NVUSD
NAPA VALLEY UNIFIED SCHOOL DISTRICT

~Excellence and Equity Grow Here~

2026-2027 Local Control and Accountability Plan

Local Control Funding Formula (LCFF) Budget Overview for Parents Page 1

Local Control and Accountability Plan:

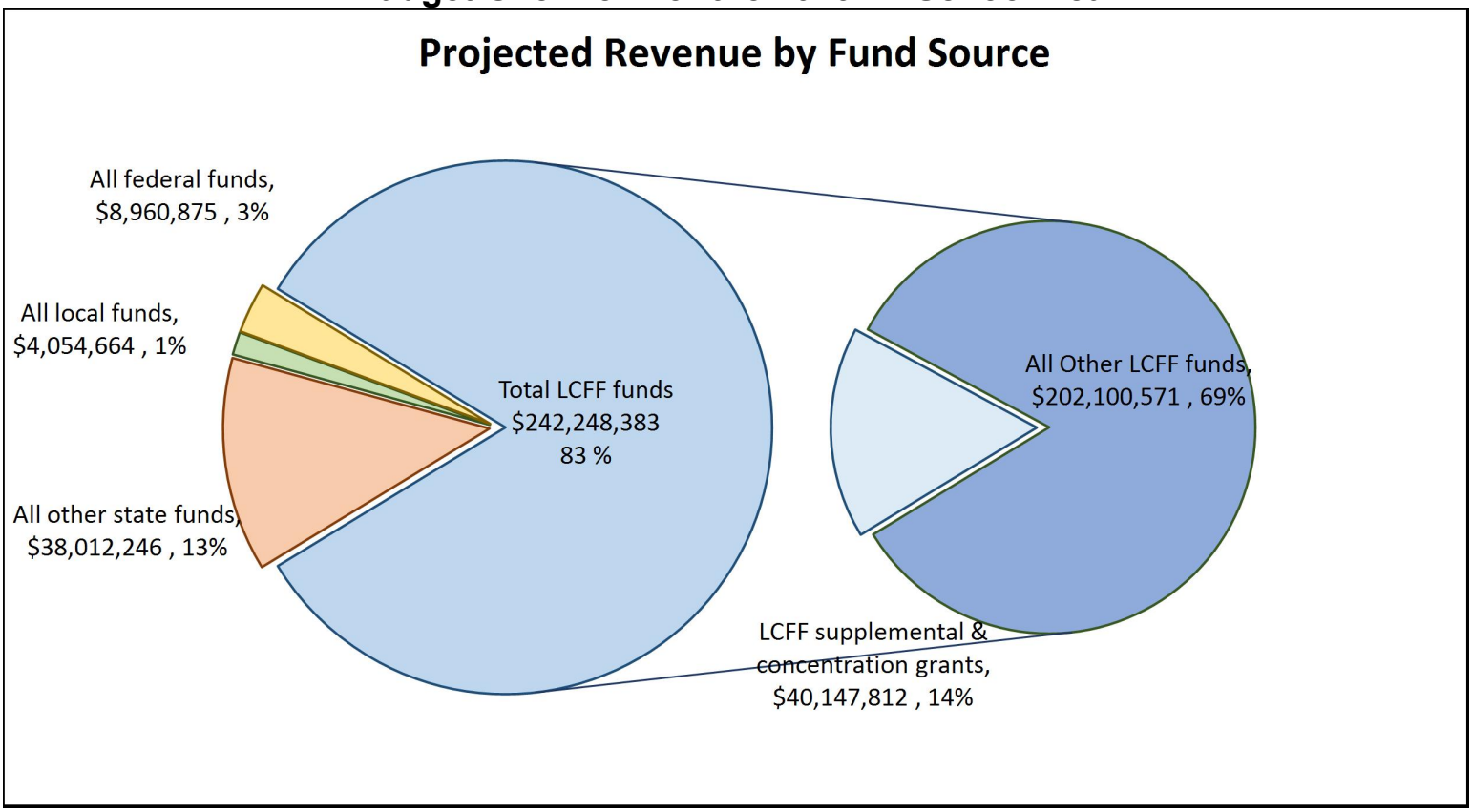
- Plan Summary Page 4
- Engaging Educational Partners Page 12
- Goals and Actions Page 17
- Increased or Improved Services for Foster Youth, English Learner, and Low-income Students Page 76
- Expenditures/Action/Annual Update Tables Page 89
- Instructions Page 98

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Napa Valley Unified School District
CDS Code: 28662660000000
School Year: 2026-27
LEA contact information:
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

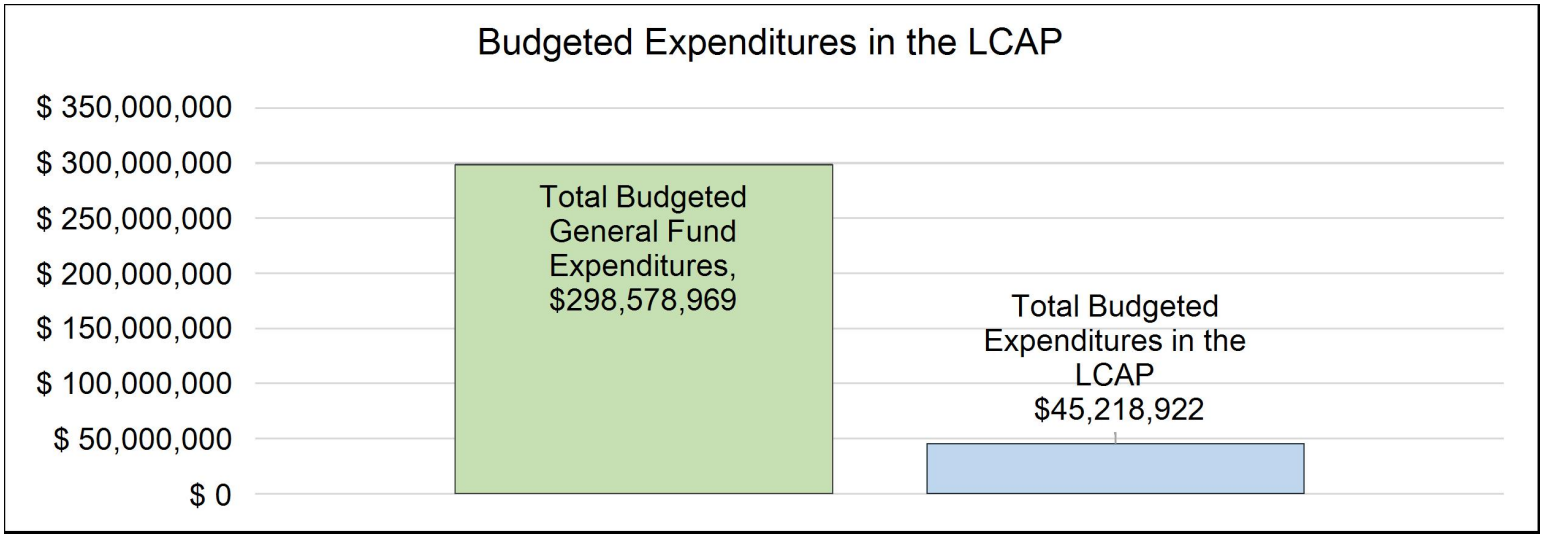


This chart shows the total general purpose revenue Napa Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Napa Valley Unified School District is $293,276,168, of which $242,248,383 is Local Control Funding Formula (LCFF), $38,012,246 is other state funds, $4,054,664 is local funds, and $8,960,875 is federal funds. Of the $242,248,383 in LCFF Funds, $40,147,812 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 Napa Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

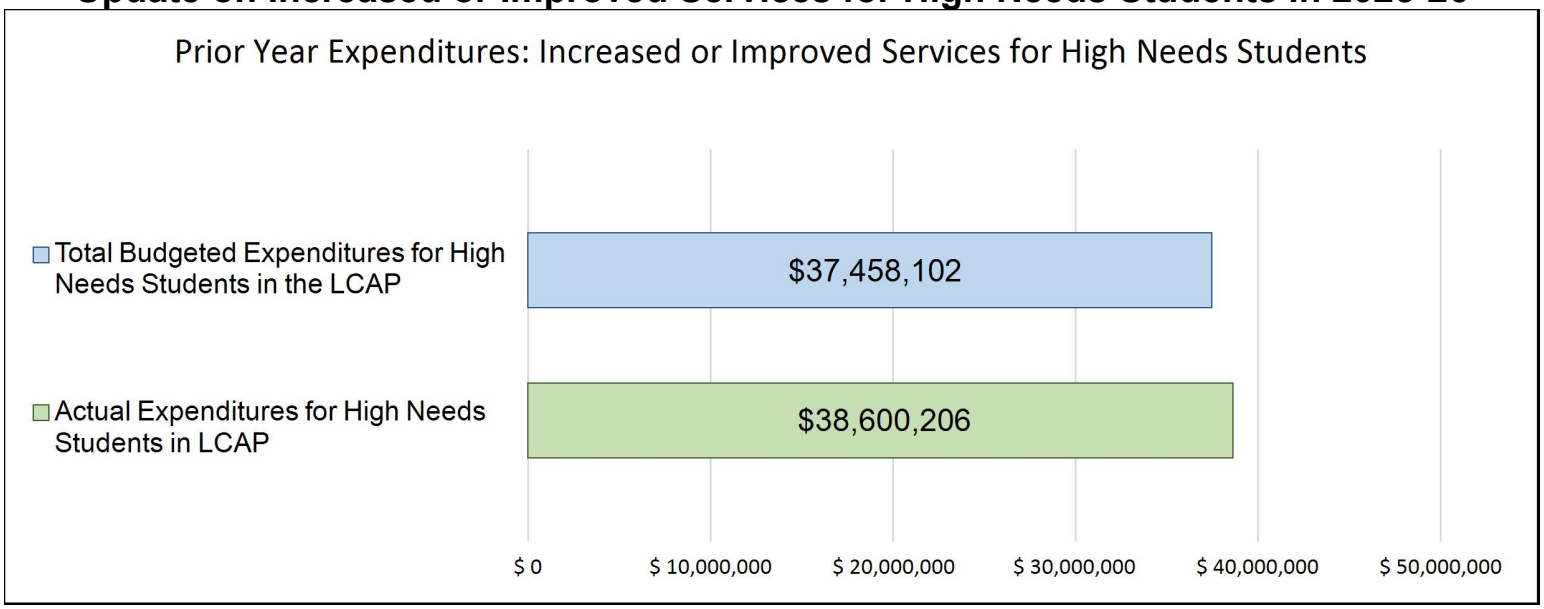
The text description of the above chart is as follows: Napa Valley Unified School District plans to spend $298,578,969 for the 2026-27 school year. Of that amount, $45,218,922 is tied to actions/services in the LCAP and $253,360,047 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Napa Valley Unified School District is projecting it will receive $40,147,812 based on the enrollment of foster youth, English learner, and low-income students. Napa Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Napa Valley Unified School District plans to spend $40,147,812 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Napa Valley Unified School District's LCAP budgeted $37,458,102 for planned actions to increase or improve services for high needs students. Napa Valley Unified School District actually spent $38,600,206 for actions to increase or improve services for high needs students in 2025-26.

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
Napa Valley Unified School District	Monica J. Ready, Ed.D. Assistant Superintendent	mready@nvusd.org (707) 253-3815

Plan Summary [2026-27]

General Information

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

Established in 1965, Napa Valley Unified School District (NVUSD), which covers 259 square miles, serves the communities of Napa, American Canyon, and Yountville in the heart of Napa Valley. Over 16,000 students attend our 26 schools in grades TK-12. The students and families of the valley are diverse, hard-working, and committed to ensuring that their schools are exceptional. NVUSD offers rigorous academic courses, robust Career Technical Education pathways, and diverse extracurricular and athletic programs. Our students can learn in traditional neighborhood schools, magnet schools, independent study, Dual Language Immersion (DLI) English-Spanish programs, inquiry-based learning schools, and an Early College Program. NVUSD also has a longstanding commitment to the social-emotional support of students with Wellness Centers at each middle school and the three comprehensive high schools. All secondary schools have additional mental resources to support services for students. NVUSD, governed by an elected seven-member Board of Education, employs over 1,500 dedicated faculty and staff members who work collaboratively to achieve district goals outlined in NVUSD Strategic Plan 2024 – 2029: Transforming Our Future Together.

After an extensive, months-long strategic visioning process conducted during the 2023–2024 school year, the NVUSD Board of Education formally adopted NVUSD Vision 2040: Reimagining Our Future Together in August 2025. This Vision represents the community's shared aspirations for students, adults, and the school system. It articulates a long-term goal: "Our graduates are confident, compassionate, and adaptable adults who are well-prepared for life and become inspiring advocates for themselves and their community."

Vision 2040 is comprised of four key components:
1. Graduate Portrait – Describes the essential qualities and competencies NVUSD students will develop by graduation.

2. Adult Portrait – Outlines the mindsets and practices adults must embody to support each student's educational journey.
3. System Portrait – Defines the conditions and organizational supports needed to realize the Graduate Portrait.
4. Core Values – Establishes the beliefs and behaviors that guide how we work and interact across NVUSD.

The Core Values are:
1. Centering Student Agency and Success
2. Culture of Kindness, Joy, and Celebration
3. Equity and Access for Our Students, Staff, and Families
4. Future-Ready Culture of Innovation
5. Partnerships and Collaboration
6. Relationships Built Through Trust and Belonging
7. Unwavering Commitment to Excellence

To put this long-term vision into action, in August 2025 the NVUSD Board adopted Transforming Our Future Together: The 2024–2029 Strategic Plan. This is the first in a series of multi-year plans designed to move the district toward realizing Vision 2040. The Strategic Plan includes 15 strategies organized into four theme areas:

Theme One: Rigorous, Real-World Learning Experiences for Students
1. Implement a common, vertically aligned TK–12 instructional framework
2. Establish systems for career-aligned, real-world learning
3. Build a comprehensive assessment framework and culture of student data use

Theme Two: A Nurturing Place to Learn and Work
4. Cultivate a culture of belonging throughout NVUSD
5. Build and promote equitable access to health and wellness for students, staff, and families
6. Unify professional learning throughout our system
7. Develop a comprehensive approach to improving school and district safety

Theme Three: A Collaborative Approach to Thoughtful Implementation
8. Socialize our Vision and Strategic Plan
9. Optimize project management culture and practice
10. Establish a system-wide approach for family and community engagement
11. Create a Board engagement and communication strategy
12. Design and embed a system-wide innovation practice

Theme Four: High-Functioning Systems to Maximize Impact
13. Develop a process for smart technology planning and responsible use
14. Improve and maintain our facilities
15. Deepen our governance framework

The 2025–2026 Local Control and Accountability Plan (LCAP) aligns with the 2024–2029 Strategic Plan. While the LCAP supports all 15 strategies, it places primary emphasis on Strategies 1–7, 10, and 13. Strategies 9, 11, 12, 14, and 15 also contribute to successful implementation and long-term sustainability.

LCAP Alignment Highlights:
-- LCAP Goal 1 and Goal 4 focus on high-impact Tier 1 instruction, real-world learning, and building a culture of effective student data use (Strategies 1–3). These elements are foundational to a multi-tiered system of support that addresses the academic, social, emotional, and behavioral needs of all students.
-- LCAP Goal 2 and Goal 3 reflect NVUSD's ongoing commitment to wellness, inclusivity, and meaningful parent engagement (Strategies 4, 5, and 10).
-- LCAP Goal 4 continues to prioritize school safety through systematized approaches aligned with Strategy 7.
-- Professional Learning, as emphasized in Strategy 6, is supported in the LCAP through targeted investments in high-quality training and instructional materials. These efforts aim to ensure a guaranteed and viable curriculum and the effective use of data to respond to student needs within a tiered intervention system.
-- LCAP Goal 5: Valley Oak High School is a dedicated alternative education campus committed to providing supportive, individualized learning opportunities that empower students to achieve academic and personal success. As part of our commitment to targeted student support, this year's plan highlights the state's LCFF Equity Multiplier funding, which provides additional resources to Valley Oak High School to accelerate student outcomes and address systemic inequities. Valley Oak High School qualifies for the state's specialized Equity Multiplier funding because it serves an exceptionally high concentration of students facing economic hardships and high mobility. To ensure transparency and strict accountability, Goal 5 of this LCAP specifically addresses the strategic deployment of these Equity Multiplier funds, directly aligning our resource allocation with evidence-based interventions and career-aligned, real-world learning to improve student outcomes.

Overall, the 2025–2026 LCAP serves as a bridge between NVUSD's bold new Strategic Plan and the day-to-day efforts to meet the evolving needs of our students, ensuring that every learner is supported, challenged, and prepared for success.

Overall, NVUSD continues to be responsive to external impacts such as declining enrollment, changing demographics and lingering COVID-19 impacts as outlined below.

Declining Enrollment
Napa Valley Unified School District serves 16,074 students across 26 schools, 13 elementary schools, 3 TK-8 schools, 4 middle schools, 4 high schools, a continuation high school, as well as, independent study, an Early College program, and an adult education program. NVUSD has experienced a significant decline in student enrollment resulting in a reduction of over 896 students since the 2020-2021 school year. As a result, NVUSD closed two elementary schools, as well as closed and consolidated middle schools. NVUSD continues to closely monitor and use centralized enrollment systems so that each school continues to support highly effective and engaging academic and enrichment programming. Additionally, in order to support students and families through school closure, NVUSD has been response and nimble opening three Tk-8 schools in 2022-23 and one Tk-8 in 2025-2026. TK enrollment is expanding across the district.

Demographics

The diversity of Napa County is reflected in NVUSD's student population with Hispanic/Latinx students comprising 58.6% of the district's enrollment; white students 24.2%; Filipino 6.5%; Asian 2.8%, Two or More Races 5.1%, African American 2.4% and American Indian less than 1%.
--Multilingual Learners (MLL) [English Learners]: The 2024-2025 data report 3696 students (23% of total enrollment) as MLLs representing 30+ home languages with Spanish as the predominant language spoken by over 95% of ELs. NVUSD has 607 students (19.5%) who are classified as Long-Term English Learners (LTEL).
--Students with Disabilities (SWDs): The percentage of SWD has consistently increased due to the addition of preschool students and increases in students who are eligible. The current percentage of students classified as SWD is 17.38% requiring special education services ranging from related services to more intensive.
--Foster/Homeless Students: NVUSD has 45 students placed in foster homes and 494 students in temporary housing. The number of students experiencing homelessness has significantly increased since 2022-2021. NVUSD provides additional social worker services to meet the needs of our students who are experiencing the additional challenges of housing instability.

Demographic Changes
NVUSD students and families are experiencing a continual increase in qualifying as socio-economically disadvantaged (SED) based on federal lunch program criteria. Since 2020-2021, the percentage of students who qualify for FRPM has grown by 15%. Similarly, the unduplicated count has grown by 13.3%. The increased needs of our students and families are addressed through additional services and human resources, including but not limited to, social workers, counselors and community parent liaisons.

Attendance
Historically, attendance has been uniformly high, with the district consistently logging an actual attendance rate above 95% at all grade levels, however, increased absences following the Covid-19 pandemic continues to plague the average daily attendance percentage. Over the two years, NVUSD has shown a significant decrease in chronic absenteeism (10.3% decline since 2023-2024) while acknowledging that there is still room to improve.

Reflections: Annual Performance

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

Academic Performance Data

CAASPP English Language Arts (ELA)
2023: 41.9% of students met or exceeded the standard
2024: 40.7% of students met or exceeded the standard
2025: 44.4% of students met or exceeded the standard

Overall student performance on the state assessment (CAASPP) in English Language Arts (ELA) shows an increase by 3.7%. High impact language and literacy instruction at all levels and across all contents is an area of focus outlined in LCAP Goal #1, 2 and 4. There is a targeted focus on early literacy support through Language Essentials for Teachers of Reading and Spelling (LETRS®) professional development program. Also, NVUSD ensures students have access to targeted early intervention in grade Tk-5. Language comprehension

strategies that support the development of academic and content language, reading comprehension and writing to learn are areas of focus outlined in Goal #1.

CAASPP Math
2023: 26.8% of students met or exceeded the standard
2024: 27.8 % of students met or exceeded the standard
2025: 29.7% of students met or exceeded the standard

NVUSD student performance on the state assessment (CAASPP) shows a slight, continual increase in math over three years. Although the results are improving, math continues to be an area of concern and focus overall and for multiple subgroups. NVUSD has and continues to take strategic steps to address student's procedural and conceptual understanding of mathematics. The strategies outlined in LCAP Goal #1 and 4 include implementation and monitoring of guaranteed and viable curriculum, development of an instructional framework, alignment and usage of core curricular resources, use of common formative assessments, professional learning and in situ coaching, and targeted intervention which includes the addition of IXL Math.

English Learner Progress Indicator (ELPI)
The reclassification rate of MLL students showed a slight decline from 12.1% in 2023-2024 to 11.2% in 2024-2025; the English Learner Performance Indicator (ELPI) showed a slight increase from 42.3% in 2024 to 42.9% in 2025. The reclassification and ELPI data highlights a growing area of need in NVUSD. The California School Dashboard reported Long Term English Learner (LTEL) data for the first time in 2023-2024. Since then, LTELs demonstrated 9.8% growth on the ELPI indicator. NVUSD will lean into the strategies outlined in the NVUSD Master Plan for Multilingual Learners to guide system-wide improvement. The MLL Master Plan emphasizes sustaining academic rigor, maintaining high expectations, and engaging MLLs in meaningful academic interactions. A critical component is ensuring a strong focus on language development through both designated and integrated English Language Development (ELD). As outlined in LCAP Goal #2, implementation of a high-quality, language-rich curriculum aligned with these strategies is essential to reversing current trends and improving outcomes for all multilingual learners.

