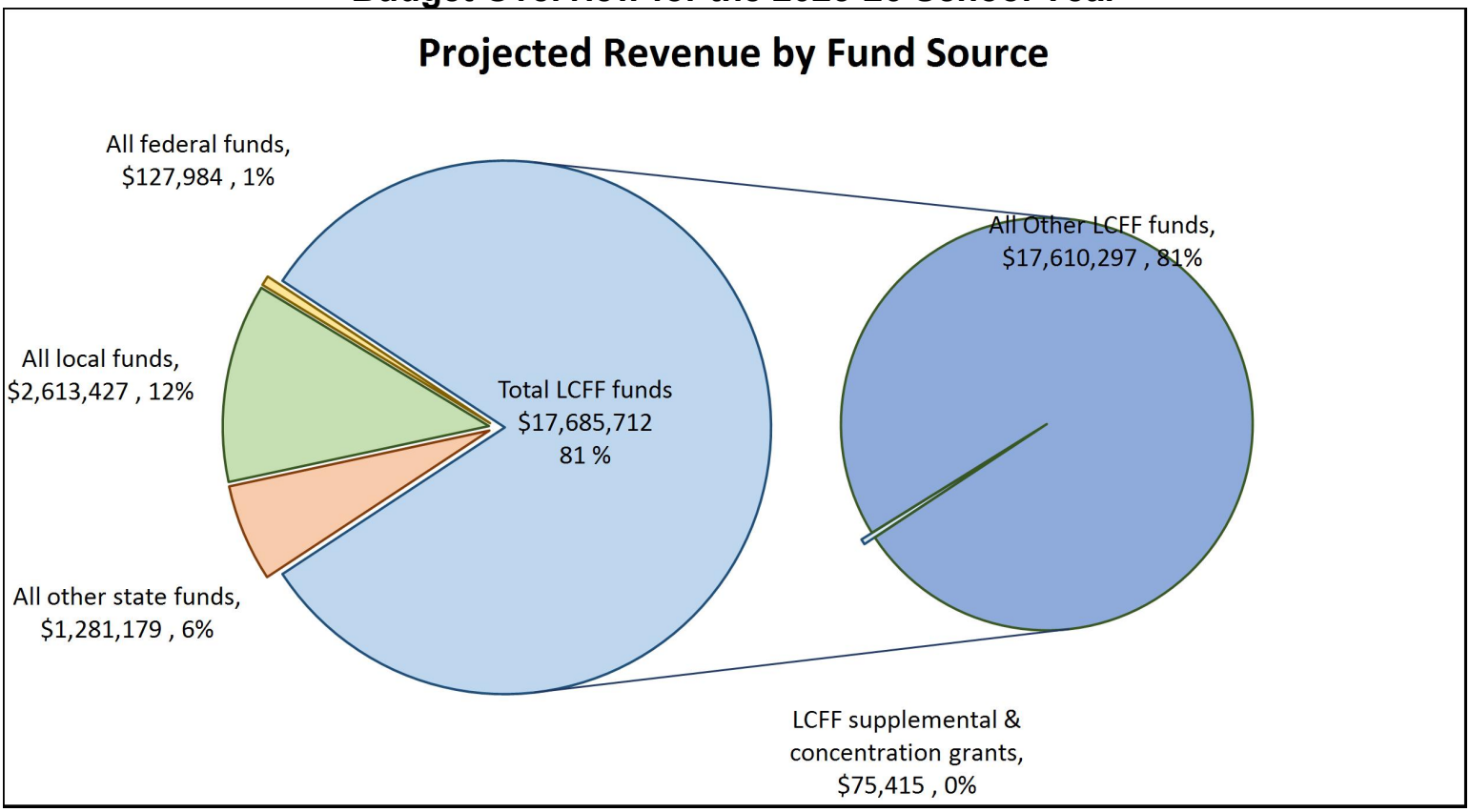
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Portola Valley Elementary School District
CDS Code: 41 68981 6044275
School Year: 2025-26
LEA contact information:
Roberta Zarea
Superintendent

(650) 851-1777

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

Budget Overview for the 2025-26 School Year

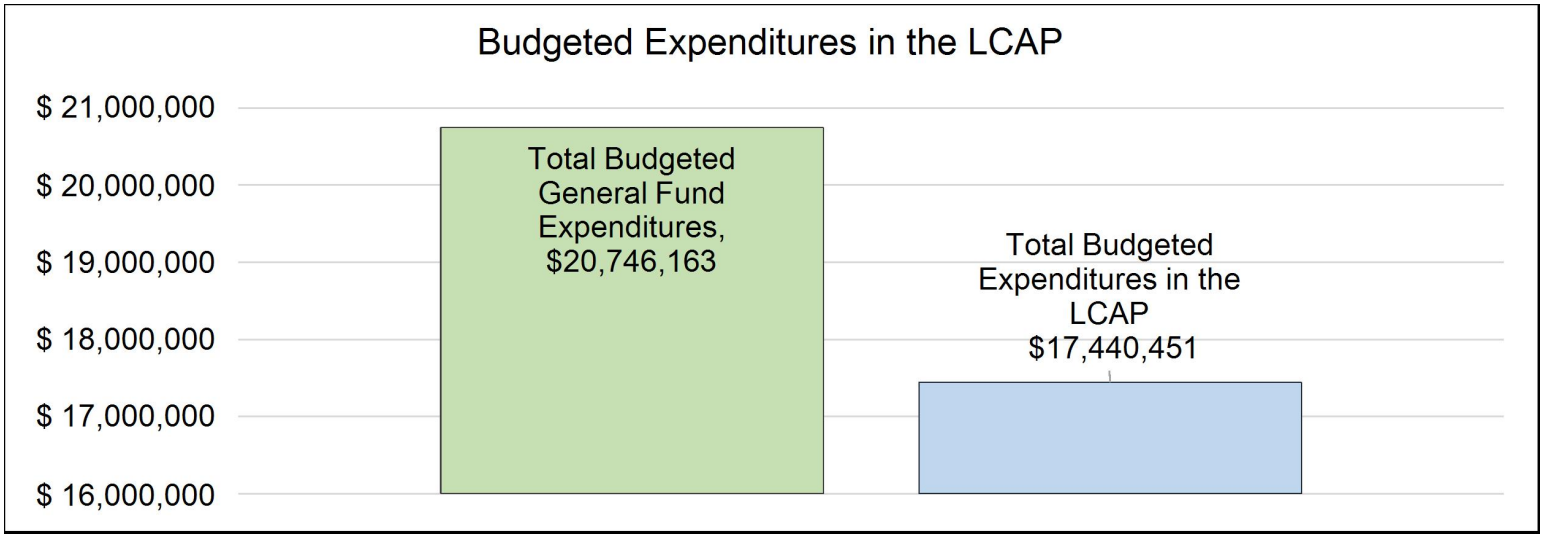


This chart shows the total general purpose revenue Portola Valley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Portola Valley Elementary School District is $21,708,302, of which $17685712 is Local Control Funding Formula (LCFF), $1281179 is other state funds, $2613427 is local funds, and $127984 is federal funds. Of the $17685712 in LCFF Funds, $75415 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 Portola Valley Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Portola Valley Elementary School District plans to spend $20746163 for the 2025-26 school year. Of that amount, $17440451 is tied to actions/services in the LCAP and $3,305,712 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

