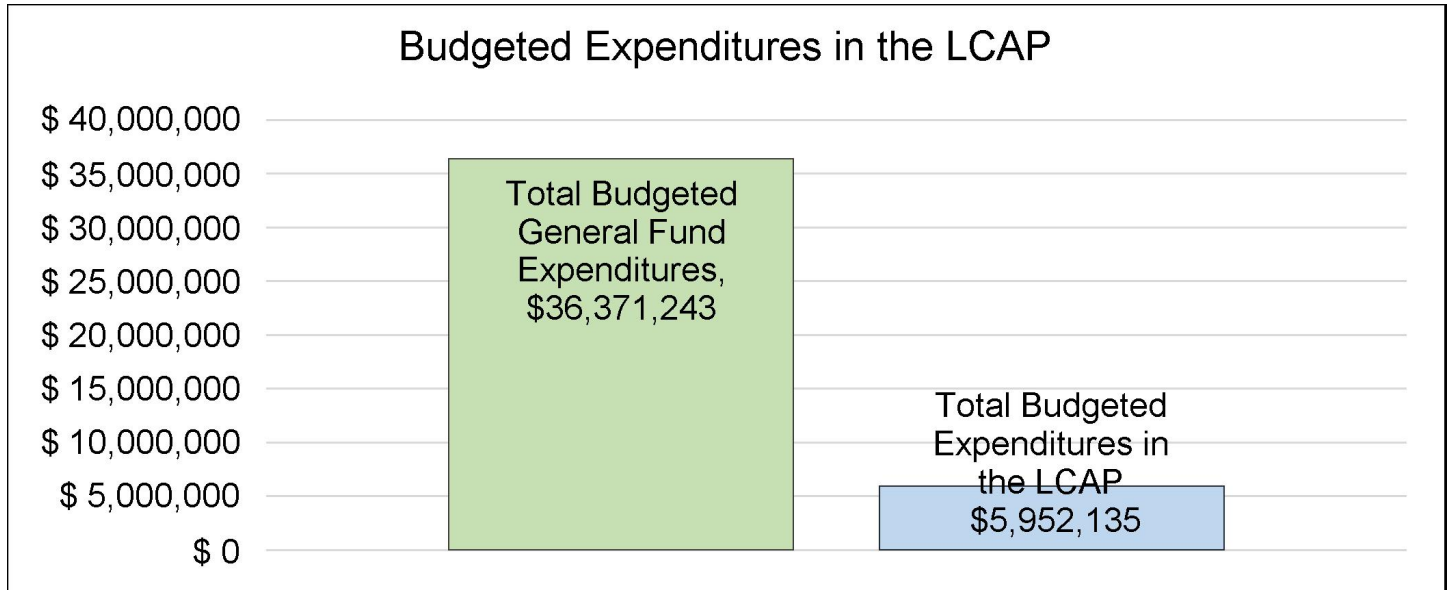


This chart shows the total general purpose revenue San Lorenzo Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Lorenzo Valley Unified School District is \$32,058,769, of which \$24,809,988 is Local Control Funding Formula (LCFF), \$3,193,753 is other state funds, \$2,656,609 is local funds, and \$1,398,419 is federal funds. Of the \$24,809,988 in LCFF Funds, \$1,157,955 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Lorenzo Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

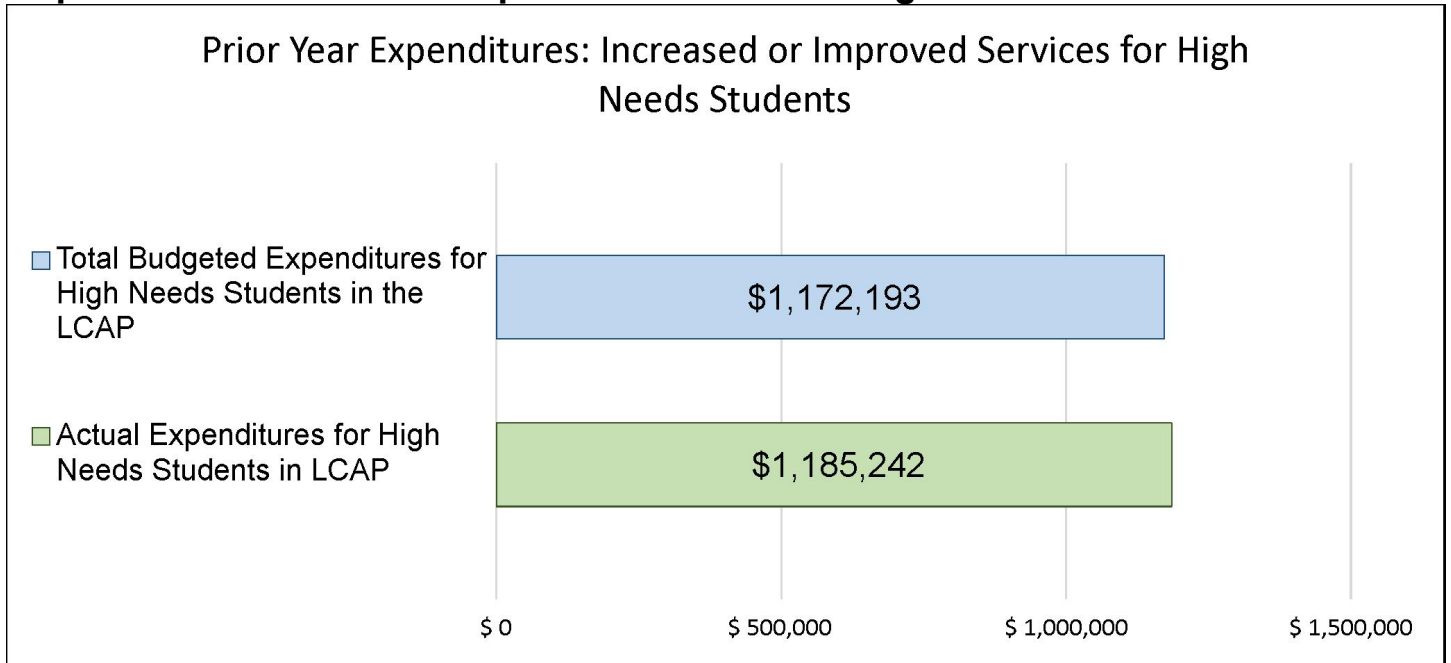
The text description of the above chart is as follows: San Lorenzo Valley Unified School District plans to spend \$36,371,243 for the 2024-25 school year. Of that amount, \$5,952,135 is tied to actions/services in the LCAP and \$30,419,108 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, San Lorenzo Valley Unified School District is projecting it will receive \$1,157,955 based on the enrollment of foster youth, English learner, and low-income students. San Lorenzo Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Lorenzo Valley Unified School District plans to spend \$1,157,955 towards meeting this requirement, as described in the LCAP.

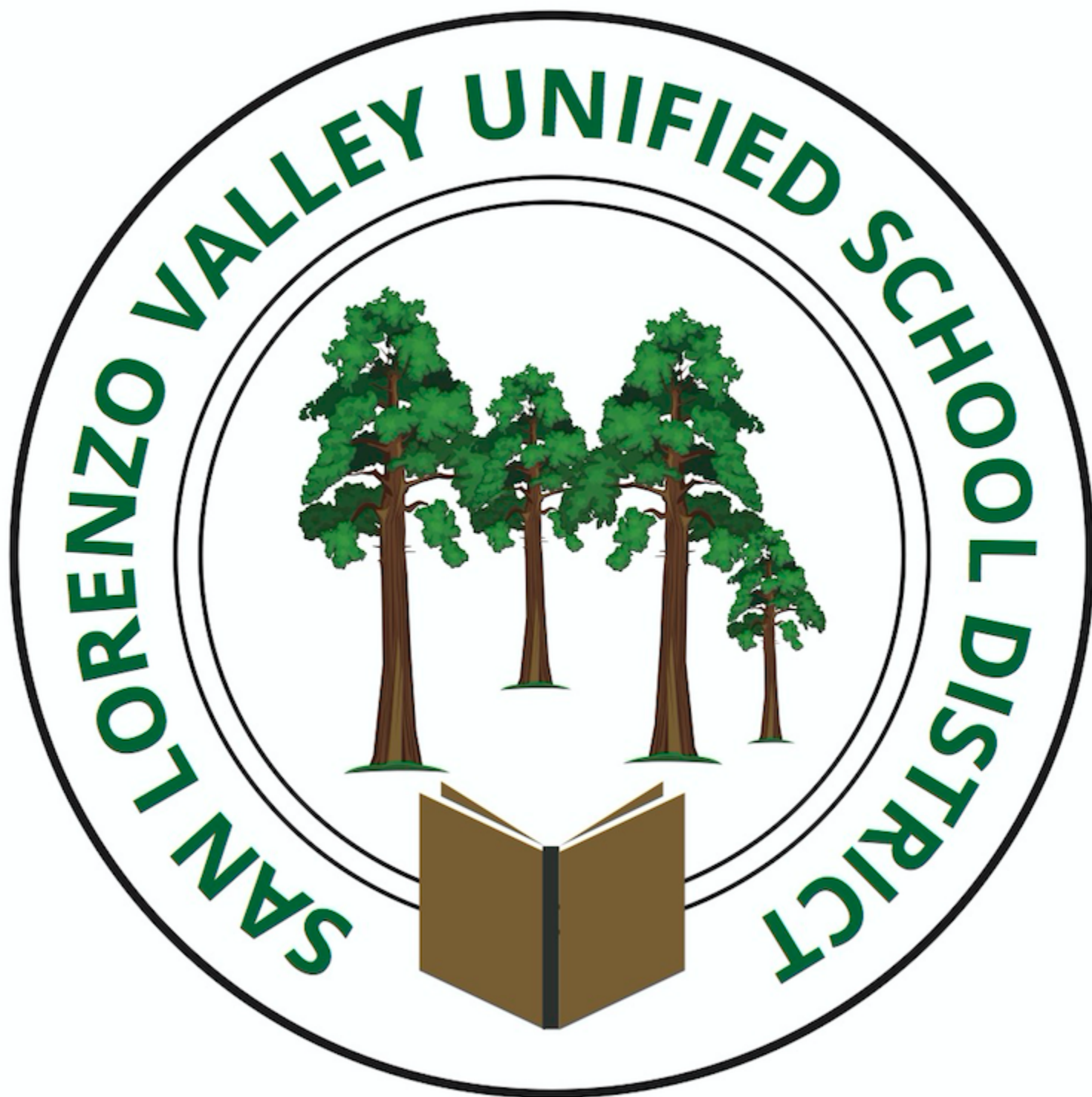
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, San Lorenzo Valley Unified School District's LCAP budgeted \$1,172,193 for planned actions to increase or improve services for high needs students. San Lorenzo Valley Unified School District actually spent \$1,185,242 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Lorenzo Valley Unified School District	Christopher Schiermeyer Superintendent	cschiermeyer@slvUSD.org (831) 336-5194