College/Career Indicator
The 2025 College and Career Indicator (CCI) showed that overall student performance remained steady, with a minimal growth of 0.7% from 2024. Most students continue to meet the College Indicator through a-g completion (Level 4 Range). CCI data shows 63.5% of students met through Advanced Placement completion (Level 3 range, 50.1%-75.0%) which moved up from Level 2 in 2024. Other areas of completion—such as Smarter Balanced assessments and the State Seal of Biliteracy—remain within the Level 2 range (25.1%–50.0%). The district's strategic plan emphasizes real-world, career-aligned learning as a key priority. Students meeting the CCI through Career Technical Education (CTE) pathways continues to show slight gain year over year, rising from 18.6% in 2023 to 20.6% in 2024 to 21.2% in 2025. This growth reflects ongoing efforts to expand access to career-relevant learning experiences and will continue to be prioritized in LCAP Goal #1.

Academic Engagement
Chronic Absenteeism
A review of our attendance data and the California State Dashboard indicates a 1.3% decline overall, which continues to show improvement from 2023 – 2024. This downward trend is true for all student subgroups, except Foster Youth increased 13.3% and LTELs 4%. Improvement in Chronic Absenteeism is due to NVUSD's wraparound services provided by a variety of staff including teachers, site administrators,

community parent liaisons, counselors, social workers, nurses and community partners. NVUSD will continue to address Chronic Absenteeism utilizing the following strategies as outlined in LCAP Goal #4:
--Systematic and proactive communication
--Data tracking and monitoring through an early warning system
--Additional supports at the six Community Schools Programs (four elementary, one middle and one high school)
--Active engagement of families through ongoing needs assessments

Graduation Rates
NVUSD is proud to report a strong overall graduation rate of 92.9%, reflecting a consistently high rate that remains above the State average. Notably, several student subgroups demonstrated even greater gains. Graduation rates for English Learners students rose by 3.8%, while Two or More Races saw an increase of 1.8%. The most significant growth was among Asian (5.9%) and LTELs (7.5%). Students with Disabilities, whose graduation rate improved by 4.3%. These positive trends highlight the district's ongoing commitment to supporting all learners, through tiered instruction, intervention and credit recovery which are strategies outlined in LCAP Goal #4.

Conditions and Climate
Suspension Rates
In 2025, the overall student suspension rate dropped to 3.6%. However, significant disparities persist among specific student subgroups. Homeless (7.1%), African American (5.7%), Long-Term English Learners (9.1%), and Foster Youth (11.9%) continue to be suspended at disproportionately higher rates. This highlights the ongoing need for welcoming and inclusive practices with targeted social, emotional and behavioral support as outlined in LCAP Goal #4.

Parent and Family Engagement
Following the implementation of the new Strategic Plan and Indicators, NVUSD has maintained a strong foundation in family engagement while driving positive growth in community input. A vast majority of parents report a highly accessible and welcoming environment, with 83% feeling welcome, 76% understanding teacher expectations, and nearly 90% experiencing no language barriers in communication or participation. Furthermore, while the overall sense of belonging at schools and the district office held steady and strong at 85% from 2025 to 2026 (with "strongly agree" responses jumping by 4%), families increasingly feel that their voices matter. Specifically, the percentage of families who know how to share thoughts on their child's learning rose to 80%, and those who feel the district genuinely cares about their opinions when making changes grew from 63% to 67%, signaling that the new strategic initiatives are successfully deepening community trust and agency.

Specific Student Subgroup Progress
The following California State Dashboard indicators scored in the lowest category at these specific school sites.
Chronic Absenteeism: Donaldson Way, Napa Junction, Phillips Elementary, Silverado Middle
College and Career Readiness: Napa Valley Independent Studies, Valley Oak High School
ELA Academic Performance (CAASPP); McPherson, Shearer, Silverado Middle, Valley Oak High School
Math Academic Performance (CAASPP): Napa Valley Independent Studies, Shearer, Silverado Middle, Valley Oak High School
English Learner Progress (Browns Valley, McPherson, Napa High, Napa Valley Language Academy, Unidos Middle School, Valley Oak High School, West Park, Willow
Graduation Rate: Valley Oak High School

The following student groups district-wide scored in the lowest category on the California State Dashboard indicators.
English Learners (Multilingual Learners): Math, ELA, CCR
Foster Youth: Math, ELA, Graduation rate, Suspension rate, CCR
Homeless Youth: ELA, Math
African American: Chronic Absenteeism, Math
Students with Disabilities: Math, ELA
Hispanic: Math

The following student groups at these specific school sites scored in the lowest category on the California State Dashboard indicators.
American Canyon High School: Homeless (suspension); SWD (ELA/Math), African American (Math), Hispanic (Math), Filipino (CCR)
American Canyon Middle: African American (Chronic Absenteeism, Math), Asian (Chronic Absenteeism), EL (math), Hispanic: Math), SED (math), SWD (ELA/Math)
Bel Aire Park: EL (ELA), SWD (ELA)
Browns Valley: EL (ELPI), Hispanic (Suspension), SED (suspension)
Canyon Oaks: African American, Asian, and White (chronic absenteeism)
Donaldson Way: Students with disabilities, EL, Filipino, Hispanic, and White (chronic absenteeism)
McPherson: EL (ELA, ELPI), Hispanic and SED (ELA), SWD Math)
Napa High: EL (CCR and ELPI), Hispanic (Math), SWD (CR, ELA, math, suspension)
Napa Junction: SWD, Hispanic, EL, and White students (chronic absenteeism)
NVIS: Hispanic (Math), SED (ELA and Math)
NVLA: EL (ELPI)
Northwood: SWD (ELA)
Phillips: EL (ELA), Hispanic, SED, and EL (Chronic Absenteeism)
Redwood: EL (ELA), Hispanic and SED (Math), SWD (ELA, math, suspension)
Shearer: SWD (ELA/Math/suspension); White (ELA, math, suspension), EL, Hispanic, and SED (ELA, math)
Silverado: EL (ELA, math, suspension), Hispanic, SED, and SWD (Chronic Absenteeism, ELA, math, and suspension), white (Chronic Absenteeism)
Snow: EL and Hispanic (ELA), SWD (Chronic Absenteeism and ELA)
Unidos: EL (Chronic absenteeism, math, ELPI), SED (Math), SWD (ELA/Math)
Valley Oak: EL (ELPI, suspension), Hispanic (CCR), SED (CCR, ELA/Math) White (CCR)
Vintage: EL and SWD (CCR), Hispanic (Math)
West Park: EL (ELA, ELPI), Hispanic (ELA, suspension), SED (ELA), SWD (ELA/Math)
Willow: EL (Chronic absenteeism, ELPI)

Learning Recovery and Emergency Block Grant (LREBG)
A reflection on annual performance was conducted using the California School Dashboard alongside local indicators, including Star Reading and Math assessments, to analyze student performance in English Language Arts (ELA), mathematics, science, and chronic absenteeism. While elementary data reveals incremental growth and a promising decrease in students requiring urgent intervention in grades 1–5, secondary data does not mirror this decline, revealing a need to expand academic interventions to the middle and high school levels. To address these findings, NVUSD will utilize its remaining Learning Recovery and Emergency Block Grant (LREBG) funds for the 2026–2027

school year within Goal 1, Actions 1.1 and 1.2 to support ELA and mathematics, Goal 2.1 to support high impact instructional practices (Action 2.1), and Goal 4 (Action 4.2) to strengthen our Multi-Tiered System of Supports (MTSS) process. This deployment directly aligns with the allowable uses of LREBG funds, which prioritize academic learning recovery, response to intensive student needs, and instructional coaching. The funds will directly address our identified needs by expanding the TOSA (Teacher on Special Assignment) Student Support roles to secondary sites, shifting their scope to provide direct services, instructional coaching, and targeted interventions across both Tier 1 and Tier 2 levels. This ensures all student subgroups scoring in the "Low" and "Very Low" performance categories receive the systematic, tiered reading comprehension and mathematics support required to accelerate proficiency.

Reflections: Technical Assistance

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

NVUSD is receiving technical assistance from the Napa County Office of Education as we qualified for Differentiated Assistance. The technical assistance session with NCOE staff focus on data analysis and monitoring with attention to identified student groups and completing required documentation.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Student LCAP Advisory (Representatives from students from all middle and high schools)	September 17, 2025, November 12, 2025, January 21, 2026, and May 6, 2026 Students engaged in learning about the 2024-2029 Strategic Plan and alignment to the LCAP. In January and May, students reviewed data, identified key areas of need, and created a plan of action to address the challenges. Educational partners from our equity multiplier school (Valley Oak) served as members of the LCAP Student Advisory.
District English Learner Advisory Committee	October 8, 2025, November 19, 2025, January 14, 2026, March 11, 2026, and May 13, 2026 Through DELAC and ELAC/DELAC Cohort Meetings, data presentations were shared, input was gathered and follow-up was provided.
District Advisory Committee	March 3, 2026 and April 28, 2026 LCAP data presentations were shared, input was gathered and follow-up was provided.
California State Employees Association	March 4, 2026 LCAP data presentation was shared and input was gathered from CSEA Site Representatives through two surveys: Professional Learning Survey (October 2025) and Annual Benchmark Survey (January 2026).
Annual Benchmark Survey - Parents, Students and Staff	January 19 - February 8, 2026 3,114 parent/guardian responses were collected. 4,270 4th-12 grade student responses were submitted. Staff (544) and community (315) responses were gathered as well.

Educational Partner(s)	Process for Engagement
Special Education Parent Advisory (Parent representatives from each of the 26 schools)	May 11, 2026 LCAP data presentation was shared and input was gathered.
Valley Oak High School (Equity Multiplier School) Community	As a California Community Schools Partnership Program School, Valley Oak engaged the whole school community (students, families, staff, and community members) in improvement planning through robust stakeholder input structures such as committees, focus groups, surveys, and community nights.
Superintendent Teacher Advisory (Teacher representatives from each of the 26 schools)	March 24, 2026 LCAP data presentation was shared and input was gathered.
Superintendent Parent Advisory (Parent representatives from each of the 26 schools)	March 16, 2026 LCAP data presentation was shared and input was gathered.
Napa Valley Educators Association	Data presentation was shared and input was gathered from NVEA Site Representatives through three surveys: Professional Learning Survey (October 2025) Annual Benchmark Survey (January 2026) and LCAP Survey (May 2026)
Administrators/Managers	Data presentations were shared and input was gathered from NVUSD Management through Full Cabinet Meetings on September 8, 2025, November 3, 2025, and May 4, 2026. Principals regularly engaged in data analysis, reflection and planning through bi-monthly Principal Learning which included a focus on Strategic Plan and LCAP data on December 11, 2025, January 14, 2026, January 29, 2026, February 26, 2026, March 26, 2026, and May 21, 2026.

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

The input sessions and surveys provided educational partners with a greater understanding of the alignment between the NVUSD Strategic Plan and LCAP goals. The Annual Benchmark Survey addressed various aspects of the Strategic Plan including wellness, belonging and inclusion, engagement and career-exposure experiences. The new Annual Benchmark Survey includes the parent survey questions as outlined in LCAP Goal #3.

Once input sessions were completed, the feedback received was incorporated into the revisions for the 2026-2027 LCAP. These revisions were shared with the DELAC and DAC parent groups to provide an opportunity for feedback prior to the Public Hearing on June 11, 2026. Notification of the Public Hearing was posted on the NVUSD webpage. The Board of Education held a Public Hearing to review the Local Control Accountability Plan (LCAP) on June 11, 2026. The presentation of the plan for approval is scheduled for the Board of Education meeting on June 25, 2026. The revisions to our LCAP incorporate the input expressed by students, parents, teachers, administrators, staff, and community members.

The Educational Partner section highlights the major recommendations that emerged across various groups. The input provided by educational partners played a major role in refining goals and strategies. Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities stated in our strategic plan.

The overarching themes that emerged in the educational partner engagement process are outlined below by LCAP Goal.

LCAP Goal #1: Students will graduate future-ready
Parents, students and staff expressed a strong desire for expansion of academic support, early exposure to real-world learning, greater clarity and consistency with grading, and increased counseling and guidance. First, there is a consistent demand for increased tutoring (after-school, one-on-one, and peer-led) and more effective use of digital tools like IXL to support Math and Reading. Feedback highlights a need to start college and career conversations earlier (elementary/middle school) through career fairs, "Shadow Days," and financial literacy courses. Students and parents are calling for more clear, equitable, and uniform grading practices across all classrooms to better reflect student learning. A trend exists toward needing more present and timely counseling to help students navigate college and career, including access to Advanced Placement courses, internship, and post-secondary pathways.

LCAP Goal #2: Students will experience responsive, engaging and relevant learning.
Students and families have identified a clear set of needs centered on enhancing the educational experience and communication pathways for Multilingual Learners (MLLs) and their families. A strong pattern across groups is the need for a centralized, strategic program for newcomers that includes specialized toolkits and coaching for both students and teachers. Students' suggestions lean toward making English Language Development (ELD) more engaging by using real-world scenarios, interactive strategies (like drawing or exchange programs), and incorporating local cultural contexts. Families consistently requested clearer information regarding the ELPAC testing process and the specific requirements for reclassification.

LCAP Goal #3: Families will experience robust communication and engagement.
Feedback from families and students emphasizes a collective desire to strengthen the connection between home and school through improved communication, education, and dedicated support staff. To foster a more inclusive environment, both students and families are calling for enhanced home-school communication that features "open door" policies and the expansion of translated resources into multiple languages, such as Vietnamese, to ensure accessibility for all families. There is also a significant interest in parent education, with a focus on school-led workshops that help families navigate digital platforms like Aeries and ParentSquare, support student wellness, and demystify grading practices. Finally, the families advocate for empowering parent liaisons by increasing staffing and hours for these vital roles at every school site to ensure families have a consistent and reliable bridge to the district's resources.

LCAP Goal #4: Students will thrive socially, emotionally, and academically.
Feedback regarding LCAP Goal #4 centers on a holistic approach to student well-being that prioritizes increased mental health resources, improved school environments, and a more balanced relationship with technology. Families and staff highlighted a need for increased mental health staffing, specifically requesting services from social workers, counselors, or behaviorists at every school site to provide timely Tier 2 and Tier 3 interventions. Alongside personnel, there is a push from students and staff to enhance school environment and culture by investing in physical spaces like calm corners, flexible seating, and sensory areas, while simultaneously implementing restorative practices to manage behavioral needs and improve safety. Finally, families and students advocate for a more balanced use of technology, seeking clear

guidance on limiting screen time and “pen and paper” activities to supplement digital learning. Families shared an interest in learning more about supporting their child with balanced use of cell phones and social media.

The following summarizes actions or priorities that were influenced by specific educational partner input, categorized by NVUSD’s LCAP Goals.

LCAP Goal #1: Students will graduate future-ready.
Based on the input from educational partners, LCAP Goal #1 focuses on scaling academic interventions and refining college and career pathways to ensure equitable student outcomes. A primary shift involves moving the IXL platform from a pilot phase to full adoption, utilizing it for both Tier 1 and Tier 2 prevention and intervention alongside developing and strengthening targeted tutoring programs during and after school. To bridge the gap between graduation and future careers, the district is launching a formal CCGI scope and sequence for grades 6–12, expanding work-based learning through SchooLinks, and strengthening Career Technical Education (CTE) pathways. Furthermore, NVUSD is prioritizing equitable grading by expanding the "On Track" initiative to all secondary schools, which allows students multiple opportunities to demonstrate mastery. This comprehensive strategy is rounded out by an expansion of College Board assessments and dedicated professional development for staff to increase student awareness and success in Advanced Placement (AP) courses.

LCAP Goal #2: Students will experience responsive, engaging and relevant learning.
To address the needs identified by students and families for LCAP Goal #2, NVUSD has established a strategic set of priorities centered on ensuring Tier 1 high impact instruction, as well as specifically addressing the needs of multilingual learners by focusing on reclassification and newcomer support. The district will focus on strengthening Designated English Language Development (ELD) at the elementary level by ensuring appropriate minutes, professional development, learning walks, and coaching. For Long-Term English Learners (LTELs) in grades 6–9, the district is implementing designated ELD and AVID Excel to accelerate reclassification, while high school LTELs will receive targeted language, literacy, and career-readiness support. To meet the demand for a centralized newcomer program, cross-departmental collaboration will ensure inclusive practices, supported by social workers to assist families in navigating the system.

LCAP Goal #3: Families will experience robust communication and engagement.
In direct response to the feedback from families and students for LCAP Goal #3, NVUSD is prioritizing the strengthening of home-school connections through several strategic initiatives. The district will develop a comprehensive family and community engagement framework designed to standardize inclusive communication practices and engagement approaches across all school sites. Recognizing the need for consistent, localized support, the district is also managing the transition of Family Resource Centers to NVUSD staffing, which will empower parent liaisons by providing more stable and reliable bridges to district resources. Furthermore, to satisfy the high interest in parent education, the district is expanding parent learning opportunities tailored to specific grade spans. These workshops will focus on demystifying academic tools—including digital platforms like Aeries and ParentSquare—while providing critical information on the reclassification process and college and career readiness, ensuring that families have the necessary knowledge to support their students’ long-term success.

LCAP Goal #4: Students will thrive socially, emotionally, and academically.
In response to partner feedback for LCAP Goal #4, NVUSD is prioritizing a holistic approach to student well-being by integrating mental health support, environmental improvements, and digital wellness. The district will implement a new Health and Wellness Framework designed to strengthen Positive Behavior Intervention and Support (PBIS) and Social-Emotional Learning (SEL) through the consistent use of the Toolbox and Second Step curricula. To address the call for increased mental health staffing and timely intervention, NVUSD is refining

Wellness Center roles and services at the secondary level and launching a new MTSS platform--Renaissance EduClimber--to better track and manage tiered supports across all schools. Physical school environments will be bolstered by empowering student voices through the Safe School Ambassadors program at select sites to foster inclusive cultures. Finally, to address concerns regarding technology, the district is developing a digital literacy scope and sequence that provides clear guidance on safety, wellness, and a balanced approach to screen time, directly answering family requests for resources on managing cell phone and social media use.