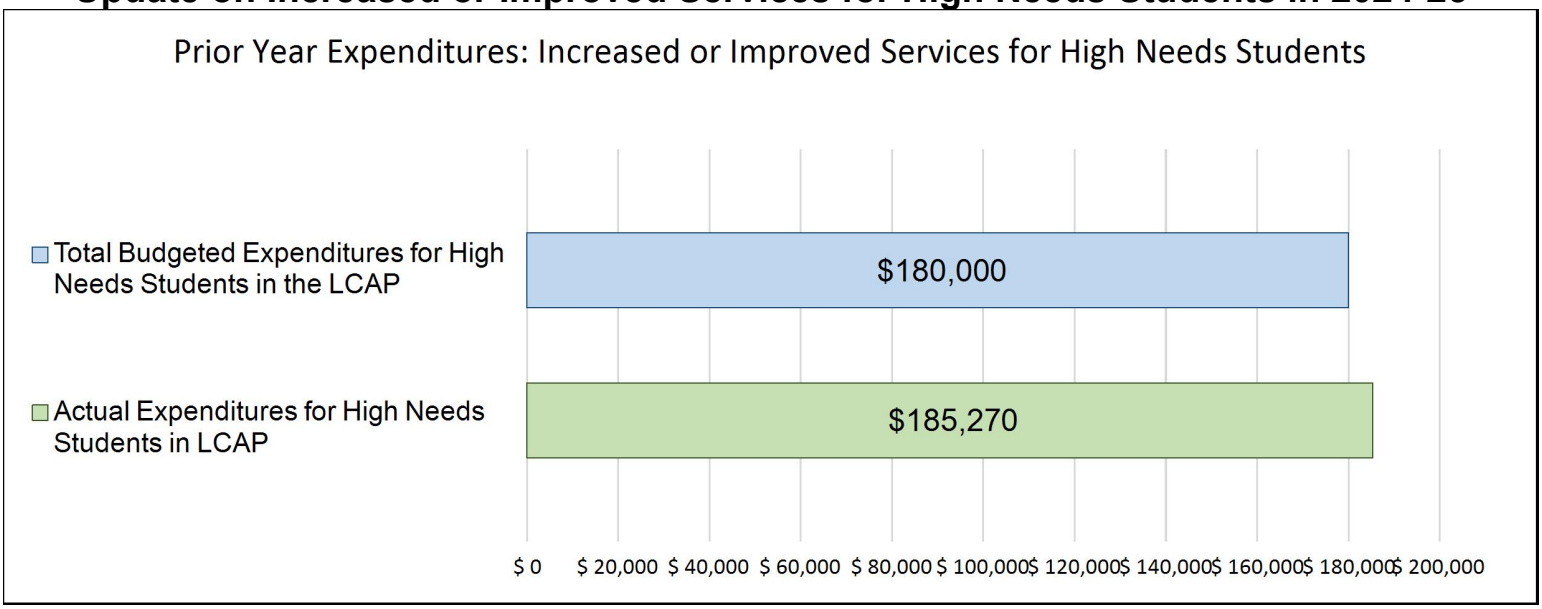
Expenditures not included in the Portola Valley School District's LCAP consist of salaries and benefits for district office and school sites support staff, business services, human services, as well as supplies, services and capital outlay associated with such support and district operation.

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

In 2025-26, Portola Valley Elementary School District is projecting it will receive $75415 based on the enrollment of foster youth, English learner, and low-income students. Portola Valley Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Portola Valley Elementary School District plans to spend $156120 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Portola Valley Elementary 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 Portola Valley Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Portola Valley Elementary School District's LCAP budgeted $180000 for planned actions to increase or improve services for high needs students. Portola Valley Elementary School District actually spent $185270 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Portola Valley Elementary School District	Roberta Zarea Superintendent	rzarea@pvsd.net (650) 851-1777

Plan Summary [2025-26]

General Information

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

The Portola Valley Elementary School District (PVSD), located in southern San Mateo County, serves approximately 500 students across two campuses: Ormondale School (TK-3 grades) and Corte Madera School (4-8 grades). Though the Town of Portola Valley is small, PVSD's reach extends into specific areas of Woodside and La Honda-Pescadero, positioning its schools as central community hubs. Families are drawn to the region's idyllic setting and the District's reputation for educational excellence.

As a community-funded (Basic Aid) district, PVSD's local resources exceed state funding levels, distinguishing it from districts relying on Local Control Funding Formula (LCFF) supplemental aid. This robust local support is amplified by the dedicated efforts of the Parent Teacher Organization (PTO) and the Portola Valley Schools Foundation (PVSF). The PTO provides invaluable funding for school-based initiatives, while the PVSF annually contributes over $1 million to enrich the educational experience through additional staffing and programs.

Complementing this strong parental and community engagement is PVSD's deep-rooted tradition of teaching excellence. Our qualified and dedicated educators, many holding advanced degrees, are committed to fostering student success. PVSD delivers an exemplary educational experience characterized by rigorous academics, active student engagement, and a focus on the holistic development of social-emotional wellness.
Student demographics, as noted on the 2024 California School Dashboard, are as follows:

Student Groups:
* English Learners: 3.6%

* Socioeconomically Disadvantaged: 6.5%
* Students with Disabilities: 8.5%

Race/Ethnicity:
* White: 64.7%
* Two or more races: 14.7%
* Asian: 6.3%
* American Indian: .2%
* African American: 1%
* Hispanic: 12.3%
* Pacific Islander: .2%

This LCAP represents Portola Valley School District's goals, actions, and services to support District priorities for the 2025-2026 school year and beyond. The focus on District goals is critical to the success of all students by providing the foundations to learn, lead, and innovate in their future endeavors. The goals noted below align with the priorities of the PVSD Board of Trustees which are as follows:

PVSD Governing Board Priorities (2024-2025):

1. Teaching and Learning
*An engaging and effective science program at all grade levels.
*Monitor implementation of newly adopted evidence based ELA instructional materials and receive regular progress updates. Ensure appropriate resources are made available for the program to be successful for each and every student.
*Utilize the full potential of our new facilities to increase their viability as a resource.

2. Wellness and Safety
*Prioritize the advancement of the District's MTSS framework at both sites with the goal of a unified framework that meets the needs of each and every student.
*Make informed choices regarding the enhancement of physical safety on both campuses.

3. Community and Communication
*Educate the parent community about the District's new ELA curriculum.
*Broadcast to the parent and rising parent community regarding the "whats" and "whys" of the District's academics, reputation and dedication to the highest level of education.

4. Finance and Resource Allocation
*Maintain a healthy reserve balance with appropriate resources available for contingencies and deferred maintenance.
*Evaluate current reserved structure and determine the appropriate reserved level for the District.

Reflections: Annual Performance

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

The 2024 California School Dashboard, CAASPP portal, and local data reveals that Portola Valley School District has maintained high performance in the following areas:

ACADEMICS:
English Language Arts (ELA) Performance:

- The CAASPP portal reports that performance on the 2023-2024 Smarter Balanced Summative Assessment (CAASPP/SBAC) indicates 84.52% of 3rd-8th grade PVSD students met or exceeded standards;
- On the 2024 Dashboard, our overall student performance was in the blue (very high) and all of our subgroups where data was reported scored at the green (high) or blue (very high) level.

Mathematics Performance:

- The CAASPP portal reports that performance on the 2023-2024 Smarter Balanced Summative Assessment (CAASPP/SBAC) indicates 83.49% of 3rd - 8th grade PVSD students met or exceeded standards;
- On the 2024 Dashboard, our overall student performance was in the blue (very high), and all of our subgroups where data was reported scored at the green (high) or blue (very high) level.