Goals and Actions

Goal

Goal #	Description
1	All students will make progress towards math proficiency in grade-level standards and develop an understanding of the computer science standards by grade level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School A-G Completion	64.5% (19-20)	64.7% (20-21)	59.9% (21-22)	2022-23 68%	70% A-G eligibility
Illuminate Local Math Assessments	56%	Data not available at this time. This metric will be revised to remove "Illuminate"	Data not available at this time.	Data not available at this time.	70% Proficient in Local Math Assessments
District Math CAASPP scores	2018-19 Disaggregated data with the number and percent at or exceeded standard: SLVUSD(1382) 47.25% Latinx(58)=32.26% White(528)=49.86% SED(132)=36.37% nonSED(521)=51.13% % SPED(25)= 16.78% nonSPED(628)= 50.93%	2021-22 Disaggregated data with the number and percent at or exceeded standard: SLVUSD(1148) 42.16% Latinx(121)=24.97% White(733)=42.7% SED(242)=23.14% nonSED(706)=46.89% % SPED(113)= 14.15% nonSPED(835)= 44.43%	New data not available at this time. Data will be available August 2023.	2022-223 District MATH All Students 41.07% Hispanic 25.67% White 43.81% SED 23.02% SWD 14.05% Boulder Creek Elementary (BCE) MATH All Students 50.72% Hispanic 40.74% White 51.88%	60% Proficient in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>BCE(233) 51.93% Latinx(15)=40.54% White(92)=54.11% SED(29)=37.66% nonSED(92)=58.98% SPED(<10)= 26.92% nonSPED(114)= 55.07%</p> <p>SLVE(263)= 67.30% Latinx(15)= 62.5% White(150)= 67.87% SED(40)= 62.51% nonSED(137)= 68.85% SPED(<10)= 27.03% nonSPED(167)= 73.90%</p> <p>SLVMS(505) 36.44% Latinx(17)=27.42% White(146)=38.83% SED(35)=25.18% nonSED(149)=40.71 % SPED(<10)= Data not available nonSPED(180)= 40.27%</p> <p>2021 Data SLVHS(103) 42.71% Latinx(<10)=Data not available</p>	<p>BCE 39.53% Latinx(19)=26.32% White(144)=40.97% SED(58)=18.96% nonSED(134)=48.51 % SPED(30)= 20.00% nonSPED(162)=43.21 %</p> <p>SLE= 51.70% Latinx(34)= 35.3% White(207)= 54.1% SED(51)= 33.34% nonSED(214)=56.08 % SPED(29)= 24.14% nonSPED(236)=55.09 %</p> <p>SLVMS 36.44% Latinx(54)=16.66% White(272)=35.66% SED(99)=21.21% nonSED(253)=38.34 % SPED(44)= 6.82% nonSPED(308)= 37.34%</p> <p>SLVHS 40.88% Latinx(14)=28.57% White(108)=41.67%</p>		<p>SED 33.3% SWD 22.86%</p> <p>San Lorenzo Valley Elementary (SLVE) MATH All Students 53.95% Hispanic 42.50% White 55.56% SED 32.20% SWD 18.18%</p> <p>San Lorenzo Valley Middle(MS) MATH All Students 30.40% Hispanic 13.56% White 33.84% SED 13% SWD 5.13%</p> <p>San Lorenzo Valley High (HS) MATH All Students 28.20% Hispanic 9% White 33.90% SED 14.70% SWD 7.14%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White(36)=47.37% SED(<10)= Data not available nonSED=45.79% SPED(<10)= Data not available nonSPED(44)= 44%	SED(3)=21.21% nonSED(104)=47.11 % SPED(<10)= Data not available nonSPED(129)= 43.41%			
Performance Task Data (% Improvement after reengagement)	Elementary: A mean improvement of .3 points on a 4 point scale. Secondary: New Metric	Data not available at this time.	Data not available at this time.	Data not available at this time.	A mean improvement of .5 points on a 4 point scale.
Course grades analysis (high school) (% of D's and F's in HS)	12.3% D and F (based on S1 2019-2020 SY)	D and F (S1 2021-22) HS:2.9%, MS: 1.4%	D and F (S1 2022-23) HS: 18.5%, MS 8.5%	D and F(S1 2023-24) HS: 23.93% MS:12.79%	2% reduction in D and F each year
EAP - Math	45.45% (18-19)	42.71% (21-22)	New data not available at this time. Data available in August.	28.12% (22-23)	60% Proficient in Math
The number of students with standards aligned texts	100% of students have standards aligned math curriculum.	100% of students have standards aligned math curriculum.	100% of students have standards aligned math curriculum.	100% of students have standards aligned math curriculum.	100% of students will have standards aligned math curriculum
Teacher Qualifications	100% of teachers are credentialed and appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned.	100% of teachers are fully credentialed and appropriately assigned.	100% of teachers will be fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student enrollment numbers in high school CTE IT pathway.	2020-21 school year: 68 students	2021-22 school year: 84 students	2022-23 School Year: 62 students	2023-24 School Year: 18 students	10% increase per year.
Number of Computer Science Lessons taught at the elementary schools	0	Data not available at this time.	Data not available at this time.	Data not available at this time.	1 lesson per grade level per trimester.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The lingering repercussions of the COVID-19 pandemic, coupled with our focus on our core subjects, environmental literacy and social-emotional learning, impacted our ability to implement some of the actions associated with this goal. The substantive difference between our planned actions and actual implementation was the lack of personnel for substitute release time for teachers and the inability to fill math positions.

As a result, we were unable to implement the following actions: math running records, additional collaboration and assessment time, peer-observations/learning walks, Computer Science (CS) professional development and curriculum, and an additional 1.0 FTE math teacher to support intervention sections at the middle school and high school

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.

Professional Development spending decreased with less summer collaboration involvement. Math Materials were purchased and tracked well. The staffing was more due to salary increases.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We met our desired outcomes in standards-aligned texts and teacher qualifications.

We made progress in several metrics but did not reach our expected outcomes. These include CAASPP math scores at Boulder Creek Elementary(BCE) and San Lorenzo Valley Elementary(SLVE) and A-G completion at San Lorenzo Valley High School. Boulder Creek Elementary went from 39.5% proficient or above in 2021-22 to 50% in 2022-23. The increase in proficiency is seen in all significant subgroups at BCE. SLVE improved proficiency from 51.7% to 53.9% between 2021-22 and 2022-23. The improvements in math achievement at both elementary schools are likely attributable to the actions of purchasing materials and intervention curricula, professional development for teachers, and improved data analysis strategies. The 3.5% increase in A-G completion may be attributable to teacher professional development and additional Skills and Support sections for general education students needing additional support.

Several of our metrics remained static or decreased. These include middle school and high school CAASPP math scores, CTE pathway participation, and student grades in mathematics at the secondary level. The drop in our secondary math scores is likely due to the protracted adoption cycle at the high school and an implementation dip experienced by teachers when using new curricula. Michael Fullan, in “Leading in a Culture of Change”, defines the implementation dip as “a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings.”

The decrease in high school CTE pathway participation is simply due to the introductory computer science courses being moved from the high school to the middle school. Had this course remained at the high school, the enrollment would have been 58. The increase in D and F grades in secondary math courses may be due to the implementation dip and the lack of consistent grading practices.

Many of the planned actions could not be completed due to staffing shortages. Release time and external professional development opportunities, peer observations/learning walks, assessments, and collaboration were limited due to the shortage of substitutes. Additionally, we were unable to fill the full-time secondary math coach position.

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

By continuing to disaggregate our CAASPP data, we reveal predictable patterns of opportunity gaps between our Latinx and white students as well as between our students with and without disabilities. These data patterns lead us to implement several new actions and metrics in the new LCAP. New actions include the Santa Cruz County Math Initiative, Response to Intervention district-wide, Standards-Based grading professional development for secondary teachers, Special Education curriculum supports, and training for families on curricula and tools to help their students at home with math. Additionally, we will implement a year-long professional development cycle district-wide, focusing on Zaretta Hammonds' Ready for Rigor Framework. This framework combines neuroscience with Tier 1 educational best practices to support students of color and multilingual learners to accelerate their learning to become independent learners. New metrics to measure the success of these actions will be data from iReady diagnostic assessments K-8 and math benchmarks K-12. This data will inform our response to intervention actions. We will continue to use disaggregated data analysis practices to inform instruction and identify any systemic barriers to high achievement for all our students.

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.