LCAP Goal #5: Students attending Valley Oak High School will thrive socially, emotionally, and academically
The Equity Multiplier Goal was developed in partnership with Valley Oak High School students, staff, and families. The school leadership team, English Learner Advisory Committee (ELAC), and School Site Council (SSC) provided feedback on goals and actions. Student feedback was generated through focus groups. Through this process, educational partners identified the need for ongoing academic support. As a results, funds will continue to be allocated to provide tiered intervention through the additional of Teachers on Special Assignment and instructional aides. Additionally, parents and students continue to express the need for increased opportunities to engage in career-aligned, real-world learning. Valley Oak will continue to support increased career counseling and work-based learning support through internships and dual enrollment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will graduate future-ready. This LCAP goal aims to: --Establish access to rigorous, high-quality instruction that promotes literacy across all content areas (NVUSD Strategic Plan, Strategy 1) --Develop and implement systems that enable all students to experience career-aligned, real-world learning (NVUSD Strategic Plan, Strategy 2) --Build a district-wide system and culture of using student data, based in an aligned, comprehensive assessment system, to identify and break down barriers to student achievement (NVUSD Strategic Plan, Strategy 3) Based on 2023 data, this goal aims to accelerate growth for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, English Learners, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated. These groups have the lowest scores on the California State Dashboard in the academic achievement metrics listed below (for example, CAASPP, College and Career Readiness Indicator). 2024 data further confirms the need to focus on these subgroups. The addition of Long-Term English Language Learners (LTELs) on the California Dashboard highlights the need for targeted attention to support their growth in ELA, math, college and career readiness, and English proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This LCAP section reflects Strategies 1-3 of NVUSD's 2019-2024 Strategic Plan and was developed to ensure that all students are provided the access, opportunity, and support to graduate with an array of postsecondary options. To access and succeed in postsecondary opportunities, students must demonstrate sufficient academic progress during their TK-12 journey. Inequities continue to be exacerbated

during the pandemic, as a result, NVUSD must focus on learning acceleration, particularly for unduplicated pupils. Our A-G graduation requirement data and graduation rate are key data points for this goal. Feedback from educational partners and data analysis indicated a need to maintain this goal from the prior LCAP with some modifications.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	STAR Renaissance Local Assessment Data	47.4% of students were at standard met or exceeded in ELA based on state performance levels (Winter 2024 screening window data). 27.2% of students were at standard met or exceeded in math based on state performance levels(Winter 2024 screening window data).	Percentage of Students at Standard Met or Exceeded - ELA Star "State" Benchmark (Winter 2025) • Overall: 49.1% • Multilingual Learners: 6.3% • Long Term ELs: 4.5% • Foster Youth: 8.0% • Temporarily Unhoused: 21.2% • Socioeconomically Disadvantaged: 38.3%	Percentage of Students at Standard Met or Exceeded - ELA Star "State" Benchmark (December 2025) • Overall: 48.7% • Multilingual Learners: 6.0% • Long Term ELs: 5.3% • Foster Youth: 17.2% • Temporarily Unhoused: 20.8% • Socioeconomically Disadvantaged: 39.0%	57.4% of students will score at the standard met or exceeded in ELA based on state performance levels 42.2% of students will score at the standard met or exceeded in math based on state performance levels	1.3% difference from baseline in ELA based on state performance levels 4.3% difference from baseline in math based on state performance levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Students with IEPs: 21.8% Percentage of Students at Standard Met or Exceeded - Math Star "State" Benchmark (Winter 2025) • Overall: 28.1% • Multilingual Learners: 7.6% • Long Term ELs: 2.1% • Foster Youth: 3.6% • Temporarily Unhoused: 11.4% • Socioeconomically Disadvantaged: 19.5% • Students with IEPs: 12.8%	• Students with IEPs: 19.4% Percentage of Students at Standard Met or Exceeded - Math Star "State" Benchmark (December 2025) • Overall: 31.5% • Multilingual Learners: 9.8% • Long Term ELs: 3.2% • Foster Youth: 16.7% • Temporarily Unhoused: 16.8% • Socioeconomically Disadvantaged: 22.9% • Students with IEPs: 16.1%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	College and Career Readiness (CDE Dashboard)	40.8% of students are considered "prepared" on the CDE college and career indicator based on the 2023 California State Dashboard.	Percentage of Students Considered "Prepared" on the 2024 California Dashboard • Overall: 41.5% • Multilingual Learners: 9.8% • Long Term ELs: 7.6% • Foster Youth: Unavailable • Temporarily Unhoused: 19.8% • Socioeconomically Disadvantaged: 32.8% • Students with IEPs: 8.8%	Percentage of Students Considered "Prepared" on the 2025 California Dashboard • Overall: 45.4% • Multilingual Learners: 13.2% • Long Term ELs: 15.5% • Foster Youth: Unavailable • Temporarily Unhoused: 18.4% • Socioeconomically Disadvantaged: 36.0% • Students with IEPs: 7.4%	50.8% of students are considered "prepared" on the CDE college and career indicator based on the California State Dashboard.	4.6% difference in percentage of students considered "prepared" on the CDE college and career indicator based on the California State Dashboard.
1.3	High School Graduation Rate	Four-year cohort graduation rate in 2022-2023 was 92.5%	Percentage of Students in the "Four Year Cohort" Graduating with a "Regular" High	Percentage of Students in the "Four Year Cohort" Graduating with a "Regular" High	Four-year cohort graduation rate of 95%	0.4% difference in the graduation rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Four-year cohort graduation rate in 2022-2023 for English Learners was 83.8% Four-year cohort graduation rate in 2022-2023 for Foster Youth was 62.5% Four-year cohort graduation rate in 2022-2023 for Homeless students was 83.3% Four-year cohort graduation rate in 2022-2023 for socioeconomically disadvantaged students was 91.3% Four-year cohort graduation rate in 2022-2023 for students with disabilities was 83.5%.	School Diploma on the 2024 California Dashboard • Overall: 93.0% • Multilingual Learners: 83.8% • Long Term ELs: 84.5% • Foster Youth: Unavailable • Temporarily Unhoused: 85.0% • Socioeconomically Disadvantaged: 91.9% • Students with IEPs: 87.8%	School Diploma on the 2025 California Dashboard • Overall: 92.9% • Multilingual Learners: 87.6% • Long Term ELs: 92.0% • Foster Youth: Unavailable • Temporarily Unhoused: 80.4% • Socioeconomically Disadvantaged: 91.6% • Students with IEPs: 81.2%	Four-year cohort graduation rate for English Learners of 88.8% Four-year cohort graduation rate for Long-Term English Learners of 89.5% Four-year cohort graduation rate for Foster Youth of 80% Four-year cohort graduation rate for Homeless students of 88.3% Four-year cohort graduation rate for socioeconomically disadvantaged students of 95% Four-year cohort graduation rate for students with disabilities of 88.5%.	
1.4	Statewide assessments (ELA, Math, CST-Science, CAA)	41.9% of students met or exceeded standard on the ELA CAASPP in the Spring of 2023.	Percentage of Students at "Standard Met" or "Standard Exceeded" on the	Percentage of Students at "Standard Met" or "Standard Exceeded" on the	56.9% of students met or exceeded the standard on the ELA CAASPP	2.8% difference in percentage of students who met or exceeded the standard on the ELA CAASPP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		26.8% met or exceeded standard on the math CAASPP in the Spring of 2023.	ELA CAASPP in the Spring of 2024 • Overall: 40.7% • Multilingual Learners: 6.9% • Long Term ELs: 2.8% • Foster Youth: 0% • Temporarily Unhoused: 15.8% • Socioeconomically Disadvantaged: 30.5% • Students with IEPs: 16.1% Percentage of Students at "Standard Met" or "Standard Exceeded" on the Math CAASPP in the Spring of 2024 • Overall: 27.8%	ELA CAASPP in the Spring of 2025 • Overall: 44.7% • Multilingual Learners: 6.7% • Long Term ELs: 3.8% • Foster Youth: 0% • Temporarily Unhoused: 21.8% • Socioeconomically Disadvantaged: 34.6% • Students with IEPs: 16.0% Percentage of Students at "Standard Met" or "Standard Exceeded" on the Math CAASPP in the Spring of 2025 • Overall: 29.7%	41.8% met or exceeded the standard on the math CAASPP 32.7% met or exceeded the standard on CAST	2.9% difference in percentage of students who met or exceeded the standard on the math CAASPP 1.8% difference in percentage of students who met or exceeded the standard on the CAST

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Multilingual Learners: 6.6% • Long Term ELs: 0.8% • Foster Youth: 0% • Temporarily Unhoused: 9.8% • Socioeconomically Disadvantaged: 18.7% • Students with IEPs: 13.4% Percentage of Students at "Standard Met" or "Standard Exceeded" on the CAST (Science) in the Spring of 2024 • Overall: 22.7% • Multilingual Learners: 0.6%	• Multilingual Learners: 6.7% • Long Term ELs: 0.8% • Foster Youth: 0% • Temporarily Unhoused: 13.0% • Socioeconomically Disadvantaged: 20.3% • Students with IEPs: 13.0% Percentage of Students at "Standard Met" or "Standard Exceeded" on the CAST (Science) in the Spring of 2025 • Overall: 24.5% • Multilingual Learners: 1.7%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Long Term ELs: 0% • Foster Youth: Unavailable • Temporarily Unhoused: 6.0% • Socioeconomically Disadvantaged: 13.9% • Students with IEPs: 11.9%	• Long Term ELs: 1.6% • Foster Youth: Unavailable • Temporarily Unhoused: 14.5% • Socioeconomically Disadvantaged: 16.4% • Students with IEPs: 9.3%		
1.5	% of pupils that have successfully completed A-G requirements	44.5% met A-G requirements overall (2022-2023 data) 7.7% of English Learners (2022-2023 data) 32.1% of socioeconomically disadvantaged students (2022-2023 data) 16.3% of homeless students (2022-2023 data)	Percentage of 2024 Graduates Meeting A-G Eligibility • Overall: 42.2% • Multilingual Learners: 9.7% • Long Term ELs: 3.0% • Foster Youth:	Percentage of 2025 Graduates Meeting A-G Eligibility • Overall: 41.0% • Multilingual Learners: 8.9% • Long Term ELs: 9.5% • Foster Youth:	54.5% met A-G requirements overall 11.1% of English Learners 4.3% of Long-Term English Language Learners 46.2% of socioeconomically disadvantaged students	-3.5% difference in students meeting a-g requirements overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% of foster youth (2022-2023 data) 11.6% of students with disabilities (2022-2023 data)	Unavailable • Temporarily Unhoused: 18.3% • Socioeconomically Disadvantaged: 31.5% • Students with IEPs: 8.3%	Unavailable • Temporarily Unhoused: 12.8% • Socioeconomically Disadvantaged: 30.6% • Students with IEPs: 6.9%	23.5% of homeless students 10% of foster youth 16.7% of students with disabilities	
1.6	% of pupils that have successfully completed CTE courses from approved pathways	Out of 1552 students who took one or more CTE classes in the 2022-2023 school year, 290 (18.6%) completed a pathway that year.	Percentage of 2024 Graduates Completing a CTE Pathway • Overall: 20.6% • Multilingual Learners: 9.3% • Long Term ELs: 10.0% • Foster Youth: Unavailable • Temporarily Unhoused: 15.0%	Percentage of 2025 Graduates Completing a CTE Pathway • Overall: 21.2% • Multilingual Learners: 9.9% • Long Term ELs: 12.4% • Foster Youth: Unavailable • Temporarily Unhoused: 14.7%	28.6% of students who took one or more CTE classes completed a pathway that year.	2.6% difference in percentage of graduates completing a CTE pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Socioeconomically Disadvantaged: 17.7% • Students with IEPs: 9.7%	• Socioeconomically Disadvantaged: 18.6% • Students with IEPs: 12.7%		
1.7	% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	9.4% of graduates met A-G requirements and completed a CTE pathway (2022-2023 data)	10.6% of graduates met A-G requirements and completed a CTE pathway (2023-2024 data)	10.7% of graduates met A-G requirements and completed a CTE pathway (2024-2025 data)	19.4% of graduates met A-G requirements and completed a CTE pathway	1.3% difference in percentage of graduates who met A-G requirements and completed a CTE pathway
1.8	Middle School and High School Drop Out Numbers	2022-2023 Middle school = 0 students High school = 32 students	2023-2024 Middle School = 1 student High School = 32 students	2024-2024 Middle School = 1 student High School = 43 students	Middle school = 0 students High school = 0 students	Middle school = -1 student High school = -11 students
1.9	Implementation of CCSS	100% of students have access	100% of students have access	100% of students have access.	100% of students have access	No difference
1.10	% of AP exams passed with a score of 3 or higher	62% of AP exams taken were passed with a score of 3 or higher (2022-2023 data)	65% of AP exams taken were passed with a score of 3 or higher (2023-2024 data)	72% of AP exams taken were passed with a score of 3 or higher (2024-2025 data)	72% of AP exams taken were passed with a score of 3 or higher	10% difference in percentage of AP exams taken and passed with a score of 3 or higher
1.11	Pupils prepared for college by the EAP	49.41% of 11th graders are "ready" or "conditionally ready" based on ELA. 18.14% of 11th graders are "ready" or "conditionally ready" based on math.	48.34% of 11th graders are "ready" or "conditionally ready" based on ELA based on 2023-2024 CAASPP data.	53.42% of 11th graders are "ready" or "conditionally ready" based on ELA based on 2024-2025 CAASPP data.	59.41% of 11th graders are "ready" or "conditionally ready" based on ELA. 25.4% of 11th graders are	4.01% difference in percentage of 11th graders who are considered "ready" or "conditionally ready" based on ELA.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			16.97% of 11th graders are "ready" or "conditionally ready" based on math based on 2023-2024 CAASPP data.	21.10% of 11th graders are "ready" or "conditionally ready" based on math based on 2024-2025 CAASPP data.	"ready" or "conditionally ready" based on math.	2.96% difference in percentage of 11th graders who are considered "ready" or "conditionally ready" based on math
1.12	Williams Compliance	100% sufficiency of instructional materials 100% of teachers are in assignments for which they are authorized to teach	100% sufficiency of instructional materials 87% of teachers in assignments for which they are authorized to teach	100% sufficiency of instructional materials	100% sufficiency of instructional materials 100% of teachers are in assignments for which they are authorized to teach	No difference in sufficiency of instructional materials No difference in the percentage of teacher in assignments for which they are authorized to teach

Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned actions and the actual implementation of those actions. The district maintained fidelity to its actions, adapting where necessary in response to staff feedback and contextual factors. Overall, data and feedback are demonstrating successful implementation with staffing, literacy, mathematics, assessment and college and career readiness initiatives. Year two of the 2024-2029 NVUSD Strategic Plan demonstrated significant progress in key actions aligned to the LCAP. Despite this, math and A-G completion continue to be a challenge and area of focus. The following analysis provides an overview of important success factors and challenges.

Action 1.1: Language and Literacy Support
--Equity-based staffing: The district successfully prioritized the retention of highly qualified staff through competitive compensation, ensuring that class size reduction and grade span adjustment ratios remained consistent for high-needs student populations. A key success was the continued application of an equity-based staffing formula at the secondary level, which increased Full-Time Equivalency (FTE) based on unduplicated student counts. This strategy proved vital in maintaining smaller class sizes, particularly within English Language Development

(ELD) programs, even as the district faced the broader challenge of declining enrollment. By insulating these positions from standard staffing cuts, the district was able to protect instructional quality for English Learners, Foster Youth, and low-income students while simultaneously maximizing elective and enrichment opportunities that might otherwise have been eliminated.
--LETRS (Science of Reading): Strategic growth in reading as demonstrated by CAASPP ELA and Star Reading results is maintained through rigorous professional learning and structured oversight. The district has successfully managed multiple cohorts of LETRS training, ensuring that all current participants complete their sequences by mid-June while launching new cohorts for Magnet and elementary schools. All Interventionists have completed their training and play an integral role in supporting tier 3 reading needs. To ensure long-term success, the district has introduced new learning walks and principal coaching as a vital sustainability plan, specifically designed to support the significant number of trained teachers. Implementation is further standardized through the use of a General Phonics Plan and a Language Comprehension Checklist, while District Academic Specialists conduct monthly coaching visits and "Literacy Walkthroughs" to provide principals with the collaborative support needed to lead evidence-based instruction effectively.
--AVID: The district successfully maintained AVID at select sites across elementary, middle, and high school sites, fostering a student-centered culture of college and career readiness. A key success was the establishment of a K-12 AVID Collaborative, which facilitated the sharing of site-based plans and the beginning of district-wide goal alignment. A substantive difference between planned and actual implementation emerged mid-year: while the initial rollout focused broadly on AVID strategies, site-level data revealed a heavy lean toward "Organization" and "Inquiry." Recognizing a critical need for deeper literacy support, the district pivotally adjusted its framework mid-year to prioritize writing and reading. This shift will ensure that AVID was not just a college-readiness program in name, but a functional engine for language and literacy development.

Action 1.2: Mathematics Program Support
--The district’s implementation of mathematics instruction has centered on a rigorous, standards-based learning approach, which has yielded steady, incremental growth. This strategy ensures that students are taught to the full depth of grade-level standards, assessed accurately, and paced to ensure instructional equity. Key to this success is a robust professional learning system, including embedded planning days and Communities of Practice specifically for elementary educators.
--Despite these instructional wins, a substantive gap exists between the planned systematic support and the actual consistency of Tier 2 and 3 interventions. While secondary levels are seeing benefits from the same core strategies, the implementation of extended learning opportunities—such as tutoring and push-in support—remains sporadic rather than systemic. The primary challenge is the lack of a uniform intervention model across all school sites. To bridge this gap, the district is transitioning from "pockets of success" to a structured, Multi-Tiered System of Supports (MTSS). Moving forward, strengthening these interventions is a core priority, with specific strategic actions outlined in LCAP Goal #4 to ensure that every student, regardless of their school site, has access to the supplemental support needed to master complex mathematical concepts.

Action 1.3: Assessment and Intervention
--Year 2 implementation of Strategy 3 focused on institutionalizing a culture of student data usage through the rollout of common TK-12 assessments, ensuring equitable access to grade-level rigor. At the elementary level, the transition was marked by the successful integration of mClass DIBELS 8, where 15 of 16 sites trained staff in progress monitoring and PLC data protocols to better inform Tier 1 instruction and skill-based small groups. K-5 educators also utilized District Writing Assessments (DWA) and math FIABs that aligned specifically to their pacing, which allowed for a progressive increase in student exposure to CAASPP-aligned tasks as staff recognized the value of these tools through direct experience. While secondary ELA and math teachers implemented common assessments for the first time, including

CAASPP-aligned prompts and end-of-unit math tests, there are varying degrees of usage across school sites and grade levels. The lack of a centralized digital platform created challenges in monitoring real-time implementation.
--Notably, the first-year implementation of the secondary 6–12 DWA was exceptionally strong, with schools and grade-level teams aligning on assessments and collaboratively analyzing the resulting data. Teachers expressed deep value in this collective learning process, citing the benefit of learning from colleagues across the system to better support student needs. This pilot not only surfaced a district-wide desire for greater coherence but also generated enthusiastic buy-in for a standardized, district-developed DWA to be formally embedded in the middle and high school assessment calendars for the upcoming year.
--In addition to core subjects, the district has made significant strides in aligning science and history/social science instruction with priority standards and newly completed proficiency scales which are foundational to administering common assessments and tracking student progress in science in preparation for the CAST. Science implementation is being closely monitored by District Academic Specialists, who have conducted classroom observations to ensure alignment. Their findings indicate varying degrees of alignment in both pacing and content. To strengthen and sustain this momentum, middle school science teams have initiated unit planning that will extend into next year, supported by three professional release days. Furthermore, the development of common end-of-unit assessments for both science and history/social science is currently underway, with full implementation slated for the next academic year.
--Access to college-readiness benchmarks also expanded through the strategic administration of College Board assessments. Students in AVID 8, AVID 9, and ELD levels 3 and 4 at both the 8th and 9th-grade levels participated in the PSAT 8/9 for the first time, a move designed to increase access to advanced coursework in high school. The resulting data demonstrated that students are showing increasing capabilities to succeed in rigorous, advanced programs, prompting the district to explore a broader expansion of the PSAT 8/9 to reach more students.

Action 1.4 Career Readiness Programming
--The district successfully increased counselor professional learning through a blend of technical and experiential training. Counselors completed a pilot College Board Certificate and received training on the California College Guidance Initiative (CCGI) and Aeries Academic Plan. To stay current with national admission trends, staff engaged with the STARS Network, resulting in two counselors participating in university "fly-in" programs at STARS College Network schools, and all counselors engaging in training on the college application and admissions process. This resulted in immediate changes to senior support and the school profiles. While balancing multiple new platforms proved challenging to full implementation of CCGI, the Aeries Academic Plan was prioritized to streamline master scheduling and course registration as well as CCGI for senior applications to CSUs, UCs, and CCCs. As a result, counselors report a much deeper understanding of the specific supports students need to navigate complex national application processes.
--Career Technical Education expanded at the three comprehensive high schools through the development of new pathways—Health Science (ACHS), Viticulture (VHS), and International Business (NHS)—that are ready for implementation in the 2026-2027 school year. A major milestone was the refinement and expansion of pathways at the new Agriculture & Culinary Innovation Student Center. To ensure these programs meet market needs, a new Agriculture Advisory was formed to align curriculum with real-world industry skills.
--SchooLinks platform was launched to centralize work-based learning, seeing over 5,500 student interactions at New Tech and American Canyon High. A significant success was the expansion of internships to Valley Oak High School, where students intern within NVUSD departments like Transportation and Food Services, logging over 100 hours. These students meet weekly as a cohort with counselors to bridge the gap between their work experience and professional skill development. This expansion ensures that work-based learning is becoming a core component of the high school experience.

--Career exploration has been successfully scaled across the entire K-12 continuum. All 16 elementary schools hosted Career Days, and two "Launch Your Future" expos for high schoolers. Middle school counselors piloted CCGI lessons to help younger students build career profiles, while high schoolers in grades 9-11 completed formal Aeries Academic Plans. In the college sector, the STARS Network partnership provided 46 seniors with intensive 1-on-1 counseling. Early data is promising: FAFSA completion rates have significantly increased, and 120 rising seniors are already enrolled in summer college advising, demonstrating a robust and growing pipeline for college access.
--To ensure students remain eligible for CSU and UC systems, the district participates in the California Education Partner On Track Collaborative. This expanded to two middle schools and high schools in 25-26. The focus aligns with the district approach to standards-based learning using a three-pronged approach focusing on alignment of course expectations, feedback-rich instruction, and meaningful grading practices. This initiative seeks to advance A-G and CCI results by ensuring students earn all necessary A-G course credits with targeted support in the transition from middle to high school. The district has successfully piloted standards-based learning and aligned grading practices at two middle schools and one high school. As the second middle and high school approach this week, there is progress with course alignment and feedback rich instruction. This process involves a detailed "Know/Show" alignment, common formative assessments, and intentional reteaching cycles based on data analysis. There is ongoing challenge with implementing research based reteach and retake practices as we learn how to account for new learning within the grading system.
--PSAT 8/9 assessment expanded to select pilot groups in 8th and 9th grade. Students in AVID 8, AVID 9 and ELD 3 and 4 in 8th and 9th grade participated in the PSAT 8/9 to determine how this assessment might support college-readiness opportunities. Based on the review of AP Potential data, there is a gap between the number of students who qualify for Advanced Placement and those who enroll. Additionally, NVUSD counselors had the opportunity to participate in a pilot College Board Counselor Credential. 14 counselors completed this pilot and found it beneficial in supporting their academic counseling support to middle and high school students.

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

The material difference between budgeted and actual expenditures was primarily driven by the inability to fulfill planned staffing for supplemental tutoring services. While the district intended to allocate funds toward hiring a robust support team, the lack of a consistent organizational structure made it difficult to effectively identify, hire, and train personnel for these roles. Consequently, the actual percentage of improved services fell short of initial projections. Moving forward, the district aims to rectify this by establishing more rigorous systems to build a specialized cadre of staff dedicated to Tier 2 and 3 math interventions, ensuring that future budgeted resources are fully translated into direct student support.