Students with Disabilities:
Data from the CAASPP portal for the 2023-2024 Smarter Balanced Summative Assessment (CAASPP/SBAC) indicate that 58.62% of students with Individual Education Plans (IEP) reached or surpassed the standard in ELA, and 51.73% did so in Mathematics. Comparing this to prior performance in 2023, ELA proficiency for this group saw an 8.62% improvement, while Mathematics proficiency indicated a 5.96% decrease. These variations are under ongoing review, taking into account the subgroup's size, the heterogeneity of student needs, and typical year-over-year enrollment changes.

Students identified as Socioeconomically Disadvantaged (SED): Per the CAASPP results released in October 2024, 73% of PVSD's students in the Socioeconomically Disadvantaged group met or exceeded standard on ELA and Math CAASPP tests.

Please Note: PVSD identified a significant discrepancy between the CDE reported CAASPP results and internal district data regarding the performance of students identified as Socioeconomically Disadvantaged (SED). While the CAASPP portal reflected high proficiency rates based on a cohort of 78 students, district CALPADS data from the same reporting period indicated only 23 students met the SED criteria. Upon inquiry, the California Department of Education confirmed that a data error occurred during the May 2024 direct certification process and noted that, while 2023–24 data cannot be retroactively corrected, efforts are underway to resolve the issue for 2024–25 reporting. Subsequently, no Performance Color for this subgroup was reported on the Dashboard.

CLIMATE:
In addition to academics, the District prides itself on nurturing social-emotional competence in students within a safe and supporting environment. PVSD has prioritized the development and implementation of a robust Multi-Tiered System of Supports (MTSS) over the past several years. In partnership with WestEd, the district has made significant progress in refining its MTSS framework, with notable gains this

year in establishing consistent practices and processes across all school sites to ensure equitable and effective support for each and every student. PVSD's strong partnerships with parents and the community are key to its achievements. Input from various Educational Partners, gathered through virtual and in-person meetings, discussions, and surveys, demonstrates this collaboration, as highlighted below.

Students: On the local 2025 End of Year Student Survey completed by children in grades 2nd-8th there was consistent positivity reported across safety, instruction, and materials. 90%+ of students were in agreement and reported highly positive experiences.
97% of students surveyed say the school provides a good education.
94% of students surveyed describe the school as a safe and caring community.
90% of students surveyed report being appropriately challenged.

Parents: 2025 End of Year Parent Survey: On the local 2025 End of Year Parent/Guardian Survey there were three key strengths:
1. There is a strong perception of safety and positive school climate.
2. There is high trust in teacher quality and district facilities.
3. The majority of parents feel students are academically prepared.

96% of parent respondents agree or strongly agree that PVSD provides a safe and positive learning environment.
96% of parent respondents are satisfied or very satisfied with the academic achievement of the district overall.
94% of parent respondents are satisfied or very satisfied with their child's engagement in school.

CHRONIC ABSENTEEISM:
On the 2023 Dashboard, 12.5% of students in the LEA were chronically absent. This placed the district in the Red (Very Low) category on the California School Dashboard. This specifically affected Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups who were in the Red (Very Low). While the Chronic Absenteeism rate at Corte Madera School was noted in the Orange (Low) at 7.3% and was important to monitor moving forward, PVSD closely examined and analyzed the Chronic Absenteeism numbers at Ormondale School because they were at 17.4% and in the Red. This was an 8.5% increase. The Two or More Races and White student groups were most impacted and in the very low, Red, range.

As reflected in the 2024 California School Dashboard, Portola Valley School District made significant progress in reducing Chronic Absenteeism, lowering the overall rate from 12.5% in 2023 to 4.9% in 2024. Targeted interventions, including enhanced communication with families (through individual letters and broader outreach at community events such as Back to School Nights), clear attendance expectations for Transitional Kindergarten, and implementation of positive behavior supports to recognize and celebrate improved student attendance, contributed to substantial gains among student groups. The Hispanic and Socioeconomically Disadvantaged student groups improved from Red to Yellow (Medium), and Students with Disabilities moved from Red to Green (High). Chronic Absenteeism at Ormondale School dropped 12.1%. The school site was in the Red range for 2023 and then moved to the Green range for 2024 with a 5.2% rate. The Two or More Races went from Red to Green and White student groups went from Red to Blue (Very High). Chronic Absenteeism at Corte Madera School moved from the Orange range to the Blue range. (This is a 3.1% decline.) PVSD's overall placement in the Blue performance level, with no student groups in Red, highlights the district's focused efforts to improve student engagement, promote equity, and support the well-being of all learners.

The area in which Portola Valley Elementary School District aims to explore further is the following:

SUSPENSION RATES:
The 2024 CA Dashboard data indicates that PVSD showed a .4% increase in the suspension rate overall during the 23-24 school year. With regard to subgroups, in 22-23, the Hispanic students were in the Yellow (Medium). Socioeconomically Disadvantaged Students and Students with Disabilities were in the Blue (Very High). In 23-24, all three groups were in the Orange (Low). While the overall rate remains low, the district continues to monitor student group performance, particularly for Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. In response, PVSD is strengthening its Multi-Tiered System of Supports (MTSS), enhancing universal screening, data-informed interventions, and positive behavior practices to ensure a safe, inclusive, and supportive learning environment for all students.

Please note: Although the 2024 California School Dashboard reports a slight increase in PVSD's suspension rate, for the 23-24 school year, from 0.2% to 0.6%, this shift represents only two additional students overall in a district of just around 500 students. In small districts like PVSD, even a single incident can lead to a noticeable percentage change and corresponding Dashboard color level. It's also important to note that the Dashboard color change reflects performance compared to the prior year, not an absolute cutoff. This means a slight numerical increase—even one or two students—can trigger a color shift in Dashboard performance levels.

PVSD is committed to sustaining its achievements and student supports through the following strategies:
1. Continuing to hire and retain qualified teachers and support staff, offering them ongoing, research-based professional development and the necessary resources to deliver a rigorous curriculum.
2. Facilitating a thoughtful roll-out of the newly implemented TK-8 English Language Arts curriculum and a 6-8 Science curriculum that is aligned with the Science of Reading and NGSS standards.
3. Providing engaging expanded learning opportunities for every student, especially underserved groups for after-school support and enrichment.
4. Ensuring safe, well-equipped, welcoming learning environments with the latest technology and comfortable furnishings.

PVSD remains steadfast in our commitment to elevate student achievement and well-being by strengthening its core curriculum, instructional practices, targeted interventions, and social-emotional supports.