Goals and Actions

Goal

Goal #	Description
2	All students and families will be connected to their schools, and students will learn & utilize social emotional competencies - self awareness, self management, social awareness, relationship skills and responsible decision making - for success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	ADA from 19-20 when frozen 94.5%	21-22 ADA is 92% due to COVID	22-23 ADA is 90.7% due to COVID, RSV, Mental Health and Extreme Weather	2023 P2 92.2%	Increase to 96%
CHKS Data (California Healthy Kids Survey Data)	% of students who report feeling safe at school: District Wide: BCE: 57% SLVE: 71% SLVMS: 52% SLVHS Grade 9: 60% SLVHS Grade 11: 66%	No new California Healthy Kids data. Data available 2022-23.	% of students who report feeling safe at school: District Wide: BCE: 76% SLVE: 77% SLVMS: 51% SLVHS Grade 9: 60% SLVHS Grade 11: 66%	No new California Healthy Kids data.	Increase % of students who report feeling safe at school: District Wide: BCE: 70% SLVE: 80% SLVMS: 65% SLVHS Grade 9: 70% SLVHS Grade 11: 80%
Suspension data (up to March 2020)	Suspension Rates: (18-19) District Wide: 2.70% BCE: .2% SLVE: .88% SLVMS: 8.49% SLVHS: 3.04%	Suspension Rates: as of May 2022 District wide(80): 3.85% Latinx(10)= 0.67% White(60)= 3.13% SED(35)= 1.54% nonSED(45)= 2.31%	Suspension Rates: as of May 2023 District wide(75): 3.08% Latinx(<10)=0.35% White(62)= 3.5% SED(<10)= 0.37% nonSED(70)= 3.74%	Suspension Rates: as of May 2024 District All students 4.1% Hispanic 0.9% White 4.8% SWD 3.1%	Suspension Rates: District Wide: 1.50% BCE: .1% SLVE: .2% SLVMS: 3.5% SLVHS: 2.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SPED(18)= 0.87% nonSPED(62)= 2.98% BCE(<10):0.66% Latinx= 0% White= 0.66% SED= 0.44% nonSED= 0.22% SPED= 0.44% NonSPED=0.22% SLVE(<10):0.36% Latinx= 0.18% White= 0.18% SED= 0.00% nonSED= 0.36% SPED= 0.00% NonSPED= 0.36% SLVMS(35): 8.65% Latinx(<10)= 1.78% White(26)= 6.62% SED(17)= 4.58% nonSED(18)= 4.07% SPED(<10)= 2.29% NonSPED(29)= 6.36% SLVHS(48): 7.16% Latinx(<10)= 0.90% White(30)= 5.22% SED(16)= 1.79% nonSED(32)= 5.37% SPED(<10)= 1.04%	SPED(18)= 0.77% nonSPED(55)= 2.53% BCE(<10):2.16% Latinx(0)= 0% White(<10)= 2.8% SED(0)= 0% nonSED(<10)= 5.8% SPED(<10)= 1.85% NonSPED(<10)=2.2% SLVE(<10):0.50% Latinx(0)= 0% White(<10)= 0.66% SED(0)= 0% nonSED(<10)= 0.61% SPED(<10)= 3.77% NonSPED(<10)= 0.02% SLVMS(31): 8.61% Latinx(0)=0 % White(26)=10.16 % SED(0)=0 % nonSED(31)= 8.70% SPED(<10)= 1.13% NonSPED(25)= 7.98% SLVHS(30): 4.73% Latinx(<10)= 1.42% White(24)= 4.8% SED(<10)=1.40 % nonSED(28)= 5.7% SPED(<10)= 1.2%	BCE All Students 3.0% Hispanic 1.1% White 3.5% SWD 6.8% SLVE All Students 1% Hispanic 0% White 1.7% SWD 0% MS All Students 7.7% Hispanic 1.3% White 8.9% SWD 4.4% HS All Students 5% Hispanic 1.4% White 5.5% SWD 1.7% SED Data not available at this time.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		NonSPED(40)= 6.12%	NonSPED(21)= 3.7%		
Local Surveys for parents around stakeholder input	New Metric	Percent of responding parents indicating they agree or strongly agree that they have opportunities to give input into decision-making. BCE:91.89% SLVE: 83.40% SLVMS:82.07% SLVHS: 76.98%	Percent of responding parents indicating they agree or strongly agree that they have opportunities to give input into decision-making. BCE:90.25% SLVE: 83.77% SLVMS:87.76% SLVHS: 78.76%	2023-24 BCE 88.9% SLVE 89.8% SLVMS 86.6% SLVHS 76.7%	90% of parents will report they have input into school decision making.
FIT reports	All schools currently are rated at "good" for their overall rating.	All schools currently are rated at "good" for their overall rating.	All schools currently are rated at "good" for their overall rating.	All schools currently are rated at "good" for their overall rating.	All sites will receive a "good" or better rating on their Overall FIT reports.
Percent of responding parents indicating they agree or strongly agree that their student feels emotionally and physically safe at school.	New Metric	My student feels emotional safe at school. BCE:92.59% SLVE:84.98% SLVMS: 82.50% SLVHS:91.29% My students feels physically safe at school. BCE:94.68% SLVE: 89.71%	My student feels emotionally safe at school. BCE:92.11% SLVE:88.24% SLVMS: 88.95% SLVHS:89.6% My student feels physically safe at school. BCE:93.22% SLVE: 92.83%	2023-24 My student feels emotionally safe at school. BCE 91.0% SLVE 87.7% SLVMS 78.4% SLVHS 85.9% My student feels physically safe at school. BCE 95.2%	90% of parents will report their student feels emotionally and physically safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SLVMS:92.90% SLVHS: 96.92%	SLVMS:92.67% SLVHS: 95.3%	SLVE 92.2% SLVMS 87.2% SLVHS 93.1%	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The lingering repercussions of the COVID-19 pandemic impacted our ability to implement some of the actions associated with this goal. The substantive difference between our planned actions and actual implementation was the lack of mental health counselors and PBIS Culture Advisor. We were unable to fill all of these positions.

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.

Professional Development spending increased due to additional staff participation. Staffing costs include negotiated increases in salaries. Improved services increased due to cradle to career collaboration.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We met our desired outcome on the California Healthy Kids (CHKS) survey on safety at Boulder Creek Elementary, decision-making at San Lorenzo Valley Elementary, and safety at BCE and the high school. However, the lack of new CHKS data makes it difficult to attribute specific actions to this success.

We made progress in several metrics but did not reach our expected outcomes. These include attendance, CHKS survey, decision-making, student safety, and suspensions. The increase in attendance from 91% in 2022-23 to 92.2% in 2023 is likely attributable to the actions of the Monarch Training at the secondary schools and the PBIS coordinator and materials, including SWIS data tools and the Teachers on Special Assignment (TOSA) at the elementary sites. The improvement in CHKS surveys on safety at SLVE and the high school and decision-making at the middle school are difficult to attribute to specific actions due to the lack of new data. However, the improvement in the safety metric at

the secondary schools may be attributable to the NAMI Training, SOS Suicide Prevention, and Monarch Training at the secondary schools, and PBIS at SLVE. Finally, the reduction in suspensions when compared to baseline data at the secondary schools is likely associated with the specific actions of Restorative Practices professional development for administrators coupled with the results of our work on our discipline matrix, including alternatives to suspensions. A renewed systematic focus on PBIS at the middle school likely contributed to slightly reducing the suspension rate at that site. The ongoing work of the SEL committee in partnership with the county office of education likely contributed to the reduction in suspensions at the high school.

Several of our metrics remained static or decreased. These include elementary suspension rates, CHKS students' feeling of safety at the secondary sites, decision-making input at BCE and the high school, and parents' perception of safety at SLVE and the middle school. The lack of clear patterns in these data and the lack of additional CHKS data makes it difficult to attribute these changes to any specific LCAP action.

Some of the planned actions could not be completed due to staffing shortages. Specifically, the Marriage family associate positions Positive School Culture Advisor, and the additional behavior support positions could not be filled. This may have affected the slightly lower student safety metric.

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

By continuing to disaggregate our data, we reveal disparities between our Latinx and white students, as well as between our students with and without disabilities. These data patterns lead us to implement several new actions and metrics in the new LCAP. New actions include a Wellness Team, Social Emotional Supports, Tiered Attendance Interventions, Culturally Responsive Teaching and the Brain professional learning, and anti-bias training districtwide. New actions to measure the success of these actions are the percentage of students in Tier 3 behavior intervention K-8, the number of playground incidents at both elementary schools, the number of enrichment activities at the secondary sites, and the percentage of alternatives to suspension across the district.

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

Goals and Actions

Goal

Goal #	Description
3	All students will be proficient in the grade level Next-Generation Science Standards with a focus on environmental literacy.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAST Scores	<p>Disaggregated data with the number and percent at or exceeded standard.</p> <p>2018-19 SLVUSD(735) 44.05% Latinx(41)=26.67% White(189)=46.88% SED(93)=26.92% nonSED(229)=49.73% % SPED(<10)= 1no data available nonSPED(208)= 47.56%</p> <p>BCE(75) 45.33% Latinx(15)=20% White(51)=50.98% SED(26)=26.92% nonSED(49)=55.10%</p>	<p>Disaggregated data with the number and percent at or exceeded standard.</p> <p>SLVUSD(602) 49.334% Latinx(66)=31.82% White(470)=50.85% SED(137)=28.47% nonSED(465)=55.48% % SPED(54)= 14.82% nonSPED(548)= 52.74%</p> <p>BCE(60) 46.66% Latinx(<10)= no data White(44)=52.27% SED(20)=20% nonSED(40)=60% SPED(<10)= no data nonSPED(51)= 52.94%</p>	<p>New data not available at this time. Data available in August 2023.</p>	<p>SLVUSD CAST All Students 42.07% Hispanic 28.79% White 47.15% SED 28.34%</p> <p>BCE CAST All Students 53.95% Hispanic under 11 students White 56.46% SED 29.63%</p> <p>SLVE CAST All Students 43.11% Hispanic 18.75% White 50% SED 25%</p> <p>SLVMS CAST All Students 26.50%</p>	<p>SLVUSD: 55% BCE: 55% SLVE: 55% SLVMS: 55% SLVHS: 55%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SPED(<10)= no data available nonSPED(68)= 48.53%</p> <p>SLVE(89) 39.32% Latinx(<10)=no data available White(74)=39.13% SED(21)=23.81% nonSED(68)=44.12% SPED(<10)= no data available nonSPED(71)=47.89 %</p> <p>SLVMS(158) 45.57% Latinx(20)=25% White(115)=50.43% SED(46)=26.09% nonSED(112)=53.57 % SPED(<10)= 14.28% nonSPED(69)=50.37 %</p> <p>SLVHS(314) 43.95% Latinx(40)=32.5% White(231)=48.49% SED(68)=26.41% nonSED(246)=47.97 % SPED(<10)= no data available</p>	<p>SLVE(71) 50.71% Latinx(<10)=no data White(56)=53.57% SED(13)=30.77% nonSED(58)=55.17% SPED(<10)= no data available nonSPED(62)=54.84 %</p> <p>SLVMS(85) 36.47% Latinx(<10)= no data White(70)=34.29% SED(18)=16.67% nonSED(67)=41.79% SPED(11)= 9.09% nonSPED(74)=20.54 %</p> <p>SLVHS(294)= 52.73% Latinx(42)=33.33% White(225)=55.55% SED(65)=32.31% nonSED(229)=58.51 % SPED(19)= 10.52% nonSPED(275)= 55.64%</p>		<p>Hispanic 16.67% White 27.27% SED 24.24%</p> <p>SLVHS CAST All Students 47.77% Hispanic 40.91% White 49.58% SED 34.28% SWD 7.14%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	nonSPED(295)= 45.77%				
Time spent on Science in Elementary	1 hour per week	30 minutes to 3 hours per week	1-3 hours per week	1-3 hours per week	3 hours/week
Number of FOSS lessons taught at each grade level K-5	New Metric	1-3 lessons per week	1-3 lessons per week	1-3 lessons per week	3 Coordinated Lessons with Teacher and Science Specialist
Number of Environmental Literacy Lessons delivered by program	New Metric Elementary Middle High	Data not available at this time.	Data not available at this time.	Data not available at this time.	3 Coordinated Lessons connected to science and/or environmental literacy
Integration of FOSS with workshop (new)	New Metric	New Metric	Data not available	Data not available	3 coordinated FOSS-Workshop lessons
D/F rate in science at secondary schools(new)	New Metric	New Metric	S1 2022-23 HS: 13.2% MS: 13.90%	S1 2023-24 HS: 7.4% MS: 13.2%	Decrease by 2%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The lingering repercussions of the COVID-19 pandemic, our focus on our core subjects, and social-emotional learning impacted our ability to implement some of the actions associated with this goal. The substantive difference between our planned actions and actual implementation was the lack of personnel for substitute release time for teachers.