The actual expenditures show an expanded investment in College Board assessments including a pilot of the PSAT 8/9 to AVID 8, AVID 9 and ELD 3 and 4 and increased College Board training for leaders and counselors. 14 middle and high school counselors completed the pilot College Board Counselor Credential certificate program, a comprehensive online professional development course designed to equip counselors with the knowledge and tools necessary to effectively support and empower all students through their Advanced Placement (AP) journey. This support enables strategic usage of college readiness assessment data for course enrollment in order to increase access and opportunity for student placement in advanced coursework based on AP potential data.

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

Action 1.1 Language and Literacy Support

--The district’s focus on early literacy is rooted in the Science of Reading, balancing foundational phonics with deep reading comprehension. Performance data highlights broad success, as overall results showed incremental growth on the CAASPP English Language Arts assessment, with all subgroups demonstrating gains. Mid-year trends on the Star ELA assessment show a steady 3.7% increase overall from Spring 2025 to Winter 2026, with nearly all subgroups showing incremental gains; the only exceptions are minor decreases of 0.7% among Multilingual Learners (MLLs) and youth in temporary housing. This progress is bolstered by high teacher engagement, with 98% of participants reporting that the research-based training directly enhances their classroom practice.
--The effectiveness of these literacy-focused actions is evidenced by the Spring 2026 District Writing Assessment (DWA) results, which show growth across all grade levels and domains. A significant success is noted in the Evidence/Elaboration domain, where 3rd-grade students saw a growth of +0.34, and 4th and 5th graders also showed marked improvement. This upward trend is mirrored in our Multilingual Learners, particularly in 4th grade, where growth in Organization/Purpose reached a staggering +0.49.
--The overall progress toward our science proficiency goals has been moderately effective, as evidenced by a 1.8% increase in overall CAST results. This upward trend validates the strategic shift toward updated curricular resources and a sharpened focus on a guaranteed and viable curriculum, particularly through the integration of literacy-based frameworks like the Claim, Evidence, and Reasoning (CER) model. The impact of these actions is most strikingly visible in the "temporarily unhoused" subgroup, where proficiency rates more than doubled, suggesting that the heightened focus on core instructional support is successfully reaching some of our most vulnerable learners. However, the data also reveals a critical gap in effectiveness regarding students with IEPs, who were the only subgroup that did not demonstrate growth. This stagnation indicates that while the general instructional enhancements are yielding broad gains, they may not yet be sufficiently tailored or accessible to meet the specific individualized needs of our special education population.

Action 1.2 Mathematics Program Support
The focus on rigorous, standards-aligned teaching and learning in mathematics resulted in a 2% increase in CAASPP Math scores and a 3% mid-year increase on Star Math across nearly all subgroups. Notably, while foster youth did not mirror this growth on the CAASPP, they have shown a remarkable mid-year surge of over 13% in both Star Reading and Math, validating the efficacy of high-impact teaching and the "reteach and retake" philosophy.

Action 1.3 Comprehensive Assessment System
The district continues to develop a comprehensive assessment framework, establishing a strong infrastructure for a culture of student data usage and continuous improvement. The cornerstone of this success is the second year of Data Dialogues, which has proven highly effective in shifting institutional culture. By requiring principals to meet with the Executive Team four times a year to align goals with CAASPP data, the district has fostered thoughtful and meaningful accountability and a measurable increase in assessment literacy among staff. This professional development has directly translated into classroom practice through the strategic alignment of Focused Interim Assessment Blocks (FIABs) to grades 1–8 pacing schedules, allowing teachers to make immediate, real-time instructional adjustments. Furthermore, the expansion of the On Track program to Redwood Middle School and Vintage High School has successfully strengthened vertical alignment, with eighth and ninth-grade ELA and math teachers demonstrating clear growth in collaboration and feedback-rich practices. These structural and professional enhancements have begun to positively impact student achievement. The Fall to Winter Star Reading and Math data showed growth overall and in all subgroups for math and with all subgroups, except MLLs and Temporary Housed subgroups in Reading.

Action 1.4 Career-readiness Programming
--The strategic actions aligned to college and career readiness have yielded a 4% overall increase in the College and Career Indicator (CCI), driven primarily by successful expansions in Advanced Placement enrollment, higher rates of students scoring 3 or above on AP exams, and

a rise in CTE pathway completers. While nearly all subgroups demonstrated growth, the data highlights a persistent lack of progress for students with IEPs and those in temporary housing, signaling a need for more inclusive, targeted support. Furthermore, while graduation rates remain steady, a 2.5% decline in A-G completion rates is a significant concern, indicating that meeting high school graduation requirements is not currently translating to CSU/UC eligibility for all students. A notable success was observed among Long-Term English Learners (LTELs), who showed promising gains in both graduation and A-G rates. These results underscore a critical need to deepen the focus on standards-based learning, assessment literacy, and equitable grading practices that offer students multiple opportunities to demonstrate proficiency, ensuring they remain academically "On-Track" for post-secondary success.
--Regarding College Board Assessments, actions aimed at expanding data collection and professional development were highly effective, though they exposed a persistent gap in student enrollment. The expansion of the PSAT 8/9 to pilot groups—specifically AVID 8, AVID 9, and ELD 3 and 4 students—successfully allowed the district to track college readiness and gather valuable AP Potential data. Additionally, the counselor credential pilot was highly effective, with 14 counselors completing the program and finding it beneficial for improving academic counseling. However, the initiatives have yet to effectively address a systemic enrollment gap, as a clear disconnect remains between the number of students who qualify for Advanced Placement courses and the lower number of students who actually enroll.

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

Based on the data analysis and 2024-2029 NVUSD Strategic Plan, the following updates were made to the actions.

Action 1.1 Language and Literacy Support
--Reflecting on the need for more specialized language and literacy tier one and tiered intervention in grades 3-12, the district is evolving its approach for the coming year. The pivot to writing will be institutionalized through the scaling up of The Writing Revolution (TWR) strategies. Planned changes include a comprehensive K-12 TWR Articulation to build a scope and sequence aligned with existing curricular resources. Starting in the summer, the district will launch K-12 Opt-In Training for TWR planning, followed by site-based professional development for K-5 (and eventually 6-12) staff. This will be supported at AVID schools through focused goal setting and actions in the areas of reading and writing.
--To improve outcomes for the College and Career Indicator (CCI) and A-G completion, the Instructional Support Services Team is transitioning toward a more integrated and data-driven model. A key shift involves supporting the relatively new inclusion model in middle school science and History/Social Science through standards-based learning and universal design for learning. This move directly addresses the need for better alignment between general and special education, ensuring that all students—particularly those in inclusive settings—receive the rigorous instruction and multiple opportunities and methods to demonstrate their learning prior to transitioning to high school.
--The team is also strengthening site-level professional learning and coaching support by deploying secondary Teachers on Special Assignment (TOSAs) to provide targeted support and by providing ongoing professional learning for principals to lead data-driven improvement cycles. These efforts directly support the goal of improving College and Career Indicator (CCI) and A-G completion rates.

Action 1.2 Mathematics Program Support
To achieve incremental growth for all students and exponential improvement for those needing intensive support, the Instructional Support Services Team will focus on recruiting, identifying, and expanding specialized staffing to provide targeted mathematics assistance. This plan prioritizes a direct investment in personnel who will enhance Tier 1 instruction through a flexible mix of push-in and pull-out support. By

increasing the number of experts on the ground, the team is creating expanded opportunities to learn, ensuring that students receive the immediate, small-group interaction necessary to bridge learning gaps and rapidly accelerate their proficiency.

Action 1.3 Comprehensive Assessment System
--To ensure these instructional changes are effective, the Instructional Support Services Team is overhauling assessment practices by implementing the Renaissance DnA platform. This shift moves away from static reporting toward a model where teachers and leaders use timely, standards-aligned data within Professional Learning Communities (PLCs) to monitor student progress in real-time. To support this, all content areas will now participate in three collaborative planning days focused specifically on standards-based learning and assessment literacy. This practical approach builds on a successful small-scale pilot in elementary mathematics, expanding it district-wide to create better alignment and coherence across all school sites.

Action 1.4 Career-readiness Programming
--College Board assessments will expand to PSAT 8/9 and PSAT 10 for all students. This supports the identification ready for Advanced Placement courses.
--By scaling "On Track" initiatives to include American Canyon Middle and High Schools by the 2026-2027 school year, the team is establishing a consistent, district-wide system that ensures every student remains on a clear path toward graduation and post-secondary success.

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	Language and Literacy Support	ELA CAASPP The following actions and services focus on the implementation of a comprehensive literacy initiative that ensures that all students TK-12 read, write, and communicate proficiently at grade level to align with the needs of all students but targeted in the identified areas at the following school sites: College and Career Readiness: Napa Valley Independent Studies, Valley Oak High School ELA Academic Performance (CAASPP): McPherson, Shearer, Silverado Middle, Valley Oak High Graduation Rate: Valley Oak (all students) STAFFING --Retain highly qualified staff to maintain class size and meet grade span adjustment ratio to better serve English Learners, Foster Youth, and students from low-income families through competitive compensation.	$5,209,862.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Utilize an equity-based staffing formula at the secondary level to increase FTE based on unduplicated student count at each school site. --Retain highly qualified staff to maintain class size and meet grade span adjustment ratio to better serve English Learners, Foster Youth, and students from low-income families through competitive compensation. PROFESSIONAL DEVELOPMENT --Added professional development days to the teacher calendar; provided classified staff the opportunity to attend additional professional development. --Offer a Literacy-focused (reading and writing) Community of Practice for teachers and instructional staff. --Provide training to teachers around guaranteed and viable curriculum (priority standards, proficiency scales, and assessments). --Provide curriculum and supplies to support and celebrate the Seal of Biliteracy and the Seal of Civic Engagement. --Provide site leaders with ongoing professional learning and coaching focused on site-level leadership of the literacy initiative and related NVUSD curriculum and assessments. PROGRAM/CURRICULUM --Implement effective, research-based Early Literacy program from TK-2 using ESGI (Kinder) and Key Phonics Screener (1-3rd grade), mCLASS assessments to provide specific data for differentiated instruction. --Develop and implement tiered intervention programs and supports at the elementary and secondary levels. --Provide ELA prevention and intervention programs (i.e. Lexia PowerUp, IXL) --To improve College and Career Readiness, partner with Napa Valley College to increase students who are dually enrolled and earn both high school and college credits for courses taken during the school day. --Support strong implementation of Advancement Via Individual Determination (AVID), a program that provides a student-centered approach to college and career readiness, at schools of varying levels (elementary, middle, and high) by providing funding for membership fees. --Continue to offer opportunities for students to engage with authors to inspire and encourage students to read and write.		

Action #	Title	Description	Total Funds	Contributing
		--Provide tutoring and/or other extended learning opportunities that augment the core academic program. --Maintain extension of library hours on all campuses. --Implement an Orton Gillingham (dyslexia) based intervention model to support struggling readers and writers at the Tier 3 level. --Offer the Youth Cinema Project to students. The Youth Cinema Project is a project-based academic program that develops creativity, collaboration, critical thinking, and communication skills. --Provide curriculum and library materials to support the literacy success of all students. --Provide technology and other learning tools to unduplicated students to support access to learning. LREBG Action: --To guarantee that all students have access to a rigorous, guaranteed, and viable curriculum, NVUSD is strategically deploying remaining LREBG funds to support the assignment of Teachers on Special Assignment (TOSAs) to every elementary and secondary site. These positions provide tiered coaching, professional learning, and intervention services principally directed to support the academic growth of students in our unduplicated and at-promise populations. Specifically, TOSAs spearhead the systemic implementation of the Science of Reading across the TK–12 continuum, delivering targeted coaching and direct intervention focused on foundational early literacy skills in elementary grades, while expanding to grades 3-12 to target advanced reading comprehension. Furthermore, these site-based TOSAs drive the TK–12 alignment of our guaranteed and viable curriculum by establishing priority standards, proficiency scales, and instructional pacing, alongside student assessment, data analysis, and high-impact instructional practices to ensure equitable Tier 1 and Tier 2 outcomes in English Language Arts. --LREBG funds will support students meeting graduation and a-g requirements by funding sections of credit recovery during the school year and in the summer. LREBG funds will support staffing of credit recovery sections and Subject, the online platform with A-G aligned courses. This offers students an opportunity to improve their grade when earning a D or recovery their credits when earning an F.		

Action #	Title	Description	Total Funds	Contributing
		Targeted support will be provided to address ELA academic progress for the identified student groups at the following school sites. Napa High - Students with Disabilities Valley Oak High - All Students/Socioeconomically Disadvantaged Silverado Middle - All Students/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/ English Learners Snow Elementary - Students with Disabilities/English Learner/Hispanic American Canyon High - Students with Disabilities American Canyon Middle - Students with Disabilities Bel Aire Park Elementary - English Learner/Students with Disabilities McPherson Elementary - All Students/English Learner/Hispanic/Socioeconomically Disadvantaged Napa Valley Independent Studies - Socioeconomically Disadvantaged Northwood Elementary - Students with Disabilities Phillips Elementary - English Learner Redwood Middle - English Learner and students with disabilities Shearer Elementary - All Students/English Learner/Hispanic/Socioeconomically Disadvantaged/ Students with Disabilities/White students Unidos Middle - Students with Disabilities West Park Elementary - English Learner/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities		
1.2	Mathematics Program Support	The following actions and services focus on the consistent, effective implementation of state standards in math to ensure that all students can fluently and accurately calculate mathematical problems, apply mathematical reasoning, and explain their thinking at grade level but targeted in the identified areas at the following school sites: College and Career Readiness: Napa Valley Independent Studies, Valley Oak High School Math Academic Performance (CAASPP): Napa Valley Independent Studies, Shearer, Silverado Middle, Valley Oak High School STAFFING	$3,832,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Retain highly qualified staff to maintain class size and meet grade span adjustment ratio to better serve English Learners, Foster Youth, and students from low-income families through competitive compensation. --Utilize an equity-based staffing formula at the secondary level to increase FTE based on unduplicated student count at each school site. --The LREBG funding supports the assignment of Teachers on Special Assignment (TOSAs) to every elementary and secondary site to provide tiered coaching, professional learning and intervention services principally directed to support the academic growth of students in our unduplicated and at-promise populations. Additionally, TOSAs will support TK-12 alignment of guaranteed and viable curriculum (priority standards, proficiency scales, pacing), student assessment and data analysis and high impact instructional practices. PROFESSIONAL DEVELOPMENT --Provide professional development to staff to support the academic and socio-emotional needs of students --Contract professional learning services with core math curricular resource companies to support the continued implementation of highly effective standards-aligned learning at the elementary and secondary level. --Provide instructional coaching and opportunities to articulate the TK12 math program, specifically focused on 6th and 9th-grade transition points. --To increase collaboration and alignment, provide professional learning through Communities of Practice for elementary and secondary math teachers. --Provide site leaders with ongoing professional learning and coaching focused on site-level leadership of the math initiative and related NVUSD curriculum and assessments. PROGRAM/CURRICULUM --Provide research-based, targeted, and tiered academic preventions and interventions to accelerate student learning, particularly for unduplicated pupils, including the use of IXL math. --Utilize universal screening for math to monitor student progress and assess the need for early intervention. --Provide curriculum and instructional materials to implement intervention programs. --Offer credit recovery during the school year and in the summer		

Action #	Title	Description	Total Funds	Contributing
		LREBG Action: In order to eliminate systemic inequities and accelerate mathematical proficiency, NVUSD utilizes LREBG resources to fund site-based TOSAs at every elementary and secondary campus to provide tiered coaching, professional learning, and intervention services. This targeted framework is principally directed toward supporting our unduplicated and at-promise student populations, particularly student subgroups currently performing in the "Low" and "Very Low" categories on the California School Dashboard. TOSAs will focus heavily on supporting the implementation of the Gradual Release of Responsibility instructional framework, moving students methodically from explicit teacher modeling to collaborative practice and independent mastery. By embedding these coaches at every site, NVUSD ensures the uniform delivery of a guaranteed and viable mathematics curriculum through the collaborative refinement of priority standards, proficiency scales, assessment data analysis, and high-impact instructional practices that strengthen both core Tier 1 math instruction and Tier 2 interventions. Targeted support will be provided to address Math academic progress for the identified student groups at the following school sites. Napa High - Students with Disabilities/Hispanics Silverado Middle - Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/English Learners/All students Redwood Middle - Students with Disabilities/Hispanic/Socioeconomically Disadvantaged Valley Oak High - Socioeconomically Disadvantaged/All Students Shearer Elementary - Students with Disabilities/All Students/English Learner/Hispanic/ Socioeconomically Disadvantaged/White students Unidos Middle - Students with Disabilities/Socioeconomically Disadvantaged/English Learner West Park Elementary - Students with Disabilities American Canyon High - Students with Disabilities/Black/African American/Hispanic American Canyon Middle - Black/African American/English Learner/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities		

Action #	Title	Description	Total Funds	Contributing
		McPherson Elementary - Students with Disabilities Napa Valley Independent Studies - Hispanic/Socioeconomically Disadvantaged/All Students Vintage High - Hispanic		
1.3	Assessment and Intervention	The following actions and services focus on assessing student learning through a comprehensive assessment system that will inform teaching and accelerate student progress: STAFFING Fund site leadership positions to support teachers in instruction, assessment, and monitoring the progress of unduplicated and at-promise students. PROFESSIONAL DEVELOPMENT --Train site leaders and teachers to review student performance data to monitor school progress, guide practices, and make decisions regarding instruction and resource allocation. --Provide professional development on assessment results, including but not limited to STAR Renaissance, state-aligned assessments such as IABs and ICAs, curriculum-embedded assessments, and National assessments (College Board PSAT, SAT and AP). --Continue to train and support NVUSD Data Dialogues with site leaders to monitor progress and make adjustment in approaches through the year. --Support students in the transition from 8th to 9th grade by participating in On Track--a California Educational Partnership that supports PDSA cycles in ELA and math with the intent of ensuring students enter high school on track and meet A-G requirements. PROGRAM/CURRICULUM --Continue to utilize the STAR Renaissance Assessment platform to inform instructional practice. --Implement Renaissance DnA platform to support use of common assessments and timely response to data. --Utilize universal screeners for ELA, math, and behavior/SEL to monitor student progress and assess the need for early intervention.	$2,424,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Provide students with the technology tools and support needed to access modern technology. --Continue to provide no-cost PSAT and SAT exams to ensure that students, principally those from low-income backgrounds, can meet college requirements. --Continue to provide access to AP exams for unduplicated students. The desired outcomes are an increase in the graduation rate, academic progress (CAASPP and Star data), and the completion of A-G requirements.		
1.4	Career Readiness Programming	The following actions and services focus on ensuring that students will have multiple opportunities to prepare for life after high school and fulfill a California State Dashboard indicator for College/Career Readiness to align with the needs of all students but particularly at Napa Valley Independent Studies, Valley Oak High School STAFFING --Provide funding for a college and career readiness staff. PROFESSIONAL DEVELOPMENT --Provide the necessary training to counselors to support students in completing at least one college and career readiness indicator. --Expand training to staff on college advising, academic four-year planning, pathway development and access to work-based learning and dual enrollment. --Expand training to staff on College Board assessments and Advanced Placement courses --Provide on-site training at colleges and universities across the Nation to support counselors with staying up to date on the latest college admission processes --Expand training to staff on the use of Aeries Academic Plan and California Colleges Guidance Initiative (CCGI) to support students meeting A-G and developing college and career plans. --Provide training and support for the development of Seal of Civic Engagement and Personal Finance course.	$2,707,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PROGRAM/CURRICULUM --Allocate resources for work-based learning and career-exposure activities. --Expand work-based learning opportunities, including internship programs to all high schools. --Refining, strengthening and expansion of Career Technical Education (CTE) at all high schools that meet the 11 essential standards. --Expand career-exploration opportunities to students to have the opportunity to learn about multiple careers. --Offer a career planning program for secondary students to assist them in understanding themselves, exploring careers, and applying to jobs/colleges. Targeted support will be provided to address college and career readiness for the identified student groups at the following school sites. American Canyon - Filipino students Napa High - English Learner/Students with Disabilities Napa Valley Independent Studies - All Students Valley Oak High - All Students/Hispanic/Socioeconomically Disadvantaged/White Vintage High - English Learners/Students with Disabilities		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student learning will be responsive, engaging, and relevant. This goal is focused on ensuring that: --All NVUSD classrooms are using common core curricular resources and high impact instructional practices based on our district instructional framework (NVUSD Strategic Plan, Strategy 1). --All students, including multilingual students and students with IEPs, have equitable access to authentic literacy experiences and opportunities to build their academic language with appropriate support and opportunities to show their mastery (NVUSD Strategic Plan, Strategy 1). --Every adult receives meaningful and effective professional learning that specifically targets the needs of multilingual learners (NVUSD Strategic Plan, Strategy 6). Accelerate growth for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, English Learners, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated. These groups have the lowest scores on the California State Dashboard in the academic achievement metrics listed below (for example, CAASPP, College and Career Readiness Indicator).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

NVUSD is committed to ensuring that all students, including Multilingual Learners, experience deep, rigorous, and culturally responsive instruction that leads to high levels of academic achievement and English language proficiency. The professional development of teachers, administrators, and other certificated and classified staff is central to ensuring that MLLs meet rigorous college- and career-ready academic content standards, as well as corresponding English language development standards. We are committed to recruiting, retaining, and training the highest quality staff. Feedback from educational partners and data analysis indicated a need to maintain and align the goal with the 2024-2029 NVUSD Strategic Plan. Additionally, there was an identified need to increase services and support for Newcomers and Long-Term English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of ELs who progress in English proficiency (ELPAC)	46.7% of students progressed at least one ELPI level and 1.4% of students maintained at ELPI level #4 (2022-2023 data)	Percentage of Students Considered "Making Progress" on the ELPAC in the Spring of 2024 • Overall: 42.3% • Long Term ELs: 3.7%	Percentage of Students Considered "Making Progress" on the ELPAC in the Spring of 2025 • Overall: 42.9% • Long Term ELs: 47.2%	56.7% of English Language Learners will progress at least one ELPI level	-3.8% difference in percentage of students considered making progress at least one ELPI level
2.2	EL reclassification rate-Fall 2020 ELPAC summative data	By the end of the 2022-2023 school year, 11.9% of English Learners were reclassified.	Percentage of ELs Reclassified in the 2023-2024 School Year: 12.1%	Percentage of ELs Reclassified in the 2024-2025 School Year: 11.2%	Redesignate 15% of English Language Learners annually.	-0.7% difference in percentage of ELs reclassified
2.3	Teachers Fully Credentialed and Appropriately Assigned	As of May 2024, 95% of teachers were fully credentialed and 98% were appropriately assigned.	As of May 2025, 96% of teachers were fully credentialed and 94% were appropriately assigned.	As of May 2026, 96% of teachers were fully credentialed and 97% were appropriately assigned.	100% Fully Credentialed and Appropriately Assigned	1% difference in percentage of teachers who are fully credentialed and -1% difference in percentage of teachers who are appropriately assigned.