Note: With regard to the Learning Recovery and Emergency Block Grant: PVSD does not have any unexpended LREBG funding. PVSD will identify any additional LREBG funds apportioned as part of the 25-26 budget act as part of the 26-27 LCAP.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Parents and Community	11/21/24 - Superintendent's Advisory Committee (SAC) Meeting* Review/Input: 3 Year LCAP metrics, goals, and actions 12/12/24 - Parent and Family meeting for participants in the Voluntary Transfer Program (VTP) Parents completed a feedback survey on items related to LCAP Goals 1/23/25 - Superintendent's Advisory Committee (SAC) Meeting* Review/Input: mid-year LCAP Report to the Board 3/20/25 - Superintendent's Advisory Committee (SAC) Meeting* Further review of mid-year data 5/1/25 - 5/13/25 - End of Year Parent/Guardian Survey Administration; 137 surveys completed (41% of families) 5/27/25 - Superintendent's Advisory Committee (SAC) Meeting** Review/Input final draft of Annual LCAP * Members of the Superintendent's Advisory Committee include parents of students with disabilities, multilingual learners, and students designated as socioeconomically disadvantaged ** At the 5/27/25 meeting no comments or questions on the LCAP were put forth, however many compliments were shared.
Students	3/18/25 - Corte Madera School Student Council/Leadership Meeting; Feedback on LCAP goals and actions 5/1/25 - Ormondale Student Leadership Meeting; Feedback on LCAP goals and actions

Educational Partner(s)	Process for Engagement
	5/1/25 - 5/13/25 - End of Year Student (2nd-8th Grades) Survey Administration: 352 number completed (97% of students)
Superintendent's Cabinet/Leadership Team (Superintendent, Site Principals, Chief Business Official, Director of Educational Services and Wellness, Facilities Director, Technology Coordinator, Coordinator of Curriculum and Instruction)	12/3/24 - Review LCAP Goals, Metrics, Actions 1/14/25 - Close consideration of LCAP metrics 1/21, 1/28, 2/25/25 - MidYear LCAP Preparation and Review 4/1, 4/29, 5/6/25 - Collect Information on Metrics and Consider Educational Partner Feedback 5/20/25 - Preliminary LCAP Hearing Board Presentation Review
PVSD Certificated and Classified Staff	1/29/25 - Corte Madera School Staff Meeting; Feedback on LCAP goals and actions 1/29/25 - Ormondale School Staff Meeting; Feedback on LCAP goals and actions
PVSD Board of Trustees	2/6/25 - Mid-Year LCAP Update to the Board of Trustees
Labor Partners: PVTA and CSEA	CSEA: 5/17/25 - LCAP check-in with CSEA President PVTA: 5/30/25 & 6/4/25 - LCAP review with PVTA President Note: All members of the PVTA executive committee were present during the staff meetings on 1/29/25
San Mateo County SELPA	3/27/25 & 3/28/25 - Administrator's Council Meeting at the SMCOE, LCAP was addressed and discussed
San Mateo County Office of Education LCAP Support Team	3/26/25 - Met with team to review questions about the LCAP process

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

Portola Valley School District has made specific adjustments to its adopted LCAP in direct response to feedback from educational partners, reflecting a commitment to ongoing collaboration and continuous improvement. One notable revision involved the rewording and reframing of Metric 1.8. Based on input from stakeholders during the 2021–2024 LCAP cycle, the district changed the title from "Participation in STEM/Science Fair" to "Participation in STEAM Fairs/Showcases" to more accurately represent the diverse range of student-led events, including the Invention Convention and visual and performing arts showcases. During the 2024–2025 school year, further refinements were made to the metric's baseline and target language, broadening the scope to include other student-driven events like the Cardboard Challenge at Corte Madera School and the school musical at Ormondale.

Another meaningful adjustment was made to Metric 2.1, originally titled "Number of Behavior Referrals." Last year, it was revised to "Number of Office Referrals that Result in Disciplinary Action (e.g., need to contact parent, loss of privileges, suspensions)" to increase clarity and

better align with the district's MTSS practices. However, following continued input from school site MTSS teams, further refinement is being implemented. At the elementary level, Ormondale School clarified its referral procedures, and site principals collaborated to develop a more consistent definition of what constitutes "disciplinary action." As a result of this collaborative work, educational partners recommended removing "need to contact parent" from the metric, recognizing that parent communication has increasingly become a proactive, preventative strategy rather than a disciplinary consequence alone. Accordingly, the metric will be updated to reflect this refined understanding and more accurately represent disciplinary actions within the context of PVSD's MTSS framework.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement / Instruction Portola Valley School District students will experience high-quality, robust, standards-aligned core instruction that ensures equitable outcomes for each and every student. Students will have opportunities to nurture their character, ingenuity, creativity, and critical thinking skills through hands-on learning experiences focusing on technology, innovation, design, visual and performing arts (VAPA), and physical engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to continuously strengthen instructional practices, sustain high levels of student achievement, and enhance tiered intervention supports. It also reflects the district's commitment to using data to inform decisions around curriculum and instruction. Aligned with the Board of Trustees' priority of "Teaching and Learning," the goal underscores PVSD's vision for a dynamic educational landscape grounded in evidence-based instructional materials and practices.

At the core of this vision is the belief that high-quality, research-driven materials form the foundation of effective instruction, helping students build deep content knowledge. Yet, PVSD's approach extends beyond content mastery—it champions hands-on, creative learning experiences in well-equipped, engaging environments. Educators are empowered to innovate with new technologies and instructional methods while responding to the diverse needs of all learners.

By combining a solid foundation in evidence-based teaching with opportunities for exploration, creativity, and innovation, PVSD is committed to preparing students to thrive in a rapidly evolving world—one that demands curiosity, adaptability, and critical thinking.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Scores (California Assessment of Student Performance and Progress) All Students	86% meet or exceed standard in ELA 86% meet or exceed standard in Math	85% meet or exceed standard in ELA 83% meet or exceed standard in Math		88% Meet or Exceed Standard in ELA 88% Meet or Exceed Standard in	1% decrease in ELA 3% decrease in Math
1.2	CAASPP Scores Socioeconomically Disadvantaged (SED)	52% meet or exceed standard in ELA 72% meet or exceed standard in Math	73% meet or exceed standard in ELA & Math* *PVSD found a mismatch in SED student data between CAASPP and district records due to a documented state reporting error.		54% Meet or Exceed Standard in ELA 60% Meet or Exceed Standard in Math	19% increase in ELA* 1% increase in Math* *PVSD found a mismatch in SED student data between CAASPP and district records due to a documented state reporting error.
1.3	CAASPP Scores Students with Disabilities (SWD)	50% meet or exceed standard in ELA 58% meet or exceed standard in Math	59% meet or exceed standard in ELA 52% meet or exceed standard in Math		54% Meet or Exceed Standard in ELA 60% Meet or Exceed Standard in Math	9% increase in ELA 6% decrease in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAST (California Science Test) Scores 5th and 8th grade Students	76% meet or exceed standard	79% meet or exceed standard		79% Meet or Exceed Standard in Science	3% increase
1.5	Reclassification of English Language Learners	2023-2024 100% of students designated as Multilingual Learners were reclassified by the time they graduated 8th grade	2024-2025 100% of students designated as Multilingual Learners were reclassified by the time they graduated 8th grade.		95% of students designated as Multilingual Learners are reclassified by the time they graduate 8th grade	Maintained baseline
1.6	Fully Credentialed Teachers	CALSAAS Report 2022-2023 100% of teachers are fully credentialed in the area they are assigned to teach	2024 Dashboard (for 2023-2024 School Year): 97.6% Fully Credentialed Teachers		100% of teachers are fully credentialed in the area they are assigned to teach	2.4% decrease
1.7	Williams Compliance	2023 SARC Report Published January 2024 100% compliance with instructional materials during 2022-2023	2024 SARC Report Published January 2025 100% compliance with instructional materials during 2023-2024		100% compliance with instructional materials	Maintained baseline
1.8	Old Metric: (Discontinue) Participation	2023-2024 School Year	2024-2025 School Year		2026-2027	26% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in STEAM Fairs/ Showcases New Metric: Participation in STEAM or Science Fairs/ Showcases; [Example: Cardboard Challenge (CMS), Spring Musical (Ormondale)]	74% participation in 2023 CMS STEAM Fair & ORM Invention Convention	100% of 6/7/8 students participated in STEAM Fair 100% of 4/5 students participated in the Cardboard Challenge 100% of 4-6 grade students and 100% of 7-8 grade students enrolled in Art Electives participated in the spring art show 100% of First graders participated in Invention Convention 66% of TK-3 students participated in the Spring Musical 100% of TK-3 students participated in the Folk Dance Festival		Old Target for Year 3 Outcome: (Discontinue) 75% participation in CMS STEAM Faire & ORM Invention Convention New Target for Year 3 Outcome: 75% TK-8 participation in STEAM or Science Fairs/ Showcases; [Example: Cardboard Challenge (CMS) Spring Musical (Ormondale)]	
1.9	End of Year Student Survey Question: “I have an opportunity to explore my interests at	2023-24 End of Year Student Survey: 86.6% Agree they have an opportunity to explore their interests at school during class	2024-25 End of Year Student Survey: 82% Agree they have an opportunity to		88% Agree they have an opportunity to explore their interests at school during class time,	4.6% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school during class time, at lunch/recess, during elective/specialist time, and/or after school activities."	time, at lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored)	explore their interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored).		at lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored).	
1.10	End of Year Parent Survey Question: How satisfied are you with the academic achievement of the district overall?	2023-24 End of Year Parent Survey: 95% are satisfied or very satisfied with the academic achievement of the district overall	2024-25 End of Year Parent Survey: 96% are satisfied or very satisfied with the academic achievement of the district overall		95% are satisfied or very satisfied with the academic achievement of the district overall	1% increase
1.11	Percentage for English Learner Students who make progress towards English proficiency as measured by the ELPAC (English Language Proficiency Assessments for California)	0 - not available for 22-23 due to low numbers; Per dashboard "Less than 11 students- data not displayed for privacy"	0 - not available for 23- 24 due to low numbers; Per dashboard "Less than 11 students- data not displayed for privacy"		No target established at this time as data not available on Dashboard due to less than 11 students taking the test; Target will be established as soon as this data becomes available on the Dashboard.	Maintained baseline
1.12	California School Dashboard: Self-Reflection Tool	December 2023 California School Dashboard: Met for all priorities including Priority 2:	2024 California School Dashboard: Met for all priorities including Priority 2: Implementation of		Continue to meet standards in priority 2.	Maintained baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of Academic Standards	Academic Standards			