As a result, we were unable to implement the following actions this school year: elementary science training (completed 2022-23), Claim-Evidence-Reasoning (CER) and NGSS professional learning, peer observations, and release time for training.

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.

The Professional Development spending decreased with less summer collaboration involvement. Staffing costs include negotiated increases in salaries. Materials increased due to additional purchases of science supplies for Elementary and Middle School.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We met our desired outcome on the California Science Test (CAST) at BCE for white students and the D and F rates for high school science grades. All other metrics were static or decreased. It is not clear from the data that any of the actions associated with this goal had an impact on these successes. However, setting the desired outcomes too high is likely the cause of the low number of metrics hitting the target.

We progressed in several metrics compared to baseline data but did not reach our expected outcomes. These include time spent on science in elementary school, the number of FOSS lessons, and CAST scores at both elementary sites and the high school in all significant subgroups. Boulder Creek Elementary went from 45% proficient or above to 54%. The increase in proficiency is seen in all significant subgroups. San Lorenzo Valley Elementary improved from 39% to 43%, with all significant subgroups improving. The improvements in science achievement at both elementary schools are likely attributable to purchasing non-fiction texts, year-long science professional learning, upper elementary science teachers, lower elementary science support teacher, Life lab program SLVE, BCE Gardening, and purchasing FOSS materials. High school CAST scores improved from 44% to 47% proficient or above, with Latinx students moving from 33% to 41%. The discrepancy between white and Latinx students lowered by 7%.

Several of our metrics remained static or decreased. There was a significant decrease in CAST performance in most subgroups at the middle school. However, the difference between Latinx and white student performance decreased by 15%. The drop in overall scores may be associated with the lack of CER training, NGSS professional learning, and an implementation dip, as mentioned in the goal one analysis.

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

By disaggregating our CAST data, we reveal predictable patterns of opportunity gaps between our Latinx and white students as well as between our socioeconomically disadvantaged (SED) students, our non- SED students, and our students with disabilities. These gaps

became less pronounced in our most recent CAST data. This leads us to continue data analysis practices to use disaggregated data to inform instruction and identify any systemic barriers to high achievement for all our students. This goal is altered in the new LCAP. Science data will be moved to the academic goal as science is a core subject included on the 2024 Dashboard. Environmental literacy work will be combined with sustainable schools work into a separate goal.

New actions in the academic science goal include Curriculum Development, Response to Intervention, Standards-Based grading professional development for secondary teachers, and Special Education curriculum support. New metrics to measure the success of these actions will be data science benchmark assessments. This data will inform our response to intervention actions. We will continue to use disaggregated data analysis practices to inform instruction and identify any systemic barriers to high achievement for all our students. Additionally, we will implement a year-long professional development cycle district-wide, focusing on Zaretta Hammonds' Ready for Rigor Framework. This framework combines neuroscience with tier 1 educational best practices to support students of color and multilingual learners to accelerate their learning in science to become independent learners.

New actions in the Environmental literacy goal include Environmental Principles and Concepts training and materials, Climate change education professional support, science camp for all, the Seal of Civic Engagement, Sustainable schools planning support, campus food systems development, electric vehicles, and utility reductions. We will use various metrics to measure this goal's success. These metrics include the Environmental Literacy Integration Continuum, Environmental Principles & Concepts implementation, Youth for Environmental Action participation, community-based partnerships, Green Classrooms, Student surveys, composting, utility usage, and sustainability goals in the School Plans.

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.

Goals and Actions

Goal

Goal #	Description
4	This goal was removed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

NA

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired 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.

Goals and Actions

Goal

Goal #	Description
5	All students will be provided with high quality, rigorous, standards aligned curriculum and instruction in literacy across content areas to improve student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Scores at or above proficiency.	<p>2018-19 disaggregated data with the number and percent at or exceeded standard.</p> <p>District(860) 61.97% Latinx(89)=54.94% White(666)=62.83% SED(173)=47.27% nonSED(684)=66.99% % SPED(44)= 29.14% nonSPED(813)= 65.78%</p> <p>BCE(232) 56.03% Latinx(17)= 45.95% White(97)= 57.40% SED(30)= 39.47% nonSED(100)= 64.10% SPED(<10)= 26.92%</p>	New Goal for 22-23	<p>2021-22 disaggregated data with the number and percent at or exceeded standard.</p> <p>District(1149) 53.44% Latinx(135)=39.26% White(895)=54.97% SED(280)=35.35% nonSED(869)=59.26% % SPED(130)= 14.62% nonSPED(1019)= 58.39%</p> <p>BCE (194)40.20% Latinx(19)= 26.32% White(145)= 44.14% SED(59)= 22.03% nonSED(135)= 48.15% SPED(31)= 16.13% nonSPED(163)= 44.79%</p>	<p>2022-223 District ELA All Students 51.42% Hispanic 36.74% White 54.23% SED 29.63% BCE ELA All Students 50.24% Hispanic 33.3% White 53.09% SED 23.03% SLVE ELA All Students 51.03% Hispanic 41.03%</p>	Increase percent proficient overall by 10%. Increase Latinx and SED percent proficient by 25%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>nonSPED(132)= 59.71%</p> <p>SLVE(177) 67.04% Latinx(17)= 70.83% White(146)= 65.76% SED(39)= 60.94% nonSED(138)= 69.00% SPED(12)= 32.44% nonSPED(165)= 72.69%</p> <p>SLVMS(263) 52.08% Latinx(26)= 41.27% White(203)= 54.28% SED(50)= 35.22% nonSED(213)= 58.68% SPED(<10)= 15.52% nonSPED(254)= 56.83%</p> <p>2020-21 disaggregated data with the number and percent at or exceeded standard.</p> <p>SLVHS Overall(73) 66.97% Latinx(<10)= no data available White(58)= 74.36% SED(13)= 52%</p>		<p>SLVE(263) 53.99% Latinx(33)= 42.42% White(207)= 54.10% SED(49)= 32.66% nonSED(214)= 58.88% SPED(29)= 20.68% nonSPED(234)= 58.12%</p> <p>SLVMS Overall (352) 43.47% Latinx(53)= 28.30% White(733)= 45.06% SED(99)= 26.26% nonSED(253)= 50.20% SPED(44)= 6.82% nonSPED(308)= 48.70%</p> <p>SLVHS Overall(139) 74.82% Latinx(14)= 64.28% White(110)= 75.45% SED(33)= 57.57% nonSED(106)= 80.19% SPED(<10)= no data available nonSPED(139)= 80%</p>	<p>White 52.54% SED 33.89%</p> <p>SLVMS ELA All Students 44.13% Hispanic 25.42%</p> <p>White 48.15% SED 21.57%</p> <p>SLVHS ELA All Students 70.26% Hispanic White 72.50% SED 52.78%</p>	63.63%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	nonSED(60)= 71.43% SPED= no data <10 students nonSPED(73)= 69.52%				
Elementary Fountas and Pinnell scores at or above grade level	New Metric	New Goal for 22-23	<p>District(818) 61.25% Latinx(137)=48.18% White(603)=62.36% SED(213)=44.13% nonSED(605)=67.27% % SPED(109)= 36.69% nonSPED(709)= 65.02%</p> <p>BCE (412) 62.86% Latinx(69)= 52.14% White(299)= 64.21% SED(136)= 46.33% nonSED(246)= 71.01% SPED(58)= 32.48% nonSPED(354)= 67.79%</p> <p>SLVE(404) 59.65% Latinx(68)= 44.11% White(304)= 60.53% SED(77)= 40.26% nonSED(329)= 64.13% SPED(51)= 41.18%</p>	<p>BCE All=73.1 Hispanic=78.6 White=72.1 SED+ 46.7</p> <p>SLVE All=70.8 Hispanic=46.7 White=71.0 SED=37.5</p>	Increase percent proficient overall by 10%. Increase Latinx and SED percent proficient by 25%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			nonSPED(355)= 62.25%		
D and F rate in secondary ELA courses	New Metric	New Goal for 22-23	Fall 2022 Semester 1 percent D/F SLVMS 6% SLVHS: 14%	Fall 2023 Semester 1 percent D/F SLVMS: 16% SLVHS: 10.8%	2% reduction per year
Benchmark Writing Scores proficient or above	New Metric	New Goal for 22-23	BCE: 2.4/4 SLE: 2.3/4	District(Elementary Only) All Students 61.9% Hispanic 55% White 63% SED 48.1% Boulder Creek Elementary All Students 64% Hispanic 65% White 65.3% SED 57.6% SLV Elementary All Students 60% Hispanic 46% White 63% SED 38%	Increase percent proficient overall by 10%. Increase Latinx and SED percent proficient by 25%.
Pilot Interim Assessment Blocks	New metric	New Goal for 22-23	Data not available	Data not available	Increase percent proficient overall by 10%. Increase Latinx and SED percent proficient by 25%.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The substantive difference between our planned actions and actual implementation was the lack of personnel for release time for teachers to conduct peer observations.

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.

Materials increased due to the purchase of K-2 foundational literacy curriculum. Staffing and Improved Services costs include negotiated increases in salaries.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We met our desired outcomes for Fountas and Pinell scores with Latinx students at BCE and decreased D and F grades at the high school.

We made progress in several metrics but did not reach our expected outcomes. These include CAASPP ELA scores when comparing 2021-22 to 2022-23 at Boulder Creek Elementary across demographic groups, SED students at SLVE, all students and white students at the middle school, and SED students at the high school. Boulder Creek Elementary went from 40.2% proficient or above in 2021-22 to 50% in 2022-23. The increase in proficiency is seen in all significant subgroups. San Lorenzo Valley Elementary improved SED student performance from 33% to 34% proficiency between 2021-22 and 2022-23. Middle school white students moved from 45% proficient in 2021-22 to 48% in 2022-23. The gap between white and Hispanic students in ELA CAASPP proficiency shrank by 1% at the high school. The improvements in ELA achievement at both elementary schools are likely attributable to purchasing materials and intervention curricula, professional development for teachers, and improved data analysis strategies. The slight improvements at the secondary schools may be attributable to teacher professional development and additional Skills and Support sections for general education students needing additional support.