Goal Analysis [2025-26]

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

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

The majority of the planned actions were implemented as designed, with strategic shifts occurring primarily with targeted Multilingual Learner (MLL) and LTEL supports. Specifically, a shift in leadership and a subsequent program re-evaluation led to a substantive difference in our planned site-level MLL Leads under Action 2.3.

The following provides a more detailed analysis of implementation for each action.

Action 2.1 High Impact Instructional Strategies
--The NVUSD High Impact Instructional Team (HIIT) has successfully initiated an Instructional Framework rooted in the Gradual Release of Responsibility (GRR) model, which systematically shifts the cognitive load from the educator to the learner. Supported by a cohort of 100 teachers, the implementation transitioned from a deep study of the "I Do" phase to the "We Do" phase, utilizing a standardized lesson planning tool to ensure instructional coherence. This process was reinforced through four annual checkpoints where participants engaged in data analysis and strategy sharing.
--While implementation followed the planned professional development model, it is evolving to include the creation of a digital resource library, including video lesson studies and short reel overviews to bridge the gap between theory and practice. A primary challenge identified was the lack of alignment between the existing elementary math curriculum and high-impact strategies, leading to a planned TK-8 math curricular resource pilot for the upcoming year. Moving forward, the district is focused on refining "We Do" strategies—such as probing questions and backward fading—while scaling professional development tools to ensure the framework's long-term sustainability and broader application across all secondary content areas.
--The implementation of the district's professional learning strategy centers on providing two dedicated days of training for all TK-12 teachers and paraprofessionals, specifically designed to address the needs of unduplicated students and at-promise youth. While the initial strategy focused on broad topics such as Universal Design for Learning (UDL), social-emotional learning, and cultural responsiveness, the district has successfully transitioned to a more responsive "hybrid" model. In the 2024-2025 cycle, the implementation shifted from a fully centralized approach to a split model where one day is designed by individual school sites and the other remains district-led. This substantive change allows for a balance between localized site needs and systemic goals, ensuring that all outcomes remain tightly aligned with the district's Strategic Plan and LCAP. A key success of this implementation has been the iterative feedback loop established with educational partners. For instance, after analyzing stakeholder input from the October 2025 Professional Development (PD) day, the district proactively adjusted the content for the March 2026 session. This shift moved the focus toward building stronger connections between school sites and the district, deepening staff understanding of behavioral supports, and strengthening the implementation of a guaranteed and viable curriculum. By integrating training from both general education and special education departments, the district has effectively addressed specific gaps in instructional strategies. However, the implementation process has not been without its challenges. Refining the use of these days requires constant reflection to ensure that site-based autonomy does not dilute the district-wide focus on equity and unduplicated student support. Furthermore, moving beyond high-level overviews to achieve a "deep understanding" of complex areas like special education and behavioral interventions remains an ongoing hurdle. Despite these complexities, the current model has proven effective in fostering shared interests across the district and ensuring that professional learning is both data-driven and practitioner-informed.

Action 2.2 Ensure English Language Development All Day
--The implementation of the professional development specified in the Multilingual Learner (MLL) Master Plan is evolving into a targeted, data-driven approach. The appointment of a new Director of Multilingual Learner Services is supporting the refinement of these efforts, which started in the Fall with a comprehensive gap analysis of MLL and Long-Term English Learner (LTEL) services and supports, leading to revisions of the MLL Master Plan. This analysis revealed a critical need to provide instructional feedback through site level learning walks that provided real-time feedback on ELD standards, grouping strategies, and language intentionality, ensuring that the classroom environment remains both culturally responsive and linguistically rigorous.
--Substantive shifts in implementation were also seen in how the district approaches high-stakes testing. Rather than viewing the CAASPP and ELPAC as isolated events, the district implemented ELPAC Bootcamps at various sites and grade levels fostering awareness of the

value of these assessments for reclassification. These efforts are showing early evidence of increased student agency and a more intentional focus on students who have previously regressed or stalled on the English Learner Progress Indicator (ELPI).
--Despite these successes, the district faces ongoing challenges in achieving the full vision of the Master Plan. A primary difficulty lies in ensuring that leveling is consistently taking place across all ELPAC proficiency levels during Designated ELD time to prevent "middle-of-the-road" instruction that fails to meet the needs of either Newcomers or advanced learners.

Action 2.3 School site support for Newcomer students
The overall implementation centers a whole-child approach that pairs lower class sizes in English Language Development (ELD) environments with wraparound services delivered by health and wellness staff. This strategy eases the transition for newcomer Multilingual Language Learners (MLLs) by providing the individualized attention and psychological safety necessary for language acquisition.

Action 2.4 Supporting Long Term English Learners (LTELs)
--The overall implementation this year focused on expanding support for Long-Term English Learners (LTELs) by strengthening leadership capacity and refining instructional delivery. Instructional staff provided targeted professional learning to principals and assistant principals, equipping school leadership with the specific tools and data insights needed to deepen support for language and literacy development across their sites.
--The planned actions closely aligned with actual implementation, though a substantive variance emerged in how the professional learning was actualized. The primary success of this implementation has been the heightened awareness and intentional focus on LTEL needs at the administrative level, leading to more strategic resource allocation. By prioritizing leadership training, the expansion of services became a systemic effort rather than an isolated classroom initiative. Moving forward, the ongoing challenge will be ensuring that this leadership training consistently trickles down into daily classroom practices, requiring sustained monitoring and accountability to guarantee that LTEL students experience a measurable, positive impact on their language proficiency.
--Additionally, at the secondary level, there is a persistent structural challenge in providing intensive LTEL support within the school day without compromising a student's ability to stay on track for graduation requirements. Balancing these specialized interventions with core academic progress remains a top priority as the district continues to refine its targeted small-group support models.

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.

As a part of Action 2.3, we originally projected funding to place a MLL Lead at all secondary school sites to monitor and support the academic progress of Multilingual Learners (MLLs). However, due to a shift in leadership and subsequent program re-evaluation, these specific roles were not staffed. Following a comprehensive gap analysis and a revision of our instructional plan, the district pivoted away from funding those specific positions during this cycle. Consequently, the funds allocated for these personnel costs were not expended as planned.

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

Action 2.1 High Impact Instructional Strategies
--The development and implementation of an instructional model grounded in the gradual release of responsibility is rendering early results, especially in mathematics. At the elementary level, students receiving math instruction from HIIT teachers are outperforming their peers by

2.42 percent based on Fall-to-Winter STAR data. At the secondary level, students in math classes taught by HIIT teachers are outperforming all other students by just over 5 percent. These early indicators reinforce the impact of focused, consistent instructional practice.
--The effectiveness of the professional development strategy is evidenced by strong quantitative data and qualitative feedback from the two sessions. Overall, the initiative has been highly successful in advancing staff competencies, with 88.3% of participants rating the sessions a 3 or higher on a Likert scale regarding their ability to deepen or advance job-relevant knowledge and skills. Furthermore, 88.7% of staff expressed high satisfaction with the delivery model itself, suggesting that the shift to a hybrid of site-based and district-led learning resonates well with the workforce. These metrics indicate that the current approach is meeting its primary objective of providing high-quality, relevant professional growth for both teachers and paraprofessionals.
--The qualitative analysis of the "most valuable elements" reveals that the strategy is successfully fostering professional community and instructional clarity. Educators specifically highlighted collaboration and networking as vital components, alongside the practical benefits of building curriculum alignment and strengthening instructional strategies. At the secondary level, the implementation of content-specific support and the provision of dedicated planning time proved essential for translating theoretical learning into classroom practice. These elements have been instrumental in clarifying standards-based learning and ensuring that educators feel better equipped to support the district's most vulnerable student populations.
--However, the data also points to specific areas where the strategy must continue to evolve to maintain its effectiveness. While the foundational training in behavioral and social-emotional learning (SEL) was well-received, the consistent requests for "deepened knowledge" in these areas suggest that a single-session approach may be insufficient for the complexity of current student needs. This indicates a minor gap between the introductory nature of past sessions and the advanced mastery educators are now seeking. Moving forward, the effectiveness of the program will likely depend on the district's ability to transition from broad overviews to more specialized, intensive training in behavioral interventions and niche secondary content areas, as requested by the educational partners.

Action 2.2 Ensure English Language Development All Day and Action 2.3 School site support for Newcomer students
A targeted focus on MLLs is rendering results in multiple measures for both MLLs and LTELs, including CAASPP math and ELA, CAST, CCI, and graduation rates. Overall MLL data reveals an ongoing need for attention as the reclassification rate declined. This is partly due to the changes in policies impacting dually identified students' ability to reclassify through alternative means.

Action 2.4 Supporting Long Term English Learners (LTELs)
LTELs demonstrated significant growth in A-G completion by 6.5% and ELPI by 10% due to a strategic focus on supporting their language and literacy development across all content areas.

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.

Action 2.1 High Impact Instructional Strategies
--In order to bring better alignment between the elementary math curricular resource and the high impact instructional framework, we plan to pilot a TK-8 math curricular resource for the upcoming year. As the HIIT continues to develop the instructional framework, the team will focus on refining "We Do" strategies—such as probing questions and backward fading—while scaling professional development tools, such as lesson studies, to ensure the framework’s long-term sustainability and broader Tk-12 application.
--The implementation of the district’s professional learning strategy centers on providing two dedicated days of training for all TK-12 teachers and paraprofessionals, specifically designed to address the needs of unduplicated students and at-promise youth. While the initial strategy

focused on broad topics, the district has successfully transitioned to a more responsive "hybrid" model. In the 2024-2025 cycle, the implementation shifted from a fully centralized approach to a split model where one day is designed by individual school sites and the other remains district-led. These days will continue to focus on key actions within the Strategic Plan and LCAP, including a guaranteed and viable curriculum, assessment and data analysis, and high-impact instructional strategies. Furthermore, a significant emphasis remains on PBIS and SEL, specifically targeting behavioral supports such as de-escalation and replacement behaviors. We will continue to ensure these days are designed in response to educational partner feedback to remain tightly aligned with the district's goals. A key success of this implementation has been the iterative feedback loop established with educational partners. For instance, after analyzing stakeholder input from the October 2025 Professional Development (PD) day, the district proactively adjusted the curriculum for the upcoming March session. This shift moved the focus toward building stronger connections between school sites and the district, deepening staff understanding of behavioral supports, and strengthening the implementation of a guaranteed and viable curriculum. By integrating training from both general education and special education departments, the district has effectively addressed specific gaps in instructional strategies. To ensure the ongoing effectiveness of this strategy, the district will continue to implement the two-day professional learning model by deepening and strengthening our current practices rather than shifting approaches. A primary objective is to reinforce PBIS and SEL frameworks to ensure these systems are applied consistently across all school sites. To facilitate this, we will continue to bring general education and special education staff together, fostering a unified collaborative environment to address the behavioral and SEL needs of our students. To provide the ongoing support requested by our staff, we are expanding our model to include two built-in content or grade-level team days per year. These dedicated days will allow teams to dive deeper into their specific areas of expertise and ensure instructional strategies are practical and sustainable. Additionally, we will support the continuous growth of PBIS and SEL through ongoing training during our Wednesday sessions. By building on this existing foundation, the district remains committed to a professional development framework that matures alongside the expertise of our staff.

Action 2.2 Ensure English Language Development All Day and Action 2.3 School site support for Newcomer students
--A primary shift is the introduction of Designated ELD (D-ELD) Learning Walks, which provide a structured feedback loop for teachers on critical markers such as language intentionality, cross-cultural connections, and proficiency-based grouping. To address past inconsistencies in instructional delivery, the district has established a firm mandate of 150 minutes of D-ELD per week at the elementary level.
--The instructional model is being revised to ensure that all proficiency levels—specifically Newcomers—receive tailored support, with Title 1 schools now encouraged to implement cross-grade level leveling to better aggregate and serve students with similar linguistic needs.

Action 2.4 Supporting Long Term English Learners (LTELs)
At the secondary level, the district is introducing specialized technical and pedagogical supports to combat the unique challenges faced by Long-Term English Learners (LTELs). This includes the adoption of a new digital language development tool for grades 6-12 and the potential implementation of AVID Excel in middle schools to bridge the academic gap. To ensure these tools are used effectively, MLL Leads will now engage in a district-level PLC directed by the Director of Multilingual Learner Services. This professional learning will be mirrored by a "one-pager" initiative designed to simplify the integration of ELD strategies across all content areas, ensuring that MLL support is a shared responsibility rather than a siloed task for ELD specialists.

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	High Impact Instructional strategies	The following actions and services focus on ensuring the use of high impact instructional strategies across all content areas and grade levels. PROFESSIONAL DEVELOPMENT --Provide ongoing year-long coaching and support to teaching teams on high-impact instructional strategies through synchronous and asynchronous professional learning opportunities. This includes two days of standards-based learning support to all grade and content level teams. --Provide two district-wide professional learning days for all TK-12 teachers and paraprofessionals to focus on supporting the needs of our unduplicated students and other at-promise youth through high impact instructional practices and strategies that impact behavior and social emotional learning. --Provide onboarding training for new instructional staff. PROGRAM/CURRICULUM --Fund staffing, supplies, materials, and consulting services as defined by each school's School Plan for Student Achievement (SPSA) in alignment with NVUSD's LCAP goals. --Provide before, during the day, and/or after school tutoring to unduplicated students LREBG Action To maximize academic learning recovery across all core subjects, NVUSD is strategically deploying remaining LREBG funds to utilize District Teachers on Special Assignment (TOSAs) to support teachers with the implementation of a standards-aligned curriculum. This systemic resource allocation is principally directed toward accelerating the academic growth of our unduplicated and at-promise student populations across every elementary and secondary campus. District TOSAs are working side-by-side with teachers on developing a comprehensive instructional framework that supports strong Tier 1 and Tier 2 teaching and learning in all content areas. By embedding these high-impact instructional strategies across the guaranteed and viable curriculum, District TOSAs provide teachers with the tools to deliver specific, integrated support with reading, writing, listening, and speaking, ensuring unduplicated students can fully access complex academic content and close persistent achievement gaps.	$2,421,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Ensure English Language Development All Day	The following actions and services focus on ensuring that English Learners are provided integrated and designated ELD throughout the day to accelerate language acquisition and increase the rate of English Learner re-designation to align with the need for English Learner Progress (Browns Valley, McPherson, Napa High, Napa Valley Language Academy, Unidos Middle School, Valley Oak High School, West Park, Willow) STAFFING --Provide bilingual instructional assistants to support EL students in the classroom. PROFESSIONAL DEVELOPMENT --Implement the professional development specified in the Multilingual Learner Master Plan. --Conduct Learning Walks for designated ELD and provide feedback and coaching on the following: ELD standards, grouping, comprehension, language intentionality, cross cultural connections, and supportive climate --MLL Leads and ELD teachers engage in district level PLC to support the needs of MLLs, with specific attention to LTELs, under the direction of Director for MLLs and Parent Engagement. --Support student data chats, modeling of instructional strategies for integrated and designated ELD, administer EL-specific assessments (ELPAC and Reclassification data analysis), monitor EL and RFEP student progress, and ensure student completion of supplemental curriculum. --Provide ELA/ELD training for TK-12 teachers focused on support for Multilingual Learners during both integrated and designated ELD.	$1,902,534.00	Yes
2.3	School site support for Newcomer students	The following actions and services focus on ensuring that newcomer English Learners are provided academic support to accelerate language acquisition and increase the rate of English Learner redesignation: STAFFING --Decrease ELD class sizes to accelerate language development. --Establish extended learning time in English Language Arts and Mathematics provided by classroom teachers to multilingual learner	$2,228,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students who are not meeting ELA and Math standards (i.e., “Not Met” or “Nearly Met”). PROGRAM/CURRICULUM --Provide additional ELD supplemental materials specifically for newcomer students. --Ensure training and support to implement supplemental materials. Integrate health and wellness services to meet the social and emotional needs of newcomers		
2.4	Supporting Long Term English Learners (LTEL)	The following actions and services focus on ensuring that long-term English Learners are provided academic support to accelerate language acquisition and increase the rate of English Learner redesignation: --Additional language acquisition support and monitoring to meet the specific needs of LTELs --Implementation of AVID Excel at the middle school level --Ongoing professional development for educators to meet the specific needs of LTELs --College and career readiness support to increase awareness, exploration and engagement in real-world learning	$217,254.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Families will experience robust communication, community engagement and advocacy. This goal is focused on: --Promoting and supporting inclusive, culture, and language-affirming practices that identify and eliminate harmful systemic practices and decisions that cause disproportionate outcomes for students and exclusionary experiences for students and families (NVUSD Strategic Plan, Strategy 4). --Fostering a strong connection and sense of community among our families, caregivers, students and staff through system-wide practices and approaches to engagement that support families to productively contribute to their students' educational experiences, especially multilingual families (NVUSD Strategic Plan, Strategy 10).	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

NVUSD has developed Goal #3 to ensure that families experience a genuine sense of belonging across all district environments, especially the families of low-income students, English Learners, and foster youth who often experience difficulties in navigating the school system. Family participation in school decision-making processes and programs is critical to support student achievement, especially among the families of unduplicated pupils. Rooted in input from the strategic planning process, this goal acknowledges that inclusive, affirming practices are essential for students to thrive and achieve. The district recognizes that systemic barriers have contributed to disproportionate outcomes and exclusionary experiences for some members of the NVUSD community. By intentionally fostering a culture of belonging, NVUSD is committed to identifying and eliminating harmful practices and creating consistent, welcoming experiences—especially during critical transition points such as enrollment, grade-level promotion, or changes in school sites. Although the most recent Annual Benchmark Survey demonstrates that 85% of families feel welcome in school; there is still room for growth as demonstrated by two additional data points. First, only 62% of parents/guardians report that their school and NVUSD cares about their experiences and opinions when making changes. Second, 79% of parents/guardians report that they know how to share their thoughts about their child(s) learning experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Family Survey	The LCAP Family Survey conducted in April and May 2024 demonstrated that 86.5% of parent/legal guardians who feel welcome at their child's school.	The Annual Benchmark Survey conducted in March 2025 demonstrated that 85% of parent/legal guardians who feel welcome in schools.	The Annual Benchmark Survey conducted in March 2026 demonstrated that 85% of parent/legal guardians who feel welcome in schools.	90% of parents/legal guardians feel welcome at their child's school	No difference
3.2	Annual Family Survey	The LCAP Family Survey conducted in April and May 2024 demonstrated that 78.3% of parent/legal guardians know what teachers expect of their child.	Metric 3.2 is revised based on the new Annual Benchmark Survey which indicated that 63% of parents/guardians report that their school and NVUSD cares about their experiences and opinions when making changes.	67% of parents/guardians report that their school and NVUSD cares about their experiences and opinions when making changes.	69.4% of parents/legal guardians report that their school and NVUSD cares about their experiences and opinions when making changes.	4% difference in the percentage of parent/legal guardians who report that their school and NVUSD cares about their experiences and opinions when making changes.
3.3	Annual Family Survey	The LCAP Family Survey conducted in April and May 2024 demonstrated that 96.4% of parents/legal guardians receive school communications in a language they understand.	Metric 3.3 is revised based on the new Annual Benchmark Survey which indicated that 78% of parents/guardians report that they know how to share their thoughts about their child(s) learning experiences.	80% of parents/guardians report that they know how to share their thoughts about their child(s) learning experiences.	88.5% parents/legal guardians report that they know how to share their thoughts about their child(s) learning experiences.	2% difference in the percentage of families who report that they know how to share their thoughts about their child(s) learning experiences.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Annual Family Survey	The LCAP Family Survey conducted in April and May 2024 demonstrated that 92.6% of all parents feel language is not a barrier to participation in school.	Metric 3.4 is reflected in both Metric 3.2 and 3.3.	Metric 3.4 is reflected in both Metric 3.2 and 3.3.	Metric 3.4 is reflected in both Metric 3.2 and 3.3.	Not applicable

Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned and actual implementation of this action. We experienced continued success with our community parent liaisons, who served as effective bridges between school and home. This success was further bolstered by our translation services, which remained a strong point in ensuring accessible communication across our multilingual communities. To build on this foundation, Community Parent Liaisons received increased training and professional support, while parents gained access to much more robust and structured learning through ELAC, DELAC, and DAC.