Goal Analysis [2024-25]

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

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

Portola Valley School District (PVSD) has implemented a multi-faceted approach to ensure that every student experiences high-quality, robust, standards-aligned core instruction. While most planned actions were implemented as intended, key adaptations were made in response to ongoing data analysis and subgroup performance trends.

Notably, overall CAASPP performance in English Language Arts (ELA) remained strong (86% in 2022–23; 85% in 2024). Significant gains were achieved among Students with Disabilities (SWD) (from 50% to 59%), reflecting the successful implementation of targeted literacy supports, evidence-based instructional practices, and curriculum enhancements. In Math, overall performance remained high (86% to 84%), though SWD scores declined (58% to 52%), highlighting an area for continued focus and instructional refinement.

Several key actions contributed to these successes.
Under Action 1.1 (Conditions for Learning), PVSD adopted and launched new K–8 ELA and 6–8 Science curricula in May 2024, followed by robust onboarding and updates to instructional scope and sequence documents with input from teacher leaders.

Action 1.2 (Professional Development) included comprehensive training on ELA and Science curriculum implementation, mathematics instruction aligned with the California Math Framework (in partnership with SMCOE and SVMI), and sessions focused on engagement, motivation, and executive functioning. Additionally, staff received training on assessments such as NWEA Reading Fluency and SAEBRS, with intensive coaching from CORE Learning to support ELA rollout.

Action 1.3 (Instructional Practices) saw full implementation, including strengthened Tiered interventions in collaboration with WestEd, the administration of a universal screener for behavioral and social-emotional needs (grades 2–8), and grade-level alignment across ELA instruction. Enhancements to the STEAM program, including robotics and a new coding elective for grades 7–8, broadened student engagement in technology-rich learning experiences.

Under Action 1.4 (Increased or Improved Services for Target Students), the District invested in supplemental literacy resources focused on vocabulary and background knowledge, particularly for middle-grade readers, and piloted a math intervention toolkit to support differentiated instruction in general education settings. These targeted supports contributed to improved outcomes for key student groups.

Action 1.5 (Support for Multilingual Learners), Action 1.5.2 was not fully completed. With a transition in staffing for a new ELD Specialist, the focus was on direct student support/instruction, ELPAC implementation, and updating the district reclassification process for 2025. The district MTSS framework and SST process provides teachers opportunities to discuss and document strategies to better serve each EL student. This action will be implemented in the 2025-2026 school year.

Finally, Action 1.6 (Differentiated Services for Students with Disabilities) was fully implemented, ensuring students received services tailored to their needs within the Multi-Tiered System of Supports (MTSS).

A persistent challenge remains the district's small overall and subgroup student populations, which can lead to fluctuations in year-to-year performance data. Despite this, PVSD continues to use multiple measures and collaborative professional input to guide strategic decision-making and ensure equitable access to high-quality instruction for all learners.

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.

Action 1.3: The District increased the music teacher from part time to a full time at Corte Madera School. In addition, there was an increase of a part-time paraeducator at Ormondale School. These changes increased the cost assigned to this action item.

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

Our metrics indicate that actions currently noted are effective in making progress toward the goal.

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

As noted earlier, Portola Valley School District has made specific adjustments to its adopted LCAP in direct response to feedback from educational partners, reflecting a commitment to ongoing collaboration and continuous improvement. One notable revision involved the rewording and reframing of Metric 1.8. Based on input from stakeholders during the 2021–2024 LCAP cycle, the district changed the title from "Participation in STEM/Science Fair" to "Participation in STEAM Fairs/Showcases" to more accurately represent the diverse range of student-led events, including the Invention Convention and visual and performing arts showcases. During the 2024–2025 school year, further refinements were made to the metric's baseline and target language, broadening the scope to include other student-driven events like the Cardboard Challenge at Corte Madera School and the school musical at Ormondale.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Conditions for Learning	1.1.1 All PVSD students will receive high quality instruction by highly qualified and credentialed teachers and support staff. [A teacher that is fully credentialed and meets subject matter requirements] 1.1.2 Every student will have access to standards-aligned district-adopted instructional materials, resources and technology-based tools. 1.1.3 Every PVSD student will be enrolled in a broad course of study.	$10,992,821.00	No
1.2	Professional Development	1.2.1 PVSD teachers will participate in ongoing, relevant professional development (PD)/coaching/collaboration in their content area and district priorities. 1.2.2 The District will prioritize PD in the area of English Language Arts (ELA) (TK-8) and Science (6-8) specific to the adopted instructional materials; Ongoing PD will be provided to support teacher understanding of strategies aligned with the Science of Reading. 1.2.3 The District will provide PD in the area of Science (TK-5) specific to the adopted instructional materials. 1.2.4 The District will provide access to PD in the area of Mathematics specific to the 2023 CA Mathematics Framework.	$425,918.00	No
1.3	Instructional Practices	1.3.1 The District will publish an annual assessment calendar for staff and parents. Staff input will be considered when creating the schedule. 1.3.2 Teachers will administer benchmark assessments as per the district assessment calendar and periodically review data with grade level or	$1,402,830.00	No