Several of our metrics remained static or decreased. These include all ELA CAASPP and F&P scores not mentioned in the previous paragraph. Additionally, the middle school saw an increase in the D/F rate in ELA. The drop in our ELA metrics may be partially due to the slow nature of systemic change as we implement this year around foundational literacy at the elementary level and writing across the curriculum at the secondary level. This work will continue, and we look forward to our 2024 CAASPP ELA scores reflecting these improvements in our ELA programs.

Some of the planned actions could not be completed due to staffing shortages. Specifically, release time for Interim Assessment Block training and external professional development opportunities, peer-observations/learning walks, assessments, and collaboration was limited due to the substitute shortage.

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

By continuing to disaggregate our CAASPP data, we reveal predictable patterns of opportunity gaps between our Latinx and white students as well as between our students with and without disabilities. These data patterns lead us to implement several new actions and metrics in the new LCAP. New actions include the Response to Intervention district-wide, Foundational Literacy, Standards-Based grading professional development for secondary teachers, Special Education curriculum supports, and training for families on curricula and tools to help their students at home with reading and writing. Additionally, we will implement a year-long professional development cycle district-wide, focusing on Zaretta Hammonds' Ready for Rigor Framework. This framework combines neuroscience with Tier 1 educational best practices to support students of color and multilingual learners to accelerate their learning to become independent learners. New metrics to measure the success of these actions will be data from iReady diagnostic assessments K-8, writing benchmarks K-12, and a K-2 Universal Screener for reading difficulties. This data will inform our response to intervention actions. We will continue to use disaggregated data analysis practices to inform instruction and identify any systemic barriers to high achievement for all our students.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Lorenzo Valley Unified School District	Christopher Schiermeyer Superintendent	cschiermeyer@slvusd.org (831) 336-5194

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

SLVUSD serves 2,022 students in two elementary schools, one middle school, and one high school. Schools included in this plan are Boulder Creek Elementary, San Lorenzo Valley Elementary, San Lorenzo Valley Middle School, and San Lorenzo Valley High School. Collectively, our population consists of 2.77% English Learners, 26.6% Socioeconomically disadvantaged, 11.41% students with disabilities, 0.35% foster youth, and .9% homeless. Our race and ethnicity profile is primarily White (74.04%) and Hispanic (16.11%).

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

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

Our 2024-2025 LCAP focuses on three priorities:

- 1. Academics
- 2. Social Emotional Learning
- 3. Environmental Literacy

Reflections: Annual Performance

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

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

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

An examination of our 2023 California School Dashboard shows both positive developments and areas of growth.

POSITIVE DEVELOPMENTS

Districtwide

Math: Recently Reclassified English learners are 6.8 points above standard. Hispanic, English learner (EL), and Socioeconomically Disadvantaged (SED) student groups all improved

Chronic Absenteeism: Declined by 5.4%. No significant differences between Hispanic, white, and Socioeconomically Disadvantaged student groups

Graduation Rate: White students 97.3%

Suspension Rate: Declined by 0.4%. No significant differences between Hispanic and white student groups

EL Progress: English learner students decreasing one level improved from 14.6% in 2022 to 9.1% in 2023

College and Career Indicator: Rated "High" with 59.3% prepared

Boulder Creek Elementary (BCE)

Math: Improved to Green, compared to a "Low" on the 2022 Dashboard. Increased 17.6 points. SED students increased by 21.6%

Chronic Absenteeism: No significant differences between Hispanic and white student groups.

ELA: Increased 7.3 points

Suspension Rate: Hispanic students are rated Green

San Lorenzo Valley Elementary (SLVE)

Chronic Absenteeism: Blue

ELA: White students are green, students with disabilities increased by 7 points

Math: Hispanic students increased 23.2 points. No significant differences between Hispanic and white student groups

EL Progress: Increased by 8.3%. English Learner students decreasing one level improved from 33.3% in 2022 to 18.8% in 2023

Suspension Rate: Hispanic declined by 1.3%

San Lorenzo Valley Middle School (SLVMS)

Math: Increased 15.7 points

ELA: Increased 9 points. No significant differences between Hispanic, white, and Socioeconomically Disadvantaged student groups

Suspension Rate: No significant differences between Hispanic and white student groups

San Lorenzo Valley High School (SLVHS)

ELA: Green with 62 points above standard

Suspension Rate: Green with a decline of 2%

College and Career Indicator: 59.3% prepared, with all groups in the high or medium category

EL Progress: English Learner students decreasing one level on the Summative ELPAC improved from 6% in 2022 to 0% in 2023

GROWTH AREAS

Districtwide

Math: 32.3 points below standard

ELA: Significant differences between

Hispanic 34.1 points below standard

White 8.6 points above standard

Socioeconomically Disadvantaged 46.8 points below standard

EL Progress: Declined 6.6%

Chronic Absenteeism: 22.6%. Homeless in "Red" with 45.7% chronically absent

Suspension Rate: 23.1% of Foster Youth suspended at least one day

Graduation Rate: Declined 4.6%.

Significant differences between

Hispanic 80%

White 97.3%

Socioeconomically Disadvantaged 90.4%

College and Career: Significant differences in the percent of students prepared

Hispanic 40%

White 64.9%
Socioeconomically Disadvantaged 53.8%

Boulder Creek Elementary (BCE)

Math: Significant differences between
Hispanic 22.6 points below standard
White 3.4 points below standard
Socioeconomically Disadvantaged 44.6 points below standard
ELA: Significant differences between
Hispanic 23.5 points below standard
White 2 points below standard
Socioeconomically Disadvantaged 42.4 points below standard
Chronic Absenteeism: "Red" with 38.4% chronically absent. Increased 2.5%.
Hispanic "Red" with 42.2% chronically absent
White "Red" with 37.2% chronically absent
Students with Disabilities (SWD) "Red" 43.6% chronically absent
Suspension Rate: Increased 1.2%

San Lorenzo Valley Elementary (SLVE)

Math: Significant differences between
Hispanic 42.5 points below standard
White 2 points above standard
Socioeconomically Disadvantaged 69.2 points below standard
Students with disabilities in "Red" at 98.9 points below standard
ELA: Significant differences between
Hispanic 29.3 points below standard
White 10.8 points above standard
Socioeconomically Disadvantaged 44.8 points below standard

San Lorenzo Valley Middle School (SLVMS)

Math: 53.3 points below standard. Significant differences between
Hispanic 97.4 points below standard
White 46.2 points below standard
Socioeconomically Disadvantaged 101.2 points below standard
Students with Disabilities in "Red" at 194.8 points below standard
ELA: 22.2 points below standard. Differences between
Hispanic 65.7 points below standard

White 14.7 points below standard
Socioeconomically Disadvantaged 66.2 points below standard
Students with Disabilities in "Red" at 132.4 points below standard
Chronic Absenteeism: "Red" with 31.7% chronically absent.
Hispanic "Red" with 39.1% chronically absent
White "Red" with 30.1% chronically absent
Students with Disabilities "Red" with 42.9% chronically absent
Suspension Rate:8.8% suspended at least one day.
Students with disabilities in "Red" with 17.2% suspended at least one day

San Lorenzo Valley High School (SLVHS)

Math: Significant differences between
Hispanic 86 points below standard
White 59.1 points below standard
Socioeconomically Disadvantaged "Red" at 143.6 points below standard
ELA: Significant differences between
Hispanic 33.6 points above standard
White 71.6 points above standard
Socioeconomically Disadvantaged 10.8 points below standard
EL Progress:Declined 25.5%
Suspension Rate:5.2% suspended at least one day. Significant differences between
Hispanic 8% suspended at least one day
White 4.6% suspended at least one day
Socioeconomically Disadvantaged 11.1% suspended at least one day
Graduation Rate:Declined 4.5%. Significant differences between
Hispanic 84.2% graduated
White 98.2% graduated
Socioeconomically Disadvantaged 93.9% graduated

The careful analysis of these data led us to develop our LCAP goals on Academics and Social Emotional Learning. Our academic actions include curriculum and specific support for students with disabilities across content areas. Additionally, all staff will be trained in Culturally Responsive Teaching and the Brain to address the discrepancies in the academic performance seen between our student groups. The social emotional learning actions of tiered attendance interventions, social emotional support systems and the wellness team are designed to reduce chronic absenteeism and suspensions.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

No district schools are eligible for CSI.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SLVMS Staff 3/27/2024 SLVHS Parents 3/7/2024 SLVMS Parents, 3/5/2024 BCE Staff 3/13/2024 BCE Parents 3/14/24 SLVE Parents, 3/12/2024 SLVHS Staff 3/20/2024 SLVE Staff 3/18/24 SLVHS Students 3/13/2024	Inperson meetings where the draft LCAP goals and metrics were shared with feedback gathered.
Families, 3/11/2024 to 3/29/2024	Surveys by site
Students, Grades 4, 6, 12	Surveys by site and grade
SLVTA 3/11/2024 SEIU 5/23/2024	Discussions of the draft LCAP were shared and feedback was gathered.

Administrators, including principals on, 2/6/2024 3/12/24 4/9/2024 4/16/2024 5/7/2024	Discussions of the draft LCAP were shared and feedback was gathered.
DELAC 4/24/2024	Discussions of the draft LCAP were shared and feedback was gathered.
SELPA as it relates to LCAP 5/15/2024	Draft LCAP was shared with the SELPA for feedback.
Parent Advisory 5/21/24	Draft LCAP was shared and discussed. Feedback was gathered.

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

Academics: Based on middle school and high school parent survey feedback, training for families on digital applications and curriculum was added as an action. Also annual parent surveys shared information on training or families when interventions are being used, such as I-Ready, Lexia or pull-out supports. Health education was added to the Curriculum Development action based on the parent advisory board input.

Social Emotional Learning: Based on middle school and high school parent survey feedback, athletic coaches were added to the Anti Bias training activities and the secondary enrichment action was added. Based on parent meetings and annual parent surveys for elementary schools there is support for Dean and Counselor at elementary schools to assist with behavior needs and various groups.