This parent learning expanded significantly in the area of College and Career Readiness through a new partnership with the STARS College Network. Under this initiative, the district hosted an in-person College Night and provided access to an ongoing webinar series featuring various topics and college partners. Additionally, for the first time, the College and Career Readiness team hosted an 8th-to-9th-grade transition webinar to prepare students for high school. Attendance for these events was significant, and the feedback from participants was overwhelmingly positive.

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.

NVUSD did not have significant difference between budgeted expenditures and actual expenditures for Goal #3.

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

The specific actions implemented by NVUSD to support family and community engagement—particularly in staffing, programs/services, and communication access—have shown promising early effectiveness in creating a more inclusive and welcoming environment for families across the district.

--The district maintained a strong foundation in cultivating a welcoming environment, with the overall percentage of families reporting a sense of belonging and welcome holding steady at a robust 85% across both 2025 and 2026; notably, the depth of this sentiment intensified, as evidenced by a 4% increase in those who "strongly agreed."
--The district's efforts to value stakeholders' perspectives yielded positive growth, with the percentage of families who feel that their school and the district office care about their experiences and opinions when making changes rising from 63% in 2025 to 67% in 2026.
--Communication channels regarding student learning also saw steady improvement, as the proportion of families who feel empowered and know how to share thoughts about their child's learning experiences ticked upward from 78% to 80%. Together, these metrics indicate that while certain foundational perceptions remain stable, targeted strategies are successfully moving the needle on deeper family engagement and collaborative decision-making.

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.

First and foremost, the district remains committed to the ongoing development and implementation of a comprehensive Family Engagement Framework. NVUSD will actively engage key stakeholders through a dedicated advisory council to guide this framework, ensuring that family voice remains central to the district's continuous improvement efforts throughout 2026–2027.

Reflecting on data from the previous year, high webinar attendance for topics ranging from high school transitions to college and career pathways revealed a deep level of family engagement and a strong desire for more resources connecting the classroom to the home. In response, NVUSD will expand the scope and reach of its Parent Learning Series for the upcoming year. New offerings for 2026–2027 will focus heavily on helping families navigate college and career readiness, utilizing educational technology, implementing academic support at home, and fostering safe, welcoming school environments.

In addition to expanding these learning opportunities, NVUSD will sustain and refine foundational engagement practices that proved successful in prior terms. At the start of the school year, the district will continue providing targeted English Learner Advisory Committee (ELAC) training to calibrate practices around agendas and minutes while driving robust parent leadership development. This collaborative effort will closely involve ELAC committees, parent liaisons, and site principals to ensure alignment across all school sites.

Reflections on prior practice and shifting financial realities have led to a structural evolution in how NVUSD will deliver Family Resource Center (FRC) services in the coming year. While the district will maintain its core goal of ensuring families have consistent, high-quality access to essential services at Phillips, Napa Junction, McPherson, Shearer, and Snow, the actions and service models used to achieve this outcome are changing. Due to a decrease in grant funding and Federal budget cuts, On The Move is facing a reduction in their capacity to support the FRCs. In response to these ongoing funding challenges, NVUSD has strategically increased its own internal capacity and staffing over the years by leveraging supplemental and Community School funds. Consequently, while NVUSD will continue its close partnership with On The Move, the district is shifting to a new service model that internalizes key aspects of the FRC support within the NVUSD team. Moving forward, Dr. Uribe, Roxana Plancarte, and Alejandra will lead a planning process alongside school Principals and Community Schools Administrators to clearly redefine internal roles and responsibilities, ensuring a seamless transition that sustains vital community support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Proactive Family Engagement and Communication	The following actions and services focus on ensuring proactive family engagement, communication, and advocacy so that families have the knowledge, resources, and support to fully assist with their child's learning: STAFFING --Continue to provide school-based bilingual parent liaisons at each school. --Continue to provide a Director of MLL and Parent Engagement to oversee NVUSD's family engagement initiatives. --Continue to provide staffing for a robust communications team. PROGRAMS/SERVICES --Continue to promote student voice, advocacy, and action through NVUSD's Student Advisory Council. --Develop a Family Engagement Framework with educational partners --Refine the Family Resource Center staffing model and services in partnership with On The Move in order to strengthen comprehensive services to students and families at four school campuses (Phillips, McPherson, Napa Junction, Shearer). --Expand Parent Learning offerings in partnership with community organizations with topics specifically geared towards unduplicated student/parent needs, including student and family orientations at key transition points, digital literacy and safety, academic supports and understanding grading practices. --Continue to support robust parent advisory groups through training to support engagement and partnership with all families. --Continue to utilize communication tools (Parent Square/District website) to keep families informed. --Continue to provide information to parents in their home languages through translation and Interpretation services. --Continue to provide funding for NVUSD's Communications Team to ensure prompt, clear, and proactive messaging to families. --Continue to provide childcare at district-sponsored meetings.	$1,755,444.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Provide High Quality Translation Services	The following actions and services focus on ensuring outstanding, consistent translation services so that families can access critical information to support their child's learning: PROGRAM/SERVICES --Continue to provide expert oral or written translation with contracted services. --Continue to provide bilingual parent liaisons at every school site. --Continue to provide a systematic process for school sites to access translation services when needed. --Provide culturally relevant marketing and communications throughout NVUSD.	$751,206.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will thrive socially, emotionally, and academically. This goal is focused on: --Ensuring the effective, consistent implementation of Multi-Tiered Systems of Support for academic, social-emotional, and behavioral intervention in order to provide differentiated support for all (NVUSD Strategic Plan, Strategy 3). --Promoting and supporting inclusive, culture, and language-affirming practices that identify and eliminate harmful systemic practices and decisions that cause disproportionate outcomes for students and exclusionary experiences for students and families (NVUSD Strategic Plan, Strategy 4). --Fostering an organizational culture that values health and wellness and enables students, families and staff to adopt healthier habits and practices (NVUSD Strategic Plan, Strategy 5). --Improving our school and district safety systems and building collective responsibility for proactive prevention, preparedness, crisis response and recovery to ensure school safety (NVUSD Strategic Plan, Strategy 7).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

NVUSD developed Goal #4 in response to a clear and urgent need to ensure that every student is supported to thrive—academically, socially, and emotionally—through a district-wide culture rooted in data-driven decision-making, inclusive practices, wellness, and safety. This goal reflects feedback gathered from NVUSD's Student Advisory, Superintendent Parent Advisories, and Superintendent Teacher Advisories.

Recent data illustrates the barriers many students continue to face:
--Chronic absenteeism remains high across key student groups, with 29.1% of all K-8 students chronically absent in 2022–23.
--Suspension rates highlight additional equity concerns, with overall suspensions at 3.8% and significantly higher rates for foster youth, LTELs, and students with IEPs.

--School connectedness and student-adult relationships are critical to student success but are lagging. Only 57% of 7th graders and 54% of 9th graders report feeling connected to school, and fewer than two-thirds of students across grade levels report having a strong relationship with a caring adult on campus (2023-2024).

These findings, echoed in advisory group feedback, underscore the need for a unified approach that ensures every student feels safe, supported, seen, and academically challenged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Data	In 2022-2023, 29.1% of students have missed 10% or more of the school year making them chronically absent based on state criteria.	Percentage of Students Chronically Absent in the 2023-2024 School Year (Applies to K-8 Only) • Overall: 20.0% • Multilingual Learners: 22.2% • Long Term ELs: 25.1% • Foster Youth: 20.0% • Temporarily Unhoused: 33.9% • Socioeconomically Disadvant	Percentage of Students Chronically Absent in the 2024-2025 School Year (Applies to K-8 Only) • Overall: 18.7% • Multilingual Learners: 20.5% • Long Term ELs: 29.1% • Foster Youth: 33.3% • Temporarily Unhoused: 32.4% • Socioeconomically Disadvant	Reduce to 10% the number of students who miss 10% or more of the school year.	10.4% difference in the number of students who miss 10% or more of the school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			aged: 23.8% • Students with IEPs: 27.6%	aged: 22.9% • Students with IEPs: 26.1%		
4.2	FITT	All classrooms meet FITT requirements per 2023 Williams Compliance visit conducted by NCOE.	All classrooms meet FITT requirements per 2024 Williams Compliance visit conducted by NCOE.	All classrooms meet FITT requirements per 2025 Williams Compliance visit conducted by NCOE.	All classrooms meet FITT requirements per Williams Compliance visit conducted by NCOE.	No difference
4.3	California Healthy Kids Survey	Percent of students reporting feeling connected to school: 5th grade 73% 7th grade 50% 9th grade 54% 11th grade 56% Percent of students having a positive relationship with at least one caring adult: 5th grade 70% 7th grade 54% 9th grade 53% 11th grade 64% Percent of students reporting feeling very safe or safe: 5th grade: 77% 7th grade: 49% 9th grade: 56% 11th grade: 62%	Percent of students reporting feeling connected based on 2023-2024 Results to school: 5th grade 72% 7th grade 57% 9th grade 54% 11th grade 55% Percent of students having a positive relationship with at least one caring adult based on 2023-2024 Results 5th grade 70% 7th grade 59% 9th grade 57% 11th grade 62% Percent of students reporting	Percent of students reporting feeling connected based on 2024-2025 Results to school: 5th grade 72% 7th grade 59% 9th grade 59% 11th grade 59% Percent of students having a positive relationship with at least one caring adult based on 2024-2025 Results 5th grade 70% 7th grade 62% 9th grade 55% 11th grade 63% Percent of students reporting	Percent of students reporting feeling connected to school: 5th grade 88% 7th grade 65% 9th grade 69% 11th grade 71% Percent of students having a positive relationship with at least one caring adult: 5th grade 95% 7th grade 69% 9th grade 68% 11th grade 79% Percent of students reporting feeling very safe or safe: 5th grade: 87%	Difference in percent of students reporting feeling connected: 5th grade -1% 7th grade 9% 9th grade 5% 11th grade 3% Difference in percent of students having a positive relationship with at least one caring adult: 5th grade 0% 7th grade 8% 9th grade 2% 11th grade -1% Difference in percent of students reporting feeling very safe or safe: 5th grade: 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			feeling very safe or safe: 5th grade: 75% 7th grade: 57% 9th grade: 61% 11th grade: 60%	feeling very safe or safe based on 2024-2025 Results 5th grade: 79% 7th grade: 62% 9th grade: 71% 11th grade: 68%	7th grade: 64% 9th grade: 71% 11th grade: 77%	7th grade: 13% 9th grade: 15% 11th grade: 6%
4.4	Expulsion Rate	For the 2022-2023 school year, 0.1% of students were expelled.	For the 2023-2024 school year, 0.1% of students were expelled	For the 2024-2025 school year, 0.1% of students were expelled	0.05% of students were expelled	No difference
4.5	Suspension Rate	For the 2022-2023 school year, 3.8% of students were suspended one or more times.	Percentage of Students Suspended One or More Times in the 2023-2024 School Year • Overall: 4.0% • Multilingual Learners: 4.7% • Long Term ELs: 10.8% • Foster Youth: 14.9% • Temporarily Unhoused: 5.0% • Socioeconomically Disadvant	Percentage of Students Suspended One or More Times in the 2024-2025 School Year • Overall: 3.6% • Multilingual Learners: 5.1% • Long Term ELs: 9.1% • Foster Youth: 11.9% • Temporarily Unhoused: 7.1% • Socioeconomically Disadvant	2% of students	0.2% difference in percentage of students suspended one or more times

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			aged: 4.8% • Students with IEPs: 6.1%	aged: 4.3% • Students with IEPs: 4.7%		
4.6	Access to a broad course of study	100% of students have access	100% of students have access	100% of students have access	100% of students have access	No difference
4.7	Attendance Rate	As of April 2024, the attendance rate was 93.3%	2023-2024 attendance rate was 92.9%	2024-2025 attendance rate was 92.9%	An attendance rate of 95.3%	0.4% difference in attendance rate

Goal Analysis [2025-26]

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

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

Implementation of Goal 4 remained closely aligned with the planned actions, with continued emphasis on providing comprehensive support for the whole child. One ongoing challenge across this goal area is the sustainability of funding, particularly as needs and services continue to expand.

Action 4.1 Student Wellness and Support Programs
--Across all middle and high school campuses, Wellness Centers remained fully operational and appropriately staffed with counselors, social workers, nurses, and support staff. At the elementary level, mental health support was successfully enhanced through the presence of social workers and strengthened partnerships with community-based mental health organizations. Direct health services were consistently delivered by certificated school nurses and licensed vocational nurses, while students with disabilities received the individualized support required for their success. These efforts were reinforced by Learning Recovery Emergency Block Grant (LREBG) funds, which were utilized to hire additional social workers and counselors dedicated to addressing mental health needs and reducing chronic absenteeism.
--Driven by the reduction in one-time fund reductions of grant funding and expiration one-time funds, the district recognized the need to develop a framework that defines the sustainable guaranteed health and wellness services. The development of the NVUSD Health and Wellness Framework represents a proactive milestone in advancing the District's Strategic Plan, establishing a cohesive, sustainable, and tiered system-wide approach to student well-being as a vital foundation for academic and life success. Formulated through an Interest-Based Problem Solving approach by a collaborative committee of staff and students, the framework successfully synthesizes diverse perspectives into an organized matrix covering physical, nutritional, medical, and social-emotional wellness across three tiers of Multi-Tiered System of Supports (MTSS) interventions. This alignment serves as a key action under Strategy 4 of the Strategic Plan.

Action 4.2 Multi-Tiered System of Support (MTSS)

--While there were no substantial differences in overall expenditures, a strategic shift occurred in how Multi-Tiered System of Supports (MTSS) training was delivered, which effectively maintained—and arguably enhanced—the planned percentage of improved services. Rather than outsourcing professional development to external conferences and incurring high travel costs, the district pivoted to an internal capacity-building model by launching an MTSS pilot program across a larger internal team of 10 schools. Consequently, funds originally intended for conference registration and travel were redirected into substitute coverage to provide these pilot teams with the necessary time to collaborate and implement the framework. This shift did not diminish the level of service; instead, it allowed a broader group of educators to receive targeted, ongoing training, ensuring that evidence-based MTSS interventions are more deeply and sustainably embedded across school sites to benefit students directly.

Action 4.3 Inclusive and Welcoming Schools
During the 2025–2026 school year, the District advanced its commitment to cultivating inclusive and welcoming environments through systemic training, student and family advisory groups, and targeted equity initiatives.
--A notable success was the highly effective "Street Data" inquiry cycle pilot at Shearer TK–8 in partnership with the Center for Educational Innovation (CEI); by focusing on Long-Term English Learners experiencing chronic absenteeism through empathy interviews, the school shifted from compliance to student empowerment, discovering that relational trust and trusted adult relationships are foundational to student belonging. This pilot's success has prompted plans to expand the Street Data approach to another Community School, alongside launching parent listening circles and expanding student leadership.
--Additional successes included the Inclusive and Welcoming Schools Steering Committee meeting four times to analyze California Healthy Kids Survey and enrollment data, the continuation of the Special Education Parent Advisory group, and the formalization of the LCAP Student Advisory Council as an official oversight body providing vital input on District AI, health, and cell phone policies.
--Substantive challenge in the fall arose when a surge in early learner behaviors exposed a critical gap in tiered behavior intervention systems. The District responded directly with targeted de-escalation and replacement behavior training during the March professional development day and utilized the newly developed Health and Wellness Framework to identify this as an ongoing area of focus, committing to heavily fortifying Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) frameworks for the 2026–2027 school year.

Action 4.4 Safe, Clean, and Secure Campuses
During the 2025–2026 school year, the District successfully implemented comprehensive safety initiatives focused on policy enforcement, modern technological integration, and targeted staff training.
--A core success was the rollout of the updated Mobile Communication Device Policy (Policy/Regulation 5131.8), supported by comprehensive training and the distribution of grade-span specific posters to families and students.
--The District achieved full operational status for the CENTEGIX rapid response safety platform across all campuses, integrating it with law enforcement and training over 1,900 staff members. This technological deployment was seamlessly aligned with updated County-wide emergency response protocols, legislative mandates (AB 1858, AB 796, AB 285, and Ed Code 32282), and revised Emergency Response Flipbooks.

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.

NVUSD did not have significant difference between budgeted expenditures and actual expenditures for Goal #4.

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

Based on the California Healthy Kids Survey, suspension and chronic absenteeism data, the specific actions implemented to date have been highly effective in improving the overall school climate, safety, and student engagement. The most notable success is reflected in student safety perceptions, which saw consistent increases across all reported grade levels from 2024 to 2025, particularly in the 9th and 11th grades, which jumped by 10% and 8% respectively. This enhanced sense of safety correlates strongly with positive behavioral and attendance outcomes, as evidenced by a 1.3% reduction in chronic absenteeism (dropping from 20% to 18.7%) and a 0.4% decrease in the overall suspension rate (falling from 4.0% to 3.6%). Furthermore, efforts to foster student connection to the school community yielded positive results in the upper grade levels, with 7th, 9th, and 11th graders all reporting measurable increases in school connectedness.

While the data largely demonstrates progress, the actions show mixed effectiveness regarding students' relationships with caring adults in 9th grade, indicating a potential area of growth in the transition from middle to high school. On the positive side, 5th graders maintained a stable, high baseline of connection to caring adults at 70%, while 7th and 11th graders reported encouraging increases in this area. However, 9th-grade students reported a decrease in their connection to a caring adult, dropping from 57% in 2024 to 55% in 2025. This decline is particularly nuanced because 9th graders simultaneously reported a 5% increase in general school connectedness and a massive 10% spike in feeling safe. This suggests that while systemic or environment-focused initiatives are successfully making the high school transition feel safer and more engaging for freshman, targeted interpersonal strategies may be lacking or ineffective for this specific age group, necessitating a more tailored approach to adult mentorship and support in the 9th grade.

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 part of our ongoing commitment to continuous improvement, NVUSD has made several key adjustments to the metrics, target outcomes, and actions for the coming year to strengthen alignment with the 2024–2029 Strategic Plan and better support student success and school climate.

Action 4.1 – Student Wellness and Support
Finally, physical and emotional well-being actions are being scaled through the official launch of the new Health and Wellness Framework. This initiative will define and refine roles within middle and high school Wellness Centers, expand student access to designated wellness spaces, and provide clearer tiered services across physical, social, and emotional domains.

Action 4.2 – Academic Intervention and Tiered Support
Reflecting on prior practice highlighted the need for a more structured, data-driven, and cohesive approach to student support, prompting a strategic pivot toward a fully integrated Multi-Tiered System of Supports (MTSS). While previous efforts focused on localized interventions, the coming year introduces a comprehensive overhaul anchored by the full implementation of a new MTSS framework. Central to this shift is the deployment of a new data platform, EduClimber, which will allow school site teams to systematically track progress and ensure responsiveness to data. To ensure these structural changes succeed, leadership and operational roles are being redefined. This includes the introduction of a TOSA Student Support role—funded by the Learning Recovery Emergency Block Grant (LREBG)—to oversee Coordination of Services Teams (COST), while site teams will receive direct support to solidify COST structures and assign targeted services effectively.

Action 4.3 – Welcoming and Inclusive Schools
Simultaneously, target outcomes and actions are being refined to balance systemic prevention with direct intervention. The district is shifting its focus to heavily strengthen Tier 1 and Tier 2 structures—particularly through robust Positive Behavior Intervention and Support (PBIS) and Social-Emotional Learning (SEL) frameworks in grades TK–8, alongside a new initiative to explicitly define high school PBIS and SEL expectations. Culturally and academically, inclusion is taking center stage with targeted efforts in middle school science and history/social science, alongside a pilot of the "Street Data" approach to foster more inclusive, welcoming school environments.

Action 4.4 – Safe and Secure Campuses
To ensure safety and digital citizenship evolve alongside these wellness initiatives, the coming year will also see the formal definition of a district-wide threat assessment protocol, the implementation of a student and parent digital literacy scope and sequence, and the full monitoring and implementation of the Safe School Ambassadors program at select campuses.

These updates reflect a commitment to continuous improvement, informed by stakeholder feedback and aligned to the district's core strategies for student achievement, wellbeing, equity, and safety.