Action #	Title	Description	Total Funds	Contributing
		department teams to inform instruction and set goals. Individual student performance will be shared with parents through parent meetings. 1.3.3 Curriculum teams will meet each semester to review curriculum and data and refine scope and sequence for teaching and learning at each grade level. 1.3.4 Teachers will collaborate as grade level teams, department teams, and vertical teams. Collaboration will include review of curriculum, assessment data, and scope and sequence for each curricular area including placement of project based learning activities. 1.3.5 Grade level teams will collaborate to provide a consistent learning experience for all students at the given grade level and to facilitate cohesion within grade levels. 1.3.6 District will review best practices in identifying strategies for tiered supports (Tier I, Tier II, and Tier III) to ensure that student learning needs are met in all areas of the curriculum; District will continue to implement screeners and diagnostic assessments and utilize data tracking to monitor academic functioning and progress. 1.3.7 District will continue to monitor implementation of the TK-5 Science curriculum to ensure alignment with Next Generation Science Standards (NGSS). 1.3.8 District will monitor implementation of the newly adopted TK - 8 ELA curriculum to ensure alignment with the Science of Reading approach to teaching reading. 1.3.9 Authentic teaching and learning techniques will be applied so students can see that the information they learn is practical, applicable, and relevant to their lives. 1.3.10 Activities will be created that foster creativity, perseverance, risk taking and resilience.		

Action #	Title	Description	Total Funds	Contributing
		1.3.11 The District will support the inclusion of project based and interest based approaches toward student voice and choice to inspire engagement in and ownership of learning. 1.3.12 District will provide opportunities and encouragement for students to engage in STEAM learning. 1.3.13 District will cultivate technological literacy by promoting opportunities for students to explore and create with technology, fostering curiosity, creativity, innovation and problem-solving skills, to prepare students to navigate challenges and opportunities (eg., coding, AI, digital citizenship) in the ever-evolving world of science and technology. 1.3.14 District will ensure access to and encourage participation in opportunities for creative expression through enrichment activities and/or electives. 1.3.15 District will continue to partner with the Portola Valley Schools Foundation (PVSF) to fund projects for classroom, grade level, school-wide, and district-wide activities and programs through endowment grants to staff.		
1.4		1.4.1 Identified students who meet district criteria will be afforded the opportunity to participate in expanded learning opportunities. The District will prioritize participation of “unduplicated students” (English language learners, foster youth, students eligible for a free or reduced-price meal) in any expanded learning opportunities. 1.4.2 Every student reading below grade level will be identified and will receive strategic intervention at their level, using supplemental materials. While this action is for students district wide, priority for this intervention will be given to unduplicated pupils. 1.4.3 Every student performing below grade level in mathematics will be identified and receive strategic intervention at their level, using	$245,186.00	No

Action #	Title	Description	Total Funds	Contributing
		supplemental materials. While this action is for students districtwide, priority for this intervention will be given to “unduplicated pupils”. 1.4.4 Each and every “unduplicated students” who require it, will be given access to technology tools and internet access for use at home. 1.4.5 Identifying and supporting Foster and Homeless Youth: Upon notification and identification of a student or students experiencing homelessness or placement in foster care, the district will support them with a personalized plan that utilizes internal counseling and external community services.		
1.5	Support for Multilingual Learners	1.5.1 Using state-approved assessments, Multilingual learners will be identified and will receive integrated and designated English language development as appropriate to support their learning of grade level academic standards. 1.5.2 Multilingual learner support providers will develop ‘Student At a Glance’ documents to be shared with classroom teachers in order to identify language and instructional needs to better serve each EL student. 1.5.3 Following state and district guidelines for reclassification, administrators, teachers, and EL specialists will review state approved assessments and district reclassification criteria to monitor progress and determine eligibility for reclassification.	$195,150.00	Yes
1.6	DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	1.5.1 Special Education teachers will align academic goals and instruction with state common core standards and assign specific services, supports, accommodations and modifications during the Individualized Education Plan (IEP) process so as to facilitate access to general education curriculum and demonstration of content learning.	$1,509,145.00	No

Action #	Title	Description	Total Funds	Contributing
		1.5.2 The District will provide instruction through other local districts and/or local non-public schools for Special Education students with unique needs that cannot be met by District services.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Wellness, Communication and Safety The Portola Valley School District will provide a safe, healthy and respectful learning environment to maintain involvement and satisfaction of students, staff, parents and community members.	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.

This goal was reaffirmed as it aligns with the Board of Trustees' priorities around Wellness and Safety and Community and Communication. Prioritizing student well-being, safety, and strong communication with families creates a supportive environment where all students can thrive academically, socially, and emotionally.

PVSD is committed to strengthening its Multi-Tiered System of Support (MTSS) framework. The district MTSS team meets throughout the year for professional learning and data analysis to guide decisions around student interventions and support.

A safe, clean, and well-maintained physical environment also supports learning. In the 2024 End-of-Year survey, 93.8% of 2nd–8th grade students reported feeling their school is a safe and caring community. Facilities Inspection Tool (FIT) scores for both campuses were 98%, reflecting strong maintenance. PVSD will continue working with educational partners to plan for ongoing facilities improvements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Old Metric: (Discontinue) Number of Office Referrals that result in Disciplinary action (need	56 district-wide referrals as of May 1, 2024 (per site based reports)	44 district-wide referrals as of May 1, 2025 (per site based reports)		60 district-wide office referrals that result in disciplinary action	12 less referrals from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to contact parent, loss of privileges, suspensions etc.) New Metric: Number of Office Referrals that result in Disciplinary action					
2.2	Percentage of student suspensions (California School Dashboard) Note: Dashboard reports data from previous school year	2022-23 School Year (Based on Dec 2023 Dashboard) All: 0.2% Students in Socioeconomically Disadvantaged group: 0%	2023-2024 School Year (Based on Nov 2024 Dashboard) All: 0.6% Students in Socioeconomically Disadvantaged group: 2.6%		2025-2026 School Year All: < 2% Students in Socioeconomically Disadvantaged group: < 2%	All: .4% increase Students in Socioeconomically Disadvantaged group: 2.6% increase
2.3	School site (local) annual surveys Question: Do you feel well informed about school and/or district news and events?	0 - New metric	2024-2025 End of Year Survey- May 13, 2025 92.7% of respondents feel well informed and that communication is timely. (3.6% noted that there is too much communication.)		80% of parents feel well informed	New metric in baseline - no difference
2.4	Attendance rates via local measures	2023-2024 Daily Attendance rate as of May 1, 2024	2024-2025 Daily Attendance rate as of May 1, 2025		Target: 95% daily attendance rate as of May 1, 2027	1.7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		94.3%	96%			
2.5	Enrollment rates via local measurements	2024 End of Year CalPads Data: 0% of middle school students dropout rate 0% expulsion rate 2023 Dashboard: 12.5% Chronic Absenteeism Rate	2025 End of Year School Site data (CALPADS End of Year Data will be available in 8/25) 0% of middle school students dropout rate 0% expulsion rate 2024 CA Dashboard: 4.9% Chronic Absenteeism Rate		2027 End of Year CalPads Data: 0% of middle school students dropout rate 0% expulsion rate 2026 Dashboard: 11% Chronic Absenteeism Rate	Maintained baseline
2.6	Percentage of the school site maintained and in good repair Facilities Inspection Tool (FIT Report)	2023-2024 FIT Report Ormondale - 91% CMS - 92%	2024-2025 FIT Report Ormondale - 98% CMS - 98%		2026-2027 FIT Report Ormondale - 98% CMS - 98%	Ormondale - 7% increase CMS - 6% increase

Goal Analysis [2024-25]

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

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

Portola Valley School District (PVSD) remained focused on creating safe, inclusive, and well-maintained learning environments. Overall, implementation of planned actions proceeded as intended, with adjustments informed by data trends and student needs. We note a reduction in office referrals, an improvement in chronic absenteeism rates, and clear facilities upgrades to improve the student learning environment. Although PVSD's suspension rate increased from 0.2% in 2023 to 0.6% in 2024, this shift represents only two additional students in a district of just under 500 students. In small districts like ours, even a single incident can lead to a noticeable percentage change. It's also important

to note that the Dashboard color change reflects performance compared to the prior year, not an absolute cutoff. This means a slight numerical increase—even one or two students—can trigger a color shift in Dashboard performance levels. PVSD continues to strengthen its Multi-Tiered System of Supports (MTSS) and promote proactive, positive behavior strategies to ensure every student is supported.