Environmental Literacy: Based on parent survey and annual survey, providing spaces for gardening and hands-on learning opportunities. From the high school student YEA feedback, more integration of Environmental Literacy across all content areas as well as outdoor composting and gardening opportunities.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>The district is committed to providing students with high quality standards based instruction and assessment across all content areas. The data outlined below demonstrate a need for renewed focus on academics. The majority of our academic data (CAASPP, CAST, A-G completion, elementary benchmarks) shows student proficiency to be near or below 50%.</p> <p>The discrepancy between Hispanic, white, socioeconomically disadvantaged (SED) students, and students with disabilities (SWD) is an area of continued focus as we have double digit discrepancies between these groups in our CAASPP scores in math, ELA, and CAST with white students performing above subgroups. These patterns continue across our data from elementary benchmark scores to A-G Completion, Graduation Rate, and the College and Career Readiness Indicator.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASSP: ELA and Math	2022-223			All Students 10% increase	
	CAST: Science	District			Hispanic Students 15% increase	
		ELA				

Percent Meeting and Exceeding Standard	All Students	51.42%			White Students	
	Hispanic	36.74%			10% increase	
	White	54.23%				
	SED	29.63%			SED Students	
	SWD	19.68%			Increase 15%	
	MATH					
	All Students	41.07%			SWD Students	
	Hispanic	25.67%			Increase 15%	
	White	43.81%				
	SED	23.02%				
	SWD	14.05%				
	CAST					
	All Students	42.07%				
	Hispanic	28.79%				
	White	47.15%				
	SED	28.34%				
	SWD	16.36%				
	Boulder Creek Elementary (BCE)					
	ELA					
	All Students	50.24%				
	Hispanic	33.3%				
	White	53.09%				
	SED	23.03%				
	SWD	25.00%				
	MATH					
	All Students	50.72%				
	Hispanic	40.74%				
	White	51.88%				
	SED	33.3%				
	SWD	22.86%				
	CAST					
	All Students	53.95%				

		<p>Hispanic students > 11</p> <p>White 56.46%</p> <p>SED 29.63%</p> <p>SWD 46.67%</p> <p>San Lorenzo Valley Elementary (SLVE)</p> <p>ELA</p> <p>All Students 51.03%</p> <p>Hispanic 41.03%</p> <p>White 52.54%</p> <p>SED 33.89%</p> <p>SWD 21.88%</p> <p>MATH</p> <p>All Students 53.95%</p> <p>Hispanic 42.50%</p> <p>White 55.56%</p> <p>SED 32.20%</p> <p>SWD 18.18%</p> <p>CAST</p> <p>All Students 43.11%</p> <p>Hispanic 18.75%</p> <p>White 50%</p> <p>SED 25%</p> <p>SWD 0.00%</p> <p>San Lorenzo Valley Middle</p> <p>ELA</p> <p>All Students 44.13%</p> <p>Hispanic 25.42%</p> <p>White 48.15%</p> <p>SED 21.57%</p> <p>SWD 9.09%</p>				
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MATH
 All Students 30.40%
 Hispanic 13.56%
 White 33.84%
 SED 13%
 SWD 5.13%

CAST
 All Students 26.50%
 Hispanic 16.67%
 White 27.27%
 SED 24.24%
 SWD 7.69%

San Lorenzo Valley
 High

ELA
 All Students 70.26%
 Hispanic 63.63%
 White 72.50%
 SED 52.78%
 SWD 33.33%

MATH
 All Students 28.20%
 Hispanic 9%
 White 33.90%
 SED 14.70%
 SWD 7.14%

CAST
 All Students 46.95%
 Hispanic 37.50%
 White 49.59%
 SED 33.34%
 SWD 7.14%

1.2	iReady Math Diagnostic K-8 Percent at or above grade level	2023-24 Second Diagnostic				All Students 12% increase	
		Boulder Creek Elementary				Hispanic Students 18% increase	
		All Hispanic White					
		Kinder New New New					
		1st 16 0 16					
		2nd 44 6 26					
		3rd 49 28 44					
		4th 43 50 52					
		5th 43 20 39					
		San Lorenzo Valley Middle					
		All Hispanic White					
		6th 27 17 27					
		7th 37 24 38					
		8th 33 16 34					
		San Lorenzo Valley Elementary New metric					
		SED Data not available					

		SWD Data not available				
1.3	iReady Reading Diagnostic K-8 Percent at or above grade level	2023-24 Second Diagnostic Boulder Creek Elementary New Metric SLV Elementary New Metric SLV Middle All Hispanic White 6th 43 25 44 7th 31 35 33 8th 39 35 39 SED Data not available SWD Data not available			75% or higher	
1.4	Writing Benchmarks Percent at or above grade level	District (Elementary Only) All Students 61.9% Hispanic 55% White 63% SED 48.1% Boulder Creek Elementary All Students 64% Hispanic 65% White 65.3% SED 57.6% SLV Elementary			Increase all groups by 10% SLVE Hispanic and SED Increase by 12%	

		All Students 60% Hispanic 46% White 63% SED 38% SLV Middle School New Metric SLV High School New Metric SWD Data not available				
1.5	Math Benchmarks Percent at or above grade level	District (Elementary Only) All Students 69% Hispanic 53% White 73% SED 60% Boulder Creek Elementary All Students 65% Hispanic 52% White 68% SED 56% SLV Elementary All Students 73% Hispanic 61% White 77% SED 64% SLV Middle School New Metric SLV High School New Metric SWD Data not available			70% or greater	

1.6	Science Benchmarks Percent Meeting and Exceeding Standard	New Metric			Increase by 10%	
1.7						
1.8	A-G Completion Percent of graduating seniors completing the A-G requirements	SLV High All Students 68% Hispanic 40% White 67% SED 33% SWD 30.8%			All Students 6% increase Hispanic and SED 12% increase	
1.9	K-2 Universal Screener Percent Screened	2023-24 0%			100%	
1.10	Career Technical Education (CTE) Percent of students enrolled in a CTE course.	2023-24 47%			Increase to 50%	
1.11	Career Technical Education Pathways Number of students completing a CTE Pathway	2022-23 36			Increase to 40 students	
1.12	Ethnic Studies Courses	2023-24			1	

		0				
1.13	High Quality Staff	100%			100%	
1.14	Graduation Rate Percent of cohort students graduating within 5 years	2023 Dashboard SLV High All Students 91.3% Hispanic 80% White 97.3% SED 90.4% SWD 75%			2026 Dashboard All groups to 95%	
1.15	College and Career Readiness Percent of graduates prepared	2023 Dashboard SLV High All Students 59.3% Hispanic 40% White 64.9% SED 53.8% SWD 6.3%			2026 Dashboard 10% increase for all groups Hispanic and SED Increase by 12%	
1.16	EL Progress Percent of English Learners making Progress (ELPI) Percent of English Learners Reclassified Fluent English Proficient (RFEP)	2023 Dashboard ELPI 56.8% 2023-24 RFEP 23.53%			2026 Dashboard ELPI Increase by 10% RFEP Maintain	
1.17	Advanced Placement (AP) Percent of AP testers scoring 3 or higher	2022-23 SLV High All Students 69% Hispanic 50% White 73% SED 67%			Hispanic Increase to 60% All other groups Increase to 75%	

1.18	Standards Aligned Materials Percent of students having standards aligned instructional materials	100%			100%	
1.19	Course Access Percent of students who have access to a broad course of study	100%			100%	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Development	Teams will work on various adoptions, courses and pathways based on state guidelines and/or frameworks, this includes but not limited to Elementary History-Social Studies, Elementary Math, TK-12 Arts, High School Ethnic Studies, Career Technical Education, health, and Next Generation Science Standards. Special Education curriculum and support in all content areas with a focus on math, science and ELA will be a priority area. The district will provide professional learning, training, and instructional materials as needed.	\$692,309.00	No
1.2	Foundational Literacy	All TK-5 teachers will be trained in standards-aligned foundational literacy skills. Teachers will implement best practices in Tier 1 literacy instruction and assessment with differentiation to ensure student learning and growth. This includes TK-K Raising the Reader program, K-5 reading assessments, and TK-2 universal screener for early intervention.	\$55,337.00	Yes
1.3	Santa Cruz County Math Initiative	Math teacher leaders, and district and site administrators will participate in the county-wide math initiative to develop a district strategic plan for fully implementing the math framework and enhancing the quality of mathematics teaching and learning.	\$23,233.00	No
1.4	English Learner Supports	Provide training for all staff on best practices in Designated and Integrated ELD. Review, pilot and recommend materials to support the implementation of the English Learner Roadmap. The English Learner Committee will collaborate with the Special Education Department to support the development of culturally and linguistically inclusive Individualized Education Programs (IEP). Additionally, the teams will collaboratively develop a reclassification process specific to English learners students with IEPs.	\$82,966.00	Yes
1.5	Response to Intervention	Site data teams will analyze disaggregated CAASPP data and standards-aligned, norm referenced benchmarks as part of student assessment meetings to inform decisions about instruction, interventions (Pull-Out, RTI	\$525,175.00	Yes

		Sections, Credit Recovery, Summer School), supports, and services to accelerate student achievement as well as to close the gaps that exist between students in our unduplicated groups and others.		
1.6	Instructional Leadership	Instructional Leadership Committees will support their sites by researching and sharing best practices that can be implemented to meet the needs of English Learners, Foster Youth, and Students from low income families with the goal of creating independent learners.	\$18,722.00	Yes
1.7	High Quality Staff	Provide all students with high quality appropriately credentialed and assigned teachers. One time funding through 2025-26 will provide additional teachers to reduce class sizes in fourth and fifth grade and secondary math.	\$327,442.00	No
1.8	Standards Based Grading	The Elementary Instructional Leadership team will redesign the elementary report card to fully align with California State Standards. The district will provide professional development on standards based grading at the secondary level. The district will provide an annual A-G Transcript Analysis to facilitate the work on standards based grading.	\$18,746.00	No
1.9	Instructional Technology	District and site staff will maintain an environment where students will learn the appropriate and ethical use of instructional technology tools. This environment will include content filtering, monitoring software, Artificial Intelligence (AI) and appropriate age level permissions. The district will provide staff with training in digital security, digital literacy and AI.	\$8,236.00	No
1.10	Family Training	District and site staff will collaborate to provide families training and tools to facilitate access and use of digital applications and curriculum including but not limited to Lexia, iReady, middle school and high school math curricula.	\$1,000.00	No
1.11	Grade Level Transition Meetings	District and site staff will collaborate to develop transition and orientation activities for students and families at critical transition points from lower to		

		upper elementary, elementary to middle school, and from middle school to high school.		
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Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SLVUSD strives to ensure that students and parents are actively engaged in our schools. Part of this goal includes social and emotional curriculum and support for students and families through counseling services, parent educational nights, and professional development of staff around SEL. Surveys indicate a desire for students and families to be able to have input in district programs that support student academic and social-emotional growth. Our Dashboard data around Chronic Absenteeism showing nearly a quarter of our students being chronically absent reinforces the need for this goal. Additionally, our students experiencing homelessness are red on our Dashboard which leads us to include this specific group in our actions and metrics for this goal. As a district, we understand that all families have dealt with some level of trauma and will need varying levels of support and connection to the school as an anchor.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Positive Behavior Intervention System Percent of students Tier 3	2023-24 Trimester 2 BCE: 3% SLVE: 2.8% MS: New metric			Maintain	
2.2	Playground and Recess	2023-24 Trimester 2			BCE:55 SLVE: 69	