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
4.1	Student Wellness and Support Programs	The following actions and services focus on providing prevention and intervention programs that support student health, wellness, and positive personal and social development so that students can fully access learning: STAFFING --Maintain Wellness Centers and staffing (counselors, social workers, nurses, support staff) on middle and high school campuses. --Enhance mental health support at elementary schools through a service model defined by the Health and Wellness Framework which includes support from social workers and/or community-based mental health organizations. --Improve inclusive practices for students with IEPs that support individualized support to students with disabilities within the general education environment. --Provide direct health services through certificated school nurses and licensed vocational nurses.	$11,961,222.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Maintain counseling and social work support and other services related to social-emotional learning (SEL) and mental health. The counseling and social work support targets high-need sites first. Outreach efforts will be primarily geared toward underrepresented students, including SED students, MLLs, and Foster and Homeless youth. PROFESSIONAL DEVELOPMENT --Enhance and strengthen tier one Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) through professional learning and progress monitoring --Teachers and administrators will develop a working knowledge of the Health and Wellness Framework and strategies at the Tier 1 and 2 level. --Provide professional development to staff who teach health education in 5th, 7th, and 9th grade. PROGRAM/SERVICES/CURRICULUM --Address the unique needs of American Indian and Alaska Native students through the American Indian Education Program. --Address Chronic Absenteeism through direct support to sites with attendance tracking and Student Attendance and Review Board (SARB) process. --Provide a range of integrated supports to students and families through a site-based Family Resource Center (McPherson, Shearer, Napa Junction, Phillips, and Snow). --Provide access and offerings for Visual and Performing Arts (VAPA) and athletic programs to ensure a well-rounded educational experience. --Provide secondary school sites with funding for accelerated learner programs such as Academic Decathlon or Odyssey of the Mind. --Enhance the elementary music and PE programs districtwide to create a foundation for broader courses of study in middle school and beyond. --Fund Care Solace to supplement coordination of mental health care supports and referrals for all students and families. Implement the Toolbox Project and Second Step at the elementary and Second Step at middle school level to increase students' SEL skills. --Expand Tier 1 SEL at the high school level through exploration of curriculum and structures. --Provide training on Restorative Practices and Trauma-Informed Practices.		

Action #	Title	Description	Total Funds	Contributing
		--Provide health education training in the 5th, 7th, and 9th grades to support physical, social and emotional wellbeing. LREBG Action: To systematically address student wellness and engagement, NVUSD is strategically deploying remaining LREBG funds to support additional social workers and counselors who provide tiered social, emotional, and behavioral interventions principally directed toward our unduplicated and at-promise populations. School social workers and counselors are uniquely suited to deliver these services due to their specialized clinical training in trauma-informed care and behavioral diagnostics, allowing them to address the true root causes of student distress and chronic absenteeism through targeted family outreach and clinical case management. By operating within a Multi-Tiered System of Supports (MTSS), these professionals deliver universal school-wide wellness initiatives at Tier 1, targeted small-group counseling at Tier 2, and intensive individualized crisis intervention at Tier 3. The direct impact of this specialized staffing model is validated by our local data, which reveals measurable improvements in student attendance rates and increasingly positive student self-reporting on the California Healthy Kids Survey (CHKS). Targeted support through student wellness and support programming will be provided to address chronic absenteeism for the identified student groups at the following school sites. American Canyon Middle - Black/African American/Asian Browns Valley Elementary - Students with Disabilities Canyon Oaks Elementary - Black/African American/Asian/White Donaldson Way Elementary - All Students/English Learner/Filipino/Hispanic/Students with Disabilities/White Napa Junction Elementary - All Students/English Learner/Hispanic/Students with Disabilities/White Phillips Elementary - All Students/Hispanic/Socioeconomically Disadvantaged/English Learners Pueblo Vista Elementary - English Learner Silverado Middle - All Students/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/White Snow Elementary - Students with Disabilities		

Action #	Title	Description	Total Funds	Contributing
		Unidos Middle - English Learner Willow Elementary - English Learner		
4.2	Fully implement the Multi-tiered System of Support.	The following actions and services focus on ensuring the effective, consistent implementation of Multi-Tiered Systems of Support (MTSS) for academic, social-emotional, and behavioral intervention in order to provide differentiated support for all students: STAFFING --Allocate funding for a Student Wellness and Support Coordinator to oversee mental health services and to ensure the full implementation of MTSS. This position will coordinate services for students in collaboration with school staff and work closely with counselors, and social workers. other support staff and community partners across the district. --Allocate funding for school counselors (FTE) at all school sites. --Allocate funding for social worker (FTE) positions at all secondary sites and priority for elementary sites with the highest need based on a universal screener. PROFESSIONAL DEVELOPMENT --Provide funding for trainers, modules, and materials for professional learning opportunities that support staff with leading and implementing high quality COST teams within the MTSS process. --Provide training to support the implementation of EduClimber and progress monitoring of data within the MTSS system. --Provide funding for Professional Learning Communities and Response to Intervention to ensure tiered response to student needs. --Support professional learning for staff to build and implement high impact tier 1 and 2 prevention and intervention services. PROGRAMS/SERVICES/CURRICULUM --Continued implementation of Positive Behavioral Intervention and Support (PBIS) to promote a positive school and classroom culture. --Integrate Social Emotional Learning (SEL) into school and classroom instruction and practices. --Build and utilize a district adopted assessment framework to support tiered prevention and intervention.	$3,661,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Implement the EduClimber platform to support tiered intervention and progress monitoring. --Strengthen Tier 2 intervention supports and services LREBG Action: To ensure that intensive student needs are addressed systematically, NVUSD is strategically deploying remaining LREBG funds to support the alignment of our Multi-Tiered System of Supports (MTSS) process by shifting the scope of our TOSA Student Support roles. These TOSAs are working directly with school sites to strengthens Tier 1 and Tier 2 interventions, ensuring that academic, social, emotional, and behavioral services are seamlessly integrated. A core focus of this funding is optimizing Coordination of Services Teams (COST), where TOSAs collaborate with site administrators, teachers, counselors, and social workers to analyze data and systematically route unduplicated and at-promise students to the appropriate tier of support. By refining the COST team workflow and embedding site-based coaching, this LREBG-funded initiative ensures that tiered academic interventions are directly paired with targeted behavioral and mental health services, establishing an equitable, data-driven pathway that accelerates both student well-being and classroom achievement. Targeted support through MTSS will be provided to address the suspension rate for the identified student groups at the following school sites: Valley Oak High - English Learner Napa High - Students with Disabilities Silverado Middle - Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/English Learner Shearer Elementary - Students with Disabilities and white students Redwood Middle - Students with Disabilities West Park Elementary - Hispanic American Canyon High - Homeless Youth Browns Valley Elementary - Hispanic/Socioeconomically Disadvantaged Shearer Elementary - White		

Action #	Title	Description	Total Funds	Contributing
4.3	Inclusive and Welcoming Schools	The following actions and services focus on ensuring that students, staff and families experience inclusive and welcoming school environments where all students are safe and belong. PROFESSIONAL DEVELOPMENT --Provide training on inclusive and welcoming practices for all staff to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. --Continue to support the Inclusive and Welcoming Schools Steering Committee to identify disproportionate outcomes and advise staff on equity-focused improvements --Pilot the Street Data approach to support inclusive and welcoming schools --Provide professional learning to support the integration of students with special needs in general education settings to be with typically developing peers when appropriate PROGRAMS/SERVICES/CURRICULUM --Continue the LCAP Student Advisory Council to capture student voice in decisions related to student's classroom experience, school experience, and the district curriculum. --Continue Special Education Parent Advisory group --Recruit and retain a diverse highly qualified workforce that reflects our students and community. --Strengthen Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) in grades Tk-8; define high school PBIS and SEL	$1,113,196.00	Yes
4.4	Safe, Clean and Secure School Campus	The following actions and services focus on ensuring safe, clean, and secure campuses: STAFFING --Provide effective supervision of students. --Fund additional Assistant Principal, Counselor, Campus Safety, and other positions.	$4,753,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PROGRAMS/SERVICES/CURRICULUM --Improve and maintain school facilities to support increased student and staff safety. --Provide resources to support cell phone policy. --Support materials and services associated with updated safety protocols, including Centegix system --Refine the threat assessment protocol and build site capacity --Implementation of digital literacy scope and sequence to students and parent learning --Implement and monitoring Safe School Ambassadors at select schools PROFESSIONAL DEVELOPMENT --Provide opportunities for Student and Campus Safety Specialists (SCSS) to receive professional learning throughout the school year. --Provide training on new and ongoing safety policies and procedures, including but not limited to Centegix, Safe School Ambassadors and digital literacy		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Students attending Valley Oak High School will thrive socially, emotionally, and academically. On the California State Dashboard, all students will move from red to orange in both ELA and math. The graduation rate for all students will move from red to orange on the California State Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Valley Oak High School qualifies for the state's specialized Equity Multiplier funding because it serves a exceptionally high concentration of students facing economic hardships and high mobility. This funding directly addresses systemic state indicators where Valley Oak High School's overall performance levels sit in the Red or Orange categories on the California School Dashboard, specifically in College & Career Readiness, English Language Arts, mathematics, English Learner Progress Indicators (ELPI), graduation rate, and suspension rate. Crucially, the California School Dashboard indicates that 0% of students are currently meeting the college and career readiness indicator, while both English Language Arts and mathematics demonstrate a very small percentage of students scoring at a proficient level. Although local data reflects promising recent improvements and upward movement in both suspension and graduation rates, this goal establishes a concentrated focus on utilizing targeted resources to ensure a dramatic, sustainable improvement in core academic proficiency and comprehensive post-secondary readiness with particular attention to career-readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP Score Math	For the 2022-2023 school year, all students scored at 226.2 points below standard on the Math CAASPP.	For the 2023-2024 school year, all students scored at 219.7 points below standard on the Math CAASPP.	For the 2024-2024 2025 year, the average student scored 220.7 points below standard on the math CAASPP.	15% increase in average points	5.5 point difference between baseline and year 3 target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	CAASPP Score ELA	For the 2022-2023 school year, all students scored at 152.8 points below standard on the ELA CAASPP.	For the 2023-2024 school year, all students scored at 132.6 points below standard on the ELA CAASPP.	For the 2024-2024 2025 year, the average student scored 117.6 points below standard on the ELA CAASPP.	15% increase in average points	35.2 point difference between baseline and year 3 target
5.3	College and Career Readiness Indicator	For the 2022-2023 school year, 0% of students were considered "prepared" based on the College and Career Readiness Indicator.	For the 2023-2024 school year, 1.5% of students were considered "prepared" based on the College and Career Readiness Indicator.	For the 2024-2025 school year, 0% of students were considered "prepared" based on the College and Career Readiness Indicator.	40% prepared	No difference in students considered "prepared" based on the CCI
5.4	EL Progress	For the 2022-2023 school year, 30.4% of English Learners made progress towards English language proficiency.	For the 2023-2024 school year, 42.3% of English Learners made progress towards English language proficiency.	For the 2024-2025 school year, 47.4% of English Learners made progress towards English language proficiency.	45% making progress	17% difference in ELs making progress toward English language proficiency
5.5	Graduation Rate	For 2022-2023, 73.5% of all students graduated.	For 2023-2024, 77.5% of all students graduated.	For 2024-2025, the graduation rate was 79.7%	90% graduation rate	6.2% difference in graduation rate
5.6	Suspension Rate	For 2022-2023, 7.6% of students were suspended at least one day.	For 2023-2024, 8.7% of students were suspended at least one day.	For 2024-2025, 6.4% of students were suspended at least one day.	3.6% suspended at least one day	1.2% difference in suspension

Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. Valley Oak High School was able to successfully implement the 2025-2026 actions due to the increased Equity Multiplier funding which led to targeted interventions and supports as a regular practice versus a reactive practice. Data outcomes indicate that students overall and within subgroups are making progress towards proficiency in NVUSD assessments and in passing their classes.

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.

NVUSD did not have significant difference between budgeted expenditures and actual expenditures for Goal #5.

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

The data shows moderate but measurable academic growth across several key indicators, suggesting that targeted actions and supports funded through the Equity Multiplier (EM) are beginning to yield results. However, persistent gaps in achievement and readiness indicate a continued need for strategic refinement and expanded access to interventions.
--Academic Performance Gains: Students demonstrated improvement in ELA and maintained in Math CAASPP scores. In Math, students moved from 219.7 to 220.7 points below standard—maintained by 1 point. In ELA, students improved by 15 points, from 132.6 to 117.6 points below standard. These gains suggest that instructional support and intervention efforts, such as in-class weekly targeted interventions and the after-school Acorn Hour, are contributing to academic progress. Despite gains, students remain significantly below standard in both Math (220.7 points) and ELA (117.6 points). This indicates that while progress is occurring, more robust and systemic support are needed to accelerate growth to proficiency. The implementation of Acorn Hour, funded through the EM grant, addressed student and family-identified needs for additional academic support. The program helped reduce the number of students receiving multiple F’s and positively influenced students’ attitudes toward subjects like math. Parent communication and individual student monitoring enhanced engagement and accountability. Although the after-school tutorial program has proven effective for those who attend, overall utilization throughout each grading period remains a challenge. Student and parent feedback indicate awareness of the after school tutoring program, unfortunately, attending remains optional for students.
--English Learner Progress: A notable increase occurred in the percentage of English Learners making progress toward English language proficiency, rising from 42.3% in 2023-2024 to 47.4% in 2024-2025. This improvement reflects effective strategies and targeted language development support.
--Graduation Rate: The graduation rate rose from 77.5% to 79.7%, signaling that more students are staying on track and completing their high school education, likely aided by a combination of intervention programs, student monitoring their attendance on a weekly basis and increased support staffing and credit recovery.
--College and Career Readiness: The percentage of students considered remains low. Although the data shows a decrease in preparedness in this category, the schoolwide focus on career readiness and goal setting is not reflected on the dashboard. Students create plans focused beyond graduation. An incredible amount of time is dedicated to students' college and career awareness. Students often share that due to

their experience at the school, they now see future opportunities beyond high school. While in 2024-2025, a 2.3% decline of students are classified as "prepared" according to the College and Career Readiness Indicator, highlighting a major area of concern, the site continues to bring different programs to address this gap, unfortunately, the reporting process for the dashboard is non-existent. The goals continue to focus on providing exposure or access to a-g coursework, CTE pathway completion, or other indicators of post-secondary preparedness to provide relevance.
--Suspensions: Suspensions fell from 8.7% to 6.4%, which reflects an increase of students feeling connected and safe on campus. Students feedback indicates that the small environment offers them smaller classes, and a quieter atmosphere makes them feel safer, more focused and better supported by the staff. They indicate staff is caring, supportive and genuinely care about students. This indicates the positive response Tier I social-emotional supports throughout the year.

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.

To address one of the school's most pressing challenges—college and career readiness—a new 0.40 FTE College and Career Readiness TOSA was added. In partnership with a community partner, the Internship program was launched. Twenty five students participated in 7-week internships throughout the year. The new internship program provided students with hands-on experience and mentorship across NVUSD departments, including automotive - in partnership with our Transportation Department, culinary - in partnership with NOSH Food Services department, and a variety of other trades - in partnership with Maintenance and Operations. In partnership with the Trichero Family Foundation grant overseen by QA Commons, the interns were all each able to earn a $500 stipend at the end of their 5 week internships. Through this work, students developed both technical skills and essential workplace habits such as communication, punctuality, problem-solving, and teamwork. The Internship included working at their site four mornings a week, and attending the Internship class on Wednesday mornings, taught by the .40 College and Career Readiness TOSA. The class covered additional career research, pathways, targeted support for each student, a venue for discussing the work place tasks being performed along with problem solving any concerns or issues that students brought with them. The interns also worked on a final slide presentation showcasing what each had learned through their internship and presented to their site supervisors and colleagues as a "final exam" and way of celebrating their successes. The NVUSD supervisors, Justin Binion, Dustin Walker and Albert DeSousa, along with several of their employees who acted as mentors for the interns, expressed how much they have enjoyed working with students, and acting as coaches and mentors for youth - especially given that they all work for a school district with the overarching goal being that of educating students. It gave them a chance to step into an instructional role that they all seemed to enjoy and find fulfillment doing.

In addition to the internship, we launched the Skills for Success project which included advisory lessons focused on effective communication skills and about 37 students were able to earn a "Workplace Communications Badge" to add to their resume. Advisory lessons also covered career exploration, resume development and feedback, and public speaking. Twelve Career and College Readiness lessons were given school-wide during the Advisory period during the 2025-2026 school year.

This role will lead Work-Based Learning efforts, including the development of internship opportunities and the integration of job-readiness skill building into the student experience. This addition directly responds to data showing that only 1.5% of students are currently classified as "prepared" according to the College and Career Readiness Indicator. While this represents a slight improvement from 0% the previous year, it underscores a critical area of concern related to limited access to a–g coursework, CTE pathway completion, and other key measures of

post-secondary readiness. This new investment aims to build a stronger bridge between high school and life beyond graduation, ensuring more students are equipped with the skills and experiences needed for future success.

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
5.1	College and Career Readiness	STAFFING: --TOSA/Interventionists will identify individual students and provide direct interventions. They will review and analyze data and develop a targeted intervention plan. Through daily intervention, TOSAs will provide direct instruction and focus on making up assignments. --The Work-Based Learning TOSA will develop, coordinate, and implement career technical education (CTE) and work-based learning opportunities, including job shadowing, certifications, and student career readiness initiatives. They will collaborate with site teams, teachers, and community partners to support pathway development, ensure student connectedness, track progress toward pathway completion and certification, and facilitate access to real-world experiences aligned with the Graduate Portrait and Work Ready Certificate. --Instructional Aides will provide additional academic support and intervention in Math and English.	$279,122.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$40,147,812	$3,588,229

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
21.881%	0.000%	$0.00	21.881%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Language and Literacy Support **Need:** Although our unduplicated student groups made growth in 2024-2025, there is a persistent gap when compared to the overall student performance. Our unduplicated students have generally fallen behind their peers in English Language Arts academic	Literacy support addresses the needs of multilingual learners, socio-economically disadvantaged students, and foster youth in several ways. First, highly trained teachers who are skilled in research-based early literacy and reading comprehension strategies support all learners with participle attention to unduplicated populations. Tutoring and other interventions within and outside the regular day -- i.e., before school, after school, on weekends, or during	The desired outcomes are an increase in the graduation rate, academic progress (CAASPP and Star data), improved outcomes on the College and Career Indicator, and the completion of A-G requirements.

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
	performance. The issue appears to persist throughout our TK-12 system. Low-income students, multilingual learners, and foster youth require not just additional time to achieve grade-level standards, but also individualized support from highly trained teachers. Early reading intervention is essential to their long-term success. They need extended learning opportunities within and beyond the school day to accelerate academic progress, especially after the challenges of the pandemic. These interventions were among the top priorities for educational partners. **Scope:** LEA-wide Schoolwide	intersession -- are designed to prioritize the highest-need students. They also often utilize materials that are particularly effective in engaging and supporting unduplicated pupils. Literacy support employs instructional strategies and approaches that are tailored to the needs of multilingual learners. They are also structured and scheduled in ways that extend learning opportunities beyond the school day, which respond to educational partner feedback. The additional services are concentrated in high-need schools to support students who have historically struggled. These actions are provided on an LEA-wide or schoolwide basis because the needs they address are evident across the district and not isolated to individual campuses. Site-level data consistently highlight persistent student needs shared throughout NVUSD, particularly among socioeconomically disadvantaged (SED) students, temporary housed, foster youth, and multilingual learners (MLLs), who are enrolled at all school sites. Since 2020–2021, NVUSD's unduplicated student count has grown by 13.31%, with the percentage of SED students increasing by 16.22%. In response, the district has adopted a more cohesive and aligned approach that allows for strategic coordination of staffing and resources to equitably support all schools. This shift also reflects feedback from site leaders, who expressed a strong desire for unified efforts and deepening of current actions that are proving effective across the LEA.	
1.2	**Action:** Mathematics Program Support	Math support addresses the needs of multilingual learners in several ways. First, highly trained	The desired outcomes are an increase in the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Although our unduplicated students made growth in 2024-2025, there is a persistent gap in comparison to the overall student population. Unduplicated students have generally fallen behind their peers in math academic performance. The issue appears to persist throughout our TK-12 system. Low-income students, multilingual learners, and foster youth require not just additional time to achieve grade-level standards, but also individualized support from highly trained teachers. They need extended learning opportunities beyond the school day to accelerate academic progress, especially after the challenges of the pandemic. These interventions were among the top priorities for educational partners. **Scope:** LEA-wide Schoolwide	teachers who are skilled in research-based instructional practices and programs can differentiate and reteach math content in effective ways. The use of digital platforms such as IXL math provided targeted, individualized support within the school day to address skill and knowledge gaps. Additionally, tutoring and other interventions within and outside the regular day -- i.e., before school, after school, on weekends, or during intersession -- are designed to prioritize the highest-need students. The focus on academic and content vocabulary development supports multilingual learners. The additional services are concentrated in high-need schools to support students who have historically struggled. These actions are provided on an LEA-wide or schoolwide basis because the needs they address are evident across the district and not isolated to individual campuses, especially in mathematics. Site-level data consistently highlight persistent student needs shared throughout NVUSD, particularly among socioeconomically disadvantaged (SED) students and multilingual learners (MLLs), who are enrolled at all school sites. Since 2020–2021, NVUSD's unduplicated student count has grown by 13.31%, with the percentage of SED students increasing by 16.22%. In response, the district has adopted a more cohesive and aligned approach that allows for strategic coordination of staffing and resources to equitably support all schools. This shift also reflects feedback from site leaders, who expressed a strong desire for unified efforts and deepening of current actions that are proving effective across the LEA.	graduation rate, academic progress (CAASPP and Star data), improved outcomes on the College and Career Indicator, and the completion of A-G requirements.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Assessment and Intervention **Need:** Our unduplicated students have generally fallen behind their peers in English Language Arts and Math academic performance as evidenced by low CAASPP achievement data. **Scope:** LEA-wide	The issue of low academic performance appears to persist throughout our TK-12 system. A robust district-wide assessment and intervention system will provide early support to struggling students. Star Reading and Math reveal students in need of urgent intervention and intervention at every school site. The addition of the Renaissance DnA platform will support timely assessment data aligned to standards to support data analysis and response through professional learning communities and by individual teachers. It will also align to the MTSS system, ensuring unduplicated students have access to intervention based on timely, standards-aligned assessment data. The addition of College Board assessments, such as PSAT 8/9, provides Advanced Placement readiness which opens up access to advanced coursework for unduplicated students who may not currently be in AP courses. The addition of ACMS and ACHS to On Track ensures all middle and high schools are targeting support to students as they transition from 8th to 9th grade. Unduplicated students earn more Ds and Fs, this support will illuminate feedback-rich strategies to target support to unduplicated students in English and math in order to increase students earning a C or higher in their high school coursework.	The desired outcomes are an increase in the graduation rate, academic progress (CAASPP and Star data), improved outcomes on the College and Career Indicator, and the completion of A-G requirements.
1.4	**Action:** Career Readiness Programming **Need:** Many of our unduplicated students graduate without a clear plan for their future due to limited opportunities for career exploration and preparation. Although the A- G data in the 2024-2025 school year demonstrated growth,	An inclusive district-wide college and career programming will provide equitable access to all students so that they will be prepared for life beyond high school. The expansion of tools, such as CCGI and Aeries Academic Plan, will strengthen college and career readiness data collection, analysis and support. These tools require training for staff and students alike. The strengthening and expansion of career exploration	The desired outcomes are an increase in the graduation rate, academic progress (CAASPP and Star data), improved outcomes on the College and Career Indicator, and the completion of A-G requirements.