Action 2.1: (Conditions for Learning / Safety) Portola Valley School District (PVSD) has invested significantly in improving its facilities to create safe and supportive learning environments. Both school sites now feature newly constructed buildings, with additional modernization efforts enhancing existing structures. Upgrades have also been made to asphalt surfaces in parking lots and playgrounds, playfields have been improved, and new outdoor eating and learning spaces have been added, complete with shade structures.
These efforts have contributed to the district achieving a strong 98% rating on the Facility Inspection Tool (FIT) reports. PVSD maintains a Comprehensive Safety Plan developed in accordance with the San Mateo County Office of Education guidelines, outlining a wide range of safety procedures and protocols.
Community and educational partner engagement remains vital, with ongoing feedback and collaboration around school safety and facilities. In further commitment to campus safety, the district has upgraded surveillance systems, enhanced exterior lighting, and will install perimeter safety fencing during the summer of 2025.

Action 2.2: (Social-Emotional Learning / Wellness) All initiatives under this action are currently in progress. PVSD's dedication to the Positive Behavioral Interventions and Supports (PBIS) framework is reflected in a notable reduction in chronic absenteeism. Targeted strategies, such as positive reinforcement of daily attendance and increased parent engagement, helped reduce the chronic absentee rate from 12.5% to 4.9%.
While this progress is commendable, the district continues to monitor student behavior and well-being. A slight increase of 0.4% in the suspension rate has prompted staff to review relevant data and make informed adjustments through Multi-Tiered System of Supports (MTSS) meetings.

Action 2.3: (Communication) PVSD is committed to fostering strong communication between school staff and families. Parents are engaged through both formal conferences (1–2 times per year) and informal check-ins, as well as various community events. The district utilizes ParentSquare as its official communication platform, ensuring regular updates from teachers, site administrators, and the Superintendent.

Action 2.4: (Student Support – Differentiated Services for Targeted Students): PVSD takes intentional steps to support all students, particularly those identified as "unduplicated" or "targeted." At Ormondale, the School Counselor, in collaboration with PBIS practices, implements a Check-In/Check-Out system for students who may need additional emotional or behavioral support. This daily connection fosters a sense of safety and belonging through consistent adult mentorship.
To ensure inclusivity, the district hosts at least one community event annually in East Palo Alto, where many PVSD families reside. In addition, transportation and/or other accommodations are provided whenever possible to support student participation in after-school programs and academic interventions before and after the regular school day.

Action 2.5: Student Support – Differentiated Services for Students with Disabilities: PVSD has implemented targeted support strategies for students with disabilities. For instance, accommodations for standardized state assessments, including CAASPP and CAST, are provided based on students' Individualized Education Programs (IEPs).
All case managers receive specialized training in the California Department of Education's Accessibility Matrix. In collaboration with IEP teams, including parents, students are equipped with the tools they need to succeed in the least restrictive environment possible.

Community and educational partner engagement remains vital, with ongoing feedback and collaboration around school safety and facilities. In further commitment to campus safety, the district has upgraded surveillance systems, enhanced exterior lighting, and will install perimeter safety fencing during the summer of 2025.
In closing, here is a snapshot of quotes from our parent community:
“There’s a lot of visibility into what is happening via communication and parent volunteer opportunities.”
“Anytime I send an email or make a phone call, it is received well, and I am communicated with!”
“The school has great emotional support for students’ needs.”

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.

Action 2.3: Communication expense was less than anticipated (and therefore decreased) because the full amount was no longer needed. External vendor support was reduced as needs were addressed and managed in-house; 2.4: Additional services were added during the year via support from an engagement coach to provide academic and behavioral support and mentoring to vulnerable learners which increased expenses for this action item.

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

PVSD’s implementation demonstrates a thoughtful balance between adherence to planned initiatives and adaptability to emerging needs. Positive outcomes in areas such as attendance, student behavior, and facilities maintenance highlight the effectiveness of current systems. However, suspension data—particularly for students who are socioeconomically disadvantaged—indicates an area for further examination. Moving forward, the District will prioritize this concern through targeted efforts within our Multi-Tiered System of Supports (MTSS) framework.

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.

As noted earlier, meaningful adjustment was made to Metric 2.1, originally titled “Number of Behavior Referrals.” It was revised to “Number of Office Referrals that Result in Disciplinary Action (e.g., need to contact parent, loss of privileges, suspensions)” to increase clarity and better align with the district’s MTSS practices. However, following continued input from school site MTSS teams, further refinement is being implemented. At the elementary level, Ormondale School clarified its referral procedures, and site principals collaborated to develop a more consistent definition of what constitutes “disciplinary action.” As a result of this collaborative work, educational partners recommended removing “need to contact parent” from the metric, recognizing that parent communication has increasingly become a proactive, preventative strategy rather than a disciplinary consequence alone. Accordingly, the metric will be updated to reflect this refined understanding and more accurately represent disciplinary actions within the context of PVSD’s MTSS framework.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Conditions for Learning/Safety	2.1.1 School facilities will be maintained, updated and kept in good repair. 2.1.2 The District will follow the FIT (Facilities Inspection Tool) Report Mitigation Plan to update learning environments. 2.1.3 School sites and the district will annually update the Comprehensive School Safety Plan following SMCOE guidelines. 2.1.4 The District will encourage flexible and innovative use of indoor and outdoor spaces to achieve teaching and learning goals.	$1,227,246.00	No
2.2	Social Emotional Learning/Wellness	2.2.1 Students will receive direct instruction to facilitate Social Emotional Learning (SEL) aligned with the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework and the District's "Profile of a Graduate", to ensure the safety and wellbeing of every student. 2.2.2 Continue to implement Positive Behavior Intervention System (PBIS) strategies at both school sites. 2.2.3 The District will provide multi- tiered systems of support (MTSS) that promote and sustain strong academics and positive social/emotional development for each and every student. 2.2.4 The District will implement a universal screener to monitor social-emotional functioning and utilize data tracking to monitor progress. 2.2.5 The District will provide mental health support at each school, including informal and formal check-ins with each school counselor and individual/group counseling with counselors and school psychologist. 2.2.6 The District will provide information to parents about community resources for student health and wellness.	$443,888.00	No