	Number incidents occurring on the playground	BCE: 110 SLE: 139				
2.3	Attendance Average daily attendance	P2 2023 District: 91.8% BCE: 93.61% SLVE: 93.95% MS: 93.28% HS: 92.08%			2026 P2 96%	
2.4	Chronic Absenteeism Percent of students chronically absent	2023 Dashboard District All Students 22.6% Hispanic 28% White 20.7% SED 33.4% Homeless 45.7% BCE All Students 38.4% Hispanic 42.2% White 37.2% SED 44.3% SWD 43.6% SLVE All Students 3.7% Hispanic 9.8% White 1.4% SED 9.7% SLVMS All Students 31.7% Hispanic 39.1% White 30.1% SED 42.4% SWD 42.9%			2026 Dashboard BCE and MS Reduce all by 10% Homeless by 25% SWD by 25% SLVE Maintain	

2.5	Dropouts	2022-23			0	
	Number of Dropouts	Middle School 0 High School 0				
2.6	Suspensions and Expulsions	2023 Dashboard			2026 Dashboard	
	Percent of students suspended at least one day	District All students 3.9% Hispanic 4.4% White 3.9% SED 6.2% BCE All Students 2.1% Hispanic 0% White 2.4% SED 2.8% SLVE All Students 1% Hispanic 0% White 1.1% SED 1.4% MS All Students 8.8% Hispanic 12.1% White 8.5% SED 10.7% SWD 17.2% HS All Students 5.2% Hispanic 8%			Maintain 3% or less	

		White 4.6% SED 11.1%				
2.7	Alternative to Suspensions Number of alternatives to suspensions completed by students	New Metric			Increase by 10% year over year	
2.8	Parent Survey: Decision Making Percent of responding parents indicating they agree or strongly agree that they have opportunities to give input into decision-making.	2023-24 BCE 88.9% SLVE 89.8% SLVMS 86.6% SLVHS 76.7%			2026-27 Maintain 80% or above	
2.9	Parent Survey: Safety Percent of responding parents indicating they agree or strongly agree that their student feels physically safe at school.	2023-24 BCE 95.2% SLVE 92.2% SLVMS 87.2% SLVHS 93.1%			2026-27 Maintain at 90% or higher	
2.10	Student Survey: Safety Percent of responding students indicating they agree or strongly agree that they feel physically safe at school.	New Metric 2023-24 Survey sample size too small for validity			2026-27 90% or higher	
2.11	Secondary Enrichment	2023-24			2026-27	

	The number of enrichment activities per year	New metric			MS and HS each have at least 3 enrichment assemblies, speakers or field trips per grade level.	
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Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Support Systems	Training and supports will be provided for continual implementation of TK-8 PBIS, TK-12 Restorative Practices, TK-5 Playworks, and TK-12 SEL lessons, to improve school climate and disciplinary outcomes for all students with a focus on English Learners, Foster Youth, students qualifying for McKinney-Vento status and Low-Income students.	\$250,582.00	Yes

2.2	Wellness Team	Sites will design a wellness support system that creates a positive school environment for all students. The design team may include Board Certified Behavior Analysts, Deans, counselors, mental health counselors, behavior techs, the program specialist, administrators, students and teachers.	\$1,217,431.00	Yes
2.3	Tiered Attendance Intervention	The district will design and implement a tiered Attendance Intervention Plan to be implemented by site teams to reduce chronic absenteeism for all students with a focus on English Learners, Foster Youth, students with disabilities (SWD), students qualifying for McKinney-Vento status and Low-Income students. As part of this plan, free transportation is provided for all unduplicated students to and from school.	\$596,654.00	Yes
2.4	Culturally Responsive Teaching and the Brain	District will provide professional learning on Culturally Responsive Teaching and the Brain to be implemented in classrooms across the district. The district will also purchase instructional materials required to support the development of independent learners.	\$3,087.00	No
2.5	Anti-Bias Training	The district will provide structured anti-racism, anti-hate, and microaggression training to all students, families and staff, including athletic coaches. The anti-bias grant funds will be used to increase inclusive practices and reduce bias based incidents.	\$67,671.00	No
2.6	Educational Partnerships	The District will continue to survey families and students in grades 3-12 to inform, support and adjust the educational programs and assist in determining what new community partnerships may be needed to fill gaps and add resources for supporting the social emotional needs of our San Lorenzo Valley community.	\$57,727.00	Yes
2.7	After School Programs	The district will continue to provide Extended Learning Opportunities (ELOP) for all unduplicated students before and after school and over the summer adhering to ELOP funding requirements.	\$414,037.00	No

2.8	Secondary Enrichment	Secondary schools will increase enrichment opportunities including but not limited to field trips, speakers and assemblies.	\$294,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Environmental Literacy Integration Percent of departments or grade levels at "Medium" on the Environmental Literacy Continuum	BCE: New Metric SLVE: New Metric MS: 50% HS: 58%			BCE: 50% SLVE: 50% MS: 60% HS: 70%	
3.2	Environmental Principles and Concepts	BCE: New Metric SLVE: New Metric MS: 1			BCE: 5 SLVE: 5 MS: 5	

	Number of grade level and courses with at least one thematic unit tied to the Environmental Principles and Concepts	HS: 5			HS: 10	
3.3	Youth for Environmental Action Club HS Number of students participating	2023-24 4			Maintain	
3.4	Elementary Community Based Project Partners Number of elementary grade levels with at least one project with a community-based partner focused on environmental learning	BCE: New Metric SLE: New Metric			1 per grade level	
3.5	Science Camp Percent of fifth grade students attending camp	BCE: 96% SLE: 97%			Increase to 100%	
3.6	Utilities Units used	2023-24 Water: 8,795 units Gas: 143,731 Therms Electric: 1,255,781 kwh			10% reduction in units used	
3.7	Composting Number of cans per day composted	2023-24 Food Services: 1 per day			Food Services: 2 per day HS: 1 per day	

		HS: New metric				
3.8	Sustainable Schools Percent of Schools with additional Sustainable School Actions in the School Plan for Student Achievement (SPSA).	2023-24 0%			100% of schools have at least 2 sustainable actions	
3.9	Sustainable Fleet Percent of the fleet that is electric	2023-24 9% electric			23% Electric	
3.10	FIT Reports Percent of sites rated "good" or higher	2023-24 100%			100%	
3.11	Green Classrooms Percent of teachers participating in the Green Classroom Challenge	Elementary: 1 teacher MS: 0 HS: 0			50% of all classrooms participate	
3.12	Student Survey: Outdoor Learning Percent of students indicating they have used outdoor learning spaces in their classes	New Metric			75%	
3.13	Student Survey: Environmental Literacy Lessons	HS: 35.5% Elementary: New Metric MS: New Metric			75%	

	Percent of students indicating they have had Environmental Literacy Lessons					
3.14	Student Survey: Climate Change Percent of students grades 1-12 indicating they had Climate Change Lessons including the concepts of "Emphasis, mitigate, adapt".	New Metric			100%	
3.15	California State Seal of Civic Engagement: Environmental Literacy Number of students earning the Seal	2023-24 Graduating Seniors New Metric			10 students	

Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Environmental Principles and Concepts	The district will continue to support the implementation of the Environmental Principles and Concepts across all grade levels and content areas by providing professional learning opportunities and the purchase of instructional materials.	\$5,000.00	No
3.2	Climate Change	Science coursework will include the cause and effects of climate change and methods to mitigate and adapt to climate change as required by AB 285.	\$10,000.00	No
3.3	5th Grade Science Camp	All 5th grade students will have equitable and equal access to attend Science Camp.	\$4,108.00	Yes
3.4	Seal of Civic Engagement	We will design a process and protocol for students to receive the Seal of Civic Engagement in Environmental Literacy.	\$1,568.00	No
3.5	Sustainable Schools	Provide training, technical assistance, and release time for school sites to develop and implement Sustainable School Actions within their School Plans for Student Achievement (SPSA), which may include outdoor learning spaces and training and materials for teachers to participate in the Green Classroom Challenge and connect to community-based environmental organizations.	\$5,146.00	No

3.6	Campus Food Systems	Expand the usage of school grown produce from SLVHS Aquaponics and local school gardens. Support the maintenance of school gardens at all school sites. Explore and increase local farm products for scratch cooking.	\$91,746.00	No
3.7	Maintain and Improve Facilities	Inspect school sites annually to maintain a "Good" or better rating for each school site.	\$2,000.00	No
3.8	Utilities	Implement Pelican Energy Management System to monitor energy usage as part of district wide HVAC upgrade and solar installation. Explore ways to reduce water usage. Monitor waste management, increase composting and reduce landfill waste.	\$1,117,442.00	No
3.9	Electric Vehicles	Monitor vehicle fleet and equipment inventory for opportunities to move towards electric fleet and/or equipment through grants.	\$60,770.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,157,955	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.323%	0.033%	\$7,492.61	5.356%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Foundational Literacy Need: Low ELA CAASPP performance Scope:	It will provide students with standards based materials and instruction	CAASPP scores