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
	unduplicated student A-G rates are consistently lower than the overall student population. **Scope:** LEA-wide Schoolwide	and CTE will provide more opportunities to support all learners, including unduplicated students, and deepen their understanding of the skills and knowledge needed in career pathways. This action applies to all schools within the LEA because the 2024-2029 Strategic Plan calls for the expansion of career-aligned real-world learning to include Tk-12. Additionally, NVUSD continues to transition the CTE program from NCOE to NVUSD and needs to provide more comprehensive and intensive support to overall career readiness Tk-12 and CTE at the high school level. With the launch of a new career planning program, all sites will need to be supported.	
2.1	**Action:** High Impact Instructional strategies **Need:** Our multilingual students have significantly lower scores on the CAASPP both in ELA and math. **Scope:** LEA-wide Schoolwide	These actions are provided on an LEA-wide or schoolwide basis because the needs they address are evident across the district and not isolated to individual campuses. Site-level data consistently highlight persistent student needs shared throughout NVUSD, particularly among socioeconomically disadvantaged (SED) students and multilingual learners (MLLs), who are enrolled at all school sites. The strategies outlined in Action 2.1 support the language development of our multilingual learners through high impact instruction grounded in the gradual release of responsibility. This ensures students are moving toward independence in their learning through support that focuses on the language acquisition and development needed by our multilingual learners. Since 2020–2021, NVUSD's unduplicated student count has grown by 13.31%, with the percentage of SED students increasing by 16.22%. In	The desired outcomes are an increase in academic progress (CAASPP and Star data), increase in students making progress on the ELPI and improved reclassification rates.

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
		response, the district has adopted a more cohesive and aligned approach that allows for strategic coordination of staffing and resources to equitably support all schools. All of our instructional staff interface with multilingual students and need to be knowledgeable regarding high leverage teaching practices.	
2.2	**Action:** Ensure English Language Development All Day **Need:** Multilingual Learner services are specifically designed to address the unique needs of students who face language barriers. The identified need for this subgroup was increased support for acquiring English and communicating with families. **Scope:** LEA-wide Schoolwide	Starting with classroom teachers, bilingual aides, and other staff members provide individual or small-group interventions that help students overcome language barriers as a part of both integrated and designated ELD. Highly trained teachers who are skilled in research-based instructional practices and programs can help reteach ELA and math content in different ways, accounting for the experiences of Multilingual Learners. Teachers benefit from professional development, coaching, technical assistance, and curricular resources that focus on English Language Development (ELD). Professional learning addressing Multilingual Learners' (MLLs') acquisition of English language proficiency and mastery of grade-level content standards, will be available to all teachers and administrators. The use of culturally responsive teaching practices is a key priority, especially in building cross-cultural relationships that create more inclusive and engaging school communities. Culturally responsive teaching practices are integrated into core and elective content and instruction to provide engaging learning opportunities for MLLs. Additionally, tutoring and other interventions outside the regular day -- i.e., before school, after school, on weekends, or during intersession -- are designed to prioritize the highest-need students. They also often utilize materials that are	Increased academic achievement (STAR data), language acquisition (ELPAC progress) , and student engagement (attendance) are expected outcomes for this goal.

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
		particularly effective in engaging and supporting MLL. Literacy support and mathematics support employ instructional strategies and approaches that are tailored to the needs of MLLs. They are also structured and scheduled in ways that extend learning opportunities beyond the school day, responding directly to educational partner feedback. These interventions were among the top priorities for educational partners. All staff support language and literacy development through designated and integrated ELD. Given that and the rise in MLL students within NVUSD, all staff within the LEA need access to high quality training and curricular resources to support MLLs.	
2.3	**Action:** School site support for Newcomer students **Need:** Newcomer Multilingual Learner services are specifically designed to address the unique needs of students who face language barriers. The identified need for this subgroup was increased support for acquiring English and communicating with families. **Scope:** LEA-wide	Literacy support and mathematics support employ instructional strategies and approaches that are tailored to the needs of MLLs. They are also structured and scheduled in ways that extend learning opportunities beyond the school day, responding directly to educational partner feedback. These interventions were among the top priorities for educational partners. Additionally, newcomers face specific challenges that benefit from intentional whole-child support, including health and wellness services provided by student service staff or educational partners. All school sites are required to provide designated ELD to newcomers for at least 30 minutes a day. In order to meet that requirement with highly qualified staff, the actions address needs across the LEA.	Increased academic achievement (STAR data), language acquisition (ELPAC progress) , and student engagement (attendance) are expected outcomes for this goal.
3.1	**Action:**	Although all families receive support from our parent engagement and outreach efforts, the	Increased academic achievement (STAR test

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
	Proactive Family Engagement and Communication **Need:** Families of Multilingual Learners have historically had the greatest needs in terms of engagement, particularly when it comes to language access. Additionally, families of unduplicated students often have the greatest need in understanding the classroom experience and post-secondary system in order to best support their child. **Scope:** LEA-wide	efforts are principally directed at Multilingual Learner (MLL) families, who require extra support to overcome challenging language and cultural barriers. Parent liaisons utilize strategies that address the unique needs of unduplicated pupils and their families (including home visits), enhancing NVUSD's liaison work between schools, homes, and communities in matters of health, welfare, attendance, and educational needs. The targeted support also includes parent workshops, family communications, and other outreach efforts in other languages, most notably Spanish. Parent engagement and outreach efforts also include home visits and other methods that go beyond traditional mass communications, which tend to be insufficient for families of MLL. The Family Resource Centers are located at four sites (Napa Junction, McPherson, Phillips, Shearer) with high concentrations of low-income and multilingual learners. Families are a key component of supporting the well-being and academic success of a child. As a result, these actions focus on all families and their abilities to be active participants in their child's educational journey from transitional kindergarten to post-secondary.	data), student engagement (chronic absenteeism rates) and improved Annual Benchmark Survey data are expected outcomes for this goal.
4.1	**Action:** Student Wellness and Support Programs **Need:** Due to their limited access to social-emotional and mental health services, low-income students, multilingual learners, and foster youth are at greater risk of trauma. More than ever, they require coordinated mental health	The outlined strategies directly address the disproportionate trauma, chronic absenteeism, and limited resource access experienced by unduplicated pupils—specifically low-income (SED) students, multilingual learners (MLLs), and foster/homeless youth. By framing these interventions around the comprehensive Health and Wellness Framework, the district creates an equitable, tiered support system that targets high-	A reduction in chronic absenteeism, improved California Healthy Kids Survey results, and an increase in academic progress (CAASPP AND STAR data) are expected outcomes for this goal.

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
	assistance, family outreach, and referrals to district and community resources. **Scope:** LEA-wide Schoolwide	need sites first. Maintaining staffed Wellness Centers, increasing elementary access to social workers, and funding services from community partners provide these vulnerable student groups with immediate, coordinated mental health assistance and streamlined community referrals. Furthermore, targeted attendance tracking and the Student Attendance and Review Board (SARB) process actively combat chronic absenteeism among these specific subgroups, while localized Family Resource Centers bridge the gap between home and school by providing direct, integrated support to underrepresented families. Simultaneously, the plan ensures that unduplicated pupils receive a high-quality, inclusive, and culturally responsive educational experience. By blending school-wide Tier 1 and Tier 2 initiatives—such as the Toolbox Project, Second Step, Restorative Practices, and trauma-informed staff training—the district fosters a safe, predictable environment that mitigates the effects of trauma. Professional development ensures staff can effectively implement these strategies alongside inclusive practices for students with IEPs. Finally, by expanding access to Visual and Performing Arts (VAPA), athletics, elementary music/PE, and accelerated learning programs like Academic Decathlon, the district removes financial and systemic barriers. This guarantees that unduplicated students are not just receiving intervention, but are also granted equitable access to a well-rounded, enriching curriculum that drives long-term academic engagement.	

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
		These actions are provided on an LEA-wide or schoolwide basis because the needs they address are evident across the district and not isolated to individual campuses. Survey data and feedback sessions elevated the needs at all sites to continue to support the whole-child with extracurricular experiences and social and emotional wellness services. Site-level data consistently highlight persistent student needs shared throughout NVUSD, particularly among socioeconomically disadvantaged (SED) students and multilingual learners (MLLs), who are enrolled at all school sites.	
4.2	**Action:** Fully implement the Multi-tiered System of Support. **Need:** Although student chronic absenteeism rates have consistently declined, some student groups need additional attention to further reduce absenteeism. Our LTELs, Foster Youth, and Temporarily Housed students have a respective chronic absentee rate of 29.1%, 33.3%, and 32.4%. **Scope:** LEA-wide Schoolwide	MTSS is necessary to support the academic, behavioral and social emotional needs of all students. Trained and highly effective COST teams support the small group and individual needs within a tiered system. The identified student groups are enrolled in schools throughout our district, as a result, support services need to be offered LEA-wide.	The desired outcomes are a combination of academic, behavioral, social and emotional, including an increase in the graduation rate, academic progress (CAASPP and Star data), and the completion of A-G requirements. An additional desired outcome is a decrease in chronic absenteeism.
4.3	**Action:** Inclusive and Welcoming Schools **Need:**	The designated programs, services, and curricula provide necessary, targeted support to uplift unduplicated student groups. Elevating student and family voices through the LCAP Student Advisory Council, Inclusive and Welcoming	Increase in sense of belonging and school connectedness on the California Healthy Kids

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
	The identified need was ensuring access, stability, and support for learning for all students, specifically those who have been historically underserved. The emphasis on increasing adult-to-student connections principally benefits unduplicated pupils, who are experiencing a sense of belonging at lower rates than their peers. Foster/Homeless Youth continue to confront substantial challenges that stem directly from their experiences outside the classroom. **Scope:** LEA-wide Schoolwide	Schools Steering Committee and the Special Education Parent Advisory group ensures that the lived experiences of unduplicated families directly shape district curriculum and classroom environments. Simultaneously, actively recruiting a diverse workforce allows students to see their own identities reflected in their educators, which research shows increases academic engagement and a sense of safety. Finally, strengthening PBIS and SEL frameworks from TK through high school provides the culturally responsive behavioral and emotional scaffolding that unduplicated students require to thrive both academically and socially.	Survey and Annual Benchmark Survey.
4.4	**Action:** Safe, Clean and Secure School Campus **Need:** For unduplicated students—those who may have experienced trauma, housing instability, or other adverse circumstances—school safety is especially critical, as it can provide the stability and support they may lack elsewhere. **Scope:** LEA-wide Schoolwide	All students need a safe, clean, and secure learning environment to thrive academically, socially, and emotionally. NVUSD's comprehensive safety efforts aim to reduce barriers to learning by addressing physical, emotional, and environmental safety through proactive prevention, targeted staffing, and training.	Increase in percent of students reporting feeling very safe or safe on the California Healthy Kids Survey (CHKS), decrease in suspension and chronic absenteeism.

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
2.4	**Action:** Supporting Long Term English Learners (LTEL) **Need:** Students identified as long-term English Learners have made limited progress toward English language proficiency. Their language acquisition needs to be accelerated. **Scope:** Limited to Unduplicated Student Group(s)	Literacy support and mathematics support employ instructional strategies and approaches that are tailored to the needs of Long-Term-English Learners. They are also structured and scheduled in ways that extend learning opportunities beyond the school day, responding directly to educational partner feedback. These interventions were among the top priorities for educational partners. Additionally, a targeted focus on college and career readiness opportunities is designed to increase participation in real-world experiences that improve post-secondary opportunities and CCI measures. All school sites are required to provide designated ELD to English Learners, including LTELs, every day. In order to meet that requirement with highly qualified staff, the actions address needs across the LEA.	Increased academic achievement (STAR data), language acquisition (ELPAC progress) , and student engagement (attendance) are expected outcomes for this goal.
3.2	**Action:** Provide High Quality Translation Services **Need:** For families of Multilingual Learners (MLLs) to have equal access to information regarding opportunities for support and how to assist their children, they must be provided information and communication in a language they can understand. **Scope:**	Parent liaisons utilize strategies that address the unique needs of unduplicated pupils and their families (including home visits), enhancing NVUSD’s liaison work between schools, homes, and communities in matters of health, welfare, attendance, and educational needs. All school sites have families whose home language requires high quality translation services.	An increase in parent engagement and communication is the expected outcome of this goal with its effectiveness monitored through the Annual Benchmark Survey.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

N/A

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.

NVUSD utilizes an equity-based formula that adds additional teacher staffing based on the unduplicated count and enrollment across all of secondary. All school sites receive a base teacher allocation and a percentage is added to increase the staffing based on the number of unduplicated pupils resulting in an equitable distribution of funding. The additional staff will provide extra full-time equivalent (FTE) of teachers, counselors, social workers, and instructional assistants who will provide additional services to unduplicated students. This amount far exceeds the additional funding received by NVUSD for the concentration grant add-on funding.

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	1 to 42	1 to 50
Staff-to-student ratio of certificated staff providing direct services to students	1 to 9	1 to 14

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$183,484,546	40,147,812	21.881%	0.000%	21.881%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$40,147,812.00	$5,071,110.00	$0.00	$0.00	$45,218,922.00	$39,379,696.00	$5,839,226.00

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	Language and Literacy Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$4,904,411.00	$305,451.00	$3,987,753.00	$1,222,109.00			$5,209,862.00	
1	1.2	Mathematics Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$3,613,340.00	$219,266.00	$2,610,497.00	$1,222,109.00			$3,832,606.00	
1	1.3	Assessment and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,171,207.00	$1,253,365.00	$2,424,572.00				$2,424,572.00	
1	1.4	Career Readiness Programming	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$2,061,839.00	$645,436.00	$2,707,275.00				$2,707,275.00	
2	2.1	High Impact Instructional strategies	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$2,281,011.00	$140,533.00	$1,424,435.00	$997,109.00			$2,421,544.00	
2	2.2	Ensure English Language Development All Day	English Learners	Yes	LEA-wide School wide	English Learners	All Schools		$1,782,278.00	$120,256.00	$1,902,534.00				$1,902,534.00	
2	2.3	School site support for Newcomer students	English Learners	Yes	LEA-wide	English Learners			$2,181,007.00	$47,392.00	$2,228,399.00				$2,228,399.00	
2	2.4	Supporting Long Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools		$169,862.00	$47,392.00	$217,254.00				$217,254.00	

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
					s)											
3	3.1	Proactive Family Engagement and Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,625,727.00	$129,717.00	$1,755,444.00				$1,755,444.00	
3	3.2	Provide High Quality Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$525,061.00	$226,145.00	$751,206.00				$751,206.00	
4	4.1	Student Wellness and Support Programs	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$10,774,972.00	$1,186,250.00	$11,817,532.00	$143,690.00			$11,961,222.00	
4	4.2	Fully implement the Multi-tiered System of Support.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$3,305,380.00	$356,111.00	$2,454,520.00	$1,206,971.00			$3,661,491.00	
4	4.3	Inclusive and Welcoming Schools	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$1,019,524.00	$93,672.00	$1,113,196.00				$1,113,196.00	
4	4.4	Safe, Clean and Secure School Campus	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$3,684,955.00	$1,068,240.00	$4,753,195.00				$4,753,195.00	
5	5.1	College and Career Readiness	All	No			Specific Schools: Valley Oak 9-12		$279,122.00	$0.00		$279,122.00			$279,122.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$183,484,546	40,147,812	21.881%	0.000%	21.881%	$40,147,812.00	0.000%	21.881 %	**Total:**	$40,147,812.00
								LEA-wide Total:	$39,179,352.00
								Limited Total:	$968,460.00
								Schoolwide Total:	$32,770,937.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Language and Literacy Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,987,753.00	
1	**1.2**	Mathematics Program Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,610,497.00	
1	**1.3**	Assessment and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,424,572.00	
1	**1.4**	Career Readiness Programming	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,707,275.00	
2	**2.1**	High Impact Instructional strategies	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,424,435.00	
2	**2.2**	Ensure English Language Development All Day	Yes	LEA-wide Schoolwide	English Learners	All Schools	$1,902,534.00	
2	**2.3**	School site support for Newcomer students	Yes	LEA-wide	English Learners		$2,228,399.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Supporting Long Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$217,254.00	
3	3.1	Proactive Family Engagement and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,755,444.00	
3	3.2	Provide High Quality Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$751,206.00	
4	4.1	Student Wellness and Support Programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$11,817,532.00	
4	4.2	Fully implement the Multi-tiered System of Support.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,454,520.00	
4	4.3	Inclusive and Welcoming Schools	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,113,196.00	
4	4.4	Safe, Clean and Secure School Campus	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,753,195.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$41,411,854.16	$42,663,844.00

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**	Language and Literacy Support	Yes	$6,957,159.50	$5,953,235
1	**1.2**	Mathematics Program Support	Yes	$2,749,152.00	3,308,218
1	**1.3**	Assessment and Intervention	Yes	$998,098.00	1,116,085
1	**1.4**	Career Readiness Programming	Yes	$2,109,097.00	2,150,222
2	**2.1**	High Impact Instructional strategies	Yes	$1,253,351.00	2,537,868
2	**2.2**	Ensure English Language Development All Day	Yes	$1,942,868.00	1,859,052
2	**2.3**	School site support for Newcomer students	Yes	$2,026,591.00	1,944,582
2	**2.4**	Supporting Long Term English Learners (LTEL)	Yes	$552,391.00	500,527
3	**3.1**	Proactive Family Engagement and Communication	Yes	$2,950,440.00	2,998,841
3	**3.2**	Provide High Quality Translation Services	Yes	$843,840.00	1,041,643
4	**4.1**	Student Wellness and Support Programs	Yes	$12,091,458.79	11,589,789

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)
4	**4.2**	Fully implement the Multi-tiered System of Support.	Yes	$2,439,044.87	3,304,042
4	**4.3**	Inclusive and Welcoming Schools	Yes	$150,195.00	120,703
4	**4.4**	Safe, Clean and Secure School Campus	Yes	$4,099,319.00	4,106,724
5	**5.1**	College and Career Readiness	No	$248,849.00	132,313

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
38,600,206	$37,458,102.00	$38,600,206.00	($1,142,104.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Language and Literacy Support	Yes	$4,149,948.00	$4,887,129		
1	1.2	Mathematics Program Support	Yes	$2,749,152.00	$3,220,988		
1	1.3	Assessment and Intervention	Yes	$998,098.00	$1,116,085		
1	1.4	Career Readiness Programming	Yes	$2,109,097.00	$2,150,222		
2	2.1	High Impact Instructional strategies	Yes	$1,253,351.00	1,558,992		
2	2.2	Ensure English Language Development All Day	Yes	$1,942,868.00	1,859,052		
2	2.3	School site support for Newcomer students	Yes	$2,026,591.00	1,944,582		
2	2.4	Supporting Long Term English Learners (LTEL)	Yes	$552,391.00	500,527		
3	3.1	Proactive Family Engagement and Communication	Yes	$2,950,440.00	2,998,841		
3	3.2	Provide High Quality Translation Services	Yes	$843,840.00	1,041,643		
4	4.1	Student Wellness and Support Programs	Yes	$11,950,479.00	11,427,593		
4	4.2	Fully implement the Multi-tiered System of Support.	Yes	$1,682,333.00	1,667,125		
4	4.3	Inclusive and Welcoming Schools	Yes	$150,195.00	120,703		

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)
4	**4.4**	Safe, Clean and Secure School Campus	Yes	$4,099,319.00	4,106,724		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
175,724,080	38,600,206	0	21.966%	$38,600,206.00	0.000%	21.966%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024