Action #	Title	Description	Total Funds	Contributing
		2.2.7 Students will be provided developmentally appropriate opportunities to develop leadership skills through participation in a variety of committees and through participation in student activities and showcases. 2.2.8 The District will encourage students to participate in opportunities for student exhibitions, student showcases, performance, etc. 2.2.9 The District will continue to offer opportunities for physical engagement through after school sports. 2.2.10 Students will have opportunities to contribute toward a shared purpose within the classroom, school, and larger community through service projects. 2.2.11 Students will learn to respect and appreciate diverse cultures and points of view through classroom and SEL instruction.		
2.3	Communication	2.3.1 All teachers will regularly communicate with parents about instructional information and assignments utilizing the District-approved communication platform and the appropriate learning management system(s) for their grade level band. 2.3.2 K-3 teachers will collaborate with parents on the development of student learning goals at goal setting conferences held at the beginning of the school year. 2.3.3 Teachers at all grade levels will provide opportunities for parents to meet with them via parent/teacher conferences 1-2 times per year. 2.3.4 School site administrators will communicate with parents at least monthly. 2.3.5 The superintendent will communicate with the staff and community at least monthly.	$32,000.00	No

Action #	Title	Description	Total Funds	Contributing
		2.3.6 The District will survey educational partners annually. 2.3.7 The District will work with the San Mateo County Office of Education to implement a robust SARB (School Attendance Review Board) process to support increased school attendance. Particular attention and support through the MTSS process will be provided to PVSD students with chronic absenteeism needs within the Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups. All students at Ormondale School particularly the Multiple Races/ Two or More and White student groups who have had attendance concerns will be supported. This action addresses the lowest performance levels on the 2023 California Dashboard indicator related to chronic absenteeism.		
2.4	Student Support DIFFERENTIATED SERVICES FOR TARGETED STUDENTS	2.4.1 The District will provide support specialists to build relationships with and provide academic and behavioral support to vulnerable learners and provide academic and behavioral support. 2.4.2 The District will host meetings with Voluntary Transfer Program families in order to foster relationships and seek input and feedback about students' experiences in the PVSD. 2.4.3 The District will provide relevant accommodations for students to be able to partake in all activities successfully.	$32,200.00	No
2.5	Student Support DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	2.5.1 Provide services in the Least Restrictive Environment (LRE) to the maximum extent possible and as appropriate for individual student needs based on IEP goals and services. 2.5.2 Assign specific designated supports and accommodations during the Individualized Education Plan (IEP) process to decrease anxiety and increase engagement in school work and participation in testing, including support from engagement and mental health specialists.	$934,067.00	No

Action #	Title	Description	Total Funds	Contributing
		2.5.3 Continue to facilitate maximum parent/guardian involvement in the IEP process.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$75,415	$

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
1.479%	0.000%	$0.00	1.479%

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Support for Multilingual Learners **Need:** To increase English Language Proficiency and academic achievement in ELA. 85% of PVSD students met or exceeded standards on the 2024 ELA CAASPP. Although the data is suppressed on the ETS website due to having less than eleven EL students (six 3rd-8th grade students designated as ELL), district NWEA reading data (Winter 2025) indicates that our six 3rd-8th grade EL students are below the district average in achievement at this time, ranging from 17% to 66% achievement. **Scope:** Limited to Unduplicated Student Group(s)	ELD support and reading instruction is designed to provide all English Learners (ELs) with consistent, standards-aligned opportunities to practice speaking, listening, reading, and writing in English—key components necessary for language acquisition and academic success. PVSD achieved a 40% reclassification rate in the 2024–2025 school year. Internal data and collaboration with the Stanford Sequoia Collaborative indicate that EL students benefit significantly from early reclassification. To support this goal, PVSD will continue to have a dedicated Literacy/ELD Specialist deliver supplemental instruction beyond the core ELA program. The Literacy/ELD Specialist serves in a dual role. When providing English Language Development (ELD) services, the specialist works exclusively with students identified as English Learners. This specialist plays a critical role in monitoring Multilingual Student progress, delivering targeted instruction, specifically and explicitly for students identified as English Learners. The Specialist administers ELPAC assessments systematically and efficiently to ensure timely and appropriate reclassification. By providing these supports, PVSD ensures equitable access to high-quality language development instruction for all EL students, regardless of their school site or grade level.	Performance on ELPAC and CAASPP data if available as well as reclassification data and Benchmark Assessments (such as NWEA) (Metric 1.1, 1.2, and 1.5)

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.

Not applicable

Additional Concentration Grant Funding

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

Not 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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5100649	75,415	1.479%	0.000%	1.479%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,468,012.00	$313,534.00	$2,540,061.00	$118,844.00	$17,440,451.00	$14,566,870.00	$2,873,581.00

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	Planned Percentage of Improved Services
1	1.1	Conditions for Learning	All	No			All Schools		$10,194,277.00	$798,544.00	$9,886,100.00	$115,636.00	$991,085.00	$0.00	$10,992,821.00	
1	1.2	Professional Development	All	No			All Schools		$44,224.00	$381,694.00	$382,728.00	$41,990.00	$1,200.00	$0.00	$425,918.00	
1	1.3	Instructional Practices	All	No			All Schools		$1,302,830.00	$100,000.00	$429,750.00	$88,070.00	$885,010.00	$0.00	$1,402,830.00	
1	1.4		Unduplicated Students	No			All Schools		$177,348.00	$67,838.00	$0.00	$67,838.00	$177,348.00	$0.00	$245,186.00	
1	1.5	Support for Multilingual Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$195,150.00	$0.00	$156,120.00	$0.00	$39,030.00	$0.00	$195,150.00	
1	1.6	DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	Students with Disabilities	No			All Schools		$628,242.00	$880,903.00	$1,495,850.00	$0.00	$0.00	$13,295.00	$1,509,145.00	
2	2.1	Conditions for Learning/Safety	All	No			All Schools		$706,844.00	$520,402.00	$1,227,246.00	$0.00	$0.00	$0.00	$1,227,246.00	
2	2.2	Social Emotional Learning/Wellness	All	No			All Schools		$383,888.00	$60,000.00	$0.00	$0.00	$443,888.00	$0.00	$443,888.00	
2	2.3	Communication	All	No			All Schools		$0.00	$32,000.00	$32,000.00	$0.00	$0.00	$0.00	$32,000.00	
2	2.4	Student Support DIFFERENTIATED SERVICES FOR TARGETED STUDENTS	All	No			All Schools		$0.00	$32,200.00	$29,700.00		$2,500.00		$32,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Student Support DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	Students with Disabilities	No			All Schools		$934,067.00	$0.00	$828,518.00	$0.00	$0.00	$105,549.00	$934,067.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5100649	75,415	1.479%	0.000%	1.479%	$156,120.00	0.000%	3.061 %	**Total:**	$156,120.00
								LEA-wide Total:	$0.00
								Limited Total:	$156,120.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Support for Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$156,120.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,178,088.00	$15,837,645.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Conditions for Learning	No	$9,390,560.00	9794437
1	**1.2**	Professional Development	No	$158,955.00	136903
1	**1.3**	Instructional Practices	No	$1,366,931.00	1432419
1	**1.4**	INCREASED or IMPROVED SERVICES for TARGET STUDENTS	No	$325,438.00	353589
1	**1.5**	Support for Multilingual Learners	Yes	$180,000.00	185270
1	**1.6**	DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	No	$1,299,177.00	1502572
2	**2.1**	Conditions for Learning/Safety	No	$948,179.00	920876
2	**2.2**	Social Emotional Learning/Wellness	No	$451,988.00	425728
2	**2.3**	Communication	No	$98,000.00	90000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Student Support DIFFERENTIATED SERVICES FOR TARGETED STUDENTS	No	2500	75747
2	**2.5**	Student Support DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	No	$956,360.00	920104

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
76199	$180,000.00	$185,270.00	($5,270.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Support for Multilingual Learners	Yes	$180,000.00	$185,270.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4926365	76199	0	1.547%	$185,270.00	0.000%	3.761%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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