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		
1.4	Action: English Learner Supports Need: English Learner students Scope: LEA-wide	Improve instruction for EL's	ELPI and RFEP
1.5	Action: Response to Intervention Need: Performance gaps between subgroups and overall low performance on CAASPP and CAST. Scope: LEA-wide	Individualized support will be provided to unduplicated students and will benefit all.	CAASPP, CAST, benchmarks, iReady
1.6	Action: Instructional Leadership Need: Performance gaps between subgroups and overall low performance on CAASPP and CAST. Scope: LEA-wide	Individualized support will be provided to unduplicated students and will benefit all.	CAASPP, CAST, benchmarks, iReady
2.1	Action: Social Emotional Support Systems	It will benefit unduplicated and duplicated students.	Suspensions, PBIS Tier 3, playground incidents, alternative to suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Suspensions, PBIS Tier 3, playground incidents show some disproportionality. Scope: LEA-wide		
2.2	Action: Wellness Team Need: Suspensions, PBIS Tier 3, playground incidents show some disproportionality. Scope: LEA-wide	It will benefit unduplicated and duplicated students.	Suspensions, PBIS Tier 3, playground incidents, alternative to suspensions
2.3	Action: Tiered Attendance Intervention Need: Chronic absenteeism Scope: LEA-wide	It will benefit unduplicated and duplicated students.	Chronic absenteeism, attendance
2.6	Action: Educational Partnerships Need: Survey data indicates additional needs Scope: LEA-wide	Additional services and partnerships will benefit both unduplicated and duplicated students.	Survey data

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
2.8	Action: Secondary Enrichment Need: Survey data Scope: LEA-wide	Enrichment activities will benefit both unduplicated and duplicated students and increase a sense of belonging	Survey data
3.3	Action: 5th Grade Science Camp Need: Lack of 100% participation Scope: LEA-wide	Support for unduplicated students to attend camp is replicated for other student groups that also need support to attend	Camp attendance

Limited Actions

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

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

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

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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		

2024-25 Total 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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$21,752,069	\$1,157,955	5.323%	0.033%	5.356%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,157,955.00	\$2,156,202.00	\$2,591,919.00	\$46,059.00	\$5,952,135.00	\$3,734,554.00	\$2,217,581.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Curriculum Development	All		No				2024-2025	\$553,743.00	\$138,566.00		\$665,763.00	\$26,546.00		\$692,309.00
1	1.2	Foundational Literacy	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$5,146.00	\$50,191.00	\$50,337.00		\$5,000.00		\$55,337.00
1	1.3	Santa Cruz County Math Initiative	All		No				2024-25	\$8,233.00	\$15,000.00			\$23,233.00		\$23,233.00
1	1.4	English Learner Supports	English	Learners	Yes	LEA-wide	English Learners	All Schools	2024-25	\$65,693.00	\$17,273.00	\$75,693.00			\$7,273.00	\$82,966.00
1	1.5	Response to Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$515,175.00	\$10,000.00	\$335,941.00	\$95,697.00	\$54,751.00	\$38,786.00	\$525,175.00
1	1.6	Instructional Leadership	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$13,722.00	\$5,000.00	\$15,722.00	\$3,000.00			\$18,722.00
1	1.7	High Quality Staff	All		No				2024-25	\$327,442.00	\$0.00		\$327,442.00			\$327,442.00
1	1.8	Standards Based Grading	All		No				2024-25	\$5,146.00	\$13,600.00		\$13,600.00	\$5,146.00		\$18,746.00
1	1.9	Instructional Technology	All		No				2024-25	\$0.00	\$8,236.00			\$8,236.00		\$8,236.00
1	1.10	Family Training	All		No				2024-25	\$0.00	\$1,000.00			\$1,000.00		\$1,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Grade Level Transition Meetings														
2	2.1	Social Emotional Support Systems	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$211,782.00	\$38,800.00	\$49,532.00	\$151,726.00	\$49,324.00		\$250,582.00
2	2.2	Wellness Team	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,064,127.00	\$153,304.00	\$197,140.00	\$330,433.00	\$689,858.00		\$1,217,431.00
2	2.3	Tiered Attendance Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$446,654.00	\$150,000.00	\$372,790.00		\$223,864.00		\$596,654.00
2	2.4	Culturally Responsive Teaching and the Brain	All		No					\$3,087.00	\$0.00		\$3,087.00			\$3,087.00
2	2.5	Anti-Bias Training	All Students Disabilities	with	No					\$44,071.00	\$23,600.00		\$67,671.00			\$67,671.00
2	2.6	Educational Partnerships	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$57,727.00	\$45,000.00		\$12,727.00		\$57,727.00
2	2.7	After School Programs	All Students Disabilities	with	No					\$278,610.00	\$135,427.00		\$414,037.00			\$414,037.00
2	2.8	Secondary Enrichment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$179,000.00	\$115,000.00	\$15,000.00		\$279,000.00		\$294,000.00
3	3.1	Environmental Principles and Concepts	All Students Disabilities	with	No					\$0.00	\$5,000.00			\$5,000.00		\$5,000.00
3	3.2	Climate Change	All Students Disabilities	with	No					\$0.00	\$10,000.00			\$10,000.00		\$10,000.00
3	3.3	5th Grade Science Camp	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,308.00	\$800.00	\$800.00		\$3,308.00		\$4,108.00
3	3.4	Seal of Civic Engagement	All Students Disabilities	with	No					\$1,568.00	\$0.00			\$1,568.00		\$1,568.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Sustainable Schools	All Students with Disabilities	No					\$5,146.00	\$0.00			\$5,146.00		\$5,146.00
3	3.6	Campus Food Systems	All Students with Disabilities	No					\$2,901.00	\$88,845.00		\$83,746.00	\$8,000.00		\$91,746.00
3	3.7	Maintain and Improve Facilities	All Students with Disabilities	No					\$0.00	\$2,000.00			\$2,000.00		\$2,000.00
3	3.8	Utilities	All Students with Disabilities	No					\$0.00	\$1,117,442.00			\$1,117,442.00		\$1,117,442.00
3	3.9	Electric Vehicles	All Students with Disabilities	No					\$0.00	\$60,770.00			\$60,770.00		\$60,770.00

2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$21,752,069	\$1,157,955	5.323%	0.033%	5.356%	\$1,157,955.00	0.000%	5.323 %	Total:	\$1,157,955.00
								LEA-wide Total:	\$1,157,955.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.2	Foundational Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,337.00	
1	1.4	English Learner Supports	Yes	LEA-wide	English Learners	All Schools	\$75,693.00	
1	1.5	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$335,941.00	
1	1.6	Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,722.00	
2	2.1	Social Emotional Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,532.00	
2	2.2	Wellness Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$197,140.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Tiered Attendance Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$372,790.00	
2	2.6	Educational Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
2	2.8	Secondary Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.3	5th Grade Science Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$4,411,133.00	\$4,215,945.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	SLVUSD will support Professional Development for staff to support math and Computer Science instruction.	No	\$146,567.00	86,257
1	1.2	SLVUSD will provide materials and instructional services support to enable staff to deliver high quality math and computer science instruction to all students.	Yes	\$249,632.00	183,552
1	1.3	SLVUSD will provide additional staffing and support services to better enable staff to be able to provide high quality math and computer science instruction and intervention.	Yes	\$683,368.00	615,309
1	1.4	SLVUSD will provide increased services to special populations to support math instruction.	Yes	\$114,568.00	118,321
2	2.1	SLVUSD will provide Professional Development opportunities for staff increase their capacity to connect and support all students.	No	\$21,000.00	57,229
2	2.2	SLVUSD will provide materials and instructional services support to enable staff to be able to support students social emotional needs.	Yes	\$34,200.00	59,122
2	2.3	SLVUSD will provide additional staffing and support services to	Yes	\$1,254,935.00	1,196,508

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)
		support students and families social emotional and academic needs.			
2	2.4	SLVUSD will provide increased services to special populations to support students and families social emotional needs.	Yes	\$521,750.00	389,516
3	3.1	SLVUSD will support Professional Development for staff to support NGSS and Environmental Literacy instruction.	No	\$56,000.00	9,598
3	3.2	SLVUSD will provide materials and instructional services support to enable staff to deliver high quality NGSS and Environmental Literacy instruction to all students.	No	\$86,000.00	49,374
3	3.3	SLVUSD will provide additional staffing and support services to better enable staff to be able to provide high quality NGSS and Environmental Literacy instruction and intervention	No	\$420,600.00	487,628
3	3.4	SLVUSD will provide increased services to special populations to support NGSS and Environmental Literacy instruction	Yes	\$0.00	12,667
4	4.1		No		
4	4.2		No		
4	4.3		No		
4	4.4		No Yes		
5	5.1	SLVUSD will support Professional Development for staff to support literacy instruction.	Yes	\$94,000.00	41,171

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)
5	5.2	SLVUSD will provide materials and instructional services support to enable staff to deliver high quality literacy to all students.	Yes	\$166,760.00	268,038
5	5.3	SLVUSD will provide additional staffing and support services to better enable staff to be able to provide high qualityeracy across the curriculum.	Yes	\$290,185.00	344,347
5	5.4	SLVUSD will provide increased services to special populations to support literacy instruction.	Yes	\$271,568.00	297,308

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,183,671	\$1,172,193.00	\$1,185,242.00	(\$13,049.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.2	SLVUSD will provide materials and instructional services support to enable staff to deliver high quality math and computer science instruction to all students.	Yes	\$54,072.00	202,721		
1	1.3	SLVUSD will provide additional staffing and support services to better enable staff to be able to provide high quality math and computer science instruction and intervention.	Yes	\$99,933.00	51,054		
1	1.4	SLVUSD will provide increased services to special populations to support math instruction.	Yes	\$35,568.00	39,133		
2	2.2	SLVUSD will provide materials and instructional services support to enable staff to be able to support students social emotional needs.	Yes	\$8,000.00	8,000		
2	2.3	SLVUSD will provide additional staffing and support services to support students and families social emotional and academic needs.	Yes	\$114,452.00			

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)
2	2.4	SLVUSD will provide increased services to special populations to support students and families social emotional needs.	Yes	\$404,950.00	324,179		
3	3.4	SLVUSD will provide increased services to special populations to support NGSS and Environmental Literacy instruction	Yes	\$0.00			
4	4.4		Yes				
5	5.1	SLVUSD will support Professional Development for staff to support literacy instruction.	Yes	\$4,000.00	4,250		
5	5.2	SLVUSD will provide materials and instructional services support to enable staff to deliver high quality literacy to all students.	Yes	\$158,900.00	258,597		
5	5.3	SLVUSD will provide additional staffing and support services to better enable staff to be able to provide high quality literacy across the curriculum.	Yes	\$20,750.00	0		
5	5.4	SLVUSD will provide increased services to special populations to support literacy instruction.	Yes	\$271,568.00	297,308		

2023-24 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)
\$22,659,015	\$1,183,671	0.04%	5.264%	\$1,185,242.00	0.000%	5.231%	\$7,492.61	0.033%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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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